
Submitted by Shan Parker, Chair (Winter 2015)

1. Twenty-six courses were approved for General Education this year with 3 non-equivalent course requests approved for general education. There was only one course that did not receive approval for general education.

2. Michigan Transfer Agreement and its impact on general education program were discussed at length. Resolution was to determine how units can implement MTA in curriculum. Unit representatives were responsible for discussing impact of MTA with individual unit faculty and curriculum committees. Unit representatives reported faculty vote to GECC which forwarded those votes to Chris Waters (September 2014).

3. Discussion held about coordination of GECC with new campus-wide Curriculum Coordination Committee to address duplication of courses. GECC discussed revising the general education proposal/application form to include an item specifying whether the department has considered a potential duplication of a course. GECC discussed when potential duplication of GE courses were identified through our committee work, GECC would inform Curriculum Coordination Committee of such potential duplications (September 2014).

4. Initial results from Faculty and Student surveys from Winter 2014 were reported (September 2014).

5. On October 16, 2014, GECC discussed faculty participation in general education learning assessment. It was determined that we could 1) have higher rates of participation 2) current rate of participation was a slightly greater than 50% and 3) faculty members are aware of assessment protocols. Next steps considered addressing the following: How well are we integrating GenEd assessment into the actual courses? We should consider more intrusive methods for formative assessment such as (e.g., pre- and post-tests) having 2 data points with feedback to students.

   We determined that Tk20 allows us to track students at different times, Time-1, Time-2, Time-3, etc. GECC determined that we have enough data and we see improvement in students’ learning. There are three 3 GELO outcomes with longitudinal data: research, reflection on one’s learning, and writing. A faculty forum was proposed for late January/early February.

6. November 2014, planning of the faculty forum scheduled for Wednesday, February 4th occurred with the proposed agenda for the forum as follows:
   a. GenEd update
   b. Review of GELO longitudinal results
   c. Provide results of 2013-2014 GE Review including Faculty Participation survey
   d. Gather information about faculty’s questions, needs, etc. from assessment data
   e. Honor and affirm faculty’s contributions to GenEd assessment
f. The connection of general education (including its assessment) with the HLC Reaffirmation of Accreditation Improvement Project on Persistence and Completion.

7. It was discussed that UM-Flint has chosen the Open Pathways option for Reaffirmation with the Higher Learning Commission. It was discussed that in addition to the annual reporting, during the 4th year, the university must submit an assurance argument detailing how we are meeting the HLC criteria and what that means for general education. It was determined that we have Gen Ed Learning Outcomes that we are assessing and making adjustments for improvements based on assessment data. It was discussed that as the university works on improving Persistence and Completion as its Improvement Project, this project may or may not include or involve Gen Ed. It was determined that Chair will consult with Chris Waters to determine GECC involvement (November 2014).

8. Discussion was held to clarify the process of GenEd and FYE course approval. Recommendation was made to include an “FAQ” discussion of the approval process including what happens when a unit’s curriculum committee does not approve a course. It was clarified that the SIS system has a COMMENTS box that unit’s curriculum committees’ “should” complete as part of the process. K. Moreland informed group that he would not serve as chair of the committee for Winter 2015 term (December 2014).

9. New chair elected (S. Parker). Proposal process issues addressed for course proposal that are dropped/erased from the system if unit approvals do not occur before catalog deadlines. It was suggested that a statement be added to proposal form for CAS unit reminding proposers to wait until after current catalog deadlines are completed before submitting a new course for approval for the next year’s catalog. Discussion regarding whether or not proposed general education course descriptions thoroughly addressed how the course distinguished itself beyond a course in the discipline. Committee asked the question of proposed courses, “How does this course impact/benefit students outside of the discipline?” It was decided to add that specific question to the proposal application so that individuals would be sure to address it when proposing a course. Changes to the form are proposed for Fall 2015 (January 2015).

10. Discussion clarifying the committee’s charge for reviewing all GE courses resulted with recommendations for analyzing GE course offerings to “streamline” the 500+ GE courses that we have. An option offered was linking participation in GE assessment to the courses’ GE designation. If GE courses are not being assessed, then the GE designation is removed. Another option was to assess frequency of course offerings. If a course has not been offered in 2 or more years, collect information from the unit as to why course is still listed for general education program. The Committee tabled this discussion for March (January 2015).

11. Background information provided about FYE Waiver. When the governing faculty approved the GenEd program, they approved the waiver. GECC recommended adding clarifying language to the document stating that “this waiver does not apply to institutional credits.” GECC endorsed the document as amended and will facilitate informing respective faculty of this protocol.
Discussion occurred over whether or not the current Faculty Code description fits with current GECC functions. Committee discussed proposed changes of GECC functions in the faculty code that could be submitted to Faculty Council (February, 2015).

12. Discussion occurred about the new Curriculum Coordination Committee (CCC) and what relationship and communication is appropriate between CCC and GECC. Chair of CCC explained that the CCC will be sending out notices inviting faculty to share concerns about potential duplication of courses. Curriculum Coordination Committee will investigate all concerns and work with the administration in resolving duplication of courses.

GECC agreed that there should be communication between GECC and CCC. Curriculum Coordination Committee will discuss with CCC and share what protocols are possible to facilitate this important collaboration among standing committees. Sarah extended an invitation for GECC chair to attend a CCC meeting (February 2015).

13. Discussion determined that SHPS General Education Course Approval Guidelines Review were consistent with Gen Ed requirements. GECC representative briefly presented one page results at Governing Faculty meeting and encouraged faculty to attend the GE Forum. GECC committee reported out results on general education outcomes and faculty and student survey results (March 2015).

14. Update from Chris Waters on HLC Reaffirmation of Accreditation Improvement Project on Persistence and Completion (April 9, 2015). Chris discussed two major topics: 1-The Academy of Persistence and Completion and 2-HLC Accreditation. Chris stated that GECC can be pivotal in helping to respond to the questions, in particular, Criteria Four (refer to the handout on Criteria for Accreditation). Criterion 4B is the core component of HLC concern. Committee made suggestions as to how we can address the criterion (April 2015).

15. Discussion about recommendations and suggestions from faculty attending the GE Forum were discussed and committee decided to put forth a set of recommendations to appropriate Governing Faculty committees about recommendations and concerns regarding General Education program including assessment of learning outcomes (April 2015).