Agenda

General Education Requirements Committee
Tuesday 8 December 2015
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Minutes from **November 10th, 2015**

3. Other Council's Minutes -- Information Items
    a. UCC Minutes for **November 5, 2015**, **November 12, 2015** and **November 19, 2015**

4. Incoming Assessment Plans & Proposals

    a. ENGL 1101 status report
    b. Assessment Plans
        i. Motions to approve plans
        ii. Discussion of borderline and problematic plans

5. Final Gen Ed List for 2016-17 Catalog - for approval

6. Communicating expectations for Spring assessment implementation

    a. General policies for the retention of student work throughout assessment. (see Academic Affairs Q & A document)
    b. Expectations for detail of reporting in Fall 2016 – what info will have to be included
    c. What is the procedure for amending assessment plans?
    d. Any other important clarifications GERC should deliver, or policy GERC needs to set before Spring?

7. GERC plans for before and during Spring

    a. Gen Ed Assessment -- Faculty Training
        What are the training/development needs for faculty in terms of gen ed assessment. and what would be effective ways of delivering that training? Karen Appleby will bring GERC's ideas and recommendations to Selena Grace for incorporation into her assessment training activities in spring.

8. Report from Dec. 3-4 SBOE Gen-Ed Discipline Group Summit (time permitting)

    a. Issues raised in discipline groups and state GEM committee

        i. Discipline groups may reject courses approved by institutions? Unconventional offerings should be prepared to defend worthiness via assessment.
        ii. Some outcomes may be revised to be more specific in order to exclude unconventional options.
        iii. Objective 5 may change from 4/5 to 4/4 for lecture only courses, 5/5 for labs.
        iv. Should the state financially encourage GEM dual credit courses specifically?
        v. Multiple institutions offer course release for major assessment responsibilities.
        vi. Only BSU has a complete assessment plan at this time:

http://academics.boisestate.edu/fsp/university-learning-outcomes/assess/

vii. Others?

b. Future plans for coordination of GERC with discipline representatives

9. Adjourn

Future Business

a. Addition to written communication learning outcomes – need we re-evaluate?
b. Revise Gen Ed proposal form (largely to account for existence of separate assessment plans).
c. Acceptable grade threshold for Gen Ed courses - currently D except ENGL 1102, where it is C - should this be standardized?
d. What happens to transfers from the quarter system who have taken two classes in an objective, but not earned 6 credits in that objective? Currently they may make up the credit difference in any general education coursework.
e. Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?
f. Should test credit count towards general education requirements? In most cases it does, although tests do not necessarily address gen ed objectives.
g. What is the best procedure for nomination and approval of reps to state gen ed groups?
h. Assessment reporting methods – online tools?
i. Revisit learning outcomes for objectives 7-9 (improve assessment clarity).
j. Extent of offerings in 7-8 – combine?
k. Revisit bylaws in light of new state definitions and assessment plan.
l. Relationship of Gen Ed assessment to IEAC work.
m. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]