

**General Education Curriculum Committee
Meeting of April 8, 2016, 2:30**

Minutes

Attending: Bertacco, Brueggemann, Carden (staff), Cobourn, Desoky, Dietrich, Fernandez, Futrell, Gilchrist, Hagan, Howarth, Pack, Partin, Reed, Shanahan, Singleton, Swanson, Wiggins-Romesburg, Wright

Absent: Alagaraja, Allen, Banks, Barrow, Billingsley, Bradley, Brueggemann, Kidd, Reynolds

Guest: Travis Ross

Approval of Minutes

The minutes of January 29, 2016, were approved.

CD Petitions Update

Wiggins-Romesburg reported that three of five reviewed petitions were approved. The subcommittee provided suggested revisions for one of the proposals, which is pending approval.

Catalog Updates: General Education Section

Shanahan recommended additional edits to the general education section of the catalog, which were approved as follows:

- Highlight/bold the second sentence in the disclaimer, “Only one Cultural Diversity credit may be earned by petition.”
- Under each type of CD petition, remove the final sentence, “CD credit by petition is limited to one course.”

*ACTION: Carden will submit these final catalog changes to clarify the CD petition policy.

General Education Assessment Updates

Shanahan thanked Williams-Romesburg for her work and then reported on the **Arts/Humanities and Mathematics** assessments that were conducted on March 5. These two assessments were combined in one report, covering the following areas:

- Assessment Administration and Process
- Application of Rubrics and Stated SLOs
(Modifications to the assessment rubrics and process are pending until the implementation of the new general education program.)
- Results of training, benchmark samples, and pertinent discussion
(Two benchmark samples were applied during the A&H training and four benchmark samples were applied during the Math training. Training results indicated good levels of agreement among assessors for both A&H and Math.)

- **Data Collection Overview**
(254 assessable artifacts for A&H and 294 for Mathematics--broken down by course in Tables 5 & 6)
- **Summary of Assessment Data**
(For the EC scoring, students continued to excel at stating a clear purpose, employing coherent organization, and using appropriate conventions and style, but did not demonstrate analysis and synthesis at the same level. For the CT measures, while students excelled at stating their thesis, providing evidence, and making an argument, they did not demonstrate a strong understanding of the influence of context. The CD results indicate that although instructors are more intentional about embedding CD, students aren't always requested to demonstrate an understanding of CD. A large number of assignments aren't well aligned with the CD measures. Overall, readers suggested that the format of some assignments did not allow for the depth of critical thinking and organized writing requested in both the Critical Thinking and Effective Communication rubrics, resulting in lower scores on the analysis and synthesis, influence of context, and implications measures. Another factor is that the artifacts are representative of student work early on in their introduction to general education outcomes.)
- **Inter-rater Reliability**
(For A&H, the statistics looked good except for the last two rows of the CT rubric, measuring "influence of context and assumptions" and "implications, conclusions, and consequences." While the reliability is still acceptable, it reflects the need for greater emphasis on these two areas in future training sessions. For Mathematics, the range of inter-reliability was exceptional.)
- **Lessons Learned**
(In the future, assessors would like to have copies of the answer keys when scoring Mathematics student artifacts so that they don't have to spend time calculating the responses to each problem.)
- **Syllabus Review Process and Results**
(The syllabus review process is outlined in the report along with the breakdown of available syllabi by department. Arts & Humanities did an excellent job stating the approved general education student-learning outcomes in the syllabus and aligning them with corresponding assessment methods.)

*ACTION: The draft report will be finalized for distribution to the deans once Dr. Billingsley and all GECC members have had an opportunity to review it and comment. The final report also will be posted to the gen-ed web site.

The assessments for **Social & Behavioral Sciences, History, and Cultural Diversity** will be scheduled in May, with a full report to be presented at the first fall-semester meeting.

General Education Task Force Update

Dietrich and Shanahan reported on the progress of the General Education Task Force. The task force is at the point of pulling together the various pieces related to the revised student learning outcomes, assessment, philosophy, structure and governance. Under the newly proposed program, significant changes include: 1) reduction to 30 required general-education credit hours, 2) elective options, 3) embedding of the cultural diversity component. In addition to the existing overarching themes of critical thinking, effective communication, and understanding and

appreciation of cultural diversity, a new component under content outcomes is the embedding of quantitative reasoning. Also, Arts and Humanities would not be divided, that is, students could choose how to fulfill those six hours (not 3 + 3) based on their interests.

Reed raised a question about the social behavioral sciences and history requirements, with technological programming concerns in mind. Dietrich responded that this is an issue that will need to be settled by the faculty

Singleton was concerned about unit-based accreditation requirements in the area of cultural diversity. For example, Nursing requires a separate 300-level CD course and some departments may need to add a CD course. New definitions for CD have been drafted to satisfy the general-education requirements. Students must take one course in Understanding US Diversity and one course in Global Diversity Awareness.

Dietrich commented that the new program should be more manageable and that outcomes will need to be assessed. Once the proposal is packaged, including recommended structures for management and assessment, it will be circulated for review.

May Meeting

Singleton announced that the May luncheon meeting was canceled and thanked the committee for their service throughout the year. Since there was a consensus not to reschedule, the next meeting will be set in September at the standard 2:30 time on Friday afternoon.

*ACTION: Carden will announce the 2016-2017 meeting dates once the new members are designated by SGA and the academic units to replace outgoing members.

New Business: General Education Transfer Equivalencies/Hours

Reed raised an issue regarding the need for an official ruling by the GECC on general education transfer courses that do not meet the hours required at UofL. Common examples include two-hour ENGL 101 or 102 courses that transfer in to UofL. Is the one hour waived if the student met the WC requirement? In Natural Sciences, a three-hour course will transfer to UofL with the equivalency of BIOL 102, but the course at the sending institution includes a lab. If the requirement for both the lecture and lab are satisfied, is the one hour waived for this requirement? COMM 111 is another example of a credit-hour discrepancy. How are these courses qualified in the STS when the additional hour is missing? Not all of the courses are out of state; for example, UK has a three-hour BIOL 103 course that includes the lab.

Past practice has been that these requirements were satisfied for general-education equivalency purposes. However, she and Travis Ross could not find an official policy allowing this practice and did not want to move forward with programming in degree audit without approval.

Dietrich commented that SACS requires 30 hours of general education. Shanahan spoke of category certification under the state transfer policy with no hours attached. Partin asked the GECC if they cared more about competency (SLOs) or hours. Rather than checking off hours in the system, Futrell and Howarth were in favor of competency determinations by departmental faculty in consultation with Transfer Services. An exception might be a calculus course where the one-hour difference is significant in relation to competency.

***ACTION:** The following motion was made and approved: Equivalency evaluations for transfer courses that fulfill a general education requirement shall be based on learning outcomes. As a result, a course may fulfill a general education requirement with fewer credit hours than required, so long as it is deemed equivalent in student learning outcomes to a UofL course that would fulfill that requirement.

Prepared by Kathy Carden