Minutes / GEAC / 10-10-18

Present: Schifelbein, Joyner, Panttaja, Kirchmeier, McMullins, Nesbit, Nelson, Meeuf, Mahuron

3:35 Call to Order

**Introductions:** New Members

**Tasks & Discussion:** (Many Thanks to Helen Joyner)

**Definitions:**
**ILO’s:** short for - Institutional learning outcomes for all curriculum at the University of Idaho
**GELO’s:** short for – general education learning outcomes established by SBOE and reflective of established competencies in each area of the common state-wide education mandates.
**SBOE:** short for – State Board of Education.
**GEM Stamped:** short for – a process by which courses are certified as meeting state competencies for the six established areas of concentration in SBOE mandated general education. **GEMM** – General Education Maps & Markers (AAC&U, VALUES program)

**Artifact / Signature Work:** A culminating work in a course which, includes a majority of the course learning outcomes and serves as a direct measure of accomplishment.

**ISEM’s:** short for – Integrated Seminar(s), a series of institutionally developed general education courses aimed at supporting institutional values not common to sister institutions but to what the university considers common skills for an educated person. Currently a first-year experience (101 – 3cr.) a mid-cycle experience (301 – 1 cr.) and a senior experience (Capstone in major – 1-3 cr.). Ultimately a 5-7 credit supplemental core.

**Discussion:**
The primary discussion centered on the existing university “Learning Matters Rubric (2012)” and its’ potential re-fashioning for broader application in general education assessment of non-SBOE / GEM stamped courses (aka. “the common core”).

**The primary issues:**
How to use university learning outcomes rubrics? Since they are written in administrative words, do we rewrite them for faculty or map courses to specific part of rubric?

- While the rubrics written for both ILO’s and ISEM’s, they don’t necessarily work for all ISEM’s
- Artifacts collected from the ISEM 301 pilot study (3-page essay) using the ILO’s did not match well with the essay
- The rubrics hard to use
- Discussion of simplifying and separating rubrics has been discussed in previous years
- Unsure of what was being measured: were students supposed to know info already or leave with the info
- Students also didn’t tend to put a lot of effort into the essay
- Confusion of what different categories on rubric are for, maybe students move from 1 to 4 as they progress through their curriculum?
How much of the learning outcomes are taught in a single course and where rubrics are important?

- Agreement that ISEMs cannot cover all ILOs; it’s more of a curriculum driven choice.
- Need a way to allow faculty to Choose ILO’s best suited to measuring artifacts or signature works that are accessible and meaningful.
- ISEMs may not be appropriate for UI’s program; we need to evaluate them and get data for proof one way or the other (see above).
- We need to be able to track (document) students as they progress through the curriculum to see their growth during their time at UI
- Faculty are not currently trained about goals of ISEM, but they will be in the future
- Fall workshops should be implemented
- Motivate with random selection of ISEM courses for assessment to assess properly

**Actions:**

GEM courses are currently being piloted where GELOs for the discipline area are selected and assessed parallel to the grading of the selected artifact or signature work, data entered in Blackboard can be collected externally and at random. There is one rubric for one assignment per semester.

We (GEAC) need to figure out what we want to find out and how we want to find it out.

What do we want to do with the ISEMs? Are they working? How do we measure that beyond what we are already collecting (GSS, NSSE, Course Evaluations, etc.)? What are the next steps?

All common general education (GEM stamped) courses will need to be evaluated by state rubrics in the next few years.

Dean will work on GEM rubrics over next two weeks

As a university, we need to have a discussion about the fate of ISEMs and what they should be used for (institutional values, advanced skill sets, higher level reflection, exit skills, etc.). As curriculum, this falls to the faculty to lead.

Courses are currently being renamed, renumbered, removed from the Common Core SBOE GEM stamped inventory list.

**Meeting adjourned 4:45**