Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
April 29, 2022
11:00 A.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Hank Strevel, Erik Ohlander, Suining Ding, Jeff Casazza, Noor
  Borbieva, and Sarah Wagner
Absent: None

Carol started the meeting at 11:04 A.M.

1. **Agenda**
   a. Discuss ideas from "choose your own path" General Education Program (GEP) listed
      below:
      i. New Mexico State University https://catalogs.nmsu.edu/nmsu/general-education-viewing-wider-world/
      ii. Appalachian State (https://universitycollege.appstate.edu/programs/general-education-program) courses can be arranged across multiple themes making it
          flexible but coherent.
      iii. Wagner College (https://wagner.edu/academics/undergraduate/general-education/) similar to our basic structure but provides some unique flexibility
           across broad areas.
      iv. Roanoke College (https://www.roanoke.edu/core) – they present their program
          as allowing students to pick from a portfolio of interesting topics – it is one of
          my favorite models at the moment
      v. Northern Kentucky University (https://inside.nku.edu/gened.html) – flexibility
         but a limited course menu – they limit general education courses to 100
         offerings.
   b. Craft an outline that next year's committee can build upon.
2. **Ideas from discussion:**
   - NKU GEP comments include
     o setup structure is similar to PFW proposal
     o has specific requirements for credits in academic areas
     o decouples their General Education Program (GEP) from the major
     o GEP is owned by the students and encourages student involvement
     o distinguishes GEP from Baccalaureate degree
     o degree has more value than you get any other place
     o students gain more education about what they don't already know
     o develops critical skills in order to prepare student for both local and global
       challenges
     o has about 120 courses
     o gives students opportunity to explore and learn something new which can
       relate to their major
   - Appalachian State
     o courses can be arranged across multiple themes making it a flexible but
       coherent GEP
     o program is structurally different that PFW
     o program has a broad mission to serve unique challenges of the Appalachian
       region

- o heavy on service-learning courses
- o students can take courses in different themes
- o advisors keep program flexible by assisting students if they change theme tracks; unlike Portland State which is more rigid and infuses GEP throughout four years of study

- PFW GEP proposal
  - o our program needs to have flexibility
  - o students need to learn to adapt to the challenges of the outside world
  - o develop new GE website that emphasizes mission of new program
  - o use new website as a recruiting tool and communication site for GEP
  - o refresh program by changing courses within theme clusters
  - o most other programs don't have a capstone course
  - o problems occur when departments map out GE courses for their majors
  - o need to have flexibility in assessing program
    1. assess program so that within three years all categories will be assessed
    2. GES will review one category every year on a three-year cycle
    3. link structure of assessment process to structure of program
    4. communicate assessment data from a whole program perspective
  - o program needs de-couple from what students do in their major
  - o give students ownership where they see goals of GEP and at same time GEP contributes to their major
  - o develop program with overall framework similar to NKU; make flexible and coherent with clusters of courses similar to Appalachian State and use flagged courses similar to Wagner College

3. **Outline for next year's committee –** before the end of the semester Carol will draft a document for next year's GEP to use as a foundation to begin their discussions. The document will be shared by email so that current members will be able to review and make adjustments to it**.**
4. **Other** – Carol thanked members who will be leaving the committee next year for their contributions.

The meeting adjourned at 11: 57 A.M.

Future Meetings –

Fall 2022 - TBA

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Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
April 15, 2022
11:00 A.M., Zoom Meeting
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Present: Kent Johnson, Carol Lawton, Hank Strevel, Erik Ohlander, Suining Ding, Jeff Casazza, Noor
  Borbieva, and Sarah Wagner
Absent: None

Carol started the meeting at 11:02 A.M. Handouts – Gen Ed Fall 2021 Survey Themes.docx, Gen Ed
Proposal and Attachments 9-24-2020, and Proposal for Revision of Gen Ed and attachments_11-12-2020

1. **Agenda**
   a. Overview of two earlier General Education (GE) proposals
   b. Elements that might be changed or added to better align with feedback from the surveys.
2. **Announcement –** Kent shared that Carl will be joining the GES meetings beginning fall 2022. Members felt that this would be a good time to get Carl on-board with the progress of the committee.
3. **Overview of two earlier General Education (GE) proposals for revising the General Education Program (GEP) on 9-24-2020 and 11-12-2020 –** Carol gave following highlights:
   a. Sept. 2020 GE Proposal
      - Colleges had many concerns about the Keystone Community course theme not providing a connection to global issues and didn't fit some departments as well as others
      - VPA wanted the GEP to have a creative/artistic component
      - ETCS felt that their majors couldn't fit all of the GEP credits into their program limit
   b. Town Halls 2020
      - Strategic plan emphasis for student exposure to issues of diversity, equity, inclusion, and global awareness
      - Signature Assignment was dropped from proposal to be more flexible
   c. November 2020 Proposal
      - Added Artistic course category to ensure student exposure to the arts
      - Dropped Keystone course which added 3 credits over state-mandated minimum
      - Added WOK courses that are flagged as meeting exposure to issues of diversity, equity, inclusion and global awareness to be consistent with the PFW strategic plan
   d. Fall 2021 Faculty and Student Surveys – the surveys were developed to obtain faculty and student input to help define the issues with the current and proposed GEP
   e. Ideas from discussion:
      - ETCS felt that their majors couldn't fit all of the GEP credits into their program limit
      - Colleges had many concerns about the Keystone Community course theme not providing a connection to global issues and didn't fit some departments as well as others
      - VPA noticed that there was no creative course
      - GES felt it was important to add artistic course

- decided to drop Keystone course to accommodate ETCS program credit limits
- suggestions from survey lead to adding WOK courses which are flagged as DEI/Global; also provides consistency with Strategic Plan
- Signature Assignment was dropped from proposal to be more flexible; will be replaced with programmatic assessment
- Carol addressed questions a few minutes before senate meeting; felt some were not voting because there was a lack of discussion on the proposal; after last meeting she was encouraged to continue working on proposal
- now working on taking the best part of the proposal while taking into account the survey themes

4. **Proposal components that might be changed or added –** members began a discussion on enhancing the GEP by providing an opportunity for students to take ownership and responsibility over their GE courses so that they are able to deal with an ever-increasing complex world.

   a. Ideas from discussion:
   - GES capstone course too advanced for students to be taken before Senior year
   - program needs to encourage complexity, temporality, interrelatedness, agility, depth, and creativity so students are ready for modern life
   - need a new broader tern rather than community like wider worlds
   - there seems to be a disconnect between school and life
   - need a program that helps prepare students for the future rather than a set of courses to checkoff
   - students should have the opportunity to be responsible, take ownership, and be empowered to make their own choices over GE courses to deal with increasingly complex world
   - GEP should be a separate part of a student's BAC experience
   - build real-world applications so students gain a broader world view

5. **Next meeting** – For the next meeting, Kent will provide broad world models of other school's GEP for the members to review. Members will work together on a document for Carl that shows the progress and where the GES is headed on the GE revision proposal.

The meeting adjourned at 12:00 P.M.

Future Meetings –

Friday, April 29, 2022

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
March 25, 2022
11:00 A.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, Noor Borbieva, and
   Sarah Wagner
Absent: None

Carol started the meeting at 11:06 A.M. Handouts – Gen Ed Fall 2021 Survey Highlights.docx

1. **Agenda**
   a. Finish discussion of Smart Codes (meant to ease transfer of general education credits by applying them to equivalent PFW courses), with added information from Kent about who initiates the process of evaluating undistributed credit.
   b. Generate ideas for re-imagined revision of General Education Program (GEP); attached summary of highlighted survey findings may be helpful.
2. **Finish discussion of Smart Codes –** postponed.
3. **Generate ideas for re-imagined revision of Gen Ed program –** using the provided document as a launching pad to today's discussion, members grouped the most impactful findings to use later when mapping to corresponding components of the previous General Education (GE) proposals. This process will help to build a rationale for the final GE proposal.
   Faculty Survey Highlights:
   a. **Each of the following should be a central goal of the General Education program:**
      i. Intellectual growth – 71.9% Strongly agree
      ii. Increased breadth of knowledge/perspectives across disciplines – 67.4% Strongly agree
      iii. Development of academic skills such as reading, writing, and critical thinking – 73.0% Strongly agree
      iv. Foundational knowledge for coursework in a major – 30.3% Strongly agree
   b. **Each of the following should be a priority of the General Education program:**
      i. Goals and standards that are clear to students – 58.4% Strongly agree
      ii. Opportunities to practice and improve upon skills embedded in the Gen Ed program – 25.8% Strongly agree [42.7% Moderately agree]
      iii. An atmosphere of inquiry where diverse backgrounds and perspectives are valued – 69.7% Strongly agree
   c. **The General Education program should have the following characteristics:**
      i. Courses that provide intellectual breadth outside of the student's major – 51.7% Strongly agree; 29.2% Moderately agree
      ii. An emphasis on diversity, equity, and inclusion – 42.7% Strongly agree [28.09% Moderately agree]
      iii. An emphasis on global perspectives – 38.2% Strongly agree [29.2% Moderately agree]
      iv. An emphasis on interdisciplinary perspectives – 28.1% Strongly agree [36.0% Moderately agree]
   d. **To what degree (0-100) do you think the following are present in the current Gen Ed program? Mean ratings:**

       i.   Complicated requirements - 55.26
      ii.   Coherence of the program - 40.07
     iii.   Prescription by departments of specified Gen Ed courses for their majors - 62.69
     iv.   Student understanding of the goals of the program - 30.38

e. Need for modification of the Gen Ed program:
       i.   No need for modification 23.6% (n = 21)
      ii.   Need for minor modification 37.1% (n = 33)
     iii.   Need for major modification 39.3% (n = 35)

Student Survey

f. Perceptions of General Education
       i.   I view General Education as a set of requirements to check off 52.5% Strongly agree [32.8% Moderately agree]

g. General Education courses I have taken at PFW
       i.   Expanded my understanding of multiple disciplinary perspectives. 19.7% Strongly agree [47.5% Moderately agree]
      ii.   Helped me understand societal issues 41.0% Strongly agree [19.7% Moderately agree]

4. **Generate ideas for re-imagined revision of Gen Ed program –** postponed.
5. **Next meeting** – For the next meeting, members were asked to review the two prior General Education proposal components to identify which identified themes were met.
6. **Other** – None

The meeting adjourned at 12:03 P.M.

Future Meetings –

TBA

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
March 3, 2022
11:00 A.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, Noor Borbieva, Hank Strevel, and Sarah Wagner
Absent: None

Carol started the meeting at 11:07 A.M. Handouts – SharePoint (General Education Subcommittee) – Gen Ed Faculty survey_Fall 2021_results, Gen Ed Student survey_Fall 2021_results, and Proposal for Revision of Gen Ed and attachments_11-12-2020

1. **Agenda**
   a. Finish discussion of Smart Codes (meant to ease transfer of general education credits by applying them to equivalent PFW courses), with added information from Kent about evaluating undistributed credit.
   b. Continue to identify the most impactful findings of the faculty and student Gen Ed surveys. Please go to Sharepoint/GES 2021-22 folder/Surveys/Fall 2021 Surveys and for the Faculty Survey Results and Student Survey Results documents, highlight the results that you think are particularly noteworthy for our efforts to revise the Gen Ed program. I highlighted one result in the Faculty results just to try it out; the highlighting tool is on the Home tab under the three dots on the top menu bar.
   c. Generate ideas for re-imagined revision of Gen Ed program.
2. **Finish discussion of Smart Codes –** postponed.
3. **Continue to identify the most impactful findings of the faculty and student General Education (GE) surveys – members discussed the following highlighted survey responses.**
   Faculty Survey:
   a. Question - Disagreement/agreement that each of the following should be a central goal of the General Education program

#	Question	Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree		Total
1	Intellectual growth	3.37%	3	2.25%	2	3.37%	3	19.10%	17	71.91%	64	89
2	Personal enrichment	3.37%	3	4.49%	4	17.98%	16	28.09%	25	46.07%	41	89
3	Increased breadth of knowledge/perspectives across disciplines	2.25%	2	4.49%	4	5.62%	5	20.22%	18	67.42%	60	89
4	Exposure to previously unfamiliar disciplines	3.37%	3	2.25%	2	12.36%	11	31.46%	28	50.56%	45	89
5	Foundational knowledge for coursework in a major	19.10%	17	20.22%	18	19.10%	17	11.24%	10	30.34%	27	89
6	Development of academic skills such as reading, writing, and critical thinking	0.00%	0	3.37%	3	5.62%	5	17.98%	16	73.03%	65	89
7	Preparation for life and work after graduation	4.49%	4	6.74%	6	20.22%	18	25.84%	23	42.70%	38	89

It was noted that response 5 (Foundational knowledge for coursework in a major) shows that there was low support for the idea that the General Education Program (GEP) provides courses which are at the beginning level of knowledge for a major. This

results in departments not needing to require specific GE courses for their major. Also, responses 1, 3, and 6 indicate there is strong agreement that the GEP should provide for intellectual growth, increased breadth of knowledge/perspective across disciplines, and development of academic skills such as reading, writing and critical thinking.

b. Question: Disagreement/agreement that each of the following should be a priority of the GEP

#	Question	Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree		Total
1	Goals and standards that are clear to students	2.25%	2	5.62%	5	19.10%	17	14.61%	13	58.43%	52	89
2	Progressive learning experiences to achieve the learning goals articulated for the program	3.37%	3	10.11%	9	28.09%	25	24.72%	22	33.71%	30	89
3	Opportunities to reflect on and analyze connections across different learning experiences in the program	3.37%	3	5.62%	5	20.22%	18	39.33%	35	31.46%	28	89
4	Opportunities to apply classroom learning to out-of-class experience	6.74%	6	12.36%	11	28.09%	25	25.84%	23	26.97%	24	89
5	Opportunities for students to actively define and shape their learning	4.49%	4	8.99%	8	33.71%	30	33.71%	30	19.10%	17	89
6	Opportunities to practice and improve upon skills embedded in the Gen Ed program	2.25%	2	4.49%	4	24.72%	22	42.70%	38	25.84%	23	89
7	An atmosphere of inquiry where diverse backgrounds and perspectives are valued	2.25%	2	1.12%	1	10.11%	9	16.85%	15	69.66%	62	89
8	Experiences that help first-year students transition to the college learning	5.62%	5	5.62%	5	22.47%	20	22.47%	20	43.82%	39	89

Members noted that the majority of faculty felt they either strongly agreed or somewhat agreed that the GEP should provide: goals and standards that are clear to the students, opportunities to reflect on and analyze connections across different learning experiences, opportunities to practice and improve upon skills that are embedded, and an atmosphere of inquiry where diverse backgrounds and perspectives are valued.

c. Question - Which of the following best characterizes your view of the need for modification of the current General Education program?

#	Answer	%	Count
1	No need for modification	23.60%	21
2	Need for minor modification	37.08%	33
3	Need for major modification	39.33%	35
	Total	100%	89

Members noted that the majority of faculty responded that there was a need for major or minor modifications to the current GEP.

d. Questions - Please rate how much you disagree or agree that the General Education program should have the following characteristics.

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	Courses aimed primarily at freshmen and sophomores	7.87%	7	13.48%	12	21.35%	19	31.46%	28	25.84%	23	89
2	Courses that provide intellectual breadth outside of the student's major	3.37%	3	4.49%	4	11.24%	10	29.21%	26	51.69%	46	89
3	An overarching theme or themes that connect courses	19.10%	17	21.35%	19	26.97%	24	21.35%	19	11.24%	10	89
4	An emphasis on diversity, equity, and inclusion	7.87%	7	8.99%	8	12.36%	11	28.09%	25	42.70%	38	89
5	An emphasis on global perspectives	6.74%	6	6.74%	6	19.10%	17	29.21%	26	38.20%	34	89
6	An emphasis on interdisciplinary perspectives	7.87%	7	7.87%	7	20.22%	18	35.96%	32	28.09%	25	89
7	An emphasis on technology/digital literacy	11.24%	10	6.74%	6	26.97%	24	40.45%	36	14.61%	13	89
8	An Artistic/Creative Way of Knowing course requirement	7.87%	7	8.99%	8	25.84%	23	20.22%	18	37.08%	33	89
9	A capstone course requirement	15.73%	14	21.35%	19	20.22%	18	15.73%	14	26.97%	24	89
10	A capstone course requirement that asks students to synthesize knowledge across General Education courses	21.35%	19	26.97%	24	24.72%	22	13.48%	12	13.48%	12	89
11	Simplification of the state's learning outcomes for Ways of Knowing into a	6.74%	6	5.62%	5	26.97%	24	29.21%	26	31.46%	28	89

Members noted that the responses for 2, 4, and 5 show that faculty either strongly agreed or somewhat agreed that GE courses should provide intellectual breadth outside their major, an emphasis on diversity, equity and inclusion, and an emphasis on global perspectives.

Student Survey Responses:

e. Questions: Have you taken any General Education courses at another university?

#	Answer	%	Count
1	Yes	31.15%	19
2	No	68.85%	42
6	Unsure	0.00%	0
	Total	100%	61

It was noted that there was a moderate percentage of students that had taken GE courses are another university.

f. Question - Please rate how much you disagree/agree with the following statements about your perceptions of General Education.

#	Question	Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree		Total
1	I view General Education as a set of courses that have provided me with a well-rounded education.	6.56%	4	18.03%	11	14.75%	9	42.62%	26	18.03%	11	61
2	I view General Education as a set of requirements to check off.	0.00%	0	4.92%	3	9.84%	6	32.79%	20	52.46%	32	61
3	I understand how the General Education courses fit together as part of a unified curriculum.	8.20%	5	18.03%	11	22.95%	14	34.43%	21	16.39%	10	61
4	I understand how General Education courses connect to my other courses.	13.11%	8	21.31%	13	21.31%	13	26.23%	16	18.03%	11	61

Members noted that since the majority of students view the GEP as a set of requirements, they do not seem to know why they are taking General Education classes.

Members decided to further review the results by looking at the questions in relevance to other questions, comparing the results of students who have taken GE classes at another university verses only at PFW, and mapping proposed GEP changes to the context of related survey questions.

4. **Generate ideas for re-imagined revision of Gen Ed program** – postponed.
5. **Next meeting** – Carol will create a draft survey summary for the members to review and comment on in the GES SharePoint site.
6. **Other** – None

The meeting adjourned at 12:00 P.M.

Future Meetings –

March 25, 2022

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
February 18, 2022
11:00 A.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, Noor Borbieva, and
   Sarah Wagner
Absent: None

Carol started the meeting at 11:04 A.M. Handouts – SharePoint (General Education Subcommittee) –
Gen Ed Faculty survey_Fall 2021_results, Gen Ed Student survey_Fall 2021_results, and Proposal for
Revision of Gen Ed and attachments_11-12-2020

1. **Agenda**
   a. Select replacement committee member to serve for remainder of this semester:
      i. Julie Hill-Lauer, clinical asst prof, Human Services (School of Education)
      ii. Hank Strevel, asst prof, Management/Marketing
      iii. Promothes Saha, asst prof, Civil & Mechanical Engineering
   b. Smart Codes issue: to ease transfer of general education credits by applying them to equivalent PFW courses; the latter would need to meet General Education outcomes; affects Course Program of Study (CPOS).
   c. Continue to identify most impactful findings of faculty and student Gen Ed surveys.
   d. Generate ideas for re-imagined revision of Gen Ed program.
2. **Select replacement committee member to serve for remainder of this semester –** after discussion, members voted unanimously for Hank Strevel. Next, his name will be submitted to the Faculty Senate for approval.
3. **Smart Codes issue –** per Kent the initial discussion on Smart Codes three years ago was postponed due to discussion on a proposal for a revised General Education Program. It was noted that Smart Code processing is not available until Fall 2023 and includes a testing phase. The current process for undistributed transfer course credit involves departments deciding on a case-by-case basis whether an undistributed course counts for General Education course credit. Problems discussed with this process include: only so many extra credits count for financial aid, equity situations exist when a course is counted at a prior institution but not at PFW, and some transferred General Education courses don't meet prerequisite requirements for an advanced course, etc. Shared by Kent, members discussed a flowchart of the Smart Code transfer evaluation process. This process involves the GES rather than departments reviewing transfer courses and then assigning a Smart Code to acceptable general education courses for quick identification. Advantages include creating a more automatic and fair process for a growing population of transfer students and a friendly pathway with less barriers. Disadvantages include moving the evaluation process from departments and faculty to the registrar office and GES, process requires obtaining a robust syllabus and course description when making determinations, and this process can't be used for General education courses that count for the major, etc.
4. **Continue to identify most impactful findings of faculty and student Gen Ed surveys** – Carol will share survey results with highlighted numeric results for review.
5. **Generate ideas for re-imagined revision of Gen Ed program –** postponed.
6. **Next meeting** – Kent will check on who is responsible for initiating the process of evaluating undistributed credit.

7. **Other** – None

The meeting adjourned at 12:00 P.M.

Future Meetings –

March 4, 2022

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
February 4, 2022
11:00 A.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, Noor Borbieva, and
  Sarah Wagner
Absent: None

Carol started the meeting at 11:02 A.M. Handouts – SharePoint (General Education Subcommittee) –
Gen Ed Faculty survey_Fall 2021_results, Gen Ed Student survey_Fall 2021_results, and Proposal for
Revision of Gen Ed and attachments_11-12-2020

1. **Agenda**
   a. Select replacement committee member for Augusto De Venanzi;
   b. Review results of the faculty and student surveys and discuss how to proceed.
2. **Select replacement committee member who has withdrawn from the committee. The new member would only serve for the remainder of the spring semester. Senate N&E would then find a new member for next year –** after discussion**,** members decided to contact the deans of BUS, ETCS, and ED for a list of possible candidates from their respective schools.
3. **Review results of the faculty survey –** to guide changes to the current General Education program members analyzed the data associated with the Faculty Survey. This survey had 111 responses. Observations noted:
   a. Q6 – Disagreement/agreement that each of the following should be a central goal of the General Education program:
      i. Many agree - intellectual growth
      ii. Many agree - development of academic skills;
      iii. Less agree - foundational knowledge for coursework in a major
   b. Q7 - Disagreement/agreement that each of the following should be a priority of the General Education program:
      i. Many agree - goals and standards that are clear to students
      ii. Many agree - an atmosphere where diverse backgrounds and perspectives are valued
   c. Q9 - Which of the following best characterizes your view of the need for modification of the current General Education program:
      i. Majority agree on need for minor or major modification of current General Education Program
   d. Q11 - To what degree do you think the following are present in the current General Education program:
      i. Majority agree on prescription by departments of specified Gen Ed courses for their majors
      ii. Majority disagree on whether there is student understanding of the program
4. **Review results of the student surveys –** to guide changes to the current General Education program members analyzed the data associated with the Student Survey. This survey had **61 responses. Observations noted:**

a. Q3 - Approximately how many General Education courses have you taken at PFW:
        i. 26% of students were unsure of how many General Education courses they had taken
   b. Q6 - Please rate how much you disagree/agree with the following statements about your perceptions of General Education:
        i. Many agree they view General Education as a set of requirements to check off.
        ii. Many agree that they wish General Education requirements were simpler.
        iii. Few agree that General Education course(s) influenced their choice of major, minor, or certificate program.
5. **Discussion on how to proceed** - it was noted that members would like to see survey results by college to locate any distinct sets of responses. It was suggested to remove Signature Assessment from the proposal and use the common General Education Assessment form for meaningful assessment.
6. **Next meeting** – members asked to develop a couple of survey suggestions/approaches to work on at the next meeting. Carol will work on getting the survey results for faculty question # 12.
7. **Other** – None

The meeting adjourned at 12:00 P.M.

Future Meetings –

TBA

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
October 14, 2021
3:15 P.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, Augusto De Venanzi, and
  Sarah Wagner
Absent: Noor Borbieva

Carol started the meeting at 3:16 P.M. Handouts – SharePoint (General Education Subcommittee) –
Qualtrics General_Education_Survey_-_Faculty, Gen Ed Student survey_Fall_2021_draft,
ECFI_ECON12100_assessment, ECFI_ECON12100_syllabus, and ECFI_ECON12100_cover_sheet

1. **Agenda**
   a. Review the ECFI Gen Ed proposal; we will discuss and vote on it;
   b. Comment on the Word version of the Qualtrics faculty survey;
   c. Comment on the draft of the student survey.
2. **Review the ECFI Gen Ed proposal –** discussion on how course meets general education
   Catergory B5 Social and Behavior Ways of Knowing learning outcomes. The course was
   unanimously approved for the 2022-23 General Education Program with a recommendation to
   meet with Kent Johnson for suggestions on selection of specific assessment measures from the
   course's quizzes and assignments.
3. **Comment on the Word version of the Qualtrics faculty survey –**Questions addressed during
   the meeting include:
   a. **Question 5 Please rate how much you disagree or agree that a General Education
      program should have the following characteristics:**
      i. **A technology/digital literacy perspective should be integrated into the
         program** – it was decided to keep this question even though it is not clear what
         the state expectations are yet. The responses will contribute to the information
         gathering process.
      ii. **An Artistic/Creative Way of Knowing course should be required** – keeping this
         questions will provide documentation for the inclusion of this type of course.
      iii. **Instructors should choose from a common set of assessment measures,
         embedded in courses and adapted to course content – xxx**
4. **Comment on the draft of the student survey –** discussed sodding questions to find out if the
   student has completed their general education core at another school or highg school and add "
   The General Education courses that I have taken" to questions 4a-t that reference General
   Education courses. Carol will begin a draft of the Fall 2021 Student Qualtrics Survey with the
   questions discussed during this meeting and post on Sharepoint for review. Kent will check into
   the process of finding potential students for the survey. He will check into funding for student
   participation prizes.
5. **Survey Administration -** the Qualtrics surveys will be open for two weeks with a reminder sent
   after week one.
6. **Next meeting** – will only meet in two weeks if there are many comments on the student survey.
7. **Other** – None

The meeting adjourned at 4:18 P.M.

Future Meetings –

TBA

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
October 5, 2021
3:15 P.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Jeff Casazza, Erik Ohlander, Suining Ding, and Sarah Wagner
Absent: Noor Borbieva and Augusto De Venanzi

Carol started the meeting at 3:15 P.M. Handouts – SharePoint (General Education Subcommittee) – Gen Ed Faculty survy_Fall_2021_draft, Gen Ed Student survy_Fall_2021_draft, and proposal ECON 12100

1. **Agenda –** review request to add General Education course ECON 12100 and discuss the draft of Fall 2021 General Education Faculty and Student surveys.
2. **Review proposed outcome update to CRIM 10100 –** discussion on whether the proposal's method of assessment demonstrates accepted student performance relative to each outcome. Proposal review will resume at the next meeting.
3. **Discussion of Fall 2021 General Education Faculty Survey –** Carol and members reviewed the comments added since the last meeting. During discussion, the document was edited using SharePoint word. With the member's consensus, the questions and response choices were tweaked, grouped, ordered, and assigned a Quatrics style. Questions addressed during the meeting include:
   a. General Education Program
      i. Does General Education Program need changes?
      ii. Rate complexity level of General Education Program
      iii. Rate whether program allows too much prescription by programs
      iv. What do you see as the main value(s) of a General Education program? 5-point likert (value)
         1. Intellectual growth.
         2. Personal enrichment
         3. Provide a foundation for later coursework in major
         4. Provides foundation for courses across disciplines (breadth)
         5. Prepares for Life and work after graduation
         6. Introduce students to a discipline
         7. Teaching academic skills (reading, writing, critical thinking)
         8. Goals and standards for achievement that are clear to students
         9. Coherent, progressive learning experiences to achieve those goals;
         10. Opportunities for students to synthesize their learning experiences;
         11. Opportunities for students to integrate classroom learning and out-of-class experience;
         12. Opportunities for students to actively define and shape their learning;
         13. Opportunities for students to practice and improve upon skills embedded in the Gen Ed program;
         14. An atmosphere of inquiry where diverse backgrounds and perspectives are valued;

15. Experiences to assist students to make the transition to the institution (PFW)
16. Other: _____

    b. Structural Features

        i. General Education courses should be aimed at freshman and sophomores.

        ii. General Education courses should provide breadth outside of the student's major.

        iii. Include Diversity, equity, and inclusion (DEI) should be integrated into the program.

        iv. A global perspective should be integrated into the program.

        v. An interdisciplinary perspective should be integrated into the program

        vi. Having general education assessment done by a committee rather than by individual instructors is a good idea.

    c. Themes

        i. An overarching theme or themes addressed by all approved general education courses would help to unify the Gen Ed program. (If agree, how many themes?)

        ii. What themes would work well?

    d. Capstone

        i. The general education program should include a capstone course specific to the Gen Ed program.

        ii. If there were a capstone course, what should it entail? (open-ended)

4. **Discussion of Fall 2021 General Education Student Survey –** postponed to next meeting.
5. **Next meeting** – in preparation for the next meeting Carol will begin a draft of the Fall 2021 Faculty Qualtrics Survey with the questions discussed during this meeting. Kent will develop a few assessment questions that allow for flexibility.
6. **Other** – None

The meeting adjourned at 4:38 P.M.

Future Meetings –

TBA

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
September 21, 2021
3:15 P.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Noor Borbieva, Erik Ohlander, Suining Ding, Augusto De Venanzi, and Sarah Wagner
Absent: Jeff Casazza

Carol started the meeting at 3:18 P.M. Handouts – SharePoint (General Education Subcommittee) – Feedback survey 10-14-20, General _Education_Survey_Students and proposal CRIM 10100

1. **Agenda –** review request to add a General Education outcome to CRIM 10100 and continued discussion on 2020-21 general education faculty and student surveys.
2. **Review proposed outcome update to CRIM 10100 –** after discussion**,** members voted unanimously to approve, subject to an assessment consultation with Kent, the addition of outcome 5.3 to General Education course CRIM 10100.
3. **Discussion of 2020-21 general education faculty survey –** members reviewed and summarized responses on the rest of the faculty survey questions
   a. Question - A "Community Connected" course that would require students to use course content to develop or propose an application for a community context.
      i. Theme is too limiting, too local, only needed for assessment
      ii. Too many projects for community in Community Connected courses, can't support
      iii. Just because it's a local project doesn't mean it can't apply to global issues
      iv. Make the theme and signature assignment truly meaningful
   b. Question - A signature assignment to assess general education learning outcomes in Ways of Knowing courses that requires students to connect course content to the broad theme of community. The assignment should have a written component that would be understandable to a community audience. For the purpose of Gen Ed assessment, the assignment will be assessed by a single committee rather than by instructors. Instructors will determine how an assignment is graded for the purposes of their course.
      i. Difficulty of writing assignments in large classes
      ii. Resources need to be made available; e.g., workshops on signature assignments; strategies for integrating theme into course or signature assignment
      iii. Make available examples of signature assessments
      iv. Issue of trampling on course goals
      v. Signature assignment as burden
      vi. Course design more important than assessment
   c. A project in the Community Connected course will require students to connect course content to the broad theme of community. The assignment could be a proposal or an actual product (e.g., artistic creation), as long as it is accompanied by a written explanation.
      i. Most underclassmen aren't able to complete this type of project yet
      ii. What happened to personal enlightenment and growth

d. Ways of Knowing and Community Connected courses must meet three "mega-objectives" (Knowledge, Evaluation and Analysis, and Application) that represent a synthesis of state-mandated outcomes for Ways of Knowing.
   i. Like/dislike/misunderstanding of streamlined learning objectives (need graphic to visually demonstrate flexibility of streamlined learning objectives)
   ii. Show that assessing 3 mega objectives easier and more flexible than assessing many objectives
4. **Discussion of 2020-21 general education student survey –** comments shared by members include: need to add a question to survey that asks students if there was a general education course that influenced their choice of a major and an add an explanation of what general education means to the top of the survey.
5. **Next meeting** – in preparation for the next meeting members were asked to add and update ideas along with any comments directly to Carol's faculty and student word files located at the SharePoint site (General Education Subcommittee) so that everyone is working from the same documents.
6. **Other** – None

The meeting adjourned at 4:13 P.M.

Future Meetings –

Tuesday, October 5, 2021 from 3:15 – 4:15 (Zoom meeting)

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
September 7, 2021
3:15 P.M., Zoom Meeting

Present: Kent Johnson, Carol Lawton, Noor Borbieva, Erik Ohlander, Suining Ding, Jeff Casazza, Augusto De Venanzi, and Sarah Wagner
Absent: None

Carol started the meeting at 3:17 P.M. Handouts – SharePoint (General Education Subcommittee) – Feedback survey 10-14-20 and Proposal for Gen Ed_11-12-2020_Revise signature assignment

1. **Agenda –** discussion of timeframe for new 2022-23 general education course proposals and 2020-21 general education faculty and student surveys on original General Education Proposal.
2. **Timeframe for new general education course proposals –** after a discussion**,** members agreed new course proposals for AY 2022-23 will be due by October 1, 2021. The criteria for these proposals will the same as current general education courses.
3. **Discussion of 2020-21 general education faculty survey –** ideas from survey discussed:
   - current General Education Program (GEP) overly complicated.
   - departments are using GEP to flush out department majors.
   - disconnect between GEP and how it is applied by departments.
   - some students are required to take specified General Education (GE) courses rather than allowing students to freely choose their GE courses. Since students often change majors requiring GE courses can cause degree completion problems.
   - many faculty were against the theme of Community because it is too limiting and narrowing.
   - the GES failed to explain how the new proposal helps students perceive the GEP as a program that adds to personal enrichment.
   - tie PFW's status as a Metropolitan University campus that uses its resources to improve our region's quality of life to the new proposal for the GEP.
   - don't use a theme as a way to drive assessment, need more faculty buy-in if requiring a theme.
   - some faculty thought community theme didn't fit some departments as well as others.
   Carol reviewed the history of the reasoning behind GES decisions and updates to the GE proposal last year. Some revisions were the results of questions from Town Halls, departmental meetings, and EPC and Senate reviews. It was noted that the interdisciplinary requirement now missing from the new proposal could be added back in by adding an interdisciplinary attribute to applicable courses and requiring students to take at least one of these courses.
4. **Discussion of 2020-21 general education student survey –** postponed to the next meeting.
5. **Fall semester meeting time –** a doodle will be sent out to help determine a time when everyone can meet.
6. **Next meeting** – in preparation for the next meeting members were asked to list a few discussion ideas regarding the rest of the faculty survey and all of the student surveys, located at SharePoint site (General Education Subcommittee).
7. **Other** – None

The meeting adjourned at 4:25 P.M.

Future Meetings – TBA

Minutes of the
General Education Subcommittee (GES) Meeting of the
Educational Policy Committee
Purdue University Fort Wayne
August 24, 2021
3:00 P.M., Webex Meeting

Present: Kent Johnson, Carol Lawton, Noor Borbieva, Erik Ohlander, Suining Ding, Jeff Casazza, Augusto De Venanzi, and Sarah Wagner
Absent: None

Kent started the meeting at 3:03 P.M. Handouts – None

1. **Introductions –** new members, Jeff Casazza, Augusto De Venanzi, and Sarah Wagner, were welcomed to the group.
2. **Election of chair –** Carol was unanimously voted to be the 2021-22 chair.
3. **Re-cap of Last GES Meeting Discussion on Steps Going Forward –** It was suggested to add someone to the committee that will be reviewing the new civics requirement. The GES SharePoint site (General Education Subcommittee) will be updated to: allow access to new members, remove prior member access, archive 2020-21 GES documents, and create a new folder for this year's committee. Carol discussed the key processes and suggested steps to move forward from the last GES meeting.
   a. **Key processes**
      i. Define the problem with current Gen Ed program
      ii. Martial the data to support need for revision
      iii. Gather faculty evaluation and input
   b. **Suggested steps:**
      i. Gather data about student perceptions of Gen Ed program via survey in Gen Ed courses.
      ii. Gather input from faculty on concerns with current and proposed Gen Ed programs via faculty focus groups with representatives from all colleges/schools.
      iii. Meet with administrators who have interest in the revision to discuss their concerns and the issues at stake for them.
      iv. Summarize data gathered from students, faculty, administrators, and HLC so as to define the concerns. Issue a report to campus that presents the data and indicates that GES is working to address concerns.
      v. GES modifies or retains current proposal in the context of the collected data.
      vi. Gather feedback on proposed solutions to concerns; may require than one feedback cycle.
      vii. Submit proposal to EPC.
   The committee decided to work on the task of identifying a set of problems with the current General Education Program (GEP) to be worked on by gathering data on student perceptions (ex -how students make sense of GEP, how they feel it fits into their degree, how the GEP is communicated to them, etc.) and faculty concerns. This task will be started by reviewing previous General Education faculty and student surveys. The EPC will be kept informed on the findings of the committee thorough the year.

4. **Find a Regular GES meeting time –** Tuesdays at 3:15 via Zoom.

5. **Next meeting** – in preparation for the next meeting members were asked to review previous faculty and student surveys, located at SharePoint (General Education Subcommittee), in order to begin to define and categorize problems and concerns with the current GEP.
6. **Other** – None

The meeting adjourned at 3:35 P.M.

Future Meetings –
September 9, 2021 3:15-4:15