Grand Valley State University

*NOTES: General Education Committee*

Minutes of 10/07/2013

**PRESENT**: Susan Carson, Jonathan Cook, Emily Frigo, Roger Gilles, Gary Greer, Melba Hoffer, Brian Kipp, Jagadeesh Nandigam, Alex Nikitin, Martina Reinhold, Keith Rhodes, Chair, Paul Sicilian, David Vessey, Yosay Wangdi

**ALSO PRESENT:** C. “Griff” Griffin, Director, General Education, Amy Kelly, General Education Office Coordinator

**NOT PRESENT:** Peter Anderson, Karen Burritt, Maria Cimitile, David Eick

**ON SABBATICAL**: Kirk Anderson

| Agenda Items | Discussion | Member |
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| **Approval of Agenda** |  | Approved per consensus |
| **Approval of 9/23/13 and 9/30/13 minutes** |  | Approved per consensus |
| **Pending and Returning Issues Courses** | **PED 345, LOG# 8281 Disability, Sport and Physical Activity**  Member raised some objections to this. Per email discussion, member stated it was difficult to read, but does seem to have a diligent attitude toward leading people through the skills. It is OK. | **LOG# 8281**  M. Hoffer moved to Approve  B. Kipp Second  11 Agreed |
| **Considering the CAR form** | Member stated there might be negative feedback regarding why the CAR forms are being sent out in Oct. vs. in August. Member stated giving students GE Skills rubrics might confuse them as to what they are being graded by. Member asked if an excerpt could be added in the course objectives explaining it. Show students the rubric and explain it’s part of the General Education dept. and that the course is being assessed, but explain that it isn’t a course grading rubric.  We sent out the rubric already. A separate email can be sent asking if it was distributed, did it work, how good? If the question is in the CAR, 100% doing assessment should respond to it. Just putting it in the CAR seems best.  It’s good to include the rubrics in the handbook and on the general education website.  We can pre-populate the CARs with individual course information and skills goals  Member suggested a length limit should be in place to prevent lengthy responses.  In D, Findings -  10. Shorten to “based on tables and figures and results, what conclusions do you draw?”  11. Are there any contextual factors that are affecting these results that you would like us to know?  Emphasize we are only assessing courses, not sections, or faculty.  See if there are different results. Going forward, talk to people about what we’ve done. Which measures should we agree to use?  Should question 9 be moved under F. Future?  12. What do you recommend to improve future student learning?  Griff will amend the directions so it explains to share it with your departments.  13. How did you inform each student about how they performed on each General Education goal?  Ask to what extend did the department/subgroups collaborate in the assessment process.  Deadlines? Is it your preference Winter courses submit the reports in June?  We will send one out as a sample to follow. |  |
| **Brainstorm Future Agenda Items** | Considering role on experiential and global learning. What is our role in these efforts at GVSU? Perhaps the answer is “none,” but let’s consider it.  What assignments as a committee can we give ourselves to make this work better? What should we consolidate or decide not to do anymore?  Should we have forums of faculty to discuss general education issues? For instance, a topic could be, “What is our character as a Liberal Arts University? “  Gather feedback about our GE Assessment  Highlight success stories – publicize models  What are we going to do with the results? How are we going to process the results?  Re-authorizing our courses as GE courses on a regular cycle  Enforce simply doing the required procedures.  Distribution of Skills Goals. Selected goals are static for three years. General Education can redistribute the goals and categories.  Recognize faculty, courses, for doing something innovative by certificate, award or recognition  Many students in Honors courses prefer interdisciplinary approach. Doing something out of the ordinary.  Skills-based Art courses in the Arts Foundation.  Student Appeal process for General Education concerns |  |
| **Chair’s Report** | Attended the Conference on Global Learning. AAC&U is a half academic organization and half grant- based, and so ultimately responsive to employers who fund grant foundations. It would be nice if they had a teaching section available in their LEAP goals materials, to supplement curriculum and assessment. They are starting to provide more workshops on teaching. They seem committed to their LEAP Goals and experiential learning. There was a lot of focus on globalization. |  |
| **Director’s Report** | Will be a part of Pre-conference workshops and will need to collect good examples.  Honors will be involved in the assessment process. They are missing CAP’s, but will be sent to us.  Adding FTLC workshops. One could be generic. There could be 9 separate ones based on the rubrics.  LIB 100 and LIB 201 – two classes that have a co-curricular component. The LIB 100 had General Education goals listed. They will be adjusting their goals.  Will add the rubrics to the next General Education Handbook. |  |
| **Adjournment** |  | 4:30 p.m. |