

General Education Curriculum Committee
Meeting of May 6, 2015, 12:00

Minutes

Attending (Voting): Bertacco, Bradley, Brueggemann, Cobourn, Desoky, Fernandez, Hagan, Pack, Reynolds, Singleton, Swanson, Wright

(Non-Voting): Barrow, Carden, Dietrich, Gilchrist, Shanahan, Wiggins-Romesburg

Approval of Minutes

The minutes of April 10, 2015, were approved.

Recognition of Outgoing Members

Singleton thanked all GECC members for their service during the academic year and specifically recognized outgoing members.

Membership Updates 2015-2016

Carden announced that two new students will be appointed by SGA and that the new A&S Curriculum Committee rep will be elected in August. A confirmation on the CEHD rep is pending. The replacement for Song is David Howarth. Members returning to serve a new three-year term include Singleton, Brueggemann, Futrell, Pack, and possibly Desoky. Wright also is willing to continue representing COB even though he will be on sabbatical.

CD Petitions Update

Wiggins-Romesburg reported that one late CD petition was approved in time for the student to graduate.

OC Assessment

Shanahan announced that a few GECC members will participate as readers for the May 7 OC Assessment. The training went well on May 5. Since there currently is not a specific rubric for OC, the EC and CT rubrics will be used to assess the student reflections on their speeches.

Update: General Education Assessment Committee

Shanahan reported on the natural science syllabi review, a review conducted to determine how many of the gen ed courses listed the specific general education learning outcomes and how students were assessed for each stated SLO. Table 1 of the report (see handout) reveals that 242 NS courses were offered in Fall 2014 but only 130 (53.7%) were available on Blackboard. This percentage indicates the sample size. Table 2 reveals that 30 syllabi (23.1%) outlined the gen-ed SLOs (either exactly or very close wording). From this sample, only 14 syllabi (46.7%) included the corresponding assessment methods for gen ed learning outcomes. Clearly, not all general education course syllabi are prepared based on the established general education syllabus guidelines.

***ACTION:** Increased communication with departments, including the sharing of the report with the chairs, will be initiated during the summer by the General Education Assessment Office.

Dietrich is encouraging faculty to use Blackboard. Chemistry is having difficulty because of the 35 different lab sections; a technical solution is being sought.

The next syllabus review is in process for Oral Communications. Those syllabi are being pulled from Blackboard.

Update: General Education Task Force

Shanahan reported that the 21st Century General Education Task Force has been busy obtaining feedback from students and departments. Feedback also will be sought from alumni and employers of recent graduates. The Task Force (TF) is working on the general education program philosophy statement with research to support it. A subcommittee will draft an agenda and time line for the new academic year. A quick link to the TF sharepoint site is available on the general education web site, and all posted documents are open to viewing by UofL faculty, staff, and students.

Dietrich and other GECC members--Banks, Brueggemann, Shanahan, Swanson--have been an integral part of the TF work.

Revised ENGL 101 and 102 Student Learning Outcomes

Brueggemann, who has been working diligently with her department to assess and revise the English 101 and 102 student learning outcomes, gave an overview of the plan and the rationale for the changes.

Following feedback from 60 composition instructors last July during orientation, subsequent focus groups, and the work of three assistant directors and an oversight committee, a new model syllabus for English 101 and 102 was developed. In addition to stating the specific general education learning outcomes in the syllabus, additional SLOs have been outlined for adoption. She distributed charts that compare the revised SLOs with the old ones. Part of the editing was stylistic.

In ENGL 101, emphasis is on students taking ownership of their work and gaining confidence as writers based on specific outcomes. Also, a new initiative incorporates the use of digital technologies. The department is moving toward portfolio-based assessment, including pre- and post-evaluations and self-reflections by students.

In ENGL 102, the key change to this core course is the addition of a digital assignment to allow students to work with community issues and engage cultural diversity.

***ACTION:** The revised SLOs will be rolled out to new instructors at the two-day orientation in mid-August.

Note: Approximately one-third of entering students either test out of ENGL 101 or move into 102 because of successful completion of a dual-credit course. Because there have been an increasing number of honors students, ten additional sections of 105 are being offered.

Prepared by Kathy Carden