



General Education Committee
Minutes

March 11, 2024

Present:	Mark Jacobson Melinda Tilton Emily Arendt Keeara Rhoades Daniel Charlton Eileen Wright Bryan Grove (ex officio)	Jennifer Lodine Chaffey Paul Pope Mara Pierce Jeff Willardson Chairsty Stewart Aaron Schultz (ex officio)
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Absent:	Ana Diaz Daniel Willem's	Jason Comer*
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*excused

27.

END OF MINUTES

Agenda items were accepted as presented.

ACTION ITEMS

Artifact Assessment

The committee developed a Qualtrics survey to gather the Respect Diversity results, so we can analyze and evaluate the data. Data was noted that it would be most helpful if the survey, beginning, to streamline data entry for each student artifact. We should include a "score/not applicable" option as well.

The committee will wait until the survey is updated before proceeding with entering data.

When we began this assessment, we asked if the courses achieved the outcome, but we did not ask if they achieve it. It was suggested that we weigh scores for 100 courses, as there is a marked difference between 100 and 200 level course assignments that the Committee received.

It was noted that if we have a lot of courses that are only emerging and progressing but not achieving, that's alright because we want students to achieve these outcomes after completing the whole program, not just some courses. At the same time, is it even possible that our students can achieve all the program outcomes by the time they have finished Gen Ed? Maybe they would once they finish their entire degree. Are our expectations for Gen Ed courses too high? Over time, our data from this assessment process may help us answer that question. Also, over time, faculty awareness of both the program outcomes and the assessment process will increase. We may ask Gen Ed instructors to shoot for as many of the program outcomes as they can.

It was stated that classroom discussion (or in) may be an excellent way to demonstrate an outcome, but it can't be documented.

We definitely don't want the data to be used to say a course is not meeting an outcome of Gen Ed. The data we gather will be reflective of the outcomes, not of the courses.

B. Curriculum Mapping for Problem Solve Conversations

It was suggested that we create a Qualtrics survey to be sent to Departments at the start of the Fall semester, asking if each course mapped to Problem Solve does fit. This may work better than the individual conversations, but the conversations are helpful.

C. Long Form Gen Ed Narratives/Stories

Stories stick with people in a way that statistics just don't. The components of a good story are simple, unexpected, concrete, credible, and emotional. Start collecting stories about how Gen Ed has changed your students' lives. We can also begin collecting faculty stories.

The group then broke to workshop.