

**Interim Report of the GEC Presented to
the Academic Senate 23 March 2017**

Regular Committee Business

To date, the GEC has approved 56 courses as either new courses or courses that have requested additional Status or Perspective designations

- So far, two courses have been denied Gen Ed Status outright
- Approximately 21 have been granted Gen Ed Status but been denied one or more requested perspective designation
- Many of the Committee's approvals were predicated on minor edits to the course proposal
- Three proposals required such substantial revision that meetings with the faculty proposing the course and their college representative were necessary to move the proposals forward to approval

To date we have approved 12 immersions, mostly as changes to immersions

- Three of the immersions were new
- One of the new immersions was approved as an experimental immersion by the provost

The committee has developed protocols for approving individual runs of independent study and special topics courses on a case-by-case basis (blanket Gen Ed status for these courses was withdrawn last year)

General Education Charges AY 2016-2017

GEC 1 Audit General Education courses campus wide, to assess whether i) Perspective courses include assignments/activities by which faculty can assess respective student learning outcomes, ii) whether General Education courses include assignments/activities by which faculty can assess student learning outcomes in Communication, and Critical Thinking, and iii) whether general education courses have registration restrictions.

The Committee determined that the audit should be done on a department by department basis, and has done preliminary work to identify departments with which we should start (mostly Elizabeth Hane). Our plan has been to conduct the audit in part as an exercise in departmental self-evaluation, beginning the process by presenting them with a list of all their classes that have Gen Ed status and Perspective Designation and simply ask them to review the list for accuracy. We had planned on delaying the full rollout of the audit until we had acquired the curriculum management system (on advisement from the Provost's office); however, given that the curriculum management system will be delayed, we will start the audit next fall.

GEC 2 Revise the "Framework document" to reflect current practice (including the student learning outcomes formerly known as “orphans” that have been incorporated into the Essential Elements category).

Revisions have been made (reflecting senate changes made two years ago—under Michael Laver’s oversight) and are circulating for feedback. By the end of the academic year end the committee will vote on the changes

GEC 3 Determine whether it would be beneficial to have a protocol for awarding a variance to courses that are ill-suited to assessment of the student learning outcomes listed in the Essential Elements category (such courses might include large-enrollment courses in chemistry and biology), and if so, design and adopt such a protocol

A subcommittee has been formed (including GEC Chair, Provost’s Rep, and College reps from the colleges where this is most significant an issue). Our inclination was to avoid creating a variance and instead focus on “educating” departments assessment protocols. Our initial plan was to combine the work on this charge with the audit, meaning to wait until the new curriculum management system was in place, but given the delay in acquiring the system, we will begin work on charge three next fall, along with the audit. An additional problem we encountered is that some of the rubrics for these SLOs haven’t been completed yet, work will be ongoing over the summer. We will do the final work on this beginning in the Fall, along with the audit.