

**General Education Curriculum Committee**  
**Meeting of February 22, 2013, 2:30 p.m.**

**Minutes**

*Attending (Voting):* Bernstein, Desoky, Futrell, Mansfield-Jones, Reynolds, Romesburg, Singleton, Tillquist

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

**Approval of Minutes**

The minutes of December 7, 2012, were approved.

**Updated General Education Course Listing: 2013-2014**

Carden reported on late deletions of HIST 390 and PAS 343/TA 343 from the general education course listing and course inventory. These inactive courses have not been taught for several years, and departments have no plans to revive them.

**CD Petition Review Update**

Karega reported on the status of several CD petitions that were reviewed during the past two months: 3 approved (one was an appeal); 2 denied (with an option to appeal).

**Assessment Goals**

Karega will meet with CEHD representatives to discuss the validity test and report back to the GECC when the results are available. These results will coincide with the establishment of assessment goals in an effort to make the data more useful.

**Spring 2013 Assessment Readings**

On February 23, 2013, the following departments will be assessed: Art History, Economics, Political Science, Theatre Arts, and Women's & Gender Studies. Assessment readings for Mathematics are planned for May 18, 2013.

Karega reported that only five departments formally have requested the results of past assessments, although various departmental chairs generally have expressed interest. Previously, the aggregated data was shared with the undergraduate deans. Without a formal request, sending out disaggregated data would be a violation of the original agreement, according to Dietrich. Billingsley would like to see a feedback loop, but is not sure that five departments are sufficient to determine whether the results will affect quality of instruction, the intent of the assessment effort. It was recommended that Dietrich initiate another invitation to departments.

\*ACTION: After each reading, Dietrich will use a standard script (prepared by Karega) to notify departments about the results of the disaggregated data—available upon request.

**Statewide SLO Framework and Assessment Plan**

The most current draft of the Statewide General Education Assessment Plan (dated January 7, 2013) was shared. It includes UofL's edits. Billingsley does not expect to hear more until after the legislative assembly completes their work.

### **Quality Collaborative Project**

Billingsley reported that Ronald Fell, Joy Karega, and three CPE and Elizabethtown Community College reps joined him at the AAC&U Quality Collaborative meeting in January. They heard what other states are doing, and most state/community college projects did not resemble UofL's program, nor others. In an effort to generalize the model, broadly aligning Biology courses to meet requirements, a workshop will be held this summer. Also, a QC project team meeting of state reps is scheduled for February 28.

### **Miscellaneous Discussions**

Billingsley discussed the possible tracking of specific general education program requirements, using the audit system and working with the Registrar's Office and Jody Reed.

Mansfield-Jones raised the issue of late completers of the general education NS requirement and stressed the need for students to start early if progressing through higher-level requirements. That is, students interested in a Biology major need to be told early on that certain foundational chemistry and sufficient math competencies must be completed for their degree, in addition to general education requirements. She would like to make this known to advisors.

As a related topic, Billingsley gave an overview of the Flight Plan, a set of milestones and check-off points for students. Students who don't meet their milestones must see an advisor. Some of them may be advised to take a summer course. About 85% of the students who don't re-enroll attribute the reason to three major categories: 1) finances, 2) academics, 3) personal reasons. Although not a formal exit interview, telephone surveys to non-returning students try to solicit their reason. Notes can be made in PeopleSoft, and there are codes for reasons such as lack of money.

Futrell mentioned that some students have difficulty getting into certain general education courses. Billingsley commented that although Orientation has opened up some seats, late-session orientation students cannot always enroll in general education courses at good times. The increased number of incoming students with dual credit and AP hours also changes the profile and opens up seats.

Billingsley gave an overview of Arnold Hooks' IR Report on Graduation Data for Students in 2005 and 2006 Freshmen Cohorts. About one-third of the entering class came in with undeclared majors; 38% who had a major changed their minds; 24% changed their major at least once. Dietrich commented that she gets a sense that some students are not finding a major that interests them.

\*ACTION: The full report will be forwarded to the GECC from Billingsley.

It was noted that most students graduate between 4-5 years, with most scholarship students graduating in 8 semesters of 15 or more credit-hours per term. Under the university's current tuition structure, hours above "full-time" 12 credits are free to the student, and the university has pointed out this allowance as an incentive to higher course loads, but usually with little success. If the full-time ceiling rises, this argument will have to change. Working students don't necessarily complete their course work in this time frame.

### **Upcoming Meetings**

The next meeting was set for 2:30 on April 12, with an announcement that consultant Stan Henderson will be on campus that day to roll out the AACRAO plan during a noon campus-wide presentation. Also, members were reminded to RSVP for the May 7 GECC luncheon meeting.