

Minutes

General Education Requirements Committee

Tuesday, August 30, 2022

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc/

Attendance: Erika Fulton, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Tayo Omotowa
Ex-officio: Abbey Hadlich, Ann Hackert, Sacha Johnson, Hala Abou Arraj, Karen Appleby, Catherine Read
Excused: none
Guest: Bob Houghton (UCC), Darren Blagburn (Academic Affairs)

1. Announcements –

Members introduced themselves. Welcome to new members!

2. Minutes – none, all were approved

3. Presentation by Darren Blagburn, Academic Affairs -

Mission Fulfillment: Demonstrating Student Learning Through Transferable Skills.

GERC's potential role and data needs for this NWCCU Mission Fulfillment Fellowship.

Darren Blagburn introduced himself; he is the Director of Operations and Planning for Academic Affairs. He described the Transferable Skills project he is working on for his fellowship with the Northwest Commission on Colleges and Universities (NWCCU) to see how well students have learned transferable skills in college that help them in their post-graduate working life. College of Business and College of Technology will be the pilot colleges and programs for this project. The plan is to assess general education courses based on a list of transferable skills, and then evaluate how students apply those skills in their Career Path Internship work. A next step would be to survey alumni on their post-graduation work experiences. A steering committee with experience working with employers will work with Darren on this project. GERC's advice, feedback, and suggestions will be welcome as the project progresses this year. Darren answered members' questions, thanked everyone, and then left the meeting.

4. Updates and Information:

a. Program Review & Assessment updates – Ann Hackert

Ann has several projects in the works. She will follow up with Physics to make sure their assessment plans are completed and ready for GERC's consideration.

b. Academic Affairs update – Karen Appleby

The State GEM Summit is coming up on October 5-7, and will likely be focused on how institutions are using the statewide gen ed rubrics or other university-created rubrics. Consistent with past practice, GERC will invite the Discipline Group reps to attend the September 13 GERC meeting to discuss gen ed program and rubrics in advance of the Summit.

c. UCC update – Bob Houghton

Undergraduate catalog proposals are due Sept. 20, but will be accepted through October in time for consideration before the drop-dead cutoff of Thanksgiving Break. UCC's first meeting is this Thursday, Sept. 1, and will mostly be focused on what UCC does, where to find proposals and the tracking sheet, and what to look for when reviewing proposals.

5 Unfinished Business:

- a. [Objective 8 Competencies Review Subcommittee Report](#)–
 Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**
 Outcome changes were approved on April 26, 2022. Only outcome iv. was changed:
iv. Understand Explain the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data.
 The Rubrics in Appendix A of the report need further consideration and work.

ACTION: Council **remanded** the report to the subcommittee to revisit the Rubrics and make them match the updated outcomes.

- b. [Revised Physics Assessment Plans folder](#) – not ready for consideration yet.
[Assessment Plan Review Guide](#) for use in reviewing the Physics Plans.

PHYS 1100 Assessment Plan	
PHYS 1101 Assessment Plan	PHYS 1101L Assessment Plan
PHYS 1111 Assessment Plan	PHYS 1113 Assessment Plan
PHYS 1112 Assessment Plan	PHYS 1114 Assessment Plan
PHYS 1152 Assessment Plan	PHYS 1153 Assessment Plan
PHYS 2211 Assessment Plan	PHYS 2213 Assessment Plan
PHYS 2212 Assessment Plan	PHYS 2214 Assessment Plan

- c. [FIN 1115 Assessment Plan](#) – no change since last spring, still awaiting revisions.
- d. [PHIL 2260 Assessment Plan](#) - GERC has **approved the course** for Objective 7; **Plan** awaiting revisions
 Still nothing new on this one yet.

6. New Business –

- a. [GERC Gen Ed Survey Report Draft](#) – Joanne Tokle
 The survey focused on Objectives 7, 8, and 9, which are ISU’s discretionary objectives. Joanne Tokle asked members to review the draft report and post their comments or suggestions for discussion and finalization of the report at the next meeting.
- b. Comprehensive Review of Gen Ed Program – Joanne Tokle
 Now that all nine Objectives have been reviewed by the Objective Review Committees, it’s time for GERC to review the entire Gen Ed Program. First, need to determine what that review should look like. [Gen Ed Program Review Samples](#) are available in the linked Google folder for members to consider in advance of the next discussion of this task. There is also the option of adapting, in whole or in part, the current ISU Program Review format to fit the General Education program. Could also reach out to the NIOLA coach who visited GERC a couple of years ago and ask for his guidance.
- c. Other Business
 Political Science is considering creating a new Objective 4 Gen Ed course, even though their discipline usually fits under Objective 6. As long as they demonstrate the course meets the desired Objective’s competencies and create an appropriate assessment plan, GERC will consider approving the course.

7. Adjourn: 3:48 p.m.

Approved by GERC: September 13, 2022
 Accepted by UCC: September 29, 2022
 Accepted by Faculty Senate: October 24, 2022
 Accepted by Academic Affairs: October 31, 2022

Minutes

General Education Requirements Committee

Tuesday, September 13, 2022

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2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc/

Attendance: Erika Fulton, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Tayo Omotowa
Ex-officio: Abbey Hadlich, Sacha Johnson, Hala Abou Arraj, Karen Appleby, Catherine Read
Excused: Ann Hackert, Bob Houghton (UCC)
Guest: Cindy Hill (Academic Affairs)
GEM Reps: Hal Hellwig, Sam Blatt, Jim DiSanza, Kevin Marsh

1. **Announcements** – none this week

2. Council **approved** the Minutes from [August 30, 2022](#)

3. **Discussion with GEM Discipline Group Reps in preparation for statewide Gen Ed Summit**

GERC's big project this year will be a comprehensive assessment of the Gen Ed program as a whole. Statewide rubrics have been problematic, need further guidance from Summit reps on how to use them.

Introductions all around. Joanne gave a brief summary of GERC's work plans this year: approve new gen ed courses, approve new and updated assessment plans, review entire Gen Ed program this year. Karen Appleby said the GEM Summit will focus on high-impact teaching processes and the GEM rubrics. Guests reported that some of the GEM Discipline Groups have met last spring and this fall in advance of the upcoming Summit to work on the rubrics, and discussed how to strengthen the gen ed courses and programs across the state. Some discussion about Moodle vs. Canvas as comparative learning management systems. ISU is the only institution in Idaho using Moodle. Karen Appleby reported the state of Idaho will provide some funding to support the use of Canvas.

Joanne Tokle invited GEM Discipline Group reps to attend the October 25 GERC meeting to debrief everyone on what transpired during the Summit. They left the meeting at this point.

4. **Updates and Information:**

a. Program Review & Assessment updates – Ann Hackert – no report

b. Academic Affairs update – Karen Appleby – nothing to report this week

c. UCC update –

UCC is waiting for catalog proposals to be completed and submitted. Deadline is September 20. The proposal forms have been modified to add back a place for recording student learning outcomes – provide a link to the outcomes where they can be accessed. Also added a question to course tables in Part B asking whether a sister 55xx graduate-level course exists or is being created that will require a graduate catalog proposal.

5. **Unfinished Business:**

a. [GERC Gen Ed Survey Report Draft](#) – Joanne Tokle

Suggest incorporating the college percentages of gen ed course credits offered into the survey report. In answer to a question, there is no way of going back to the previous 12-Goal Gen Ed Program from several years ago. Faculty responses indicated critical thinking is deemed to be very important and should be taught at all levels in all programs, not just as a Gen Ed objective.

ACTION: Members were asked to spend the next two weeks reviewing the report and making additional comments and suggestions. Be prepared to finalize and vote on it at the next meeting.

- b. Comprehensive Review of Gen Ed Program – strategy discussion
[Gen Ed Program Review samples](#) – reference documents in Google Folder. Members were welcome to provide additional examples that might be helpful in steering this project. Need to come up with a draft template soon to use as a starting point.

Not ready for discussion yet:

- c. [Revised Physics Assessment Plans folder](#)
[Assessment Plan Review Guide](#) for use in reviewing the Physics Plans.

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PHYS 2212 Assessment Plan	PHYS 2214 Assessment Plan

- c. [FIN 1115 Assessment Plan](#) – remanded for revisions
- d. [PHIL 2260 Assessment Plan](#) - GERC has **approved the course** for Objective 7; **Plan** awaiting revisions
Nothing new on this one yet.
- e. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.
Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

6. **New Business** – none yet, but new gen ed course proposals are in the works; forthcoming soon.

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7. **Adjourn: 3:26 p.m.**

Approved by GERC:	September 27, 2022
Accepted by UCC:	September 29, 2022
Accepted by Faculty Senate:	October 24, 2022
Accepted by Academic Affairs:	October 31, 2022

Minutes

General Education Requirements Committee

Tuesday, September 27, 2022

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<https://isu.zoom.us/j/82565717944?pwd=NTFqRnhxMkNXQkxPVkw5Z1hldzR4dz09>

2:30-4:30 p.m.

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Attendance: Erika Fulton, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Tayo Omotowa
Ex-officio: Sacha Johnson, Hala Abou Arraj, Karen Appleby, Ann Hackert, Catherine Read
Excused: Abbey Hadlich, Bob Houghton (UCC)
Guest: none

1. Announcements – none

2. Council **approved** the Minutes from [September 13, 2022](#)

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
Ann Hackert is meeting with Physics this week. She is also working with Political Science and another department on their assessment plans.
- b. Academic Affairs update – Karen Appleby
GEM summit is next week. Focus will be on high impact practices. GERC will invite the discipline group reps to attend the October 25 GERC meeting for a debrief session.
- c. UCC update
Several catalog proposals in the works have changes that will affect the Gen Ed program, including proposed new Gen Ed course proposals. Those will be coming to GERC soon for consideration. GERC has its own catalog proposal for changes to the Gen Ed Program section, and Catherine will make sure all the approved changes are included on that proposal. GERC will review and vote to approve that UCC proposal as usual in mid-November, to ensure the Gen Ed Program is updated in the catalog.

4 Unfinished Business:

- a. [GERC Gen Ed Survey Report - Final](#) – Joanne Tokle
Joanne Tokle showed the final document and briefly described the recent changes she made since the council last reviewed the report. GERC's suggestions were very helpful and improved the final report. Faculty comments from last fall will be incorporated as an appendix to the report.

ACTION: Motion to **approve** the report as amended and forward it to UCC for acceptance.
Motion **passed**.

- b. Comprehensive Review of Gen Ed Program – strategy discussion
[Gen Ed Program Review samples](#) – reference documents in Google Folder
Joanne Tokle contacted Heidi Estrem at the State Board Office to discuss how to approach this project. Heidi suggested including student input, possibly as focus groups or a survey. Using an outside reviewer would also be a good idea. Suggest adapting the ISU Program Review framework to fit the Gen Ed Program, and add in elements from other frameworks as needed. The Objective Review reports probably contain recommendations for improvement that should be included in this review.

ACTION: Joanne Tokle will work on an initial draft, then bring it to the rest of the members for additional discussion, suggestions, and revision.

Not ready for discussion yet:

- c. [Revised Physics Assessment Plans folder](#)
[Assessment Plan Review Guide](#) for use in reviewing the Physics Plans.

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PHYS 1111 Assessment Plan	PHYS 1113 Assessment Plan
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Mike Matussek teaches PHYS 1101, and asked for guidance on submitting the annual gen ed assessment reports for these PHYS courses. No further action nor discussion.

- c. [FIN 1115 Assessment Plan](#) – has been remanded for revisions – not discussed.
- d. [PHIL 2260 Assessment Plan](#) - GERC has **approved the course** for Objective 7; **Plan** awaiting revisions
Still nothing new on this one yet, not discussed.
- e. [Objective 8 Competencies Review Subcommittee Report](#) – has been remanded to subcommittee for additional work on rubrics.
Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**
Subcommittee has not met, no further action on this report as yet.

6. New Business

- a. [2022 POLS 2231 Obj 9 General Education Course Proposal](#) - existing course for GERC's consideration for Gen Ed program

ACTION: Motion to **approve** the POLS 2231 course as Objective 9 Gen Ed course, seconded.
Motion passed. UCC will be notified via the catalog proposal.

Continue review of the Assessment Plan section of this proposal for discussion next time.

7. Future Business - *for reference only, no discussion.*

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

8. Adjourn: 3:22 p.m.

Approved by GERC: October 20, 2022 via email vote
Accepted by UCC: October 21, 2022 via email vote
Accepted by Faculty Senate: October 24, 2022
Accepted by Academic Affairs: October 31, 2022

Minutes

General Education Requirements Committee

Tuesday, October 11, 2022

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFZlQWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Erika Fulton, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Tayo Omotowa
Ex-officio: Abbey Hadlich, Sacha Johnson, Ann Hackert, Hala Abou Arraj, Karen Appleby, Catherine Read
Excused: Bob Houghton (UCC)
Guest: none

1. Announcements – none

2. Minutes from [September 27, 2022](#) for approval – *will vote via email*

3. Updates and Information:

a. Program Review & Assessment updates – Ann Hackert

- Please communicate to units to make sure their assessment materials align with the specific Gen Ed learning outcomes. Can't just use an exam that covers everything in the courses, but can use a particular question on the exam that addresses a particular outcome.
- Curriculum MAPs need to include the Gen Ed courses for your program, and include MAPs in your program review.
- Still some confusion out there about how GERC fits in with program review and program assessment.

b. Academic Affairs update – Karen Appleby

- Quick summary of last week's GEM Summit. Focus was on high-impact instructional practices. Discipline Group reps participated in lots of group work on those practices. Karen is ISU's representative in the state Gen Ed committee, and attended the executive committee meeting where all of the working groups' curricular recommendations were reviewed and approved to move forward.
- Recommendations that will go to CAAP, then to SBOE:
 - Written Communication group: AP language and Composition test score would be equated to ENGL 1101 and 1102, once work out statewide consistencies
 - Humanistic: AP Literature & Composition test 3 or higher would equate to ENGL 1175
 - Math group: AP Precalculus equates to MATH 1143/1144 with a score of 3; AP Precalculus equates to MATH 1147 with a score of 3; MATH 1143 name will change from College Algebra to Precalculus 1: Algebra; MATH 1144 name will change from Trigonometry to Precalculus 2: Trigonometry; MATH 1147 will change from College Algebra to Precalculus
 - Oral Communication group: only require 2 credits in gen ed program, historically that's to accommodate transfer students on semester partial credits. Group is proposing to change this GEM requirement to 3 credits.
 - If this happens, then the discretionary credits (which are ISU's Objectives 7, 8, and 9) would have to change from 6 credits to 5 credits in order to keep the total Gen Ed requirements at 36. Currently, there are no 2-credit courses in any of the Objectives 7, 8 or 9. ISU's Gen Ed program already requires 37 credits. The state minimum of 36 credits accommodates students transferring in from institutions on a quarter system that otherwise would have partial credits (e.g. 2.6 credits rather than 3 credits for a course).

- Each of the Gen Eds are on a 3-Year Review cycle for rubrics – next year will focus on the Rubrics for each gen ed objective. GEM reps will likely have some pre-Summit work to do over the next several months.

c. UCC update – Bob Houghton - no report

4. New Business

a. [2022 ENGL 2215 Obj 4 General Education Course and Assessment Plan](#)

The department proposed this course last year for Objective 9, GERC suggested it would be a better fit for Objective 4. The department submitted this revised proposal as a new course for Objective 4. Discussion. There are similar courses at other neighboring colleges in their gen ed programs.

ACTION: Motion to **approve** this course for Objective 4. Motion seconded.

Motion passed, this new course ENGL 2215 was approved for Objective 4.

The Assessment Plan was deferred for more discussion later.

b. [2022 ANTH/HIST 2258 Obj 9 General Education Course and Assessment Plan](#)

The table included in the proposal mapping the gen ed outcomes to this course was a nice touch. Council was not ready to vote on this course just yet, since it just came in late last week. Will be on the next agenda for further consideration and potential vote.

ACTION: Joanne Tokle as Chair will notify departments when their courses and/or assessment plans are approved by GERC.

5. Unfinished Business: Council decided to wait and consider all assessment plans together. Later this semester, the Council will divide up the work among members, so 2-3 members will review each assessment plan and present their findings to the full Council. No action taken on these yet.

a. [2022 POLS 2231 Obj 9 General Education](#) Assessment Plan -

GERC has approved the course for Objective 9; still need to consider the Assessment Plan

b. Comprehensive Review of Gen Ed Program – continue discussion

[Gen Ed Program Review samples](#) – reference documents in Google Folder

Not ready for discussion yet:

c. [Revised Physics Assessment Plans folder](#)

[Assessment Plan Review Guide](#) for use in reviewing the Physics Plans.

[PHYS 1100 Assessment Plan](#)

[PHYS 1101 Assessment Plan](#)

[PHYS 1111 Assessment Plan](#)

[PHYS 1112 Assessment Plan](#)

[PHYS 1152 Assessment Plan](#)

[PHYS 2211 Assessment Plan](#)

[PHYS 2212 Assessment Plan](#)

[PHYS 1101L Assessment Plan](#)

[PHYS 1113 Assessment Plan](#)

[PHYS 1114 Assessment Plan](#)

[PHYS 1153 Assessment Plan](#)

[PHYS 2213 Assessment Plan](#)

[PHYS 2214 Assessment Plan](#)

c. [FIN 1115 Assessment Plan](#) – remanded for revisions

d. [PHIL 2260 Assessment Plan](#) – GERC has **approved the course** for Objective 7; **Plan** awaiting revisions

Nothing new on this one yet.

e. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics. Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

Nothing new on this one yet.

6. Future Business

- a. 2022 GLBL 1135 Obj 8 General Education Course and Assessment Plan – *forthcoming for next time*
- b. 2022 EDMT 2270 Obj 3 General Education Course and Assessment Plan – *forthcoming, to replace MATH 2256 in College of Education teaching endorsements*
- b. Darren Blagburn’s [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

7. Adjourn: 3:20 p.m.

Approved by GERC:	October 20, 2022 via email vote
Accepted by UCC:	October 21, 2022 via email vote
Accepted by Faculty Senate:	October 24, 2022
Accepted by Academic Affairs:	October 31, 2022

Minutes

General Education Requirements Committee

Tuesday, October 25, 2022

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<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

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Ex-officio: Sacha Johnson, Ann Hackert, Karen Appleby, Catherine Read
Excused: Bob Houghton (UCC), Abbey Hadlich, Hala Abou Arraj,
Guests: **GEM reps** - Hal Helwig, Sam Blatt, Jim DiSanza, Kevin Marsh, Margaret Johnson, Tom Klein, Jessica Xie, Donald Allen, Cindy Hill

1. Announcements –

Welcome to three new GERC members:

- Jim Skidmore for CAL:Arts & Humanities
- Anna Grinath for COSE:Biosciences/Chemistry/Geosciences
- Leciel Bono for COH (Dental Hygiene)

2. Council had **approved** the Minutes from [September 27, 2022](#) and [October 11, 2022](#) via email vote.

3. Discussion with GEM Discipline Group Reps – debrief from recent statewide Gen Ed Summit

What happened at the Summit?

High Impact Practices given to groups to discuss at this Summit: <https://www.aacu.org/trending-topics/high-impact>

First-Year Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Projects
Undergraduate Research
Diversity/Global Learning
Service/Community-Based Learning
Internships
Capstone Courses and Projects
ePortfolios

High Impact Practices are used at many higher-education institutions around the country. Ann Hackert has some resources from the Assessment Institute that might be useful.

Scientific Ways of Knowing: this group has not been meeting outside of the annual Summit. Broke into small working groups to discuss the 11 high-impact practices. [From Chat in meeting]: This was the scientific ways of knowing slogan and flyer points designed to entice students or one of our exercises. “Science: like magic, but real”

Have you ever wondered how? You might be a scientist.

Have you ever made a mistake and learned from it? You might be a scientist.

Have you ever taken a breath or heard a heartbeat and thought about it? You might be a scientist.

Have you ever occupied the space/time continuum? You might be a scientist?

Come find out!

Written Communication: group recognized the inconsistency of how AP scores are accepted across the state. ISU's accepted scores are within the norms. High Impact Practice workshops at the Summit were rather fun for the participants, and well designed.

Humanities & Artistic Ways of Knowing: Working groups identified some of the high impact practices that fit well with gen ed program, some that did not fit as well. Worked on OER.

Oral Communication: recommendation to state to change the Objective to 3 credits across the board instead of 2 or 3 credits. Enjoyed discussing high impact practices, was introduced well, and participants were given the opportunity to figure out which practices worked well with gen ed programs rather than being imposed from the top down. Group discussed ways of advertising and outreach to help sell gen ed programs to the general public.

Social & Behavioral Ways of Knowing: enjoyable conversation about larger issues. Capstone is often at the end of program curriculum, but valuable in the scaffolding. Had 3 breakout sessions over the two days of the Summit, productive discussions. Good working with colleagues at the other institutions. Challenge is to take the ideas back and apply them more holistically across the

Mathematical Ways of Knowing: enjoyable group of folks to work with. Discussed new Pre-Calculus AP exam, group came up with recommendations for AP score to count toward gen ed courses, and a course name changes for MATH 1143 and MATH 1144 to Pre-Calc I: Algebra and Pre-Calc II: Trigonometry.

Suggestion to invite Heidi Ekstrem from OSBE to ISU to give workshops or forums on high impact practices. Wait for more direction from Academic Affairs.

How to combat the idea of "getting gen eds out of the way." Not just on campus, this detrimental reputation is widespread. It's also on Complete College website. Rebranding Gen Ed is a good place to start. Be more proactive about telling the story of the value of education, and general ed in particular, to one's life and the workplace. Many students now finish their gen eds during high school, which changes their college experience because they miss out on the new ideas and experiences that gen ed courses are intended to bring.

Thanks to all the discipline group reps; this was a helpful and productive discussion.

4. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
- b. Academic Affairs update – Karen Appleby
- c. UCC update – Bob Houghton
UCC is discussing how to standardize listing "[P" course options](#) and credit counts in the catalog (e.g. ENGL 1101P is 4 credits; ENGL 1101 is 3 credits). What is GERC's take on this issue? See agenda item below.

5. New Business

- a. [2022 ANTH/HIST 2258 Obj 9 General Education Course and Assessment Plan](#) [*corresponding [UCC Proposal #29](#)*]
ACTION: Motion to **approve** ANTH/HIST 2258 as an Objective 9 course. Motion seconded. Motion **passed**, course was **approved**. *Assessment Plan will be considered separately later.*
- b. [2022 EDMT 2270 Obj 3 General Education Course](#) and Assessment Plan – equivalent to MATH 2256 [*corresponding [UCC Proposal #84](#)*] Assessment plan is still under development.
- c. [2022 EDMT 2271 Obj 3 General Education Course](#) and Assessment Plan – equivalent to MATH 2257 [*corresponding [UCC Proposal #84](#)*] Assessment plan is still under development.

ACTION: Motion to **approve** both EDMT 2270 and EDMT 2271 as Objective 3 courses. Motion

seconded. Motion **passed, both courses were approved.** *Assessment Plans will be considered separately later.*

- d. [2022 GLBL 1135 Obj 8 General Education Course and Assessment Plan](#) [*corresponding [UCC Proposal #10](#)*]

Discussion. Some concerns were brought up that need further clarification, and address some of the Objective 8 competencies more closely. Joanne Tokle will indicate those concerns as margin comments in the proposal for the PO and department to consider and revise accordingly.

- e. [UCC Proposal #10 from Global Studies - effect on Gen Ed Program](#) –

Consider prefix changes from LANG to GLBL and elimination of selected language courses. [*corresponding [UCC Proposal #10](#)*]

ACTION: Motion to **approve** the Gen Ed changes in UCC Proposal #10 except for the proposed new course GLBL 1135. Motion **seconded**. Motion **passed**. The various changes to the Gen Ed Program were **approved**, except for GLBL 1135.

- f. Standardize how to list "[P](#)" course options and credits in the catalog for all programs, including pre- and co-requisites.

ACTION: GERC's consensus was a strong preference for Example 1, to list all "P" courses and credit ranges, but add footnote indicators to the credit column explaining why the ranges exist and how to interpret them.

Due to time constraints, the rest of the agenda items were deferred for subsequent meetings.

8. Adjourn: 4:34 p.m.

Approved by GERC: April 11, 2023

Accepted by UCC: April 13, 2023 via email vote

Accepted by Faculty Senate: April 24, 2023

Accepted by Academic Affairs: April 26, 2023

Minutes

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Tuesday, November 8, 2022

2:30-4:30 p.m.

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Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Catherine Read
Excused: Anna Grinath, Bob Houghton (UCC), Abbey Hadlich, Sacha Johnson
Guests: none

1. Announcements –

- a. Department has **withdrawn** [2022 GLOBL 1135](#) from consideration as a new course for now. They may rework their proposal and bring it back again for the next catalog cycle.
- b. GERC needs to decide whether the next meeting should be held as scheduled on December 13 (Finals week) or change it to December 6 instead. Anna Grinath will be available to attend on December 13, but not December 6. Mike will not be able to attend December 13 because he's teaching. Most others were available either day.
ACTION: Consensus was to keep it as scheduled and meet next on December 13, 2022.

2. Minutes from October 25, 2022 – will vote via email

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
She is helping faculty with their annual gen ed assessment reporting.
- b. Academic Affairs update – Karen Appleby
GEM Summit meeting for Fall 2023 will be in Coeur d'Alene. More information forthcoming later.
- c. UCC update – Bob Houghton
[Standardizing "P" course listings](#) in the catalog: UCC considered GERC's recommendation, but ultimately decided on a different option. For various reasons, they opted to go with the simplest version of not listing "P" courses nor credit ranges, just include a footnote at the bottom of the Gen Ed requirements.

5. New Business

Council unanimously **approved** [UCC Proposal #29](#) from GERC to update the Gen Ed Program changes in the catalog.

6. Unfinished Business:

[Assessment Plan Review Guide](#) for use in reviewing Assessment Plans - GERC members, please look at this guidance document! GERC members' assignments for preliminary review of Assessment Plans slated for Nov. 8 meeting; full GERC discussion will begin after Thanksgiving Break, during the Dec. 13 meeting.

ACTION: Catherine will create a Working Guide Google document for each of the assessment plans for members to add their comments. All members should review and comment on each assessment plan; lead reviewers as assigned below.

- a. [2022 EDMT 2270 Obj 3 General Education](#) Assessment Plan – Mike and DeWayne
GERC has approved the course for Objective 3; still need to consider the Assessment Plan

- b. [2022 EDMT 2271 Obj 3 General Education](#) Assessment Plan – Mike and DeWayne
GERC has approved the course for Objective 3; still need to consider the Assessment Plan
- c. [2022 POLS 2231 Obj 9 General Education](#) Assessment Plan – Tayo
GERC has approved the course for Objective 9; still need to consider the Assessment Plan
- d. [2022 ENGL 2215 Obj 4 General Education](#) Assessment Plan – Shu-Yuan
GERC has approved the course for Objective 4; still need to consider the Assessment Plan
- e. [2022 ANTH/HIST 2258 Obj 9 General Education](#) Assessment Plan – Erika
GERC has approved the course for Objective 9; still need to consider the Assessment Plan
- f. Comprehensive Review of Gen Ed Program – no further action on this as yet.
[Gen Ed Program Review samples](#) – reference documents in Google Folder
[GEN ED Assessment Rubric-1](#) - from Ann Hackert
- g. **REMINDER: Objectives 1 and 2 are up for Objective Review again this cycle.**
ACTION: Catherine will send reminder emails to the department chairs.

*Assessment Plans for discussion after Thanksgiving Break – not ready for consideration nor action yet
Divide up workload among GERC members – next time.*

- a. [Revised Physics Assessment Plans folder](#)

[PHYS 1100 Assessment Plan](#)

[PHYS 1101 Assessment Plan](#)

[PHYS 1101L Assessment Plan](#)

[PHYS 1111 Assessment Plan](#)

[PHYS 1113 Assessment Plan](#)

[PHYS 1112 Assessment Plan](#)

[PHYS 1114 Assessment Plan](#)

[PHYS 1152 Assessment Plan](#)

[PHYS 1153 Assessment Plan](#)

[PHYS 2211 Assessment Plan](#)

[PHYS 2213 Assessment Plan](#)

[PHYS 2212 Assessment Plan](#)

[PHYS 2214 Assessment Plan](#)

- b. [FIN 1115 Assessment Plan](#) – remanded for revisions
- c. [PHIL 2260 Assessment Plan](#) – GERC has **approved the course** for Objective 7; **Plan** awaiting revisions
Nothing new on this one yet.
- d. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.
Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

7. *Future Business*

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

8. **Adjourn: 3:00 p.m.**

Approved by GERC: November 8, 2022 via email vote

Accepted by UCC: November 10, 2022

Accepted by Faculty Senate: November 28, 2022

Accepted by Academic Affairs: December 9, 2022

Minutes

General Education Requirements Committee

Tuesday, December 13, 2022

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFfuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Erika Fulton, Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Tayo Omotowa, Anna Grinath
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Abbey Hadlich, Sacha Johnson
Excused: Michael Matussek, Leciel Bono; Bob Houghton (UCC), Catherine Read
Guests: none

1. Announcements – none

2. Minutes from October 25, 2022 – *forthcoming for next meeting*

3. Updates and Information:

a. Program Review & Assessment updates – Ann Hackert

Link to General Education Assessment Coordinator and Faculty Handbook: A Step-by-Step Guide: <https://isu.box.com/s/jk2d91jckazv8w2nt0n9pg3q28kjsa5k>

There was a general discussion about common issues found in assessment plans and the need for better direction for those making plans and more consistent evaluation of assessment plans.

- A schedule for evaluating SLOs should be built into the template.
- Rubrics – some guidance needed.
- Sample size – what advice should we give? How much should be collected?
- Formative vs summative assessment. Formative assessment is great, but not part of assessment.
- Should we have a model assessment plan and/or an annotated guide?

ACTION: GERC needs to revise the assessment guidelines before further evaluating individual plans. Therefore, individual assessment plans were not discussed further today.

b. Academic Affairs update – Karen Appleby

Karen Appleby joined at 3:00 and gave two updates. There are two proposals coming from the Gen Ed summit to be presented to the SBOE:

1 – Math 1143, Math 1144, Math 1147 to be renamed

2 – Communications (Objective 2) change from 2 credits to 3 credits

this GEM credit change will reduce the institutional discretionary gen ed credits needed to make the 36-credit requirement.

c. UCC update – Bob Houghton – none; UCC has completed its work for this semester.

4. Unfinished Business:

a. [Comprehensive Review of Gen Ed Program Initial DRAFT](#) for discussion

- [Gen Ed Program Review samples](#) – reference documents in Google Folder
- [GEN ED Assessment Rubric-1](#) - from Ann Hackert

Joanne Tokle presented the first draft of the Review of the Gen Ed program, discussed further data she was getting from Vince Miller (IR) and asked for feedback on the report by January 20. The importance of demographic data was discussed.

All other business was deferred until after Christmas Break:

No action on Assessment Plans this meeting; deferred until consensus on guidelines is reached:

- a. [EDMT 2270 Working Review Document](#) for [2022 EDMT 2270 Obj 3 General Education Assessment Plan](#)
- b. [EDMT 2271 Working Review Document](#) for [2022 EDMT 2271 Obj 3 General Education Assessment Plan](#)
- c. [POLS 2231 Working Review Document](#) for [2022 POLS 2231 Obj 9 General Education Assessment Plan](#)
- d. [ENGL 2215 Working Review Document](#) for [2022 ENGL 2215 Obj 4 General Education Assessment Plan](#)
- e. [ANTH/HIST 2258 Working Review Document](#) for [2022 ANTH/HIST 2258 Obj 9 General Education Assessment Plan](#)
- f. [Revised Physics Assessment Plans folder](#)

[PHYS 1100 Assessment Plan](#)
[PHYS 1101 Assessment Plan](#) [PHYS 1101L Assessment Plan](#)

[PHYS 1111 Assessment Plan](#) [PHYS 1113 Assessment Plan](#)
[PHYS 1112 Assessment Plan](#) [PHYS 1114 Assessment Plan](#)

[PHYS 1152 Assessment Plan](#) [PHYS 1153 Assessment Plan](#)

[PHYS 2211 Assessment Plan](#) [PHYS 2213 Assessment Plan](#)
[PHYS 2212 Assessment Plan](#) [PHYS 2214 Assessment Plan](#)

- b. [FIN 1115 Assessment Plan](#) – remanded for revisions
- c. [PHIL 2260 Assessment Plan](#) – GERC has **approved the course** for Objective 7; **Plan** awaiting revisions
Nothing new on this one yet.
- d. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.

Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

5. New Business – for January 2023

- a. Departmental Five-Year Reports for Objectives 1 & 2 are due to GERC by January 18, 2023
- b. GERC to appoint two GERC members to chair the Objective Review Committees for Obj 1 and 2.
- c. GERC's spreadsheet of Annual Gen Ed Reports will be ready mid- to late-January for GERC's review

6. Future Business

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

7. Adjourn: 3:20 p.m.

Approved by GERC: January 10, 2023
Accepted by UCC: February 10, 2023 via email vote
Accepted by Faculty Senate: February 27, 2023
Accepted by Academic Affairs: April 5, 2023

Minutes

General Education Requirements Committee

Tuesday, January 10, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Tayo Omotowa
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Abbey Hadlich, Sacha Johnson
Excused: Erika Fulton, Michael Matusek, Anna Grinath, Leciél Bono; Bob Houghton (UCC), Catherine Read
Guests: none

1. Announcements –

- a. Tuesday, March 28 GERC meeting will be held **in person** in Admin. Building Room 102. Joining us will be OSBE's Heidi Estrem, Associate Academic Officer.
- b. Departmental Five-Year Reports for Objectives 1 & 2 are due to GERC by January 20, 2023

2. GERC approved the Minutes from [December 13, 2022](#)

(October 25, 2022 Minutes will be forthcoming for email vote)

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert - no updates
- b. Academic Affairs update – Karen Appleby
 - Karen Appleby will attend the statewide Gen Ed Summit planning meeting and will report back on the Gen Ed agenda for this year.
 - Reminder to prepare questions for Heidi Estrem, the Associate Academic Officer from the Office of the State Board of Education, when she comes to campus on March 28. Communicate to her any resources GERC or ISU might need.
- c. UCC update – Bob Houghton – no update

4. Unfinished Business:

- a. [GERC Assessment Clarifications](#) document for discussion, reach consensus
Long discussion. Joanne Tokle will revise the document and Ann Hackert will add some links. Vote by email before the next meeting. [Revised document was brought back for more discussion at the next meeting.]
- b. [Comprehensive Review of Gen Ed Program - second DRAFT](#) for discussion
[Gen Ed Program Review samples](#) – reference documents in Google Folder
[GEN ED Assessment Rubric-1](#) - from Ann Hackert
Joanne Tokle gave an update and overview of this draft. Members were asked to give feedback by January 20. It was noted that Joanne has put a tremendous amount of work into this document.
- c. GERC to appoint two GERC members to chair the Objective Review Committees for Obj 1 and 2.
Jim Skidmore will chair the Objective 1 Review Committee
Cathy Gray (with Shu-Yuan mentoring) will chair the Objective 2 Review Committee

This year the annual Feedback Summaries on the 2021-22 Gen Ed Assessment reports submitted Fall 2022

will only comment in detail on courses with issues. Most courses will just get an encouraging acknowledgement of their efforts.

- d. **Assessment Plans:** *all were deferred until final consensus reached on Clarifications document discussed above*
- e. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics. Members: Phil Homan (Chair), Cathy Gray, Ann Hackert
Nothing new on these rubrics.

5. New Business – for ~~January~~ February 2023

- a. GERC's spreadsheet of Annual Gen Ed Reports will be ready by mid-February for GERC's review

6. Future Business

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

7. Adjourn: 3:40 p.m.

Approved by GERC: February 6, 2023 via email vote

Accepted by UCC: February 8, 2023 via email vote

Accepted by Faculty Senate: February 27, 2023

Accepted by Academic Affairs: April 5, 2023

Minutes

General Education Requirements Committee

Tuesday, January 24, 2023

Zoom link:

<https://isu.zoom.us/j/83041243843?pwd=OFNOV3JqVi9nRG1FanZxZ2VQK0dKQT09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Anna Grinath, Michael Matussek, Tayo Omotowa, Leciel Bono
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Abbey Hadlich, Sacha Johnson, Bob Houghton (UCC), Catherine Read
Excused: Erika Fulton
Guests: none

1. Announcements –

- a. **Update:** Need to reschedule in-person GERC meeting with OSBE's Associate Academic Officer Heidi Estrem. The Provost is out of town on Tuesday March 28, so we can meet via Zoom that day after all.
- b. Departmental Five-Year Reports for Objectives 1 & 2 are due to GERC by January 20, 2023
Objective 1 ORC Chair: Jim Skidmore
Objective 2 ORC Chair: Cathy Gray (with Shu-Yuan Lin mentoring)
Reports for ENGL 1101/1102 and COMM 1101 have been received, HONS 1101 report will come in soon. The email reminders had gone to the wrong person in the Honors program so they got a late start.

2. Minutes from October 25, 2022 and January 10, 2023 – *forthcoming for email vote*

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
Ann Hackert has provided the information members had asked for last time. Be sure to reflect on GERC's tasks and work in light of what the overall purpose is, and how to make it meaningful rather than generating pieces of paper. Let Ann know if you see anything that would help faculty complete their reports or develop their assessment plans.
- b. Academic Affairs update – Karen Appleby
Karen Appleby will have an update after next week's GEM Summit Planning meeting.
- c. UCC update – Bob Houghton
UCC is currently in the transition period between catalog years to update forms, tweak the proposal process, etc. New proposals will start being accepted in mid-February for the 2024-25 catalog cycle.

4. Unfinished Business:

- a. [GERC Assessment Clarifications ver. 3](#) document for discussion, reach consensus
new documents linked to this one for consideration:
 - [assessment calendar or schedule](#)
 - [Rubrics/guidelines](#)
 - [Formative vs summative assessments](#)

Discussion about benchmarks and the acceptable minimum percentage of students that meet expectations, but no changes were made, thereby leaving it up to each department to decide. Clarify the need for departments to review and consider how well students are performing and make

adjustments to their courses and instruction to help students improve. Discussion moved to sample size, and how to clarify reasonable sample numbers to balance meaningful assessment against getting too burdensome. Assessment reports to GERC should focus on student work (direct assessment) rather than on indirect materials (syllabi, etc.) Suggestions were incorporated into the document; once it's cleaned up it should be ready to go forward.

ACTION: Motion to adopt the document as updated and cleaned up, then move it forward. Seconded. Motion **passed**. Final document is attached to these Minutes as an [Appendix](#); no need to send it forward separately since it simply clarifies what GERC members will be looking for as they review assessment plans. It will be made available to departments, and be posted on GERC's website.

- b. [Comprehensive Review of Gen Ed Program - second DRAFT](#) for discussion
[Gen Ed Program Review samples](#) – reference documents in Google Folder
[GEN ED Assessment Rubric-1](#) - from Ann Hackert

Discussion. Clarify the intended audience for this review report, broader than just for GERC itself and departments to help close the loop. Consider aiming for an outside lay audience as well as for faculty to help explain what General Education is, what value it brings to students' educational experience, and the thinking skills the Gen Ed program fosters to help them succeed in their jobs and careers.

ACTION: Invite Darren Blagburn to attend the next GERC meeting on February 14 to provide some insights about formulating strengths and weaknesses.

Helpful links posted in Zoom's Chat feature:

<https://www.investopedia.com/terms/s/swot.asp>

<https://www.isu.edu/media/libraries/student-affairs/marketing/newsletters/SWOT-Quick-Reference-document.pdf>

- c. **Assessment Plans** – all were deferred until departments are informed and have a chance to revise them in accordance with the Clarifications document approved earlier this meeting (see Appendix below).
- d. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.

Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

No further update on this as yet.

5. New Business – for January 2023

- a. GERC's spreadsheet of Annual Gen Ed Reports will be ready by **early February** for GERC's review

6. Future Business

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

Please start considering whom to elect as next year's GERC leadership. The only continuing members are **Jim Skidmore, Joanne Tokle, and Anna Grinath**. All others are either retiring or rotating off the council.

7. Adjourn: 3:33 p.m.

Approved by GERC: February 6, 2023 via email vote

Accepted by UCC: February 8, 2023 via email vote

Accepted by Faculty Senate: February 27, 2023

Accepted by Academic Affairs April 5, 2023

APPENDIX: Documents approved by GERC:

GERC Assessment Plan Clarifications - January 2023

1. **Sample size.** Smaller classes (fewer than 30 students) should assess all students. Larger classes may select a random sample of the class, with a minimum of 30 students. Classes with multiple sections should report assessment results for a minimum of 30 students, with students randomly selected among the sections. GERC recommends a random sample of 25% of the class, but if you find these standards burdensome, contact GERC to develop a reasonable process.
2. **Frequency of assessment.** All competencies should be assessed at least once in a two-year period. Departments should establish a schedule of when the competencies will be assessed. For example, competencies 1 and 2 may be assessed in the first semester, competencies 3 and 4 in the second semester, etc. In cases where closing the loop is required, a competency should be reassessed the semester after changes are implemented. Here is an example of what an [assessment calendar or schedule \(APPENDIX 1\)](#) might look like. Each course should submit one annual report that includes all competencies assessed in the academic year.
3. **Benchmarks.** Assessment plans should indicate what percentage of students meeting expectations is considered acceptable. For example, 70% of students should meet expectations. Please provide a benchmark and explain how you arrived at it.
4. **Rubrics/guidelines (APPENDIX 2).** Assessment plans should explain how students are determined to have met expectations using the assessment instruments described. Rubrics may be used, but if a rubric is not used, indicate how this determination is made.
5. **Direct vs indirect assessment.** Students' performance is of primary importance so please focus on direct assessment. Direct assessment includes [formative and summative assessments \(APPENDIX 3\)](#). While formative assessments are valuable tools, departments do not need to report this activity to GERC. Please report only the process and results for summative assessments, which likely will occur late in the semester.

Approved by GERC: January 24, 2023

APPENDIX 1

An Example Assessment Schedule for Student Learning Outcomes/Competencies

Department Collects Data Each Term - Collect Data From All Sections & Early College
 What did we find? Was it what we expected? What do we need to change?

Collect Data	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Competency 1	Fall initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 2	Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 3		Fall initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 4		Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 5	Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked
Competency 6		Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data
Competency 7	Fall & Spring initial assessment	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked	Fall & Spring implement changes based on the last data	Re-assess to see if the changes worked

APPENDIX 2



Office of Assessment Ideas and Answers

Series: Rubrics

What is a link that will explain how to create rubrics or show examples of them?

The resource, *Writing Effective Rubrics* by Brophy, T. University of Florida Office of the Provost, Institutional Assessment, is a short handbook with examples and ideas to help faculty write rubrics.
http://web.cse.ohio-state.edu/~soundarajan.1/abet/writing_effective_rubrics_guide_v2.pdf

How do we use rubrics when we assess student work?

Faculty should collaborate to develop and use rubrics consistently. Rubrics help standardize how faculty evaluate student work when there are multiple sections and faculty teaching the course. Programs and departments can decide if they want faculty to assess their own students or if they want to have two or more faculty grade the same student paper.

Rubrics set the standard for the work and are usually on a scale. It can be as simple as: **0 = did not do the work, 1 = unacceptable, 2 = acceptable, and 3 = exceptional**. Faculty should collaborate to develop standards on the ratings and be descriptive enough on each level so everyone understands the criteria. Standards should be progressive to allow faculty evaluating student work to distinguish between work that is unacceptable and exceptional efforts.

How do we use rubrics to evaluate student work?

How you do this is your choice. You can sit down together in a room, share work using methods that meet FERPA standards like Box, or pass work and papers back and forth. If you are assessing projects or assignments that students submitted in Moodle, you can add other faculty to your class to access and read the papers or student work. Find a way that works best for you. To track students, you could download and create a roll sheet from Moodle, for example, and then put the assessment score next to the students' names. If you link assessment with students, make sure you follow what you learned in the FERPA training just as you learned to do for grades. If you connect the assessment score to your students individually, there is the possibility to study outcomes and incorporate demographic data. This can be helpful if your program is working to determine how best to help and support various demographic groups.

Who do we share our rubrics with?

Both students and faculty should have access to the rubrics used to assess student work. Rubrics help students understand your expectations. Faculty engaged in evaluating student work for assessment should use the

rubrics, but everyone in the program should have access to them. General Education classes have rubrics to use that are posted on the State Board of Education site, but other programs or the ISU Objectives 7 - 9 have the flexibility to develop their own.

What are Value Rubrics?

The AAC&U in its own words best describes their purpose as follows:

The American Association of Colleges and Universities is a global membership organization dedicated to advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education (AAC&U,n.d.).

An important component of the organization's efforts was to develop and continue to revise Value Rubrics for seventeen areas or courses. The list is available at the [Value Rubrics AAC&U website](#) and the rubrics for each of the seventeen areas provide examples of how to create rubrics that progressively evaluate student performance. The value rubrics have four levels for each student learning outcome and illustrate how detailed descriptions of performance can distinguish among levels. These outcomes and rubrics were created through a rigorous process involving 2,700 institutions. The rubrics were tested and developed for both reliability and validity.

Conclusion

Appendix A provides a brief overview of the kinds of rubrics and links to examples. Writing rubrics is an ongoing process that should involve collaborative efforts of all faculty. The goal of using rubrics is so that everyone shares a similar lens to use when evaluating student work associated with student learning outcomes.

References

American Association of Colleges and Universities. (n.d.). Initiative: Value Rubrics. Retrieved January 4, 2023, from <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

Appendix A: Rubric Basics and Examples

The GEM Objectives One through Six, crafted by state-wide faculty representing their institutions, include suggested rubrics for each student learning outcome.

The ISU Objectives Seven through Nine did not have rubrics, but faculty who need to see examples can find them at the AAC&U site. The AAC&U VALUE rubrics are open educational resources (OER) that enable educators to assess students' original work. AAC&U offers a proven methodology for applying the VALUE rubrics to evaluate student performance reliably and verifiably across sixteen broad, cross cutting learning outcomes. There are AAC&U value rubrics for **critical thinking** (ISU Objective 7), **information literacy** (ISU Objective 8), and **cultural diversity** (ISU Objective 9).

General Education courses come with example rubrics specific to the student learning outcomes for each objective. These can be adapted to meet the needs of faculty, and the expectation is that when faculty "assess the assessment process" they will make changes to classroom activities and the process itself.

Program assessment occurs in your departments and discipline along with assessment for the General Education classes you teach. The information in this flyer also applies to program assessment that occurs for accreditation or for the support of programs without external accreditation.

The Massachusetts Institute of Technology provides examples of the different types of rubrics. A brief description of the types of rubrics and links to class examples are provided below.

Type of Rubric	Description and Link to an Example
Checklist	<p>This is the simplest kind of rubric, which lists specific features or aspects of the assignment which may be present or absent. A checklist rubric does not involve the creation of a rating scale with descriptors.</p> <p>Checklist Rubric Example</p>
Rating Scale	<p>This is like a checklist rubric, but instead of merely noting the presence or absence of a feature or aspect of the assignment, the grader also rates quality (often on a graded or Likert-style scale).</p> <p>Rating Scale Example</p>
Descriptive	<p>A descriptive rubric is like a rating scale, but including descriptions of what performing to a certain level on each scale looks like. Descriptive rubrics are particularly useful in communicating instructors' expectations of performance to students and in creating consistency with multiple graders on an assignment. This kind of rubric is probably what most people think of when they imagine a rubric.</p> <p>Descriptive Rubric Example</p>
Holistic	<p>Unlike the first 3 types of rubrics, a holistic scoring guide describes performance at different levels (e.g., A-level performance, B-level performance) holistically without analyzing the assignment into several different scales. This kind of rubric is particularly useful when there are many assignments to grade and a moderate to a high degree of subjectivity in the assessment of quality. It can be difficult to have consistency across scores, and holistic scoring guides are most helpful when making decisions quickly rather than providing detailed feedback to students.</p> <p>Holistic Rubric Example</p>

References:

AAC&U. (2022, January 25). Value rubrics. Retrieved February 18, 2022, from <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

Massachusetts Institute of Technology. (n.d.). How to Use Rubrics | Teaching + Learning Lab. Retrieved February 17, 2022, from https://tll.mit.edu/teaching-resources/assess_learning/how-to-use-rubrics/

APPENDIX 3

Formative Assessment

Diagnostic

Are Students Learning?

Training for a 5K

Summative Assessment

Evaluative

Did Students Master the Concepts or Skills?

Running the 5K

LOW STAKES

Where Students Need More Work

HIGH STAKES

Evaluate Students Against Benchmarks

Examples:

- ✓ Quizzes
- ✓ Discussion
- ✓ Group Classwork
- ✓ Minute Papers
- ✓ Muddiest Point
- ✓ Pair and Share
- ✓ Learning Reflection Paper
- ✓ Homework

Examples:

- ✓ Exam Questions
- ✓ Project
- ✓ Performance
- ✓ Presentation
- ✓ Recital
- ✓ Report

Minutes

General Education Requirements Committee

Tuesday, February 14, 2023

Zoom link:

<https://isu.zoom.us/j/83041243843?pwd=OFNOV3JqVi9nRG1FanZxZ2VQK0dKQT09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Erika Fulton, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Anna Grinath, Michael Matussek, Tayo Omotowa, Leciel Bono
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Karen Fullmer, Sacha Johnson, Bob Houghton (UCC)
Excused: Catherine Read
Guests: Darren Blagburn (Academic Affairs)

1. Announcements –

Warm welcome to **Karen Fullmer**, replacing Abbey Hadlich as the Academic Advising rep on GERC.

2. Minutes from [January 10, 2023](#), and [January 24, 2023](#) – approved via email

3. Updates and Information:

a. Program Review & Assessment updates – Ann Hackert – none this time

b. Academic Affairs update – Karen Appleby

State wants only 1 rep on each Discipline Group, need to select primary and alternate

Obj 1 – director of Composition - Margaret Johnson (primary), Hal Hellwig (alternate)

Obj 2 - Jim DiSanza (primary)

Obj 3 - Don Allen (primary), Jessica Xie (alternate)

Obj 4 - Tom Klein (primary)

Obj 5 - Samantha Blatt (primary), Eddie Tartar (alternate)

Obj 6 - Erika Fulton (primary), Kevin Marsh (alternate)

c. UCC update – Bob Houghton – UCC has not met yet, will resume soon.

d. SWOT (Strengths, Weaknesses, Opportunities, Threats) discussion with Darren Blagburn

[ISU Strategic Plan Raw SWOT Document](#)

[ISU SWOT Presentation Participant Handout](#)

The bulk of the meeting was spent on Darren Blagburn's SWOT presentation and discussion.

Due to time constraints, the rest of the agenda items were deferred for subsequent meetings.

5. Adjourn: 4:30 p.m.

Approved by GERC: April 11, 2023

Accepted by UCC: April 13, 2023 via email vote

Accepted by Faculty Senate: April 24, 2023

Accepted by Academic Affairs: April 26, 2023

Minutes

General Education Requirements Committee

Tuesday, February 28, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Anna Grinath, Tayo Omotowa, Leciel Bono, Michael Matusek
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Karen Fullmer, Sacha Johnson, Bob Houghton (UCC), Catherine Read
Excused: Jim Skidmore, Erika Fulton
Guests: none

1. Announcements: none

2. Minutes from **October 25, 2022** and **February 14, 2023** – *forthcoming*

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
Ann Hackert and Sacha Johnson have been working on a way to use Moodle to help collect data and conduct assessment. competencies. They will give a short presentation next time.
- b. Academic Affairs update – Karen Appleby
[SBOE GEM Innovative Educator Award](#) – completed nominations are due to OSBE by **April 1, 2023**
Karen has sent this information to the deans that have courses in Objectives 1 thru 6. This year the focus will be on high-impact practices and how the faculty nominees are incorporating them in their activities.
- c. UCC update – Bob Houghton
UCC has updated its forms and is now accepting proposals for the new 2024-25 catalog cycle.
UCC met last week and approved the new proposal form along with an updated sample proposal to replace the one on UCC's website.

4. Unfinished Business:

- a. Elections for next year's GERC Officers - Nominations for Chair, Vice Chair, Executive Secretary
Eligible members continuing on GERC next year: **Jim Skidmore, Joanne Tokle, Anna Grinath**
Eligible for re-election to GERC: Erika Fulton, Leciel Bono

Rotating off GERC this spring: Erika Fulton, Shu-Yuan Lin, DeWayne Derryberry, Leciel Bono
Leaving ISU (retiring, etc.): Cathy Gray, DeWayne Derryberry, Mike Matusek, Tayo Omotowa
(possible sabbatical?)

Those who will likely be coming back on GERC next year, please consider serving as an officer. The current officers gave a brief description of their duties and what they do behind the scenes.

- b. [Feb 2023 Annual Assessment Report Spreadsheet](#) – organized by Objective for feedback summaries
 - 1) Create Feedback Summaries for Annual Assessment Reports - divide up workload among members.
[Objective 3](#) (7 reports), [Objective 7](#) (4 reports), [Objective 8](#) (2 reports) – Tayo, Mike

[Objective 4 \(all\)](#) - Leciell, Joanne

[Fine Arts](#) (3 reports), [Languages](#) (4 reports), [Humanities](#) (6 reports)

[Objective 5](#) (22 reports) – Anna, DeWayne

[Objective 6](#) (15 reports) – Shu-Yuan, Joanne

[Objective 9](#) (13 reports) – Erika, Joanne

Completed Feedback Summaries are due Friday, March 31 with the caveat that additional late reports will be coming in over the next few weeks.

- c. [Comprehensive Review of Gen Ed Program - 5th DRAFT 2-27-2023](#) – ***new upload 2/27/2023**
Joanne Tokle asked members to carefully review the executive summary and recommendations to make sure they are accurate and reflect the report and committee’s conclusion. She added information about the faculty survey into this report.
 - 1) [General Education SWOT](#) (Strengths, Weaknesses, Opportunities, Threats) – summary from last time
Please review this document for accuracy, correct conclusions, add suggestions, anything that may be missing, etc.

5. Assessment Plans – discussion deferred, awaiting consensus on Clarifications:

- a. Department has revised the ENGL 2215 Assessment Plan using GERC’s clarifications document, so the plan is now ready for GERC’s consideration:
[ENGL 2215 Working Review Document](#) for [2022 ENGL 2215 Obj 4 Gen Ed](#) Assessment Plan
GERC has approved the course for Objective 4; still need to consider the Assessment Plan
Members noted an inconsistency in the number of outcomes to be assessed; could be easily fixed by stating “at least 5 outcomes” which would be consistent with the GEM requirements and the 6 outcomes mentioned elsewhere in the Plan.

The rest of the assessment plans were deferred till subsequent meetings, still awaiting revisions by departments.

- b. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.
Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**
Ann and Cathy will work together to get the rubrics done.

7. Adjourn: 3:42 p.m.

Approved by GERC: April 11, 2023
Accepted by UCC: April 13, 2023 via email vote
Accepted by Faculty Senate: April 24, 2023
Accepted by Academic Affairs: April 26, 2023

Minutes

General Education Requirements Committee

Tuesday, March 14, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFZlQWVhZkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Anna Grinath,,
Tayo Omotowa,
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Karen Fullmer, Sacha Johnson, Bob Houghton
(UCC), Catherine Read
Excused: Erika Fulton, Michael Matusek, Leciel Bono
Guests: none

1. Announcements: none

2. Minutes from October 25, 2022, February 14, 2023 and February 28, 2023 - vote via email

3. Updates and Information:

a. Program Review & Assessment updates – Ann Hackert

- 1) Short presentation on [competencies in Moodle](#) – Ann Hackert and Sacha Johnson
Sacha explained how Moodle can be used to gather assessment data from student assignments. Once Assessment Plans have been developed and approved by GERC, ITRC can work with departments to enter student learning outcomes and assignments linked to those competencies into Moodle. Then Moodle can be used to generate reports and assessment data. Canvas learning management software does something similar; ITRC is piloting the programs now and should have more answers about the capabilities in fall. Multiple competencies can be linked to one assignment, if desired.

b. Academic Affairs update – Karen Appleby

- 1) Reminder: [SBOE GEM Innovative Educator Award](#) – completed nominations are due to OSBE by **April 1, 2023** – for Objectives 1 through 6 only. Still waiting for nomination packets to be submitted to Academic Affairs; the packets take awhile to put together. Academic Affairs is working on ways of internally recognizing the excellent teachers teaching gen ed courses here at ISU.
- 2) [Complete College Idaho 2022 Draft](#) – will be on SBOE's June meeting agenda.
Academic Affairs is soliciting feedback from faculty, due after Spring Break. Karen thanked DeWayne Derryberry who was actively involved with the Complete College Idaho and Math Pathways projects.
- 3) [GEM Changes to Implement 2024-25](#), this catalog cycle. The changes were approved by SBOE during their February meeting and have been added to GERC's year-end UCC proposal.
OSBE plans to collaborate with the statewide Gen Ed Committee in conducting their own review of the GEM Gen Ed program, so more changes may be coming at some point in the future. Heidi Estrem from OSBE may have more information on that when she visits with GERC at their next meeting.

c. UCC update – Bob Houghton

No UCC proposals have come in yet, though quite a few are in the works, and several pertain to state proposals on the 2023 Three-Year Plan that need to be completed and approved this Spring before faculty break for the summer, since those programs will require approval by the full SBOE. College of

Business is working on a new Gen Ed course; that proposal will be coming to GERC sometime this year.

4. Unfinished Business:

- a. Elections for next year's GERC Officers - Nominations for Chair, Vice Chair, Executive Secretary
Eligible members continuing on GERC next year: **Jim Skidmore, Joanne Tokle, Anna Grinath**
Eligible for re-election to GERC: Erika Fulton, Leciél Bono

Rotating off GERC this spring: Erika Fulton, Shu-Yuan Lin, DeWayne Derryberry, Leciél Bono
Leaving ISU (retiring, etc.): Cathy Gray, DeWayne Derryberry, Mike Matusek, Tayo Omotowa?

Nominations: please keep thinking about whom to nominate as officers.

Nomination for Executive Secretary: **Anna Grinath** accepted the nomination.

Nomination for Joanne Tokle as Chair was made, then withdrawn. Joanne will be retiring next May and has a class starting at 4:30 on Tuesdays.

Members expressed concerns that experienced and tenured faculty are not stepping up to serve on councils and committees; too often the university service workload is passed off onto relatively new, or even brand-new, faculty members who don't have any experience in how ISU's units function. GERC's work on gen eds and assessment requires some leadership skills and institutional knowledge, since its members serve as the chairs of the Objective Review Committees, coordinate with the statewide Gen Ed Committee and Discipline Groups, and are asked to participate in broad discussions about assessment and gen ed issues, including helping set policy.

- b. [Feb 2023 Annual Assessment Report Spreadsheet](#) – organized by Objective for feedback summaries need blanket statement that GERC will be asking for benchmarks starting this fall (Survey update)

1) Create Feedback Summaries for Annual Assessment Reports

Tayo, Mike: [Objective 3](#) (7 reports), [Objective 7](#) (4 reports), [Objective 8](#) (2 reports)

Leciél, Joanne: [Objective 4 \(all\) - Fine Arts](#) (3 reports), [Languages](#) (4 reports), [Humanities](#) (6 reports)

Anna, DeWayne: [Objective 5](#) (22 reports)

Shu-Yuan, Joanne: [Objective 6](#) (15 reports)

Erika, Joanne: [Objective 9](#) (13 reports)

Joanne Tokle and Catherine Read explained how the spreadsheet is set up and how to find the information to look for when filling out the feedback summaries. Please finish the summaries by the end of March, at least for the reports that have come in so far. Catherine will continue creating new Feedback Summary documents in the appropriate folders as late assessment reports are submitted. Each batch will be added in a different color to the big spreadsheet so members can see which reports have been most recently received.

- c. [Comprehensive Review of Gen Ed Program - 5th DRAFT 2-27-2023](#) – new additions since last time still need to add summary data from annual reports (NWCCU spreadsheet).
Discussion ensued on the best way of including data on how many students are meeting the learning outcomes, and determining whether the gen ed program is achieving its goals. Joanne asked members to think about what data we're collecting, how that data is being used, by whom, is it helpful, and how it could be improved.

- d. [Objective 8 Competencies Review Subcommittee Report](#) – remanded to subcommittee for additional work on rubrics.

Members: **Phil Homan (Chair), Cathy Gray, Ann Hackert**

Ann and Cathy haven't been able to coordinate their schedules to get together yet; hope to fix that

and get it done next week.

5. Assessment Plans – discussions deferred, awaiting revisions from departments:

- a. [ENGL 2215 Working Review Document for 2022 ENGL 2215 Obj 4 General Education Assessment Plan](#)
GERC has approved the course for Objective 4; still need to consider the Assessment Plan
Last time GERC members noted an inconsistency in the number of outcomes to be assessed; could be easily fixed by stating “at least 5 outcomes” which would be consistent with the GEM requirements and the 6 outcomes mentioned elsewhere in the Plan.

The rest of the Assessment Plans were deferred until subsequent meetings for discussion when ready.

6. Future Business – discussion points were added below.

- a. Departmental Five-Year Reports for Objectives 1 & 2 are due to GERC by January 20, 2023
Objective 1 ORC Chair: Jim Skidmore
Should be able to have ORC report ready mid-April
Objective 2 ORC Chair: Cathy Gray (with Shu-Yuan Lin mentoring) – still waiting for documents.
- b. Update GERC Qualtrics Survey to add question about benchmarks – GERC to create text for the question
- c. Create better guidance for departments to update their assessment plans, need more consistency across the objectives and gen ed program generally.
- d. Update GERC’s website with more current information. Review and update the Five-Year Report and Objective Review Committee Report templates to make sure GERC is capturing the information they want. Consider creating a Frequently Asked Questions webpage.

7. Adjourn: 3:45 p.m.

Approved by GERC: April 11, 2023
Accepted by UCC: April 13, 2023 via email vote
Accepted by Faculty Senate: April 24, 2023
Accepted by Academic Affairs: April 26, 2023

Minutes

General Education Requirements Committee

Tuesday, March 28, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhdLphSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Leciel Bono, Tayo Omotowa
Ex-officio: Ann Hackert,, Karen Appleby, Sacha Johnson, , Catherine Read
Excused: Erika Fulton, Anna Grinath,; Karen Fullmer, Hala Abou Arraj, Bob Houghton (UCC)
Guests: Heidi Estrem and T.J. Bliss from OSBE; Adam Bradford (acting Provost), Sarah Mead and Ivory Fort (Registrar's Office)

1. **Announcements:** none

2. Minutes from **October 25, 2022, February 14, 2023, February 28, 2023, and March 14, 2023 – vote by email**

Introductions all around.

3. **Heidi Estrem and T.J. Bliss – Academic Officers, Office of the State Board of Education (OSBE)**

This is a listening session for Heidi and T.J. to get feedback and input from the Idaho higher ed institutions and faculty involved in Gen Ed. Heidi Estrem is the Chair of the Statewide GEM Committee.

- Workload of faculty is an issue for serving on GERC and other committees.
- Most of GERC's current workload is focused on assessment, now that the courses in the gen ed program are set.
- GERC considers all courses proposed as gen eds, and has authority to approve or reject a course in the Gen Ed Program. UCC waits for GERC's determination before considering the catalog proposal.
- GERC has almost completed its Gen Ed Comprehensive Program Review Report, and has some recommendations. The report should go to Heidi at OSBE so she can review it and bring it to the GEM Summit for the discipline groups to consider. OSBE would facilitate statewide discussions about gen eds.
- Question OSBE has is how the gen ed framework is working out for the institutions, how to help students master gen ed skills, and how to get the larger community to see the value of gen ed. Job applications all ask for skills that the applicants can bring to their working environments.
- Microcredentials – how could those be incorporated into the gen ed program, would it be effective, lots of questions.
- Question from TJ: how does GERC use the SBOE's rubrics?
 - Confusion expressed as to what is the purpose of the rubric? TJ says the rubrics are intended to be used in evaluating the courses. GERC actually uses the objective competencies (i.e., student learning outcomes, aka SLOs) to decide whether a course fits the proposed objective and the gen ed program overall. The rubrics were intended to provide the institutions a shared framework for the minimum skills students should learn when they take gen ed courses.
 - TJ suggested SBOE Policy III.N be changed to use "student learning outcomes" instead of "competencies"; that would help clarify and prevent confusion. "Competency" has a slightly different meaning.
 - Have viewed the objectives and outcomes from a subject matter content perspective, now need to view it from an assessment perspective.

- The SLOs are the skills students are expected to learn when they take gen ed courses; spell out the expectations. Institutions have their own assessment needs.
- Early College Program has lots of issues, especially quality control issues. Students are getting credit in early college courses, but are not adequately prepared to succeed in their subsequent university work. For example, passing an early college calculus course does not necessarily mean the student has the prerequisite skills and knowledge required for the next courses in the sequence.
 - Need some sort of control measures to ensure the quality of instruction at the high schools.
 - Teacher shortages across the nation also adversely affects the quality of instruction and assessment. Good science and math teachers are particularly scarce.
 - One idea is to promote having students attend early college courses at the universities and colleges rather than in high school. Online courses make the courses more accessible to students.
 - Also need to designate someone at the state level to be in charge of the dual credit program.

All other business was deferred for subsequent meetings. This meeting was devoted to discussion with the visitors from the Office of the State Board of Education.

7. Adjourn: 4:21 p.m.

Approved by GERC: April 24, 2023 via email vote

Accepted by UCC: April 24, 2023 via email vote

Accepted by Faculty Senate: May 1, 2023

Accepted by Academic Affairs: April 26, 2023

Minutes

General Education Requirements Committee

Tuesday, April 11, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhdLphSFFuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Anna Grinath, Leciél Bono
Ex-officio: Ann Hackert, Hala Abou Arraj, Karen Appleby, Karen Fullmer, Sacha Johnson, Catherine Read
Excused: Erika Fulton, Michael Matusek, Tayo Omotowa; Bob Houghton (UCC)
Guests: none

1. Announcements:

- a. Darren Blagburn's [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project - for April 25 meeting.
2. Council unanimously **approved** the Minutes from [October 25, 2022](#), [February 14, 2023](#), [February 28, 2023](#), and [March 14, 2023](#) for GERC's review and approval.

Minutes from March 28, 2023 are still being typed up from the audio recording. Zoom video recording failed.

3. Updates and Information:

- a. Program Review & Assessment updates – Ann Hackert
Ann Hackert mentioned that the Physics department could use a prompt to finish up their assessment plans. Joanne Tokle reported she has talked with Anna Hoskins in Physics recently on this matter.
- b. Academic Affairs update – Karen Appleby
 - GEM Award nominees recognize the excellent general education instructors for each Objective at each of the Idaho institutions. This year ISU's nominees are:
 - Dr. Susan Goslee for Written Communication (Objective 1)
 - Dr. Evan Rodriguez for Humanistic and Artistic Ways of Knowing (Objective 4)
 - Dr. Todd Morris for Scientific Ways of Knowing (Objective 5)
 - Dr. Erika Fulton for Social and Behavioral Ways of Knowing (Objective 6)
 - Academic Affairs would like to more formally recognize the outstanding Gen Ed instructors internally at ISU. GERC may be tasked with making a formal internal recognition process.
- c. UCC update – Bob Houghton no report

4. Unfinished Business:

- a. Elections for next year's GERC Officers - Nominations for Chair, Vice Chair, Executive Secretary
College elections for new members are reportedly being held; Faculty Senate is coordinating those.

Officer Nomination:

Executive Secretary: Anna Grinath had been nominated and she accepted the nomination.

ACTION: Council voted to elect **Anna Grinath as Executive Secretary** for next academic year.

Elections for Chair and Vice Chair will be held in Fall after it's known who the new representatives will be.

- b. [Feb 2023 Annual Assessment Report Spreadsheet](#) – organized by Objective for feedback summaries need blanket statement that GERC will be asking for benchmarks starting this fall (Survey update)
- 1) Create Feedback Summaries for Annual Assessment Reports
Tayo, Mike: [Objective 3](#) (10 reports), [Objective 7](#) (10 reports), [Objective 8](#) (4 reports)
Leciell, Joanne: [Objective 4 \(all\) - Fine Arts](#) (10 reports), [Languages](#) (13 reports), [Humanities](#) (7 reports)
Anna, DeWayne: [Objective 5](#) (23 reports)
Shu-Yuan, Joanne: [Objective 6](#) (17 reports)
Erika, Joanne: [Objective 9](#) (21 reports)

Some additional late assessment reports have come in, and will need feedback summaries completed before next meeting. Catherine Read will provide members with a list of the late reports and the individual summary documents to fill out.

ACTION: Council voted to send the feedback summaries that have been completed so far to the relevant department chairs and assessment coordinators.

- c. [Comprehensive Program Review of Gen Ed Program](#) – The self-study document is ready to move forward to UCC as approved by GERC. Joanne Tokle had made a few minor changes based on the discussion with TJ Bliss and Heidi Estrem last time. The next phase of the program review will begin in Fall 2023 with internal and external reviewers. Some discussion about whom to select as possible internal external reviewers.

ACTION: Council unanimously voted to **approve** the Comprehensive Program Review Report of the Gen Ed Program ([Appendix 1](#)). It will be forwarded to UCC for their acceptance, then to Faculty Senate and to Academic Affairs.

- d. Departmental Five-Year Reports for Objectives 1 & 2 are due to GERC by January 20, 2023
Objective 1 ORC Chair: Jim Skidmore
Should be able to have ORC report ready mid-April to vote on at the April 25 meeting
Objective 2 ORC Chair: Cathy Gray (with Shu-Yuan Lin mentoring)
Access problems with the documents provided by the department have been resolved.
Should be able to have ORC report ready to vote on at the April 25 meeting, though it might need to be delayed until early Fall.

- e. [Objective 8 Competencies Review Subcommittee Report](#) – had been remanded to subcommittee for additional work on rubrics. Cathy Gray and Ann Hackert made the suggested revisions for GERC’s consideration. It should be noted that the rubrics are viewed as advisory, and not binding, for those developing Objective 8 courses.

ACTION: Council unanimously **approved** the [Revised Objective 8 Rubrics](#) ([Appendix 2](#)). It will be forwarded to UCC for their acceptance, then to Faculty Senate and to Academic Affairs.

5. Assessment Plans – departments are working on their revisions:

- a. [ANTH/HIST 2258 Working Review Document](#) for [2022 ANTH/HIST 2258 Obj 9 General Education Assessment Plan](#)
GERC had approved the course for Objective 9; still need to consider the Assessment Plan
Department has made revisions to the Plan, ready for GERC’s review now.

Members discussed the latest revisions.

ACTION: Council voted to **approve** the ANTH/HIST 2258 Obj 9 Assessment Plan as revised, pending a minor clarification. ([Appendix 3](#))

- b. [POLS 2231 Working Review Document](#) for [2022 POLS 2231 Obj 9 General Education](#) Assessment Plan
GERC has approved the course for Objective 9; still need to consider the Assessment Plan
Department has made revisions to the Plan, ready for GERC's review now.

Members discussed the latest revisions.

ACTION: Joanne Tokle will contact the department to request the needed clarifications. The plan will hopefully be updated for GERC to consider at their next meeting.

- c. [ENGL 2215 Working Review Document](#) for [2022 ENGL 2215 Obj 4 General Education](#) Assessment Plan
GERC had approved the course for Objective 4; still need to consider the Assessment Plan
Last time GERC members noted an inconsistency in the number of outcomes to be assessed; could be easily fixed by stating "at least 5 outcomes" which would be consistent with the GEM requirements and the 6 outcomes mentioned elsewhere in the Plan.

Members discussed the latest revisions.

ACTION: . Joanne Tokle will contact the department to get a few minor issues resolved.

The rest of the assessment plans were deferred for subsequent meetings, still awaiting revisions by departments.

7. **Adjourned: 3:55 p.m.**

Approved by GERC: April 17, 2023 via email vote
Accepted by UCC: April 17, 2023 via email vote
Accepted by Faculty Senate: April 24, 2023
Accepted by Academic Affairs: May 2, 2023

APPENDICES

DOCUMENTS APPROVED:

1. [Comprehensive Program Review of Gen Ed Program](#)
2. [Revised Objective 8 Information Literacy Value Rubrics for Objective Review Report](#)
3. [2022 ANTH/HIST 2258 Obj 9 General Education Assessment Plan](#)

Minutes

General Education Requirements Committee

Tuesday, April 25, 2023

Zoom link:

<https://isu.zoom.us/j/83777250526?pwd=UUxKUExrNjZhd1phSFfuWWlQWHJkZz09>

2:30-4:30 p.m.

GERC's website: www.isu.edu/gerc

Attendance: Jim Skidmore, Joanne Tokle, Shu-Yuan Lin, Cathy Gray, DeWayne Derryberry, Michael Matusek, Leciel Bono, Tayo Omotowa
Ex-officio: Karen Fullmer, Hala Abou Arraj, Karen Appleby, Sacha Johnson,, Catherine Read
Excused: Erika Fulton, Anna Grinath,; Ann Hackert, Bob Houghton (UCC)
Guests: Darren Blagburn

1. Announcements:

New GERC reps elected for Fall:

- CAL - **Edward Kammerer** in for Erika Fulton
- Library - **Kimberly Miller** in for Cathy Gray
- CoT - **Elizabeth Quick** in for Mike Matusek

Four seats are still vacant, no electees yet.

2. Minutes

- a. Minutes from [March 28, 2023](#) were **approved** via email vote and forwarded to UCC for their acceptance.

The Minutes from **April 11, 2023** were **already approved** via email vote on April 17, 2023, with two abstentions.

3. Presentation: Transferable Skills Project – Darren Blagburn

Materials from last Fall 2022: [List of COT & COB Gen Ed Courses](#) for his [Transferable Skills](#) project

Today's Presentation:

[NWCCU Mission Fulfillment Fellowship: Demonstrating Student Learning Through Transferable Skills \(Appendix B\)](#)

Darren Blagburn gave an overview of where his team is with the project, the data he's received on student performance from the two participating colleges, and the next steps. The goal was to identify skills that students learn in their academic work that will serve them later in obtaining good jobs. He focused on Gen Ed courses and Career Path Internships (CPI) at ISU and internships. Are students learning transferable skills in their gen ed courses, and are they using those skills in their employment internships? Once the colleges turned in the worksheets they used to collect the data on student performance (simply asked did they or did they not demonstrate mastery of the skills), that information was summarized into a spreadsheet for each college.

What is not in the slide presentation is that the students each did a self-evaluation, and their supervisors also completed a survey on their skills. 75% of the supervisors rated the students higher than the students themselves did; about 25% of the students rated their skill levels higher than their supervisors.

Blagburn reviewed his recommendations based on the project results. Those recommendations are:

1. Expand the project to include all Gen. Ed. courses
2. Build appreciation of the importance of the balance between specific subject areas and transferable skills
3. Use lessons learned to finalize tracking system and automate it.

4. Promote, Promote, Promote internally and externally [the need for a balance between transferable skills and the specific subject matter areas with employers and students alike.]

Since Darren is leaving ISU this Friday, GERC and Academic Affairs should consider whether to continue this project into the future, or let it stop here. Darren will turn his final report in to the NWCCU on June 30 and give the presentation in August to the incoming class of Fellowship students. He will continue to be a member of NWCCU, and if he is chosen to do so, in November he will present this to the NWCCU member institutions. He thanked GERC members for their support and hard work on this committee.

4. Updates and Information:

- a. Executive Committee update
 - i. [Math and Written Communication AP Score changes](#) – from Statewide Discipline Groups, the GEM Committee and SBOE.
Appropriate actions have already been taken to implement the changes.
 - ii. Need to update GERC’s website with more current information. Review and update the templates for Course Proposal/Assessment Plan (see below), Five-Year Report, and Objective Review Committee Report to make sure GERC is capturing the information they want. Consider creating a Frequently Asked Questions webpage.

- 1) **New Assessment Plan Template with revised questions** – for GERC’s consideration and approval

[Assessment plan questions annotated - April 2023](#)

[Assessment plan questions - revised April 2023](#)

Mike Matussek and Cathy Gray volunteered to try out this template with courses of their own to see how well it functions and whether users will find it sufficiently clear what is being asked. They should have some feedback by next week.

- b. Academic Affairs update – Karen Appleby

The State GEM Committee is meeting this week to discuss the GEM Innovative Educators nominations. The winners will be announced in May. ISU intends to formalize its process for gathering nominations. Karen will contact a few GERC members to start working on that over the summer, then finish up in the fall.

- c. UCC update

UCC’s last meeting is tomorrow, only a couple of proposals are ready for consideration. They have formed a small subcommittee to start initial discussions about reformatting the catalog to make it more user friendly. Later on, more stakeholders will be asked to participate in this project. Question arose whether ISU is considering a dynamic catalog so programs can be changed at any time during the year. One consideration is students’ catalog rights for past years so they won’t be affected by midstream changes to their program requirements. Hala mentioned the university is looking into the feasibility of purchasing a curriculum management software that would encompass both the undergraduate and graduate catalog. Curriculum and program changes would still be applicable to a specific catalog year.

5. Unfinished Business:

- a. Elections for next year’s GERC Officers - Nominations and Elections for Chair,
Chair: **Joanne Tokle** accepted the nomination to serve as next year’s Chair.

ACTION: Council voted to elect **Joanne Tokle as Chair** for next year.

Anna Grinath has confirmed that she will not have class during GERC meetings next year, so she will be available to attend GERC regularly and serve as Executive Secretary. Leciel Bono reported she will not be

returning to GERC next year; she will be taking over as interim chair of her department and has other responsibilities that will take up her time.

Nominations and election for Vice Chair will be held in the fall once new committee members have joined.

- b. **New Survey Question proposed to add to the Qualtrics Annual Assessment Reporting Survey**– for GERC’s consideration and vote: *(must be approved **now** so the survey can be updated and prepared over the summer)*

What is the benchmark for student achievement? For example, a benchmark of 70% means that if less than 70% of students meet expectations, actions will be taken to improve student performance.

Discussion. At least two different questions here: a benchmark for each individual student versus the percentage of the student cohort in that course that meet the expectations. The annual Qualtrics reporting survey captures the total percentage of the assessed sample of students who meet the minimum standards, but not the threshold that will trigger departmental action to implement changes to improve student achievement. The purpose of assessment is to help departments see the areas their students are doing well and where they are struggling, and to take steps aimed at helping students perform better.

No action taken at this time. Departments will be asked to review and update their assessment plans every 5 years or so. Many of the older plans should be updated soon, perhaps using the new template discussed earlier.

- c. Objective Review Committee (ORC) Reports for Objectives 1 & 2

- i. **Objective 1 ORC Report:** Jim Skidmore

The ORC Committee has finished meeting, and have come up with a consensus. The report will be finished up in a couple of weeks and ready for GERC’s consideration in early fall.

- ii. **Objective 2 ORC Report:** Cathy Gray (with Shu-Yuan Lin mentoring)

Discussion. GERC members commended Nancy Legge for the excellent and thorough job she did in collecting and analyzing the data, and writing up the report.

Note the request in the report asking for feedback from a GERC representative during the assessment process and comments about the results. That would facilitate revisions to the plan and the data gathering process.

ACTION: Council voted to **approve** the Objective 2 ORC Report ([Appendix A](#)).

- d. [Feb 2023 Annual Assessment Report Spreadsheet](#) – organized by Objective for feedback summaries need blanket statement that GERC will be asking for benchmarks starting this fall (Survey update)

- i. Create Feedback Summaries for Annual Assessment Reports

Tayo, Mike: [Objective 8: HIST 2291 Feedback Summary](#)

Anna, DeWayne: [Objective 5:](#)

[BIOL 1100/L Feedback Summary](#)

[BIOL 1101/L Feedback Summary](#)

[BIOL 2227/L Feedback Summary](#)

Shu-Yuan, Joanne: [Objective 6 : GLBL 2203 Feedback Summary](#)

Erika, Joanne: [Objective 9:](#)

[ANTH 2238 Feedback Summary](#)
[HIST 2201 Feedback Summary](#)
[HIST 2252 Feedback Summary](#)

[SOC 2201 Feedback Summary](#)
[HIST 2251 Feedback Summary](#)
[HIST 2255 Feedback Summary](#)

Joanne and Catherine will send out all the Summaries to the appropriate people before summer begins.

6. **Assessment Plans** – departments are working on their revisions:

- a. [ENGL 2215 Working Review Document](#) for [2022 ENGL 2215 Obj 4 General Education](#) Assessment Plan
Discussed last time, still a few minor issues to resolve; Joanne Tokle followed up with department.
New revisions are ready for GERC's consideration.

ACTION: Council voted to **approve** the ENGL 2215 Assessment Plan **pending one clarification**.
Joanne Tokle will contact the department.

- b. [POLS 2231 Working Review Document](#) for [2022 POLS 2231 Obj 9 General Education](#) Assessment Plan

Discussion. Plan still needs a little minor wordsmithing to provide clarity and remove ambiguity.

ACTION: Council **approved** the POLS 2231 Assessment Plan **pending clarification** of their benchmark for taking action. Joanne Tokle will contact the department.

- c. [EDMT 2270 Working Review Document](#) for [2022 EDMT 2270 Obj 3 General Education](#) Assessment Plan

Discussion. A few clarifications still needed, but nothing to hold up approving the plan now.

ACTION: Council **approved** the EDMT 2270 Assessment Plan **pending clarifications**. Joanne Tokle will contact the department.

Joanne Tokle and Shu-Yuan have been working with Anna Hoskins on the Physics assessment plans. Those are progressing and should be ready for GERC in the fall.

Many thanks to all who have served and worked so hard this year! A special thanks to Joanne Tokle for all her additional work as Chair this year.

All other business items were deferred until GERC reconvenes in the fall.

8. **Adjourn: 4:10 p.m.**

Have a terrific summer, everyone!!!

Approved by GERC: April 27, 2023 via email vote
Accepted by UCC: April 27, 2023
Accepted by Faculty Senate:
Accepted by Academic Affairs: May 2, 2023

APPENDICES

DOCUMENTS APPROVED:

1. [2022 ENGL 2215 Obj 4 General Education Assessment Plan](#)
2. [2022 POLS 2231 Obj 9 General Education Assessment Plan](#)
3. [2022 EDMT 2270 Obj 3 General Education Assessment Plan](#)

A. Objective 2 Review Committee (ORC) Report:

General Education Assessment Plan

Objective Review Committee Report

Objective: 2

Objective Review Committee Membership:

Chair: Catherine Gray

Member: Nancy Legge

A. Evaluate the assessment plan for each course, together with its implementation. Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.

The 5-year review began in the Fall 2018 semester with all sections of COMM 1101 participating in the assessment plan. Each semester, all sections assessed all learning outcomes by reviewing speech outlines and sources, oral presentations, syllabi, and multiple choice questions in the final exam. A common syllabus and final exam were used for all sections, including those offered in the College of Technology and in the Early College Programs.

The COMM 1101 instructors met each semester to discuss random samples of speech outlines with sources from those deemed "high quality" and "lowest passing grade" to discuss qualities appropriate to assess student learning, focusing on how to improve instruction. In addition, the syllabus was discussed at the same meeting each semester to discuss instruction plans and suggestions for improvements.

The competencies for Objective 2 were revised by the State Board of Education in 2021 and the revised assessment tools were to be used in Spring 2022. However, the results were incomplete with only four sections that provided results, so that information is not included in this report.

The assessment process appears to be very thorough and well-managed. Gathering the data for all student learning outcomes each semester may be a little excessive, although it provides a complete picture of the consistency of instruction and competencies learned in each of the various sections. The department requests feedback from a

GERC representative during the assessment process and comments about the results. This would help them make revisions to their assessment and data gathering processes. They recognize the importance of assessment, but a more timely response so they can adjust instruction would be helpful.

B. Evaluate the assessment *outcome* for each course. To what extent are students in each course satisfactorily achieving the learning outcomes for the objective?

Provide a brief summary of the Committee’s findings in this area. Describe any recommended changes.

For each student learning outcome, below are the percent of students that achieved each student learning outcome over the five-year period from Fall 2018-Fall 2021. Spring 2022 data were not included because the data were incomplete, due to problems with Early College Program instructors and Graduate Teaching Assistants.

- I. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- II. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- III. Understand interpersonal rules, roles, and strategies in varied contexts.
- IV. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- V. Employ effective verbal and nonverbal behaviors that support communication goals.
- VI. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

REPORTING YEAR	Outcome I.	Outcome II.	Outcome IV.	Outcome V.	Outcome VI.
Fall 2018-Spring 2019:	78.1	74.2	74.6	78.6	72
Fall 2019-Spring 2020:	79	71	75	79	72
Fall 2020-Spring 2021:	80.44	73	76.2	79.88	72
Fall 2021-Spring 2022*:	75.5	72.98	79.52	83.16	76.66

*Spring 2022 had only one section reporting, and that section was very low. The complete AY21 is included here, however, noting that the scores for Spring 2022 are sparse.

The COMM 1101 coordinator was asked what the accepted level is for the students to achieve competency, and that is 70% competency. In addition, a benchmark level to demonstrate successful instruction for the course would be helpful. For example, recognizing that 70% of all students achieved all student learning outcomes, these scores would consider the COMM 1101 course successful.

The above scores reflect composite results, although there were many inconsistencies with the Early College Program (ECP) courses and courses taught by Graduate Teaching Assistants (GTA). Many of the ECP instructors

and GTAs claimed to “not have time” to provide consistent feedback and often provided only a numerical score on each of the assessments. In addition, some ECP instructors and GTAs did not submit assessment results, and may not have given all assessments to students. As a result, several have not been retained as instructors, and striving for consistency among these instructors has become difficult.

C. Evaluate the list of courses currently approved to satisfy the objective. To what extent does the current list contribute to a strong, coherent system of general education. Would a reduction or increase in the number or variety of courses in this objective strengthen the overall system? Provide a brief summary of the Committee’s findings. Describe any recommended changes.

The only course that satisfies Objective 2 is COMM 1101. The COMM 1101 coordinator strongly believes in the importance of the course to teach and practice oral communication and critical thinking skills, with a focus on the use of research, logic and evidence. These skills are essential to success in academic programs of study and in future employment.

The change to online instruction for many COMM 1101 sections has had a drastic impact on student learning and achieving the student learning outcomes. Students in online sections must watch recorded lectures, which lowers the level of engagement with the instructor and other students. In addition, they must record their speeches, which requires competency with technology that is not part of the communication learning outcomes.

The other concern is the concern about ECP sections offered through the high schools being taught and assessed with instructors that have not followed the syllabus developed by the department. There were several ECP instructors that did not submit the assessment results, and may not have assessed students based on the competencies developed by the State Board of Education. Although those instructors are no longer teaching the course through ISU, there are many students from those sections that may not have achieved those competencies. The COMM 1101 coordinator would like any high school students that want to enroll in the course to enroll in a standard section and participate via Zoom or online.

D. Evaluate the stated learning outcomes of this general education objective. Are there any problems with the learning outcomes as currently described, or ways in which they might be improved? Provide a brief summary of the Committee’s findings in this area. Describe any recommended changes.

The Student Learning Outcomes of COMM 1101 included these six competencies, which were assessed from Fall 2018-Fall 2021. The State Board of Education only required five competencies to be assessed, so #3 was omitted from the assessment process and reports.

- I. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- II. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- III. Understand interpersonal rules, roles, and strategies in varied contexts.
- IV. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- V. Employ effective verbal and nonverbal behaviors that support communication goals.
- VI. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

In 2021, the State Board of Education revised the competencies, and these were to be assessed beginning with the Spring 2022 semester. However, there were many difficulties and few assessment results were submitted, only data for four sections are available. This data was incorporated into the annual data, but not reported for the semester. Most of the competencies are comparable, although #3 of the old version was revised extensively and is #6 in the 2021 version below.

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication

COMM 1101 teaches all 6 of these competencies, but does not test for competency iii, although students do oral presentations. This aligns with the SBOE requirement that they address 5 of 6 competencies in our assessment.

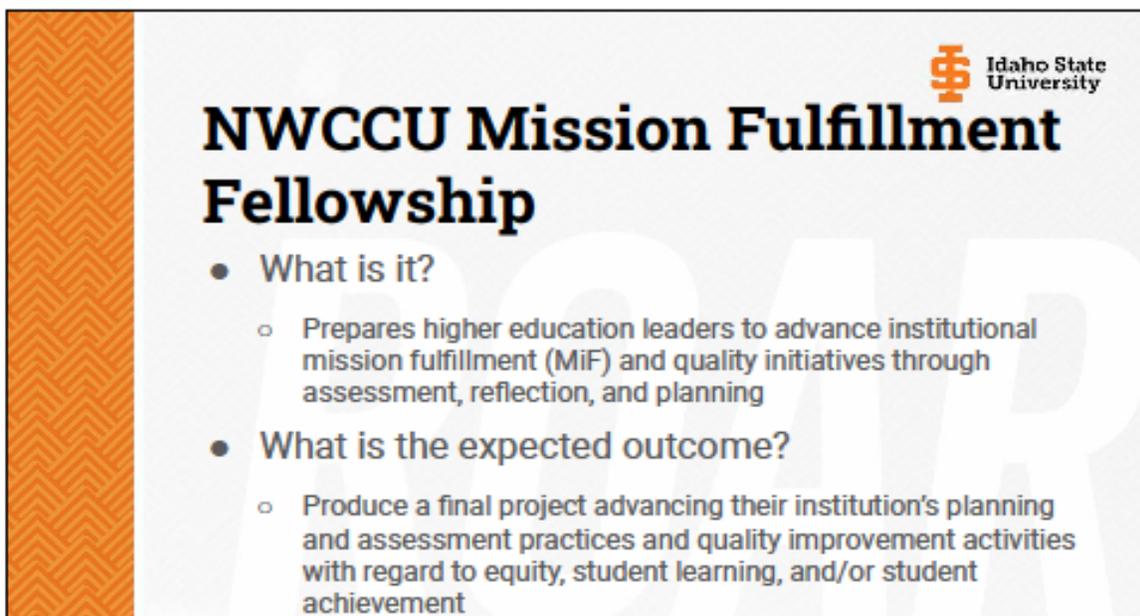
No other changes are needed, these course goals are taught to prepare students for successful participation and performance in classes in all academic programs. Important critical thinking skills are taught, practiced and developed.

E. Evaluate the objective itself and its place within the system of general education. To what extent does the objective, in its current form, contribute to a strong overall system of general education? Are there ways in which the objective could be modified to improve it? Could the system be improved with its elimination or replacement? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.

No additional changes are needed to improve the objective in the role of providing general education to students. The course prepares students for successful participation in academic programs and develops presentation and critical thinking skills important for academic success. In addition, oral presentation skills and critical thinking skills are in demand for most employers in all career paths.

B. Transferable Skills Presentation: *(included with permission)*

[NWCCU Mission Fulfillment Fellowship: Demonstrating Student Learning Through Transferable Skills](#)



Fellowship Proposal

Project: Demonstrate student learning as part of mission fulfillment by building a culture of evidence and betterment through the assessment and evaluation of students' learning of transferable skills.

What: Complete an initial assessment and evaluation with two colleges (College of Business and College of Technology) to identify how ISU is teaching and assessing transferable skills through existing general education courses' student learning outcomes, and evaluate students' performance in a Career Path Internship work environment.

Why: Support student achievement and learning by demonstrating how ISU graduates have learned and developed transferable skills to support their future.

Opportunities to Assess Transferable Skills

Gen Ed Courses

CPI/ Internships

The fellowship is focuses on these two areas

Are students learning transferable skills in Gen. Ed. Courses?

Are students using transferable skills in internships?

Focus of the Fellowship

National Association of Colleges and Employers skills +:

- Career and Self Development
- Communication
- Critical Thinking
- Equity and Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology
- Quantitative skills: numeracy, financial literacy, and statistics

How is it Going so Far?

Collection of Data

- The Gen. Ed. assessments collected last fall identified if students are learning the objectives that can be associated transferable skills
 - A list of Gen. Ed. courses and sections was created by college
 - Faculty identified learning outcomes that aligned with the Gen. Ed. objectives they were teaching
 - A worksheet was created breaking out each section by faculty member, the total number of students and the list of skills
 - After the completion of their assessment, faculty identified (using a drop down selection) if students “met expectations” of the skills as defined by definitions on the front page

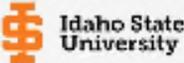
How is it Going so Far?

Collection of Data

- Once the Colleges' worksheets were complete
 - The average of the responses was calculated for each section to identify an overall percentage of students who met expectations and those who didn't

Gen. Ed. Fall Outcome- COB									
Skill	Career and Self Development	Communication	Critical Thinking	Equity and Inclusion	Leadership	Professionalism	Teamwork	Technology	Quantitative skills, especially numeracy, financial literacy, and statistics
Assessment Instrument									
Total Number of Students Evaluated by Skill	2		171					95	246
Total Number of Students Who Were Assessed to Have NOT Successfully Demonstrated an Understanding of the Skill	1		31					13	54
Total Number of Students Who Were Assessed to HAVE Successfully Demonstrated an Understanding of the Skill	1		140					82	192
% of Students who successfully demonstrated their understanding of transferable skills	50%		81%					88%	78%

Gen. Ed. Fall Outcome- COT									Quantitative skills, especially numeracy, financial literacy, and statistics
Skill/ 1=No 2=Yes	Career and Self Development	Communication	Critical Thinking	Equity and Inclusion	Leadership	Professionalism	Teamwork	Technology	
Total Number of Students Evaluated by Skill	91	159	159	54	42	135	107	133	91
Total Number of Students Who Were Assessed to Have NOT Successfully Demonstrated an Understanding of the Skill	29	45	52	24	26	51	38	26	30
Total Number of Students Who Were Assessed to HAVE Successfully Demonstrated an Understanding of the Skill	62	114	107	30	15	84	69	107	61
% of Students who successfully demonstrated their understanding of transferable skills	88%	72%	67%	55%	35%	62%	64%	80%	67%



Gen. Ed. Analysis

- Students in COB and COT were exposed, possibly for the first time, to transferable skills– repeated exposure and assessment of learning outcomes in subsequent courses will support their development
- The SLOs may not fully align with the transferable skills resulting in some students not meeting expectations
 - Case in point: COT skills Equity and Inclusion and Leadership- Faculty will reevaluate the alignment of LO and transferable skills- (don't make them align)
- Students who met the expectations demonstrated a basic development of transferable skills

Gen. Ed. Lessons Learned

1. As expected not every course would assess the same skills based on the objectives they teach but there are some COT that could
2. The first-round sheet did not include the faculties' instruments for measuring learning outcomes resulting in questions – To address that the second-round sheet was modified to include the information
3. Instead of faculty documenting individual assessments on the sheet, which was tedious, the second-round sheet was modified to allow faculty to only provide the overall scores for each of their evaluated sections/course

Gen. Ed. (potential) Recommendations

1. Expand the project to include all Gen. Ed. courses
2. Build appreciation of the importance of the balance between specific subject areas and transferable skills
3. Use lessons learned to finalize tracking system and automate it
4. Promote, Promote, Promote internally and externally