

General Education Committee
May 16, 2022
Minutes

Present: A.I. Ross, Teri Walker, Michael Braunstein, Tim Hargrave, Maura Valentino, John Choi, Elaine Glenn, Peter Gray, Brady Smith, Mike Gimlin, Michael Goerger, Arturo Torres, and Scott Carlton

Absent: John Neurohr

Guest(s): None

Meeting called to order at 3:12 p.m.

Peter moved to approve the May 9, 2022 minutes. Elaine seconded and motion was approved.

Chairs Report – Teri, Elaine and Megan met to discuss and draft new Transfer Policy for University closures. Meeting with Rose is still pending regarding pathway milestones. Teri drafted individual class responses regarding the re-review results for the committee to consider.

Teri will put a recommendation in final report for the EC to consider charging AAC to look at the CLEP policies and/or procedures. Instructors are enrolling students in QR courses without the pre-req being met. Trista asked about adding a self-placement page. Teri and the committee did not know what the self-placement page was about. Teri provided some background information for DHC work that needs to happen.

Quantitative Reasoning (QR) courses – Teri indicated that there are some QR courses that are waiving the pre-req for students. Not sure yet how wide this practice is or if there is a harm to students.

Douglas Honors College (DHC) – In 2019, the GEC decided Douglas Honors College (DHC) students would need to complete the General Education program. Unfortunately, there was failure to notify Information Services (IS) of the GEC's decision and neglected to follow through with an MOU. Fortunately, the DHC already has approved courses within the General Education program that will satisfy most component area elements with the exception of the PADstone 184 and K1: Academic Writing II.

Peter moved to inform IS to remove the exemption for DHC students regarding the General Education program requirement for all students beginning Fall 2022. Michael B seconded and motion was approved, with one abstention.

There is no further action required by the DHC. The DHC program and General Education program will both show in a student's Academic Requirements report. DHC students will need to satisfy requirements for both programs.

GEC 21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer.

When a college/university closes, a transfer student from said institution that has completed their General Education program at a NWCCU accredited institution will satisfy the CWU General Education program requirement. College/University closures accredited, but not by NWCCU, will be handled on a

(institutional) case-by-case basis. If students are within three (3) courses of their closing colleges/university they may choose to complete representative courses at CWU to complete their original General Education program, similar to a reverse transfer. A Transfer Center representative will audit the student's transcript(s) to identify needed coursework and fill the gaps with General Education program courses. This general education completion plan will be submitted as a student petition to the GEC and expedited for consideration.

Transfer notation or a letter from their Registrar indicating they have completed their general education program. Very few transfer transcripts notate if they have completed their GE program. Mike G indicated concern about trying to track down GE programs from closing institutions to try and figure out how to advise students what courses they need to take here.

Michael G indicated that if they are an accredited institution, they have to find a custodial institution to handle all of the student records if they are closing.

Scott pointed out that school closures are not frequent. Keeping it open ended will help deal with different scenarios. The Transfer Center would do the heavy lifting on trying to identify what they are missing.

Peter moved to accept the draft university closure transfer policy language and to have it brought back with where it will be in policy. Teri will put this in the committee year-end report to suggest that the Executive Committee to send this language to AAC for inclusion in CWUP 5-90-030. Tim seconded and motion was approved.

Transfers from colleges and universities that have closed are covered in this section. If the closed institution is accredited by NWCCU, the completion of said institution's general education program will satisfy the requirements of CWU's general education program. If the closed institution is accredited, but not by NWCCU, the transfer will be handled on a case-by-case (institution) basis. If a student is within 3 courses of completing the closing college's/university's General Education program, they may choose to complete representative courses at CWU to complete their original General Education program. A Transfer Center representative will audit the student's transcript(s) to identify needed coursework and fill the gaps with General Education program courses. This general education completion plan will be submitted as a student petition to the GEC for consideration (see CWUP 5-100-050). The Transfer Center may request an expedited process.

GE re-review –

Teri provided a draft of a response letter to instructors regarding the GEC re-review decision.

Thank you for providing assessment data through Canvas Gen Ed Assessment Year 3 in order for the General Education Committee (GEC) to complete the re-review process for General Education program courses.

The GEC has found the materials submitted for FCL 419 to be exemplary (5) and recommends continuation of the course. The General Education component area learner outcomes were included in the syllabus, well aligned with course learner outcomes, and integrated with the General Education learner outcomes and/or there was demonstrated alignment with the General Education program goals.

The reason this assessment has been performed is that the GEC is responsible for re-review of classes as part of the course-level assessment process. The committee's interest is in the alignment and presented of the General Education learner outcomes. The GEC does not evaluate faculty performance. Re-review affords the ability to maintain instructor creativity and autonomy, while still ensuring academic integrity.

Re-review is performed according to the General Education Assessment Timeline. Following the initial re-review, the instructor will not need to submit data again unless follow up is requested by the GEC, there have been curriculum changes to the course, or the course/instructor have been randomly selected in order to continue the monitoring process.

Once an instructor has submitted data for a course, the GEC will conduct the re-review and provide feedback to the instructor and department chair. The GEC applies a 5-point rubric to identify the integration status of the General Education learner outcomes. Levels 1, 2, and 3 indicate work is progressing while levels 4, and 5 indicate attainment of the GE integration goal. Each level number helps the GEC track next steps.

Michael B. indicated there are some of them we're going to have to say "not so great" and thinks those additional paragraphs may be more important. "The GEC uses a rubric to attempt to assess the alignment with the materials that have been submitted."

Mike G – The fourth paragraph should be three so it explains the numbers after they receive their score.

Teri will send out an updated document to everyone for review.

Michael G let the committee know that the Senate report to the Board of Trustees (BOT) does highlight the work this committee has done on assessment.

Meeting was adjourned at 5:06 p.m.