

Grand Valley State University  
**General Education Committee Meeting**

167 Lake Ontario Hall  
 Minutes of 11/9/2015

**PRESENT:** Kirk Anderson, Chair; Hsiao-Ping Chen; Emily Frigo; Paola Leon; Melba Velez Ortiz; LeShell Palmer; Huihui Qi; Eric Ramsson; Jeremy Robinson; Susan Strouse; Patrick Thorpe; Jeremy Turnbull; David Vessey

**ALSO PRESENT:** C. “Griff” Griffin, Director, General Education; Jennifer Cathey, General Education Office Coordinator

**NOT PRESENT:** Gabriele Gottlieb; Haiying Kong; Kimberly McKee; Linda Pickett; Paul Sicilian\*

\*Participating via email despite conflict with meetings

| Agenda Items                                                                                                                                       | Discussion                                                                                                                                                                                                                                                                                                                                                                           | Action Taken                                                                                                                                              |
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| <b>Approval of current Agenda</b>                                                                                                                  | No discussion.                                                                                                                                                                                                                                                                                                                                                                       | Approved per consensus                                                                                                                                    |
| <b>Approval of 11/2/2015 Minutes</b>                                                                                                               | No discussion.                                                                                                                                                                                                                                                                                                                                                                       | Approved per consensus                                                                                                                                    |
| <b>New CAP for WGS 200: new goal is Information Literacy</b>                                                                                       | The CAP follows the information literacy core competencies as given on the GVSU Library website, which is very much in agreement with the Gen Ed rubric for information literacy. We can approve the CAP with a reminder to use the Gen Ed rubric for assessing.                                                                                                                     | P. Thorpe moved to approve the goal change. M. Velez Ortiz 2 <sup>nd</sup> . Motion carries 11-0.                                                         |
| <b>Curriculum items for consideration</b><br>-Log 8956: Course Change – PHI 343, Philosophy of Religion<br><br>-Log 9190: Course Change – CPH 175, | PHI 343<br>Did not address how he will teach complimentary and competing perspectives (content goal 2), but he addressed the rest of the concerns the committee had.<br><br>CPH 175<br>Member asked if the basis of Oral Communication is critiques. Chair stated that there is a formal oral presentation mentioned in the proposal. A typo (“photography”) in the course title was | D. Vessey moved to approve amendment to PHI 343. E. Frigo 2 <sup>nd</sup> . Motion carries 11-0.<br><br>P. Thorpe moved to approve with amendment to take |

| Agenda Items                                                | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Action Taken                                                                                                                               |
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| Understanding Still Photography                             | noted. Since the GEC was impressed with the proposal overall, the chair will ask the proposer via email for permission to use it as a model.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | out extra H in Photography and to use as a model. M. Velez Ortiz 2 <sup>nd</sup> . Motion carries 12-0. Amendment to be returned to chair. |
| <b>Items to be considered before next assessment cycle.</b> | <ul style="list-style-type: none"> <li>• Do we continue to assess by course, or do we change to assessing by goal?</li> </ul> <p>This could be a problem to consider for large course sizes. Committee started the assessment process by assessing each Foundation in totality. Chair stated that it may be less bother to ask for the entire assessment at once instead of certain goals every year. Double-dip courses have more content and skills goals to be assessed. Should we come up with an alternate strategy to assessing double-dippers? We want to make sure that a faculty member assesses all goals for the same student. If there are large class sizes and we only need 2 sections we could have four faculty assess so they each have fewer students to assess. None of the large classes double dip. Director stated that we are only getting 1 section assessed for about 80% of the Gen Ed courses. We cap the number of students assessed in large class sizes to 142 students. We could use another model if the assessment burden is too high. Director stated we could ask for a minimum of 15 students per section with a max of 50% of the course. Member asked if cutting down the number of students to be assessed per section improves the data quality. If there are 3 sections and we only need 1 section the chances are we still may only get one section that can be assessed because it is taught by tenured track faculty and not an adjunct or affiliate. Member suggested having everyone assess 40 students since that is the cap for Issues courses. This way everyone assesses the same number. Director stated that starting in Winter 2016 we will include the graphs for all sections of a course being assessed. Member asked if there is consensus among faculty that they do not want to assess every year. Member stated that she would be open to looking at each goal separately so she can fine-tune each goal separately in</p> | Members all agree to continue assessing by course.                                                                                         |

| Agenda Items | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Action Taken |
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|              | <p>order to make her course better. Director stated that since there are 9 skills goals that would take 9 years to go through. Committee could ask for 3 goals at a time but faculty would most likely not enjoy assessing every year. Member suggested that we could cap assessment numbers for courses with Oral and Written Communication goals. Member questioned what the class sizes were for the double dippers. Director will gather the data to provide to the committee. Chair stated that we can address the senate charge about large class sizes by creating a cap for double-dippers and courses assessing OC and WC. Member asked why math and writing courses are small and science classes are so large. He stated that the grades in the courses are reflective of the size. Member stated that BIO has done an experiment with BIO 120 and the class size does not make a difference in students' grades. Christine from FTLC will be presenting information on how to teach goals in large classes. She will have data on large class sizes. Chair would like to suspend the discussion until we have the information from Christine.</p> <ul style="list-style-type: none"> <li>• Do we ask for a subset of students for large sections?</li> </ul> <p>Director is flexible with data collection. If someone cannot provide all the data we need she will allow them to submit what they can. Chair asked if the committee needs to put clear policies in place or can we still handle this on a case by case basis. Director stated it is fine to handle on a case by case basis for now. We should be getting more data than we have now but we are trying to prevent overworking faculty. Member asked if there is information in writing on these changes. Director stated yes, there is a document that has all of the changes housed in the Gen Ed office.</p> <ul style="list-style-type: none"> <li>• Wording for guidance to faculty on assigning scores for foundations, cultures and issues <i>content</i> goals</li> </ul> <p>We did agree to keep the 4 as a score option. Member asked if the 4 explanation will be gone. Director stated it will be at the bottom with 0. It will say 4-Above Proficient. Just like 0 is Below Baseline.</p> |              |

| Agenda Items | Discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Action Taken |
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|              | <p>Content goal scores may be higher in Foundations since those goals are what you should master as a Freshman. Member expects most students to master the content goals of a Foundations course. Director stated that the goals are very broad and they may not meet every area of the content goal. If we don't get them to level 3 proficiency then there may be no other shot to do that as it may be their only course in that particular foundation area.</p> <p>Members agreed that the wording for all Skills and Content goals should be similar.</p> <p>Skills Goals:</p> <p>4<br/>3 – Level of Graduating Students<br/>2<br/>1 – Level of Entering Freshman</p> <p>Content Issues:</p> <p>4<br/>3 - Level of Non-Major Graduating Students<br/>2<br/>1 – Level of non-majors</p> <p>Content Cultures:</p> <p>4<br/>3 - Level of Non-Major Graduating Students<br/>2<br/>1 – Level of non-majors</p> <p>Content Foundations:</p> <p>4</p> |              |

| Agenda Items             | Discussion                                                                                                                                                                                                                                                                                     | Action Taken |
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|                          | <p>3 – Level of non-major graduating students</p> <p>2</p> <p>1 – Level of entering Freshmen</p> <p>Director encourages committee to come up with 1 generic content rubric that contains this information. Member suggested calling this an interpretation of numbers instead of a rubric.</p> |              |
| <b>Chair's Report</b>    | None.                                                                                                                                                                                                                                                                                          |              |
| <b>Director's Report</b> | None.                                                                                                                                                                                                                                                                                          |              |
| <b>Adjournment</b>       |                                                                                                                                                                                                                                                                                                | 4:30pm       |