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General Education Subcommittee Minutes September 5, 2024

Utah State University

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General Education Committee

September 5, 2024
8:30 – 9:30 a.m.
Champ Hall Conference Room

Present: Matt Sanders, College of Humanities and Social Sciences (Chair)
Jim Bay, Life and Physical Sciences
David Wall, Creative Arts
Keri Holt, Humanities
Robert Mueller, Statewide Campuses
Christopher Scheer, Caine College of the Arts
Scott Findley, Jon M. Huntsman School of Business
Thomas Fronk, College of Engineering
Brynja Kohler, College of Science
Mateja Savoie Roskos, College of Agriculture and Applied Sciences
Peter Howe, S.J. & Jessie E. Quinney College of Natural Resources
Jared Colton, College of Humanities and Social Sciences
Sylvia Read, Emma Eccles Jones College of Education and Human Services
Kristine Miller, University Honors Program
Dory Rosenburg, University Libraries
Harrison Kleiner, Associate Vice Provost, Connections
Matthew Richey, USUSA President
Toni Gibbons, Registrar's Office
John Mortensen, Office of the Executive Vice President
Shelly Kotynek, University Advising
Michele Hillard, Secretary

Excused: Ryan Bosworth, American Institutions Chair
David Brown, Quantitative Literacy/Intensive
Beth Buyserie, Communications Literacy/Intensive
Scott Bates, Social Sciences
Steve Nelson, USU Eastern

Guest: Jeff Aird

Call to Order – Matt Sanders

Welcome and Introductions – Matt Sanders
Shelly Kotynek and Matthew Richey, were introduced. Following that, everyone on the committee introduced themselves. Additionally, Harrison Kleiner has taken on a new role as Vice Provost of Undergraduate Education and is now the chair of the Educational Policies Committee.

Approval of Minutes – No April Meeting

Course Approvals/Removals/Syllabi Approvals
N/A

New Business
Revised CL/CI Proposal Guidelines
Motion to approve revisions made by Mateja Savoie-Roskos. Seconded by Bob Mueller. Revision approved.

Prerequisite Approval: Approval was given to make CL1 a prerequisite for CL2. The committee will vote at the next meeting on whether CL2 should also be a prerequisite for CI courses.

Word Count Guidance: The committee decided to revert to including a word count for submissions to clarify expectations. This measure will help provide direction and will be reviewed on a case-by-case basis.

Writing Emphasis: There was an emphasis on the importance of writing. If there are concerns about the provided instructions, committee members are encouraged to contact the subcommittee chairs.

Prerequisite Concerns: There was an amendment proposed to make CL2 a prerequisite for any CI (Communications Intensive) course. This change would be intended to honor the intention that CI courses would build upon the skills learned and practiced I CL2 courses.

Course Review: There are 29 CI courses that have not been taught since 2019, highlighting the need for a review and decision on how to proceed with these courses.

Course Complexity: The goal is to ensure that requiring foundational courses does not add unnecessary complexity to students' programs.

College Representatives: Representatives from various colleges are tasked with investigating if there are issues within their programs related to these changes.

Registrar's Report: The Registrar's Office will compile a report on the current state of these courses and present it at the next General Education meeting.

These steps are aimed at streamlining course requirements and ensuring that prerequisites are manageable and effective for students.

General Education Accreditation – *Jeff Aird*
Engage Key Individuals: Coordinate with Harrison and Matt to develop a unified narrative. This narrative should address:
- o The progress made since the 2018 recommendation.
- o The learning assessment cycle was established.
- o The implementation of new assessment technologies and review processes.
- o The challenges faced, particularly with general education data.

Training and Prep
- **Brief Individuals**: Prepare faculty and staff who will engage with auditors. Ensure they are familiar with:
  - o The common narrative and key messages.
  - o Specific improvements and changes since the 2018 evaluation.
  - o How to address challenges honestly and constructively.

Mock Sessions: Conduct mock interviews or sessions to simulate the types of questions auditors may ask and practice responses.

Focus Areas for the Narrative
- *Learning Assessment:* Detail the assessment cycle, including:
  - o Methods and technologies used.
  - o How data is collected and analyzed.
  - o Examples of changes or improvements made based on assessment results.
- *General Education*: Be transparent about the lack of usable data and discuss:
  - o The efforts made to address this gap.
  - o Plans for future improvements and how structural problems are being tackled.

Addressing Structural Issues
- *Acknowledge Challenges:* Be open about the institutional challenges and structural issues impacting meaningful assessment.
- *Improvements and Plans*: Highlight any ongoing efforts to address these issues and improve the assessment process.

Subcommittees and Faculty Involvement
- *Role of Subcommittees*: Decide whether subcommittees should play a more active role in the assessment process or remain as an approval body.
- *Faculty Involvement*: Propose ways to:
  - o Include assessment responsibilities in faculty role statements.
  - o Encourage departments to actively participate in reviewing course content and assessments.

Assessment Integration
- *Role Statements*: Update role statements to include assessment responsibilities for faculty.
- *Learning Outcomes*: Encourage faculty to conduct learning outcome assessments alongside students to ensure alignment and relevance.

Data Presentation
- *Office of Data Analytics*: Collaborate with the Office of Data Analytics to:
  - Prepare a positive and transparent presentation for NWCCU.
  - Ensure the presentation highlights progress and future plans.

Review and Feedback
- *Internal Review*: Conduct internal reviews of the narrative, presentation, and prep materials.
- *Feedback Loop*: Gather feedback from key stakeholders to refine the approach and ensure clarity.

Final Preparations
- *Logistics:* Ensure all logistical arrangements for the visit are in place.
- *Documentation*: Prepare all necessary documentation and evidence to support the narrative.

By focusing on these areas, we can ensure a coherent and comprehensive approach to the NWCCU visit, demonstrating both progress and a commitment to continuous improvement.

USHE "What is an Educated Person?" Gen Ed Conference
This year the conference is less focused on bringing outside people in and bringing subcommittee chairs in for discussions. October 25, 2024. The location TBD.

R470 Updates and Related Tasks for USU
Moved to next month's meeting.

Additional Items
N/A

Adjourn: 9:34