

Grand Valley State University
General Education Committee Meeting

167 Lake Ontario Hall

Minutes of 8/28/2017

PRESENT: Brian Bowdle; Dori Danko; Brian Drake; Gabriele Gottlieb, Chair; Kimberly McKee; Linda Pickett; Peter Riemersma; Lindy Scripps-Hoekstra; Susan Strouse; Patrick Thorpe; David Vessey

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

NOT PRESENT: Hsiao-Ping Chen; Dawn DeVries; Huihui Qi; Anal Shah; Robin Smith-Colton;

Agenda Items	Discussion	Action Taken
Approval of current Agenda	None.	Approved per consensus
Approval of 4/17/2017 Minutes	Emailed out late. Will review at next meeting.	Tabled until next meeting.
Member Introductions	All members introduced themselves.	
ECS Charges	<ol style="list-style-type: none"> 1. Look at making changes to the Foundations category. We talked a little bit last year about making an interdisciplinary category and we will continue to pursue that this year. Director will present some data regarding this issue at a future meeting. 2. Suggest professional development workshops for faculty teaching GE skills online. Member stated that FTLC is presenting workshops based on the learning communities from last year. This charge is focused for those teaching online. FTLC is offering stipends for instructors to convert their courses to online delivery since there is a need for them. Not many people took advantage of the stipend offered. Members suggested we offer resources to teaching online including presentations or YouTube videos. 3. Continue to monitor and improve the GE Program and provide an analysis in the End of Year Report. It is not clear what we are expected to report. Chair will ask for clarification. 4. Continue to support the development of additional Issues courses by: a. Encouraging the creation of new courses; b. Exploring ways to connect to the Design Thinking Initiative—Member asked what the Design Thinking Initiative and how we would tie it into Issues courses. Member said this charge does not seem measurable. Director is unsure what the creation of new courses means. Could it also mean adding sections? The university will need 	

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	<p>seats for Issues but we are currently where we need to be. Departments have contacted GE about courses they plan to convert to Issues.</p> <ol style="list-style-type: none"> 5. Provide a report on the assessment of the general education outcomes (identified as institution-level undergraduate outcomes) to UAC for review on a two-year cycle according to the assessment process outlined on the UAC website. We are not on a typical cycle. The assessment cycle is 3 years so if we report every two years it will be incomplete data. 6. In an effort to engage more faculty in our shared governance system, prepare a mid-year progress report at the end of the Fall semester to be posted on the GEC website and disseminated to ECS/UAS and College Deans (a full report is expected as usual at the end of the year). We do this already. <p>Chair will go to ECS on Friday and ask for clarification where needed.</p>	
<p>Assessment – reporting the results to campus</p>	<p>We have assessed for years but changed the GE program in 2012. Our first assessment cycle was 2013-2016. Accreditation is in 2018 and GE is part of the accreditation. GVSU did a Quality Initiative for part of accreditation that was linked to GE Assessment. We had goals to increase the number of faculty who assessed, increase the number of students who were assessed, change the assessment process and establish a baseline of student performance for content and skill outcomes. Now we have to take our 2013-2016 assessment data and present it to the campus community. We are working with Institutional Marketing to produce informational handouts. We will be having two fora to present the information, one downtown and one in Allendale. What we have learned is that 67% of seniors are proficient but our goals is 100%. What do we do next? We have to establish thresholds for where we will go next. We can provide statistics on student performance based on college, race, class standing, and gender. Please attend one of the fora if possible. We will record one of the presentations for people to view who cannot attend. Member stated that if a majority of students taking Foundations are Freshman and Sophomores then we are undermining ourselves by assessing underclassman on the expectations of Seniors. The only goals we have for a majority of Seniors is Collaboration, Integration, and Problem Solving because those are the only goals for Issues. Some of the content outcomes may only be encountered by the students once, even as a Freshman. Therefore, faculty need to be getting the students to proficient in that first year. We need different thresholds for content and skill outcomes.</p>	
<p>Curriculum items for consideration: --HST 230 (Log 8722) – Currently</p>	<p>This proposal started in 2014. They want to add Historical Perspectives to the already existing World Perspectives. Member stated that a lot of their teaching is assigned readings which was an example in the old version of SAIL. We can state we would like to understand more of what the instructor is doing to teach the content and skills. Member stated that they chose many assessment methods for the content goals. Member stated that they probably selected a lot to allow for options. Member</p>	

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World Perspectives. Course change to add to Historical Perspectives	<p>stated that professional readings is not enough to teach a student how to write within the discipline. The feedback piece or other handouts would be necessary. It appears they are looking at the structure and not the content. Member is curious how they will assess it...possible an essay exam. Member stated that they need to add the objectives for World Perspectives to the SoR. Member stated that they need to type it in to the topics box. Chair will provide them with the language.</p> <p>Amendments – Make the instructors role more prominent. Explain Written Communication further in how they will be taught to write within the discipline. Add the statement about World Perspectives to the SoR.</p>	<p>S. Strouse moved to ask for amendments per the discussion. K. McKee 2nd. Motion carries 10-0.</p> <p>Amendment to be returned to Chair.</p>
Chair's Report	None.	
Director's Report	<p>During our next meeting we will have some Honors proposals. Honors is structured differently. The Civ Sequences are 4 courses taken together that fulfill 6-7 GE categories. The Junior Seminars are single courses that fulfill Issues or Issues and World Perspectives or Issues and U.S. Diversity. The 280 courses are now being converted to actual courses so many of them will be coming through SAIL this year. We are finally at a point where Honors and GE are on the same page about categories and outcomes. Honors doesn't fit into SAIL properly because some of their courses can count for 2 foundations where regular courses cannot. Therefore, some of the information will be in SAIL and the rest will be in a separate document that is attached. Roger Gilles is the interim director of Honors and was a former GE Committee Chair. He is pushing these 280s through this year.</p> <p>The New Handbooks were distributed. There will be a new GE video made this year because ours is outdated and features faculty that are no longer here. We have a new Graduate Assistant to run statistics. The QI was acknowledged at the Board of Trustees meeting in June.</p>	
Adjournment		4:06pm