

University General Education Committee Meeting Minutes
March 19, 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), Belleh Fontem (CoB)

Not present: John Morello (ex officio),

Meeting began: 4:01pm

1. Minutes from February 12, 2018—Approved as submitted
2. Community Engagement Course Proposals.
Approve as is, no revisions:
 - a. CHEM 493 - Slunt
 - b. MGMT 301 - GowerApprove. Before offering the course as CE, please be sure to list the Community Engagement Learning Outcomes on the syllabus.
 - a. GEO 490 - Patterson
 - b. ECON 490 - Humphrey
 - c. COMM 206 - Rao, Johnson-Young

This committee approves the CE approvals for the aforementioned courses.

3. Language Assessment Plan
 - a. Plan has been updated.
 - b. Benchmarks will be established next year
 - c. Rubrics have been changed from 2 levels to 3 levels (does not meet, meets, exceeds), more detail has been added to rubrics
 - d. Qualitative discussions are occurring to reflect interrater reliability.
 - e. Learning Outcomes 3 & 4 will be developed in 2018-2019
 - f. This committee approves the Language Assessment Plan.
4. Plans for SCHEV Assessment Areas
 - a. UFC has approved the assessment categories.
 - b. Rubric has been drafted for Written Communication and Digital Fluency. This is a work in progress.
 - i. FSEM data can be included as baseline for the first learning outcome.
 - c. Debra will continue reporting to this committee as the work progresses.
5. Assessment Work Group Reports

- a. All motions passed except Motion 15. Concerns centered on this committee regulating assignments/curriculum. Suggestion from UFC included a comment box in the quantitative survey approved in Motion 14.
- b. This committee reviewed the General Education requirements for Experiential Learning.
- c. For internships and study abroad experiences reflections are required. Otherwise, instructors have an option.

Original Motion:

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?

New motion:

Motion 15: Students in EL courses should reflect on several questions about their experience before completing the survey. SAGE 000 EL and all 499 courses completed for EL credit must complete a written self-reflection using these questions.

Professors in other courses may elect to incorporate these reflection questions directly into the experiential learning course as a written assignment – e.g., a set of journal exercises, internship reflection assignment, 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?

6. General education course proposal forms
 - a. Consider creating new forms for General Education designations, particularly for the rationale. Learning outcomes and how they are addressed should be included.
 - b. We will cover this during our next meeting.

Next meeting: April 9th at 4 p.m. in HCC 310

Meeting adjourned: 5:01 p.m.