Agenda

General Education Requirements Committee
Tuesday 23 February 2016
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Minutes from **November 10, 2015**, **December 8, 2015, January 12, 2016**

3. Final revisions to Gen Ed Course List for 2016-17 Catalog with Jan. 11 additions - formal approval

4. Other Council's Minutes -- Information Items
    a. UCC Minutes for **February 14, 2016**

5. Experiential portfolios for general education requirements (Margaret Johnson)

6. Assessment Plans

    a. Motions to approve plans (Objectives 8-9)
    b. Discussion of borderline and problematic plans (Objectives 8-9)
    c. Status updates - when can we expect remaining plans?

7. Next steps in assessment master plan refinement

    a. Expectations for detail of reporting in Fall 2016 – what info will have to be included?
    b. How will annual reports be collected?
    c. What is the procedure for amending assessment plans?
    d. Draft reporting form

8. Form updates

    a. Revise assessment plan template to better communicate expectations?
    b. Revise Gen Ed Course Proposal form to account for existence of separate assessment plans

9. Revisit institutionally designated gen ed areas - Objectives 7, 8, 9 (time permitting)

    a. Is (7 or 8) + 9 the best distribution of the six credits in these objectives?
    b. How can we better accommodate program-specific courses in these areas?
    c. Should outcomes be revised, objectives combined, objective added?

10. 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, as opposed to all dual credit courses?
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

11. Adjourn

Future Business

A. Select GERC executive secretary for S16-F17 academic year.
B. WICHE Interstate Passport Program - do outcomes and structure align with ISU gen ed?
C. Should we tighten the statement describing the purpose of gen ed assessment? Many fear that it will be used to find fault with faculty or aggressively restrict course offerings; would a statement to the contrary allay these fears and/or avert these outcomes?
D. Acceptable grade threshold for Gen Ed courses - currently D except ENGL 1102, where it is C - should this be standardized? (mixed policies across state pose transfer issues)
E. 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.
F. Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?
G. Should test credit count towards general education requirements? In most cases it does, although tests do not necessarily address gen ed objectives. How about transfer credits from non-state schools that match program goals, but not gen ed?
H. What is the best procedure for nomination and approval of reps to state gen ed groups?
I. Revisit bylaws in light of new state definitions and assessment plan.
J. Relationship of Gen Ed assessment to IEAC work.
K. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]