

Academic Senate General Education Committee
Meeting Minutes

August 31, 2001

Present: Mark Hardt
George Madden
Sandie Rietz

Class Bloat

Students Relation to General Education Courses

Evaluations of general education courses are very low.
Fifty percent of the freshman class is lost every year (25% after the first semester, and 25% after the first year).

Could the general education courses be a let down for these students?

Reducing the dropout rate to 30% would be a considerable victory.

As a remedy, the faculty could be retrained or retrain themselves to aid in retaining and engaging students.

No watering-down of the general education courses. Students are aware when the subject matter has been simplified.

Another solution is the Academic Support Center (ASC), where students could get needed help.

Relationship Between General Education Courses and Majors/Minors

Students usually do not make a critical analysis of their general education courses; they only know they did not understand why they are taking the course.

An important miscommunication is the students thinking that a general education course is *a//* there is to a given field.

The students need to know that there is more to the field.

The faculty needs to be aware of the University general education philosophy so they may tailor their syllabi.

Blending of Courses

The goal of blending would be to make general education a single, coherent process of interrelated classes.

This bringing together would be a function of the General Education Core Group.

Cost

No *extra* funds are available.

However, if the general education courses were decoupled from the departments and collected in one General Education Department, there may be sufficient funds to begin this program.

FTE may be affected by this decoupling.

Another solution: partial but not complete severing of general education from the departments.

General education would grow out of the departments, but still be part of those departments.

The credits could follow the instructor who may teach under more than one rubric.

Double rubrics could also be used, which already exist. For example: PHIL/GenEd.

--A possible intermediate step

Organization of the General Education Committee

Committee would become an oversight committee which does not provide the final answers on general education issues, but rather a framework on which issues can be resolved.

Committee would also meet every two weeks.

A deadline of January for these changes to be implemented was discussed, but was not settled.

Possible Functions of the General Education Committee

Assembling the general education faculty (which has never been done) in a required meeting.

Survey to be conducted covering course load, offerings, and faculty credit load that is tied up in general education (that is, not just number of courses, but total credits, etc.). Mark Hardt stated that he would contact Karen Everett about obtaining this survey information.

College of Technology General Education Courses

Classes offered at COT should match those at the main campus since the main campus receives these students.

The Goals of the Next Meeting of the General Education Committee:

Discussion of content areas covered by general education and the possible changes for making such classes interdisciplinary and intercategorical. Also to be discussed are the guidelines and regulations set by the state and other governing bodies.

Develop models of the interdisciplinary and intercategorical class system.

Mike Barber is to be contacted about adding a rubric attachment in Banner. The other portion of the rubric attachment/double rubric would be double-listing general education courses under both General Education and their departments in the catalog.

Identification of the general education instructors and the information in the survey about these instructors.

Discussing a plan to convene the general education faculty.

Discussing a plan for changing the required 37 credits of general education to 30 credits.

The formation of the General Education Core Group is set as a future goal.

Responsibilities of the General Education Core Group:

Study philosophy, content, and organization of general education (an ongoing process)

Ongoing assessments

It was decided that the faculty should be contacted about what was discussed at this meeting, and that minutes should be taken and distributed for all future meetings.

Committee on Committees

Settle the membership of the General Education Committee

Inform these members that their presence at all meetings is vitally important.

The problem of the books ordered last spring but not received by the members of the committee was solved by reordering the books. Also, George Ma