Grand Valley State University

*General Education Committee*

Minutes of 1-14-13

**PRESENT:** Kirk Anderson, Peter Anderson, Karen Burritt, Alisha Davis, Emily Frigo, Gabriele Gottlieb, Melba Hoffner, Keith Rhodes, Chair, Paul Sicilian

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

**ABSENT:** Alisha Davis, Susan Carson, Brian Kipp, Jagadeesh Nandigam, Gary Greer

| Agenda Items | Discussion | Member |
| --- | --- | --- |
| **Approval of** Month day  **Minutes** |  | 6 Approved, Once Absent Members are updated |
| **Approval of Agenda** |  | Motion To Approve 6 Approved |
| U.S. Diversity Description change | Upon review the form for U.S. Diversity goals as submitted to GEC did not match the handbook. Chair would like to vote to approve as changed by GEC to conform with the Handbook language. Vote to approve the new U.S. Diversity goals as set out in the file “UCC form II.” | Motion to approve, seconded. 7 Approved, 0 apposed |
| Transition plan from Themes to Issues | Director will start to go live with the transition plan the end of January in workshops presented to those who sign up. A complete document set out the plan, which was reviewed and submitted to vote. In sum, In fall of 2014 freshman and transfers will only be allowed to take Issues.  Students prior to that catalog year can take both Issues and Themes. Students are not required to stay in a specific theme. Students cannot take two courses in the same discipline.  Mypath switch will flip in August to show the accurate completion of progress. In the interim students will have to hunt and peck. However, the Records office will run a job to see which students are done with their degree requirements. They will be notified via email and via USPS. | Motion to accept the transition document. Approved. 8 Approved, 0 Apposed. |
| Assessment Plan | Director indicated that a cycle for the assessment plan will need to be created. The GEC wants all of the sections of a course to be focused on teaching the content of the course delivered the same way.  As the number of sections increases the number of sections need for assessment decreases. Once 300 students are assessed that is what is needed. If there are multiple sections taught by the same instructor all of the sections do not need to be assessed as the instructor is more than likely teaching all sections the same.  Chair addressed the concern of the current CAPs and if the courses will indeed include what it is expected by the GEC. The current CAPs are being submitted and the rubrics have not been completed.  Director discussed that there would possibly be an increase of numbers needed in assessment if we assess every 3 years but fewer sections should assessment be done every 2 years.  Chair wondered if there is the option to have an additional year.  Could we sell an increased number of sections with an allotment of more time to prepare  Director’s notes:   1. Increase frequency   Or   1. increase sections \*\*\*\*   Or   1. For 2 years test rubric   With only 1 section then reevaluate  Discussion as to these options presented  The GEC members felt that it would be better to do assessment every three years but assess more sections and a decreased number of CARs because multiple sections could be combined. GEC member thought having fewer CARs would be a good “selling” point for faculty.  Director stated that this idea should go live before the fall semester.  It’s the understanding of the GEC that faculty are assessing the same type of learning. The hope is that all faculty members teaching the same course are teaching it in ways that conform with the CAP.  The people collecting the data, the CARs, will need to have it in real time.  If a person teaches multiple sections of a course we would only ask for one section as it would not make sense to collect data on the same pedagogy.  Confidence % for lower section numbers is impossible.  Director felt that we could present the 3 year assessment with an increase on sections to Julie. |  |
| Rubrics | Oral Communication  Chair revisited this rubric and made final edits. GEC reviewed for final edits. GEC member felt that “and memorable”, under level 4, organize material.  Quantitative Literacy this rubric looks ready to go. Statement with \* needs to be moved down and the descriptors for the levels needs to be added.  Written communication and information literacy  GEC Chair would like the rubrics to be in a sentence form without the use of semicolons to separate main items. Minor edits were suggested to be done to aid in understanding across the board for faculty teaching guided by this rubric. Chair will work on this draft of the rubric and send out for review before declaring it done. Library will take similar last look at information literacy before declaring it done.  Problem Solving  Under *Identifying approaches* there was a suggestion to change the defining approachesso there is more clarity within the different levels. GEC member suggested distinguishing the levels (mainly 2 and 3).  Integration  In the categories of Adapt *and apply and Communicate synthesized knowledge* the levels 3 and 4 are very similar and author was not sure if the inclusion of one specific word makes enough differentiation b/w the two levels.  Also under *Draw conclusions* there is not much differentiation b/w levels 3 and 4.  Author will make adjustments to the rubric for future review.  The remaining rubrics will be sent to the chair to discuss in the next meeting.  GEC member working on Critical and Creative thinking rubric has unusually difficult task because we’re combining two source documents from AAC&U that are not connected. He also raised concerns about the original statement of goals, but the sense of the committee is that we should continue to work on the rubric despite the difficulties and seek to revise after we test the rubric out with assessment. | Motion to approve Oral Communication,  Quantitative Literacy  Rubrics. Seconded. Approved 8 approved. 0 apposed  Written Communication rubric will be edited by Chair and information literacy rubric by Library  Problem solving rubric – Author will review for edits suggest by GEC members  Integration rubric – Author will make edit and submit for GEC members to review. |
| Supporting Comments or Documents |  |  |
| **Director’s Report** |  |  |
| **Adjournment** |  | Meeting adjourned at 4:35 pm |