

**General Education Committee  
Curriculum and Assessment Subcommittee  
March 1, 2021  
Minutes**

Present: Cynthia Pengilly, Teri Walker, Michael Braunstein, Tim Hargrave, Maura Valentino, Becky Pearson, Emily Arras, Bernadette Jungblut, Toni Woodman, Tim Gimlin, Megan McConnell, and Greg Lyman.

Absent: None

Guest(s): None

Michael moved to approve the February 22, 2021 minutes. Tim seconded and motion was approved.

STP 201 & 202 – Becky reported she has offered one of two options to the department and has not heard anything back. Becky will communicate with the originator that the committee needs to have a decision by Wednesday morning and would need to be removed during the Senate meeting on Wednesday, if there is no response.

Becky asked to rearrange the items on the agenda. She would like to move Student Petition, Assessment and Chair updates before the GE course grading structure S/U.

Student petition – Concern about the department list that shows in the AR list is incomplete. The student was unaware that they were taking a course from the same department. Mike Gimlin is meeting with Information Services around some of this information tomorrow. Michael Braunstein moved to approve this petition. Teri seconded and motion was approved, and one abstention.

Assessment – Becky reported that we are at a cross roads with assessment. Becky got asked to meet with the Executive Committee last Wednesday. The meeting time was slotted for 30 minutes. Becky indicated she asked Teri and Bernadette to be there. The Executive Committee asked her to report on six items. The number of instructors that have submitted artifacts, number of artifacts, what pathways or knowledge areas are they for, what was the process, examples of communication, timeline, and has anything been collected this year. Becky has been asked by one Dean for assessment information as well. Becky put together a report and briefly shared it with the committee. Becky will share the report after the meeting. Becky asked the committee if they were willing to look at a specific groupings of artifacts so can a summary can be put together. One concern was why we stopped collecting data? Secondary concern that collection of artifacts isn't assessment comments were made. Bernadette indicated that collecting artifacts is a version of assessment. Interim Provost Franken told Bernadette that she was not to burden faculty during winter and spring 2020 with General Education assessment. The United Faculty of Central (UFC) also approached Becky and Bernadette about not doing assessment. Assessment has not done for fall 2020 and winter 2021 as they have been working with the Provost about funding to do assessment. The Provost has not approved the RFP as of yet. General Education assessment policy does not mandate faculty participate in assessment, but only says they are responsible for assessment. There is no monitoring of that and no sanctioning if they don't do it. Bernadette suggested Faculty Senate Executive Committee (EC) divide the strategy somewhere between voluntary and mandating to encourage faculty to participate. The EC are elected by all of the faculty, so if they want to fulfill the General Education assessment policy, then going forward it is incumbent on

them how they are going to achieve this. Tim indicated that probably some of this is based on different understandings of what assessment means. Cynthia suggested there is incongruence with course level assessment that has been done, with what others in the institution see as assessment. Cynthia asked that the worksheet that Michael Braunstein developed for reviewing General Education proposals be used by the committee, so there is a record for historical purposes. She would like to see it mandatory for everyone to use this form, instead of it being optional. Cynthia asked what the lessons are we can use moving forward. Becky indicated that some of the artifacts she looked at that were disappointing. There were faculty who were really invested and others who submitted a syllabus. Becky would like to develop examples, or do a tutorial on what it means to submit an artifact on course level assessment.

Chair update – Becky reported she submitted a written report to the EC February 16<sup>th</sup>. She made it intentionally positive. Becky did not get any information on how they perceived on what the report said. When they got to that point, the EC indicated they were out of time.

EC survey and listening sessions – Becky indicated that this was framed as an evaluation and did not include information about that this was to have taken place in spring of 2020. Some faculty are ill informed about General Education. Becky asked the EC about when they would share this information. Becky shared her responses to the survey with the committee. Becky indicated that during the listening sessions most of the faculty were ill informed about General Education. Session 2 was very administration heavy, as there were a number of associate deans.

Becky let the committee know that the Faculty Senate Curriculum Committee has submitted a memo that is going to the Faculty Senate with the GE proposal. Becky went over the memo that the Curriculum Committee. Michael Braunstein indicated they have this is backwards. The course outcomes are overly broad, not the GE outcomes. Teri suggested that there is a difference in how the Curriculum Committee looks at the alignment of learner outcomes. Their department was able to show how the course outcomes aligned their learner outcomes to the GE outcomes. Cynthia suggested it might be useful to remind them these outcomes were approved by Faculty Senate. Course outcomes are different than the GE outcomes. Don't think there is any confusion for students and don't see this happening often and does not set a precedent. There are courses that could meet the outcomes from more than one area. The committee has suggested, periodically, in their review of course proposals different component area because it fit those outcomes better.

Meeting was adjourned at 5:16 p.m.