

**Council on General Education Agenda**  
**September 12, 2017**  
**10-11:00 a.m., Stevenson Hall 140**

**Presiding:** Rocio Rivadeneyra

**Present:** Brian Aitken, Chase Aulis, Alan Bates, James Cunningham, Amina Jinadu, Sally Perry, Terry Plickebaum, Carla Pohl, Rocio Rivadeneyra, Jonathan Rosenthal, Jean Standard and Chad Woolard

**Guests:** Derek Herrmann Meyers, Assistant Director Academic Services, University Assessment Office

Rosenthal called the meeting to order at 10:02 a.m.

**Action Items:**

**1. Election of Chair**

Rocio Rivadeneyra was nominated and elected as Chair.

**2. English 183, Rhetoric as Civil Literacy (proposed for ICL)**

Council member reviewed the proposal submitted by Dr. De Santis, English Chair. Parry informed the group that it was a new course which was approved last year by the College Curriculum Committee. Rosenthal distributed an older description and course objectives for courses falling within the ICL designation. Five years ago, the General Education Task Force reviewed the program in part to improve assessment efforts. The Task Force found that with 42 learning outcomes, it was difficult to obtain meaningful feedback. Learning outcomes were developed following AAC&U's LEAP format which includes nationally normed rubrics. Student artifacts are collected according to a calendar and assessed by faculty in the discipline according to the rubrics. Feedback is then provided to faculty teaching the courses.

Parry questioned if the proposal drew from the previous ICL guidelines. Rosenthal reminded members that there is no formal paperwork when submitted a proposal. Submitters are asked to provide a course syllabus and a memo containing rationale for the change request. Woolard commented that he thought it was an excellent course and that it intersected with coursework within the School of Communication. He pointed out that the course could be a collaboration with other departments on campus such as Communication, Politics and Government and Sociology. Parry suggested to Woolard that the School of Communication propose a course as cross-listed. She would be happy to meet with Woolard to discuss. Standard asked if cross-listed courses still functioned the same as before with the introduction of Campus Solutions. Rosenthal responded that cross-listed courses still appear the same in the catalog and that the mechanics are slightly different in Campus Solutions. Rosenthal asked Aitken his thoughts on cross-listed courses. Aitken responded that there are instances where cross-listing a course may not be the best idea as two different departments may have completely different interpretations or approaches on course content.

The question was called.

12 in favor, none opposed. The motion passed.

Rosenthal will notify Chair De Santis with the Council's decision.

### **3. TCH Exemption Request (proposed for QR)**

The request was submitted by Dr. Linda Haling, Director of the School of Teaching and Learning. Rosenthal reminded Council members that every department can request a General Education category exemption if the requirement is sufficiently met in major coursework. Bates informed the group that the School's current exemption is for the Social Sciences category. However, recent licensure requirement changes by the State of Illinois have prompted the School to request the exemption be given for the Quantitative Reasoning requirement instead of the Social Sciences requirement.

Per the new licensing requirements, Elementary Education majors are now required to take four math courses. Woolard asked which courses were being taken. Bates responded that students must take the following courses: MAT 119, 130, 150, 152 and 201. He pointed out that MAT 150 is no longer required. Woolard asked if Secondary Education majors had the same requirement. Bates confirmed that both Secondary and Early Childhood Education majors did not have this requirement. They are required to take one math course and two math methods courses.

Rosenthal felt that students amply satisfied the Quantitative Reasoning requirement and suggested approval of the request. He did point out that, if approved, the change would not be effective until the 2018-2019 Catalog. Students can request to move their catalog year forward although the logistics of these requests will need to be considered.

The question was called.

12 in favor, none opposed. The motion passed.

Rosenthal will notify Director Haling with the Council's decision.

### **Information and Discussion Items:**

#### **4. University Assessment-UST Review Cycle and Results-Derek Herrmann Meyers**

Meyers distributed a handout to Council members outlining the fall 2017 update in the assessment of the General Education Program. University Assessment has begun targeting more than one course category now in order to try and increase participation. Faculty who teach courses in the selected category are asked to voluntarily submit their student assignments that address one or more of the learning outcomes aligned with the targeted course category. University Assessment staff pick up the course assignments, make copies and return the assignments back to faculty within 24 hours. This year, University Assessment will be collecting student assignments from the categories of Natural Sciences, Natural Science Alternatives, Science, Mathematics, and Technology, and Social Sciences. In addition, course syllabi will be collected from COM 110, ENG 101, UST and ICL courses.

Meyers reported that University Assessment suggests that faculty include general education outcomes on their syllabi. In addition, it has been suggested rather than University Assessment contacting faculty for syllabi, Assessment staff collect syllabi from each school or department's archives. Parry thought this was a terrific idea and would make it easier for Assessment staff to get the necessary information. Woolard asked if it was a requirement for all faculty to submit syllabi to their respective schools/departments. Rosenthal commented that it was a fairly standard practice and was unable to think of a school/department that did not collect syllabi from its faculty.

University Assessment has found that it has been difficult to obtain student assignments from courses in the ICL category. The low participation rate may be because there are only six courses within the category and many of those courses are large lectures that tend to utilize opscan. While opscan information is valid, it is difficult to assess using the rubric method. Currently, three faculty members have submitted volunteer forms. In addition to collecting student assignments, faculty will also be asked to include responses from students reflecting on what they learned in the course based on course goals/objectives.

Woolard mentioned that he had had success in garnering assessment feedback by using QR codes on cell phones. Students are able to receive extra credit for their participation. Rosenthal mentioned that faculty need to work on encouraging participation in co-curricular activities which is an issue that needs to be addressed prior to the next accreditation cycle. Auditors are somewhat skeptical of student evaluations that are self-selected rather than from a broad sampling of the population.

Meyers mentioned that University Assessment will be looking for faculty volunteers to review artifacts from QR/Math courses. Faculty will be given training involving University Assessment's expectations and the assessment rubric. They will be given a semester to complete the review process which can be completed through ReggieNet. Standard asked what type of assignments University Assessment expected to get from the Sciences. Meyers responded that they received worksheets and scenario analysis from math courses and expect to receive lab reports from the sciences.

## **5. Diversity Requirements-Follow-up**

Last spring, Doris Houston, co-chair of the Campus Climate Task Force, presented to the Council findings and suggestions resulting from the *Campus Climate Assessment Report*. One of the Task Force's suggestions was to create a graduation requirement that focused on U.S.-based diversity issues. While the University already has an AMALI requirement, its focus is primarily on global issues/studies. Council members felt that it was an opportune time to begin discussions and as a result, an ad hoc committee was created this fall to begin discussions.

The ad hoc committee held their first meeting on September 1<sup>st</sup> with Dr. Rivadeneyra as chair. Membership consists of representatives from each of the colleges as well as relevant IDS minors. Initial conversations included background on why the requirement has been requested, how to go about the process, learning outcomes, description of the requirement, etc. The next meeting will be held on Friday, September 15<sup>th</sup>. Currently, the committee has set an ambitious goal of having the new requirement on the Academic Senate's agenda by the end of the semester.

Rosenthal informed the Council that the new requirement would be most feasible if we didn't create an additional hour requirement but rather created capacity in appropriate existing courses or added new courses that would satisfy General Education or major requirements. Courses that meet the requirement are most likely to be found in the current ICL and UST course categories. The majority of students would fulfill the requirement through general education coursework.

Woolard mentioned that many courses on campus already talk about domestic diversity issues although they may not be explicitly required. Other departments/schools, such as Teaching and Learning and Nursing, already have domestic diversity integrated within their curriculums due to licensure issues. An exemption would be given to those students whose majors already have the requirement infused within the curriculum. Pohl asked if the requirement would be based on a set number of hours or would be met by a course(s). Woolard believed that the scaffolding was already present in COM 110 to have the course meet the requirement. Parry cautioned that all sections of COM 110, or any other course in a similar situation, must

meet the requirement. In order to do so, a master syllabus would need to be utilized for all sections of the course. Rosenthal suggested that, while a new requirement is valuable, no one course is likely to be adequate. Other courses should infuse issues related to diversity as part of their content.

Meeting adjourned: 10:49 a.m.

Respectfully submitted,  
Soemer Simmons