GENERAL EDUCATION COMMITTEE

January 20, 2022
12:30 – 3:00 p.m.

Teams Virtual Meeting

Minutes

Voting Members Present:	R. Caughron (BC, Chair), A. Schatteman (BC), S. Ehsani (BC), A. Setterstrom (BUS), M. Cooke (HHS), S. Sharp (LAS/SS), S. Estes (Director Academic Advising, LAS), B. Broom (VPA), A. Navarrete (LAS, Student)
Ex Officio Members Present:	O. Ghrayeb (Senior Vice Provost), R. Subramony (Director, Academic Assessment), D. Halverson (CC/CE)

I. Meeting Call to Order by Chair, Rod Caughron

The meeting was called to order at 12:35 pm.

II. Adoption of Agenda

Caughron called for a motion to adopt the agenda. Estes so moved and this was seconded by Setterstrom. The motion to adopt was **APPROVED UNANIMOUSLY**.

III. Minutes from 11.18.2021 are approved and in Teams for review.

IV. Announcements

A. Bobby Sinko from the College of Engineering and Engineering Technology will be on paternity leave this semester and a substitution will be appointed by CEET.

V. New Business

A. Caughron called for a motion to review and discuss the application of ILAS 225 for inclusion in the Society and Culture Domain. Estes so moved and this was seconded by Setterstrom. After discussion of the application for inclusion the vote was called and the motion was **APPROVED UNANIMOUSLY.**

B. Foundation Studies Quantitative Literacy Requirement Proposal: Ghrayeb discussed the rationale for adding courses to meet the foundational studies quantitative literacy requirement. Estes, having been the original drafter of the proposal, discussed the need from the student perspective. Caughron called for a motion to vote on the Foundational Studies Quantitative Literacy Requirement Proposal submitted by the Curricular Deans for consideration. Estes so moved and this was seconded by Setterstrom. The motion was **APPROVED UNANIMOUSLY.**

VI. Old Business

A. Subramony, Caughron, and Halverson reported on the 12.10.2021 meeting of the Assessment Sub-Committee. The following outcomes were discussed with the full committee.
- The need for a standardized general education statement to be added to

all general education courses for student transparency. Caughron will draft for discussion at the next meeting of the full GEC.

- It was determined that inclusion of department chairs in the discussion surrounding general education course re-evaluation and assessment will be critical to success. Schatteman and Sharp, both representing the College of Liberal Arts and Sciences, indicated that within CLAS this will be critically important. CLAS had the largest number of general education courses of any College at NIU. This group was added to the presentation list, likely through presenting to College Faculty Senates.
- Determination as to the inclusion of 300/400 level courses in the general education program. It was determined that pre-requisites are the key to making this decision. Halverson will provided a listing of all courses with PRQs to the full GEC.
- Subramony will create a page on the Accreditation, Assessment, and Evaluation webpage to assist faculty with methods of direct and indirect assessment. There will be an embedded link from the application to this page.
- The roll-out process is still to be determined. One domain versus all domains and timing are still being discussed.
- Subramony will provide models for assessing general education programs for review at the next meeting.
- Finalizing the process for current course review and domain alignment is still under discussion.

B. Halverson presented the new General Education Course Application. The full committee provided feedback.
- Finalizing the application was determined to be the primary focus before the next GEC meeting.
- An embedded link to the rubrics will be added to the application to assist departments in determining which SLOs they will assign to a course. A suggestion was made to include qualifying language about level of with attainment to assist departments with SLO selection.
- It was decided to add a field for the department to note pre-requisites for the course on the application. They will need to provide a rationale as to why the PRQ is not a hindrance for inclusion as a general education course.
- It was decided that the College and Department fields should be drop downs versus fill in for accuracy.
- There is a need to match terminology of primary/secondary student learning outcomes within the application.
- Process for courses with multiple sections and multiple/varying faculty is still to be determined. The direct assessment methods stated on the application must map to the selected student learning outcomes regardless of the faculty/instructor teaching the course.
- To respect faculty independence, the Department can list multiple methods of direct assessment that might be used. The important aspect is that the student learning outcomes must remain the same regardless of assessment method utilized by each faculty member.
- Determination of the need to provide a syllabus when applying has been deferred. This will need to be decided before the application can be finalized.

C. Schatteman, Setterstrom, and Halverson presented a summary of the outcomes from the meeting of the Webpage Update Sub-Committee on 12.01.2021.

- The updates will be ready for FA22 when the new framework goes into effect.
- The audiences for the pages will be students and faculty. Links to the application and rubrics will be embedded.
- An interactive visual of the new framework is being developed.
- A beta version will be presented to the General Education Committee before it goes live.

VII. Adjournment

Caughron called for a motion to adjourn. Sharp so moved and this was seconded by Estes. The motion was **APPROVED UNANIMOUSLY**. The meeting was adjourned at 1:58 pm.

The next meeting of the General Education Committee is on February 17, 2022 at 12:30 pm via Teams.