**General Education Committee
Meeting Agenda
April 12, 2021 at 2:00 p.m.
Zoom
Members Present:** Katherine Baker,Bethany Gallimore, Bert Greenwalt, Maggie Hance (Proxy for Karen Yanowitz), Ferebee Tunno, Martin Huss, Rebecca Oliver, Robert Schichler, Sarah Davidson, Zahid Hossain
**Ex-Oficio, Non-Voting Members Present:** Summer DeProw, LTC Joe Loar, Karen Wheeler
**Staff Support:** Madeline Prestidge, Mary Elizabeth Spence
**Guest:** David Saarnio

1. Minutes from March 8, 2021
Motion to approve the minutes: Zahid Hossain
2nd: Bethany Gallimore
The meeting minutes were unanimously approved.
2. General Education Taskforce Update – Dr. David Saarnio
* **Recommendation I: Working to Reimagine Program Identity**
-Thematic Ideas: Health and Well-Being, Technology and Society, Creativity and Problem-Solving, and Art and Culture.
-The taskforce is reaching out to ask which faculty are interested in teaching these courses.
* **Recommendation II: Establish High-Impact Programs**
-Active learning, case method learning, collaborative learning, project learning, etc.
-The goal is to encourage active learning and high-impact programs.
* **Recommendation III: Update Goals and Learning Outcomes**
-Goal to operationalize these goals this summer and make recommendations feasible through communication with the chairs and faculty. Hoping by Fall to have a more concrete proposal.
* When we say we want “high impact” classes, how many do we want? Will they be required? What does this mean to the GEC?
-Over the years, general education committees have addressed that question and have never come up with a firm answer. This depends on the institution’s culture. Could we require each of these courses to have some sort of component to active learning?
* **Questions and Comments:**
1. The GEC has historically been responsible for the two combined pieces of goals and learning outcomes. Where will the GEC become folded into the conversation with the taskforce?
-The GEC is welcome to become involved in this conversation at any time. The taskforce views the GEC as an important collaborator.
2. The taskforce will draft a few goals to present to the GEC before moving forward.
* Looking for faculty buy-in and support
* One of the ideas from the Wolves in Action Group is to update GEC goals. They are not yet to the point of writing learning outcomes, but are looking to modify these to make them more broad, goal-directive, and active.
* Example of “high impact” learning: The Honors Study Abroad “Brainy Break” is one of the Honors program’s most high-impact opportunity. However, this cannot be required for everyone due to financial reasons, but those who are able to participate benefit greatly.
* How do you fit in all of these high impact activities without cutting down class sizes?
* The Wolves in Action Group was faculty led; they wrote a report to the Chancellor and became a part of the strategic plan. The origination of this was faculty-led.
* Another High-Impact Practice: Biology of the Cell Lab had a writing assignment incorporated into the lab, coordinated outside of the course sections. There are multiple technical writing assignments during the semester that end up building to be a full lab report.
-There is no singular “right way” for creating high-impact learning. There are many opportunities for collaboration.
-We will somehow need to measure how these practices are “high impact” for assessment purposes.
* Will there be a group who assesses what a high-impact practice is, set benchmarks, regulations, etc.?
-Yes: the GEC
* If the high-impact practice is actually helping accomplish the goal, other than identifying it, why would we have to assess that particular activity?
-We would have to go back and see what the learning outcomes would end up being. It’s good to have accountability.
* By now, most of what we do is assessment. Dr. Harding welcomes a bigger picture General Education assessment, and this might be a great catalyst.
1. College Algebra Report Modifications
* The subcommittee reviewed a number of requests from the Mathematics department, and all of them, having looked through their reports, agree that the report thoroughly addressed each point the subcommittee asked for in their response.
* There was a specific request for learning outcome I. The timeline answered very thoroughly, going over what the department had done and what they plan to do in the future.
* In regards to Question II: Because the department is assessing courses offered at three different ASU locations, there were a few confusions on which exams students were taking. The department clarified, section by section, what modalities they were using.
* The department explained all points of confusion, data, and reports, answering all questions thoroughly.
* Could the department summarize where the takeaways are really clear? Yes, provided an excellent description with learning outcomes.
* Action plan: geared towards face-to-face on the Jonesboro campus.
* Asked for a plan that explicitly states all of their plans.

Motion to approve the College Algebra report with modifications: Katherine Baker
2nd: Ferebee Tunno
The motion passed unanimously.

1. General Physics – PHYS 2054 Interim Report
* The GEC has reminded the department of this interim report, and at this point have not received a response. This is due on April 15, 2021.
* The GEC recently reached out and re-forwarded the email to remind of the 4/15/21 deadline.
1. Correspondence with Biology Department
* Biology is corresponding with Dr. DeProw, and inquired if the committee was requiring them to review the reflective questions by the end of the semester. The answer is yes, and revise them so the students may answer as accurately as possible.
* The GEC will review these reflective questions.

The taskforce will be working through the summer, so they should have several things for the GEC to review when we return in the Fall. We could meet and talk about that in general if the committee would like to do so.

Motion to adjourn: Hossain