GEN ED APPROVED MINUTES 11/19/21

Committee Members

ARHU	First Year Comp	Math	HEWE	SCEN	SOSC	Nursing EMS	Faculty Chairs	Non-Voting Members
Andrew Winters	Karen Palmer (Chair)	Kyle Russ-Navaro	OPEN	George Carpenter	Tara O'Neill	Jason Ebersole	Curriculum Chair: Matt Pearcy SLOA Chair: Bill Swenson	Advising: Tania Sheldahl

In attendance: Andrew Winters, Karen Palmer, Kyle Russ-Navaro, Tara O'Neill,

Non-voting members in attendance: Tania Sheldahl, Matt Pearcy, Bill Swenson

Agenda

Welcome

Approve Minutes 10/15 – moved by Andrew, seconded by Kyle

Membership Update: We still need faculty from HEWE. Approval from FA needed to 1) officially make Matt & Bill voting members; 2) add new membership for "other" categories; and 3) Add Sarah as a member

Updates from Last Meeting:

- Kyle: MAT 141 & 142 Update? – not yet
- Advising issue: Update from Jason? – Tania: concerns about concurrent enrollment students being pulled out of class
- 100 vs 200 level courses—Update from SLOA Adopted Bloom's: https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/
    - Thoughts from last time—200 level courses may have a pre-requisite or assess higher levels on the YC adopted Bloom's chart
    - Maricopa Definition: *Additionally, Maricopa courses provide content at different levels of knowledge and skill.* **Developmental (below 100-level)** *courses generally cover pre-college-level competencies and prepare students to take college-level courses;* **First-year (100-level)** *courses generally cover competencies that do not require previous experience or knowledge of the subject and are often*

*introductory and survey courses; and **Second-year (200-level)** courses generally cover competencies for which some previous experience or knowledge may be desirable, sometimes including prerequisite courses.*

- o Curriculum needs 200 level courses without prerequisites a reason to justify the 200 level.

Tara motioned to approve the following description of course levels at YC, seconded by Andrew. The motion passed:

Yavapai courses provide content at different levels of knowledge and skill. Developmental courses (below 100-level) generally cover pre-college-level competencies and prepare students to take college-level courses; First year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses; and Second-year courses (200-level) generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course has a prerequisite course, a focus on middle to upper-level outcomes based on the YC adopted Blooms Taxonomy, or is determined by articulation standards in the discipline to be a 200-level course.

- World Languages Definition Updated in teams—feedback will be sent to Kurtis.
- Updated Assessment Document from George—Please review and approve next time.

Assessment to do *(Tabled until the spring):*

Identify all degrees, including AAS, and make sure Gen Eds are being assessed: *Dr. Ryan wants every gen ed course assessed (whether listed in the AA or AAS degree), so we need to do our best to categorize them and assess them. Updates may be made later as the process evolves. Per Liz—have exceptions for Gen Eds for AAS degrees been documented somewhere?*

- Update processes in the Assessment plan to match current process-in process
- Revise Written Communication—communication, world languages (not on the plan), computers? – *Have 3 different rubrics that fall under 'communication' – oral, written, languages? Could digital literacy fit here?*
- Definition for world Languages—in process
- Edit the form to have the actual year (2021-22) instead of Year 1, etc.
- Is there a way to not have to upload/download every document?
- How to equalize load among faculty—Sukey had 14 students to upload.
- Update e-mail to be more clear on how to handle dropped students.

Review Gen Ed Charge: (*Can't be submitted until January during the whole faculty Senate meeting*) – *send updates to Karen via email.*

General Education Advisory Committee
a. Purpose: To oversee and promote high quality standards in the General Education Curriculum at Yavapai College.
b. Activities:

1. Select General Education Chair and pass candidate on to FS for final approval;

2. Oversee, review and evaluate revisions to criteria, descriptions, and outcomes in all General Education categories at the College and make recommendations to the Curriculum Committee;

3. Review any changes to courses listed on General Education lists and send recommendations on to the Curriculum Committee;

4. Review any changes to the General Education component of any degree offered at Yavapai College and make a recommendation to the Curriculum Committee;

5. Assist in planning, organizing, and facilitating General Education Curriculum activities on Assessment Day;

c. Membership:

- Voting: A faculty member to represent each of the state's AGEC Foundation General Education and Area Studies categories (Arts and Humanities, First Year Composition, Math, Science, Social and Behavioral Sciences, and Other categories of Communication and World Languages), two faculty members representing occupational education from two different schools or divisions and campuses, Curriculum Committee Chair, and SLOA Chair.
- Nonvoting: Faculty Senate President, a representative from Student Advising, *and a representative from the Office of Student Instruction—this is not currently in the definition.*

d. Chair: General Education Chair: Elected by committee members the last meeting of the fall semester in the preceding academic year to serve as chair the following academic year.

New Business

- AZ Transfer
  - Data Tables: https://public.tableau.com/app/profile/assist#!/
  - Annual Report: https://www.aztransfer.com/publications/annual_report.html
  - Data:
    - Transfer students with highest graduation rates—students who complete AGEC or AA degree at a CC
    - Top majors: Business, health, teacher ed, psych, biological science
    - YC is about 5th in terms of direct equivalency courses to the three universities
    - 28.5% increase in minority baccalaureate degree recipients who were new transfers from Arizona community colleges
  - Other Highlights:
    - UA and NAU already have their new Gen Ed processes approved by the Board of Regents.
      - Board of Regents Policy: ABOR Policy 2-210
      - UA: general studies
      - NAU: general studies
      - Notes: increased focus on civic responsibility and history; diversity divided into diversity and equity in the US and understanding world cultures; capstones/portfolios
    - AZ Transfer working to simplify AGEC—only one AGEC with options instead of AGEC A, B, S.
      - Current AGEC does not satisfy ABOR policy
      - Universities will continue to accept AGEC as is from CC, but if students do not complete AGEC, that will create problems for them

- Assessment
  - Test run with POT 81 courses: Karen sent out e-mails to faculty with POT 81 students on Monday, 9/27. Asked for submission by Week 10. 100% of SWPS were submitted, and Karen assigned teams. Not very many have completed the process, but those who have said it was simple. Concern from Molly re applicability to math department.
  - Sent out requests for remainder of SWPs 11/15. Confusion about what to do when students drop—probably just need to clarify on the e-mail. Also, some faculty received way more requests than others. Sarah--Can Tom to address this in the future? Confirming that we are waiting to send out team assignments until February.
  - Finding out that there is not an easy way to track completions/submissions. Reminders are sent out, but it's time consuming to track which are done—the submission process does not give a way to sort. So far, 55 submitted/300. I would like to request help with assigning teams. Some faculty have been very vocal about wanting faculty to be doing this. As of now, all the requests are going to me. It's going to take hours to assign teams. This is going to need to be adjusted for next year.
  - *Andrew suggested a team to take care of these time-consuming tasks, and Sarah will work with instructors to help them complete the process.*
- **Curriculum to approve (from Teams):** *Tania suggested that we may have too many gen ed options and we should be careful to choose classes that transfer to multiple universities. Andrew thought the humanities department may have concerns about MUS being added to AH because it impacts AH assessment as a whole but is outside of the humanities department.*
  Andrew motioned to approve, George seconded the motion. The motion passed:
  - Applied Engineering AAS change writing requirement to ENG 101 and 102
  - Add EDU 180 to SBS Gen Ed List
  - Add EDU 200 to SBS List
  - Add required assessment for 210
  - Add EDU 222/ECE 222 to Gen Ed SBS List and ERG
  - Add MUS 137 course as Gen Ed AH and ERG
- **Curriculum to approve (not in Teams)**
  George motioned to approve with the listed concerns. Kyle seconded. Motion approved:
  - English Curriculum Package (please see attachment with course descriptions, etc.)
    - **ENG 102A** (remove content 7) -
    - ENG 185 –do we need an additional ENG elective?
    - ENG 205- we have a similar class (EDU/ECE 230)
    - ENG 220
    - **ENG 245:**

Course Outcomes Update:

1. Define key literary terms in order to apply them to the study of selected works of ethnic literature of the Southwest from a variety of genres. (1)

2. Apply the tools and methods of literary criticism and scholarly research to selected works of ethnic literature of the Southwest. (2)

3. Analyze geographical, historical, and social influences on ethnic literature of the Southwest, including issues of race, gender, class, ethnicity, and sexuality. (3)

4. Analyze how features of the American Southwest influence literary works from a variety of ethnic groups. (4)

- ENG 136
- **ENG 141/CRW 141** Update to LO 3 & 4
  - Analyze literary texts. (2)
  - Evaluate student texts. (2)
- **Other New Business?**