

**General Education Curriculum Committee
Meeting of October 19, 2012, 2:30 p.m.**

Minutes

Attending (Voting): Biles, Desoky, George (student), Mansfield-Jones, Reynolds, Singleton, Song, Tillquist, Yakkanti (student), Zimmerman

(Non-Voting): Bays, Billingsley, Carden, Dietrich, Karega, Partin

Approval of Minutes

The minutes of September 21, 2012, were approved with a couple of minor edits.

***Action:** Billingsley announced that the state open-records rule requires the posting of minutes immediately upon approval. Additionally, in the future, the minutes will be circulated to the Executive Faculty Senate (a policy-making body), university advisors, and the deans. The university policy is that people have 30 days after posting to question a policy or other decision before it becomes final. The GECC link is the most frequently consulted page on the Provost site

Introductions

Wes Partin was introduced as the replacement for Mindy Steinberg for Transfer Articulation.

CD Petition Review Update

Karega reported that only two of recently reviewed CD petitions were approved. The review committee will meet on a monthly basis and the meeting dates will be posted on the web site to make the deadlines transparent to the students. Also, the length of the essay was expanded to 500-1000 words in hopes of improving the quality of the essays. Karega distributed a draft of the proposed revisions to the guidelines and solicited feedback. Zimmerman suggested a stronger statement to clarify that if a UofL course has not been previously approved by the GECC, then it cannot be used for general-education credit, even if the experience might otherwise meet the CD outcomes. Desoky suggested a stronger qualifier about the meaning of life experience, that is, its relevancy to the learning outcomes. Since timing is critical, Bays recommended that students be reminded about taking steps to petition at least one semester prior to an anticipated graduation date or within a designated time frame after transfer to UofL. George suggested that an FAQ would be helpful to students. There were mixed opinions about giving examples of essays with specific notations on why it does or does not qualify. Partin pointed out that the current petition example is an essay shorter than 1000 words. Singleton commented that students who do not articulate their experience well are given another chance to re-submit their essay. Karega reviewed the key changes that were approved.

***Action:** Billingsley recommended that the CD petition guidelines be circulated to the unit advisors (who are oftentimes consulted by students about the process) and the International Center (for the Study Abroad green sheet). Karega also will share the guidelines with ISLP program faculty.

Statewide General Education Assessment Plan and SLOs

Billingsley asked for feedback on the draft statewide general education assessment plan (previously distributed). Jill Compton of CPE had filled in the boxes without consultation with UofL. Potential issues with assessment include the required frequency of assessment reports to CPE and the need to revise the assessment model for the large lecture courses. The Assessment

Subcommittee and the CEHD team are collaborating to develop a proposal. Various suggestions about how UofL can address the needs of CPE and statewide alignment were discussed. Billingsley pointed out that CD is not a statewide requirement but that it's applied across the board at UofL, along with the CT and OC overarching "super-topics"--core competencies that are assessed using the rubrics. GER topical SLOs are in the departments. Karega suggested rethinking how the assessment rubrics are applied rather than re-designing UofL's assessment model.

***Action:** Billingsley will work with Bays, Karega, and Jill Compton to integrate UofL's assessment process and schedule into the statewide chart.

Quality Collaborative (QC) Project

Billingsley again invited the GECC to the November 28 meeting with Dr. Debra Humphreys to learn more about the QC project and its relationship to Kentucky's Tuning Project. The event is sponsored by the AAC&U and is funded by a Lumina Foundation grant. The first goal is the alignment of how the Biology transfer model can be generalized to other transfer work.

Syllabus Review: Next Steps

Karega asked the GECC what they want to do with the results of the pilot syllabus review. It was noted that 55 of the 96 sample syllabi were not reviewed for corresponding assessment methods because they did not contain a statement of the content-specific gen ed learning outcomes, and only 41 (42.7%) met that requirement. Furthermore, the straightforward numbers indicate that only 37 of the 96 syllabi listed assessment methods that could support the general education learning outcomes (either using the exact language or close to it). A statement that the course satisfies a specific general education requirement is not sufficient without demonstrating how the course is designed to meet the outcomes. The question raised is why the general education syllabus guidelines are not being followed. Part of the problem is that many of the courses were grandfathered in. Also, some faculty members simply are not aware of the specific general education syllabi standards beyond the overall discipline-specific course objectives. Billingsley suggested that the Provost might be able to enforce the standards (through the deans) or that the GECC could be more emphatic and even re-vote if any assessed course is not satisfying the GERs. Mansfield-Jones pointed out the overarching issue of the difference between stating the SLOs and actually aligning the course with them. The notion of a standard syllabus, merged with the A&S syllabus guidelines, was rejected. However, Billingsley will continue to send reminders to gen ed faculty each semester and could include the results of the syllabi review if that is the decision of the committee. Dietrich recommended a strong reminder, as well as a concentrated focus on changing the culture since there has been no real accountability except that syllabi are now public.

***Action:** Billingsley will circulate the standard boilerplate text for feedback by the GECC before sending the notice forward to gen ed faculty regarding the required SLOs.

Spring 2012 Assessment Report

Feedback on the two questions posed on pages 6-7 of the assessment report was tabled until the next meeting. Billingsley commented that only three departments have expressed interest in receiving disaggregated assessment results.

Next Meeting

The next meeting will be held at 2:30 p.m. on Friday, December 7, in the Jouett Hall Conference Room.