University General Education Committee Meeting Minutes
February 12, 2018
4 p.m.
HCC 310

Present: Nicole Crowder (CAS; chair), Debra Schleef (ex officio), Jennifer Walker (CoE; secretary), Kelly Perkins (CAS), Tim O'Donnell (ex officio), Brian Ogle (ex officio), Chris Musina (CAS), Rita Dunston (Ex officio)
Not present: John Morello (ex officio), Belleh Fontem (CoB)

Meeting began: 4:02pm

1. Minutes from January 17, 2018—Approved as submitted

2. Courses for re-evaluation for general education credit
    a. Monica Malapit - Request for GI credit. Ample evidence for how this course meets the requirements. Request for GI credit approved.
    b. Student 2 - Request for NS credit. Course does have a lab, but it was not part of a course sequence. Natural sciences must be a two-course sequence that contains a lab. This course also does not match up with any other course in the catalog for the inclusion of a sequence. Request for NS credit not approved.
    c. Student 3 - Request for GI credit. This course examined interconnections between and in communities in the United States, not global connections. Request for GI credit not approved.

3. General Education Course Proposals
    a. ARTH 118 – History of Asian Art for Global Inquiry. Committee approves course proposal for GI without further clarification.
    b. ARTH 356 – Global Modernisms in East Asian Art for Global Inquiry. Committee approves course proposal for GI without further clarification.
    c. No additional submissions for course proposals can be approved for this calendar year so that accurate catalog offerings are reflected.
    d. Moving forward, it may be worth reviewing the course proposal document to include student-learning outcomes. This may make it easier for the committee to evaluate the general education category based on student learning.
        i. Each category would have separate forms and corresponding outcomes included.
        ii. Other possible questions: When will this course first be offered? How often will this course be offered? Projected frequency of offering?

4. Community Engagement Course Proposals
   a. The Community Engagement Task Force met to consider courses submitted for CE designation. The following courses were approved by that committee: PSYC 499, EDUC 303, MKTG 411, EDUC 351A, ENGL 399, HISP 467, HONR 201, PSYC 322, PSYC 000, SPAN 000.
   b. This committee approves the CE approvals for the aforementioned courses. As of now, these courses are approved for CE designation only when taught by the faculty member who submitted the proposal.
   c. A website has been created for the CE courses. The home for this website is to be determined. Debra will follow up to determine where this information will be housed.

5. New Community Engagement Course Proposal Form
   a. Will the CE proposals be course or instructor specific?
   b. The following course proposal form recommendations will be sent to CE committee:
      i. The form should include instructor(s) or an "all instructor" offering with justification of an all instructor designation (reference WI new course proposal form).
      ii. Include frequency of offering.

6. Language Assessment Plan
   a. Outcomes Assessment Plan should include five assessment outcomes, three have been developed.
   b. This committee needs corresponding rubrics for all outcomes. Outcomes state scoring is based on common rubrics.

7. Self-Selected Areas for SCHEV Assessment
   a. This committee approves a motion that Oral Communication and Digital Literacy should be selected as the two additional self-selected areas of assessment for SCHEV.

      Rationale: The UFC requested that the General Education Committee provide suggestions for the additional two competencies that have to be evaluated by SCHEV. Oral Communication seems a natural area, as this is an identified strength at UMW. We have established, valid, and reliable methodologies for assessing Oral Communication and have produced consistent results for several years. We have also submitted prior assessment reports on this competency to SCHEV. Digital Literacy is another strength, and one that particularly distinguishes us from other schools in the Commonwealth. Although we do not currently formally assess Digital Literacy, the Digital Fluency Working Group, let by Lee Bessette, has already developed possible learning outcomes and can continue to develop measures and pre-tests this spring, which will then be vetted through the General Education Committee. Possibilities for assessment include Domain of One's Own

projects or courses in Digital Studies. Moreover, this competency can be combined or at least overlap with existing assessment on information literacy completed in the FSEM module.

8. Plans for SCHEV Assessment Areas
    a. May 31st - 2 areas must be self-selected. All 6 areas must have definitions, outcomes, goals, methods, schedule of data collection, schedule of reporting, communication of findings.
    b. Debra will share a rubric this committee can reference.

9. Assessment Work Group Reports
    a. This committee approves 15 motions from the working group reports to present to the UFC for adoption at their next meeting.

Rationale: During the summer of 2017, working groups were formed to examine several years (2011-2017) of assessment data for courses with the General Education designations of Arts Literature and Performance – Appreciation (ALPA), Human Experience and Society (HES), Natural Sciences (NS), and Experiential Learning (EL). For all designations, there were issues with data collection and consistency in assessment parameters. There were also some ambiguities in the Student Learning Outcomes (SLO) for all of the designations that made consistent assessment across the various courses problematic. The following motions are recommendations from the working groups to address the above issues; to set new competency targets for ALPA, HES, and NS; and to implement more effective assessment measures for EL. Rationales for all of the following motions can be found in the respective assessment working group reports from Summer 2017.

General Recommendations:
Motion 1: General education assessment data for the following general education designations ALPA, EL, HES, and NS will be collected for a period of three (3) years to ensure more reliable and valid data.

Recommendations for ALPA:
Motion 2: The target for ALPA should be set to 80% of students "meeting expectations significantly" or "exceeding expectations" (assessment categories 4 and 5 of 5).

Motion 3: Modify SLO1 from "Incorporates or responds to the theories/perspectives/values of others." to "Incorporates or responds to the theories/perspectives/values of those engaged in the creative process."

Motion 4: Modify SLO3 from "Reflects on the value of the creative process." to "Reflects on the value of creative works in society."

Recommendations for HES:
Motion 5: The target for HES should be set to 80% of students "meeting expectations significantly" or "exceeding expectations" (assessment categories 4 and 5 of 5).

Motion 6: Modify SLO1 from "Students will be able to explain human and social experiences and activities from multiple perspectives." to "Students will be able to explain human and social experiences and activities from multiple cultural and/or theoretical perspectives."

Motion 7: Modify SLO2 from "Students will be able to draw appropriate conclusions based on evidence." to "Students will be able to draw appropriate conclusions based on evidence, texts, or other materials."

Motion 8: Modify SLO3 from "Students will be able to apply knowledge and skills learned to a novel situation." to "Students will be able to apply knowledge and skills related to human behavior, ideas, and social structures to better understand actual social life."

Recommendations for NS:
Motion 9: The target for NS should be set to 75% of students at the level of "excellent" (assessment category 4 of 4).

Motion 10: Modify SLO4 from "Students will be able to identify current issues in which scientific progress may challenge traditional social ideas or present moral or ethical dilemmas" to "Students will gain an understanding for how the natural sciences are used to address societal issues."

Recommendations for EL:
Motion 11: Modify and separate the current SLO3, "Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth," into two new SLOs:

New SLO3: "Students will be able to clarify and refine an understanding of strengths and weaknesses in the content of the relevant disciplines."

New SLO4: "Students will be able to clarify and refine an understanding of strengths and weaknesses in skills such as time management, organization, professionalism, and so forth."

Motion 12: Remove the current SLO4: "Students will be able to recognize their knowledge and lack of knowledge."

Motion 13: Modify SLO5 from "Students will be able to connect their undergraduate experiences and their post-graduation lives" to "Students will be able to relate their experiential learning to their post-graduation plans."

Motion 14: EL courses will be assessed with a survey of students participating in the course. The survey will consist of 7 questions to measure the five new SLOs, which will have a different set of responses, on a scale of 1-5 (Strongly Agree through Strongly Disagree). For those SLOs with more than one relevant multiple choice questions, the average of those two questions will comprise the score for that SLO.

The questions are as follows:
I was able to apply what I learned in my classes to new situations outside the university classroom. (SLO1)
I was able to take responsibility for directing my own learning. (SLO2)
My experience has taught me something about my field. (SLO3)
My experience has helped me understand how my field is relevant to the world and to other fields. (SLO3)
This experience helped me understand my strengths and weaknesses in skills such as time management, organization, and professionalism. (SLO4)
This experience helped me improve my time management, organization, and professionalism. (SLO4)
This experience has helped me connect my undergraduate course work with my post-graduation plans. (SLO5)

Motion 15: EL courses will be assessed with a new set of self-reflection questions to be completed by the student participating in the course. In order to receive substantive assessment data, this self-reflection should be a required assignment (graded or not) of the experiential learning course, to be embedded as a set of journal exercises, final reflection paper, or whatever works for the professor and student.

The questions are as follows:
> Briefly describe your experience. What was the most interesting thing you learned during this experience? What knowledge or skills acquired or developed while in college were most useful in this experience? (explain)
> What were you hoping to learn from this learning experience? Were you able to shape the experience so that you got what you were hoping for?
> What knowledge or skills developed while in this experience were relevant to your undergraduate coursework? (explain) What knowledge or skills developed while in this experience broadened your perspectives on the world? (explain)
> What problems or struggles did you encounter in this experience, if any? If so, how did you solve them? What did you do well? (Consider your time management, organization, teamwork, and/or professionalism as well as your own knowledge or expertise). In what areas would you most like to continue to strengthen your knowledge or skills?
> Has this experience changed your post-graduation plans? If so, how? Has it helped you understand what you do or don't want to do with your career?

Next meeting: March 19th at 4 p.m. in HCC 310

Meeting adjourned: 5:27 p.m.