



**General Education Curriculum Committee
Meeting of September 23, 2016, 2:30**

Minutes

Attending: Barrow, Billingsley, Carden (staff), Cobourn, Cooksey, Dietrich, Fernandez, Futrell, Hagan, Myers, Pack, Reynolds, Riedel, Seif, Shanahan, Singleton, Willey, Wright

Absent: Desoky, Gilchrist, Howarth, Partin, Ross, Wiggins-Romesburg

Introduction of Members

New members of the GECC were welcomed. Beth Willey was introduced as the Faculty Fellow in Undergraduate Affairs, and Billingsley was congratulated for his new role as Interim Provost.

*ACTION: Carden will update the membership roster once additional reps are appointed for Music (replacement for Banks), Education (replacement for Alagaraja), and Undergraduate Advising Practice (replacement for Reed).

Approval of Minutes

The minutes of April 8, 2016, were approved and will be posted to the gen-ed web site.

Review of Charge and GECC Structure

Singleton gave an overview of the function and structure of the GECC and thanked members for their support, especially in the midst of proposed changes to the general education program as recommended by the General Education Task Force.

Election of Committee Chair

Singleton encouraged nominations for the role of chair, but she was unanimously re-elected.

Subcommittee Service – Request for Volunteers

Course Proposal Subcommittee (coordinated by Kathy Carden)

Billingsley presented a rationale for last year's moratorium on new general education courses, and proposed that the moratorium be extended if it was the will of the committee. Since the new program is likely to be implemented in Fall 2018, requiring all gen-ed courses to be re-instituted under revised SLOs, he questioned whether a faculty member would want to design a new gen ed course that would only be in effect for one year. Nevertheless, a motion was made and approved to lift the moratorium of new general education course proposals under the current general education guidelines.

*ACTION: Shanahan will update the general education web site to announce the lifting of the moratorium, adding a disclaimer about the need for re-approval when student learning outcomes are revised under the new program.

Volunteers for the course proposal subcommittee included Futrell, Wright, Cooksey, and Fernandez.

*ACTION: Carden will convene a Course Proposal Subcommittee meeting following the November 15 deadline for course proposals.

CD Petition Subcommittee (coordinated by Christine Wiggins-Romesburg)

Shanahan thanked the current subcommittee for recently reviewing CD petitions that were received during the summer. Another batch is ready for review. Typically, petitions are reviewed on a monthly basis. Wiggins-Romesburg forwards them electronically to the subcommittee for response. Guidelines and submission deadlines can be found on the gen-ed web site and under tab 14 of the reference binder. Sometimes students are asked to revise their petition if they did not follow the guidelines. Only one cultural diversity course credit (3 hours) may be earned by petition.

Reynolds and Cooksey will continue and Seif and Pack also will serve on the subcommittee.

Assessment Subcommittee (coordinated by Katie Shanahan)

Shanahan welcomed volunteers who might like to become more engaged in the assessment process. One meeting is scheduled each semester. Dietrich will continue to serve and it's likely that Gilchrist will also. New volunteers included Riedel and Cooksey.

*ACTION: Missing members will be consulted to determine if they are willing to serve on one of the subcommittees.

*ACTION: Additionally, Billingsley sought a volunteer from either the GECC or Undergraduate Council to serve on the Program Review Committee, which will begin meeting in November. Singleton will consider serving.

CD Petitions Update

Shanahan reported that during the 2015-2016 academic year 22 of the 30 CD petitions were approved, 3 were denied, and 5 were ineligible, resulting in an overall 73.3% approval rate. The most recent round of reviews included ten petitions. Overall, 60% of the petitions have been for CD1 credit and 40% for CD2 credit.

General Education Task Force Update

Billingsley reported on the proposed time line for the roll out and implementation of the new general education program. In order for everything to be in place to advise the first group of entering freshman under the new program--including faculty approval, course approvals and re-coding, catalog changes, and workshops for faculty and advisors--a target date of Fall 2018 has been established. Students will be given more options under the new program, including a 3-hour elective. Also definitions for CD1 and CD2 courses are changing and the history component needs to be resolved. Soon the Task Force will widely circulate the time line and proposal. First, it goes to the A&S curriculum and budget committees for response since most gen ed courses are in A&S. Faculty engagement and institutional support will be necessary.

General Education Assessment Updates

Spring 2016 Social & Behavioral Science and Cultural Diversity Assessments:

Shanahan reported that the assessment of these two categories was the largest.

The training was modified to allow more time for practice assessments. During training, discussion arose about the not-requested (NR) field. To help resolve the issue, a decision was made to use the not-evident (NE) designation for an artifact in which the student simply did not demonstrate the outcome and an NR designation for any artifact for which the assignment did not allow the student to demonstrate the outcomes. The largest number of NR designations were in Cultural Diversity.

The 40% threshold for CD measures was met in the CD competency area, but not in the SB content area, indicating that CD courses are better integrating the CD outcomes into the curriculum. This improvement included the critical thinking component in the CD area. For the CD competency courses, all targets were met for all measures except for EC3 and CT4. In the SB content courses, not all targets were met, including shortfalls in EC3, CT2, CT4, CT5, CD2, CD3, and CD4.

The proposed targets for 2018-2019 (table 11) were questioned. Riedel opposed raising targets that were met by 2%, commenting that constant improvement can be frustrating when already above the targets. There is a tension between how instructors devote their time, striving to meet the general-education goals while also preparing students for the next level. Cobourn wondered how the targets were determined and commented that it is tough to improve every year when getting a new group of students. Billingsley reminded the committee that it's the program that is being assessed, not the students. The goal is to determine how the course can be changed to become more effective in incorporating critical thinking and other competencies. Shanahan commented on the huge improvement in mathematics since the last assessment which was largely attributed with how the courses were structured. The main purpose of assessment is to drive continuous improvement of student learning outcomes.

The GECC recommended that instead of increasing targets by 2% that departments be encouraged to meet current targets. Shanahan requested feedback on how to best spur departments forward in meeting these goals. One approach is incorporating the general education outcomes into the course and then addressing them.

*ACTION: Shanahan will distribute the revised assessment report, changing the language at the bottom of page 21 and removing the table 11 model.

Arts and Humanities and Math Assessment Report:

A minor correction was made to this report, and the updated can be found on the web site.

Upcoming WC Assessment:

Student artifacts for WC are being collected in preparation for the Spring 2017 assessment.

OEP Overview

Barrow gave an overview of the evolution of the QEP (Quality Enhancement Plan) and presented the current expectations of SACS to engage the entire campus in the development plan. All members of the campus community are invited to attend the upcoming QEP Information and Discussion Meetings, and student focus groups also are scheduled. The focus is on the challenges that sophomores face and how they can persist, be supported, and successfully transition into the third year. Willey commented that the committee is planning to do a pilot project in a limited number of sections that were identified by advisors as areas where exploratory students struggle. To retain students in the third year, the goal is to help students find their fit in the second year. To foster this goal, a three-credit, inquiry-guided seminar with specific learning outcomes has been developed. For more detailed information about the new seminar for second-year students and to provide feedback (five-question survey) or become more involved, please see the “Find Your Fit” handout or go to <http://louisville.edu/oapa/2017-quality-enhancement-plan-1> or e-mail QEP201@louisville.edu .

Upcoming Meetings

The GECC will meet again on November 4 and December 9, 2016.

*ACTION: Carden will announce the Spring 2017 meeting dates.

Prepared by Kathy Carden