

General Education Program Council (GEPC)

2017-2018 Meeting Minutes and Reports Archive



Meeting Dates:

August 17, 2017

September 5, 2017

October 5, 2017

November 2, 2017

December 7, 2017

January 16, 2018

February 20, 2018

March 27, 2018

April 17, 2018

May 15, 2018

General Education Program Council (GEPC) meeting MINUTES 17AUG2017

GEPC membership (11):

Present

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Dean of Arts and Science Education – Shirley Davenport SDAVENP1@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu, Allan will also attend meetings as his schedule allows AWAMSLEY@jeffco.edu

Not Present

- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu

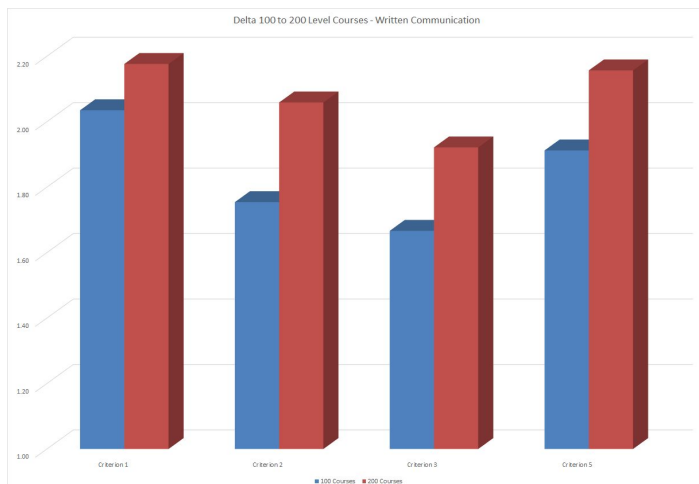
1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Timing of meetings: 3rd Tuesday @ 2:30 pm (would the 1st or 4th Tuesday at 3:00 pm work better for more?)
 - a. **Selected 1st Tuesday @ 2:30-3:30 pm**
3. Update on 2016 MO SB997 and what it means to us
 - a. **Reviewed changes to the General Education Program core 42-hour curriculum must be completed by early Spring 2018 but MDHE won't finalize until December**
 - i. At October meeting, will begin drafting a tentative proposal (Leslie has been doing this after each new piece of information come out of MDHE).
 - ii. Will need faculty input into proposed changes to JeffCo GenEd 42 credit hour Core Curriculum structure and courses as soon as information comes out from MDHE but most will be outside our control
 - iii. Then after CBHE approves the Core Transfer Curriculum in Dec 2017, will finalize changes and send through Curriculum Committee in early 2018 to make deadline for 2018-2019 General Catalog and degree requirements
 - b. **Discussed how changes could potentially impact enrollment/advising**

4. Status of [Actions Plans](#)

- a. Discussed ways to keep General Catalog and information posted about General Education up to date as well as how timing to publishing the Catalog and Curriculum Committee deadlines could be clarified - Stacey Wilson to bring up with the Curriculum Committee
 - i. What are the deadlines now that the General Catalog is digital?
 - ii. How can those deadlines be best communicated
 - 1. within the Curriculum Committee processes/procedures/forms for the faculty going through a Curriculum change related to General Education
 - 2. To students and advisors in the General Catalog and every other place General Education is published online
- b. Discussed that Shirley will be working with Allan on a place to post MSA reports in MyJeffco and hopes to have a plan for faculty feedback by the September Division meetings
- c. Many other Action Plans are on hold until after the changes related to SB997 have been finalized

5. Plans for Fall 2017 Action Plans

- a. Discussed Draft General Education Program Assessment Plan and plans to implement pilot
 - i. Reviewed the ROUGH plan outlined [in this General Education Assessment Plan](#) (draft proposal)
ALL asked to focus on #2 closely. Plan to create a firmer plan for that piece at the next meeting.
Talked about the process observed at MSY and the pilot Kenny Wilson and the HOP did in June. Below is the data I could not find in our meeting showing an overall trend of improved written communication from 100 to 200 level courses.



Remaining meetings for 2017

- Tuesday, September 5, 2017 @ 2:30 pm
- Tuesday, October 3, 2017 @ 2:30 pm (need to find out how Faculty Work Day and/or other activities planned that day would impact)
- Tuesday, November 7, 2017 @ 2:30 pm

General Education Program Council (GEPC) meeting MINUTES 5Sept2017

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu, and Allan Wamsley AWAMSLEY@jeffco.edu

Not Present

- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Timing of meetings: need to reschedule due to changes to standing committee dates
 - a. **Form passed around to survey attendees' other committee commitments**
3. Update on 2016 MO SB997 and what it means to us
 - a. Nothing new to report
 - b. Leslie going to meeting Friday, Sept 15
4. Draft General Education Program Assessment Plan and implement pilot
 - a. Exit Exam update
 - i. **Noted that feedback gathering from faculty, staff, and administration is underway regarding the three options currently most viable: CLA+, CBASE, and ETC Proficiency Profile.**
 - b. General Education Academic Skill Competency (ASC) Development pilot
 - i. **Discussed means by which artifacts could be gathered.**
 1. **Paper only**
 2. **Blackboard only**
 3. **Paper and Blackboard****Selecting anything but gathering from both paper and Blackboard would eliminate too many assessment opportunities.**

- ii. **Discussed other options for gathering and using assessment responses since the Assessment interface tools offered from Blackboard are likely too expensive.**
 - 1. **Google Forms can present chosen rubric to evaluators. Evaluator data can be populated into an Excel-friendly spreadsheet.**
 - 2. **Banner or Access reports can be matched to student numbers and used to check data against completed General Education credit hours for each student. Prior clear identification of General Education classes is needed.**
 - 3. **A Master Spreadsheet of the two data sources would allow for comparison by program or course as well as institutional overviews. Reports can be extracted from this sheet.**
- iii. **Decided to keep the Communication and Critical Thinking ASC categories to evaluate for this year. Since the Co-curricular Assessment is using the same criteria for evaluation of their programs, allowing for possible comparative data analysis of overlap. Council members were asked to review specifically which of the AAC&E rubrics might be implemented for the pilot.**
- iv. **Decided to move ahead with presenting the call for volunteers during the October 3 Faculty Work Day event.**
- v. **Money may be available to compensate faculty volunteers for the pilot program. Face-to-face group discussion during the evaluation process may help norm responses.**

Remaining meetings for 2017

- October?
- November?
 - **To be determined after upcoming council polling for availability.**

General Education Program Council (GEPC) meeting MINUTES 5Oct2017

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
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Not Present

- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
 1. Minutes from previous meeting (Sept 5, 2017) shared today via Google Doc (send any corrections via email)
 1. Update on timing of meetings
 1. Fall 1st Thursday 3:00 – 4:00
 2. Spring 3rd Tuesday 3:00 – 4:00
 1. Update on 2016 MO SB997 and what it means to us – FYI only for now, no action can be taken at this time
 1. Email update was sent on Sept 15 after the most recent Core Curriculum Advisory Committee (CCAC) meeting in Jefferson City
 1. Math Pathways are going to be a part of Core Curriculum (Meeting on Friday, Oct 13 at STLCC – Wildwood) – Skyler Ross and Rob Brieler will attend

Currently, three Pathways are in consideration: Quantitative Reasoning (Humanities tracks), Statistical Reasoning (Social Sciences tracks), and Pre-Calc/Algebra (all others). Each upper-level course must identify the specific course(s) that will serve as pre-requisites. This is intended to make the current common prerequisite—College Algebra—less of an obstacle to many students as they seek to complete of degree requirements.

1. Any course with MOTR designation transfers as both fulfilling the core knowledge area (i.e. Social and Behavioral Science) requirement of the Missouri Higher Education Transfer Core Curriculum AND any major

and/or prerequisite requirements at the receiving institution. Other common courses (not part of the core curriculum) can be part of or added to the Core Transfer Library but will not be MOTR designated.

1. Only MOTR courses can be part of our GenEd Core Curriculum
2. How state (CCAC) classifies the course (Humanities or Social/Behavioral Science) determines how we classify it in our GenEd Core Curriculum
2. Leslie & Shirley going to meeting Wednesday, Oct 18 in Jefferson City with all of the CAOs (or their representatives) and the Core Curriculum Advisory Committee (crossing fingers that this will be the meeting that gets results)
2. General Education Program Assessment Plan
 1. CAAP Exit Exam Replacement update
 1. Most likely ETS Proficiency Profile – **watch email for proposal for feedback from the Faculty, Staff, and Administration** – goal is Assessment Committee approval at November 9 meeting

CBASE and MoGEA are both General Education assessments, and some programs have a separate licensure exam that may be able to count toward the General Education exit exam requirement if they can be proven to evaluate these skills clearly instead of featuring other skills that simply reflect a foundation of General Education. In addition, an item to demonstrate General Education skills proficiency could possibly be added to a final exam to assess some of the Health Occupation Programs.

1. Draft Assessment Committee proposal for the General Education Program Assessment Plan- goal is Assessment Committee approval at November 9 meeting (would then be added to the Assessment & Institutional Effectiveness Handbook to formally document our plan – and linked to HLC Assurance Argument)
 1. **Review and bring feedback to next meeting**
 2. Does it need to be linked to Strategic Plan and Key Performance Indicators? Who on the GEPC is good at that?
2. General Education Academic Skill Competency Development (ASCD) pilot
 1. **Briefly review proposed process**
 2. **Select rubrics for the pilot project**
 1. **Communication** – Communicate effectively through critical reading and listening, as well as clear writing and speaking, using appropriate modes or methods of delivery.
 1. Reading rubric
 2. Written Communication rubric
 3. Oral Communication rubric

Discussion among Council members determined that the Written Communication VALUE rubric from AAC&U would be applicable to the most situations. The Reading rubric

assesses fewer skills than desired, and the Oral Communication rubric would be difficult to implement as the pilot.

1. **Critical Thinking** – Apply logic, scientific methodology, and quantitative reasoning to develop, express, and defend solutions and conclusions across the curriculum.
 1. Critical Thinking rubric
 2. Inquiry and Analysis rubric
 3. Problem Solving rubric
 4. Quantitative Literacy rubric

Council members debated the strengths and weaknesses of the rubrics, including such concerns as heavy focus on scientific method, applicability to multiple types of assessment artifacts, and ability for faculty to use easily, among others. Questions were asked whether a hybrid rubric of two or more compiled into one might be created, if more than one rubric might be used, and if faculty might be asked at the information sessions for their choice. It was also suggested that instructors be allowed to select the rubric they feel best describes the skills their artifact assignment was designed to assess. The Council favored the Inquiry and Analysis and Problem Solving rubrics over the others listed.

The Council agreed that preferred rubric scales for Jefferson College would be as follows:

- 0 – Not yet demonstrating**
- 1 – Developing Benchmark**
- 2 – Achieved Minimal Milestone**
- 3 – Achieved Core Curriculum Capstone**
- 4 – Advanced beyond Core Curriculum Capstone**

1. Allan & Leslie (along with any others who want to attend/help) planning to hold three informational sessions for General Education faculty (full-time and adjunct) to educate them about the process and recruit them to submit artifacts. Planning to send emails on Oct 13 and Oct 20 to ask faculty to attend a session.
 1. Tuesday, Oct 24 5:00 – 6:00 pm at JCA
 2. Thursday, Oct 26 2:00 – 3:00 pm in Hillsboro
 3. Friday, Oct 27 1:00 – 2:00 pm in Hillsboro

A clear timeline and procedure for the full implementation of the pilot program was shared for review by the Council and feedback was requested for the next meeting.

Remaining monthly meetings for this academic year (Core Curriculum Advisory Committee & MDHE changes may require additional meetings)

Fall 2017

- 1st Thursday, November 2 from 3:00 – 4:00 pm
- 1st Thursday, December 7 from 3:00 – 4:00 pm

Spring 2018

- 3rd Tuesday, January 16 from 3:00 – 4:00 pm
- 3rd Tuesday, February 20 from 3:00 – 4:00 pm
- 4th Tuesday (3rd is Spring Break), March 27 from 3:00 – 4:00 pm
- 3rd Tuesday, April 17 from 3:00 – 4:00 pm
- Possibly 3rd Tuesday, May 15 from 3:00 – 4:00 pm

General Education Program Council (GEPC) meeting MINUTES 2Nov2017

Meeting began at 3:02 PM

GEPC membership in attendance (8):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Dean of Arts and Science Education – Shirley Davenport SDAVENP1@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu
and Allan Wamsley AWAMSLEY@jeffco.edu

Not present (3)

- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meeting (Oct 5, 2017) - will be shared today via Google Doc; corrections should be sent via email.
3. Update on 2016 MO SB997 and what it means to us - FYI only for now, no action can be taken at this time
 - a. Wednesday, Oct 18 CAO meeting in Jefferson City outcomes
 - **Draft frameworks 3.0 (from July) and 3.1 (from September) of the transfer core curriculum contain the knowledge areas and base competencies that are likely to remain when everything is finalized. At this point, we're awaiting "how the buckets are going to be divided." It is hoped the state's divisions will be almost exactly like what we have.**
 - **The U.S. Constitution and History requirement isn't consistently interpreted across institutions. For now, it appears to be moving toward a single, 3-hour class requirement. We can keep those two classes for "native" students--those who are remaining at Jefferson College for the entire 42 credit hour block--but we would have to accept a transfer student with any complete 42 credit hour block as having completed BOTH courses.**
 - **The CCAC determines MOTR designation for each course, although consist numbering is not yet ready. The interpretation thus far is that MOTR courses are the only courses that will be allowed to transfer as General Education courses if a student has not completed the 42-block core. Some classes we currently identify as Gen Ed won't receive a MOTR designation. The state says the five credit hours**

in the 42-block marked as “other” must also come from courses marked as MOTR, not just any elective course.

- b. Next CCAC meeting in Jefferson City on Tuesday, Nov 14
 - c. All A&S faculty meeting on Friday, Nov 17 - will share as many details as I have at that time
 - **It is optimistic to expect the final list of all General Education MOTR-designated course will be available by November 14. It’s hoped details will be available by the All-Faculty meeting on November 17th.**
 - d. Leslie going to Wednesday, Nov 29 Curriculum Committee meeting to brainstorm
 - e. Coordinating Board will make changes official in December
 - **Leslie is looking into a way we can have a single fast-track proposal for Gen Ed curriculum designations in order to have them ready for catalog publication.**
4. General Education Program Assessment Plan
- a. CAAP Exit Exam Replacement update
 - **An email requesting feedback on the proposal to replace the exam was sent today. Sign-off on the proposed replacement is next Thursday at the Assessment Committee meeting.**
 - b. Draft Assessment Committee proposal for the General Education Program Assessment Plan - goal is Assessment Committee approval at November 9 meeting (would then be added to the Assessment & Institutional Effectiveness Handbook to formally document our plan - and linked to HLC Assurance Argument)
 - i. **Review feedback and update now**
 - ii. Does it need to be linked to Strategic Plan and Key Performance Indicators? Short answer yes, Trish Aumann may be able to help
 - **The ASCD pilot process has changed a little. On page 1 of the General Education Core Curriculum for Transfer Degrees, a draft of how the General Education portion may appear in the catalog was presented. On page 2, the individual competencies were defined. Pages 3 and 4 contain the plan overview.**
 - **Syllabi need to explicitly state what knowledge and skills are learned that are General Education before course-level assessment of Gen Ed courses will be efficient.**
 - **Appendix C explores other methods; Leslie wondered whether this should be included in the Assessment Handbook. It does show forward-thinking.**

Clarification was needed on the differences between Gen Ed and program level assessment. Allan shared that HLC considers General Education a program. Five year Institutional Assessment plans are discipline-focused, and General Education is a listed discipline. Assessing

General Education goals and measurable competencies enables the evaluation of students across all courses, which can then be pulled up to program level assessment.

- c. General Education Academic Skill Competency Development (ASCD) pilot
 - i. Informational session update
 - ii. Plan for continued recruitment (Friday, Nov 17 A&S faculty meeting)

- **Emails have been sent to encourage faculty volunteers to take part in the pilot program. Sessions presenting the information have been taking place, but little interest has been shown.**
- **We are attempting to secure artifacts from full time faculty in Gen Ed classes.**
- **Work will be accepted from the Fall 2017 semester and the beginning of the Spring 2018 semester. Redaction of identifying information and setting up spreadsheets would be difficult if we open the window further.**
- **The focus with the ASCD pilot is on assessing development, not achievement.**
- **It is vital that we decide what demographic data we want to assign to the student artifacts in order to begin aligning the spreadsheets. Thus far, the following have been identified as desired categories:**
 - **GPA**
 - **Credit hours completed, split by college credit and non-credit or developmental**
 - **Degree and major**
 - **100 or 200 level course**
- **Rubrics will need to include “0 - No evidence” as a performance indicator.**
- **Ideally, closing the loop will be included in the Strategic Plan so it can be tied to budget and other resources and initiatives.**

This plan will be presented at the November 9th Assessment Committee meeting for approval.

Remaining monthly meetings for this academic year (Core Curriculum Advisory Committee & MDHE changes may require additional meetings)

Fall 2017

- 1st Thursday, December 7 from 3:00-4:00 pm (focus will likely to on reacting to changes required by SB997)

Spring 2018

- 3rd Tuesday, January 16 from 3:00-4:00 pm
- 3rd Tuesday, February 20 from 3:00-4:00 pm
- 4th Tuesday (3rd is Spring Break), March 27 from 3:00-4:00 pm
- 3rd Tuesday, April 17 from 3:00-4:00 pm
- Possibly 3rd Tuesday, May 15 from 3:00-4:00 pm

Meeting adjourned at 4:17 p.m.

General Education Program Council (GEPC) meeting MINUTES

7 Dec 2017

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
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Not Present

- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meeting (Nov 4, 2017) shared today via Google Doc (send any corrections via email)
3. Update on 2016 MO SB997 and what it means to us – FYI only for now, no action can be taken at this time
 - a. CCAC meeting in Jefferson City on Tuesday, Nov 14
 - b. All A&S faculty meeting on Friday, Nov 17
 - c. Wednesday, Nov 29 Curriculum Committee meeting

At the November 14th CCAC meeting in Jefferson City, Leslie Buck hoped to obtain a list of the courses that are considered fulfilling the “MOTR Core 42,” but after working all day, the committee didn’t complete their work. All work groups submitted their lists by Friday, November 17. Lists were not distributed between divisions from MDHE, however. Allan Wamsley and Leslie Buck presented information on Senate Bill 997 at the All A&S Faculty meeting on November 17th, and several student advisors were present. Unfortunately, not all faculty are aware of the MOTR designation or how the Senate Bill impacts Jefferson College.

- d. Faculty Discipline Groups (FDG) made of faculty from around the state are reviewing courses with their feedback due to MDHE December 15.
- e. Coordinating Board will make changes official in December; we will not be able to begin responding and taking action until January.

Faculty Discipline Groups were comprised of faculty from both two and four year colleges, and it appears that no individual school has more than one faculty member serving on a group. Jefferson College had several instructors express an interest who were not selected, but this is because nominations came from our administration, who considered seniority in their decision. There may have been some issues in staffing them appropriately, but it appears all names that were submitted were accepted by MDHE. These groups will review spreadsheets of class lists, decide if the courses are equivalent, and then send their decisions to MDHE.

We are supposed to know on January 2nd what the General Education Program will look like around the beginning of the Fall 2018 semester.

The current Jefferson College General Education program does not change much under the proposed new Transfer Core Curriculum structure. Our current requirement of 6 credit hours in Civics (separate courses for American history and Constitutions) may need to be revisited at a later date, as only 3 credit hours are required under MOTR Core 42.

4. General Education Program Assessment Plan

- a. Update on General Education Academic Skill Competency Development (ASCD) pilot
Leslie and Allan shared the pilot program with A&S Faculty at their meeting November 17th. Several instructors have already completed the Google Form and identified their artifacts, while others have expressed interest in doing so yet have not yet completed the Form. Allan noted that it's encouraging to have such a variety of disciplines represented in the artifacts already submitted.

Some problems have already been identified:

- Math assignments seem to better fit the Quantitative Reasoning rubric. A discussion resulted in the conclusion that this rubric should be offered as an option for faculty to have applied to their selected artifact.
- Spanish assignments will need a translation first. Some subjects may need a short training session or require evaluators to have a background in the subject before they can rate those artifacts.
- Raters may need to be broken into teams by rubric instead of having every evaluator serve together.

- b. Draft Assessment Committee proposal for the General Education Program Assessment Plan – goal is take to the Assessment Committee meeting December 14 for inclusion in the Assessment & Institutional Effectiveness handbook draft that is due out Spring 2018 to formally document our plan – and link to HLC Assurance Argument

- i. Review briefly and make final updates

Leslie distributed the drafts for the catalog wording, the Assessment Handbook main area, and the Assessment Handbook appendices.

Allan asked about the course-level assessment discussed on page 4 of the Draft Plan handout. Leslie noted that eventually, the official course syllabus will have to formally, clearly, explicitly map how that course meets General Education Program expected learning outcomes. Right now, this is bundled up in the course description. The hope is to make that a separate line item for the course syllabus, with an attachment or appendix for the General Education core course with documentation of expected learning outcomes and assessment mapping to General Education. Allan noted that SPOL may make this process easier, as Assessment is the third module scheduled for implementation, and it may take place as early as late next year. Leslie felt the faculty must first map their courses to General Education outcomes before it can be very useful.

Michael Booker shared that the Associate of Fine Arts degree has been approved. It will use the ETS as its exit exam; this was added to the Assessment Plan. It does not require all of the 42 hour General Education Program curriculum, but does include part of it.

- ii. At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.

Leslie shared that she is working on two ROA's – one that will cover the courses that were once classified as General Education and will no longer be so by Fall of 2018, and another that brings courses into the General Education category that had previously not been included. These ROA's would streamline the process of approval for the Curriculum Committee. If a course is approved for General Education MOTR classification, the Curriculum Committee or a task force would need to determine how to document and connect the courses to the curriculum map. Time would be needed for that task.

Michael Booker asked if signatures from faculty will be required for these course changes. Leslie believes that they are not needed due to the initiative being mandated by the State with faculty all having been informed of the coming changes.

The council held discussion regarding including incorporating a standardized pre- and post-test system wherein the pre-test would appear in COL 101, and the post-test could be placed in a capstone-type course. These would be high-stakes assessments, tied to course grades, and would bookend the General Education Academic Skill Competency Development (ASCD) assessment, providing diagnostic, formative, and summative evaluation of the General Education program.

Other discussion included tracking student success after completion of General Education courses, but once they leave Jefferson College, they're harder to track. Surveys could be distributed to alumni, but the same tracking problem exists. Dual Credit students are easier to track.

Remaining monthly meetings for this academic year (MDHE changes may require additional meetings)

Spring 2018

- 3rd Tuesday, January 16 from 3:00 – 4:00 pm
 - Focus will be on reviewing Curriculum Committee proposals for which classes will or will not be General Education as of Fall 2018 – going to Curriculum Committee in January AND reviewing other changes related to the MOTR Core 42 statewide general education curriculum
- 3rd Tuesday, February 20 from 3:00 – 4:00 pm
- 4th Tuesday (3rd is Spring Break), March 27 from 3:00 – 4:00 pm
- 3rd Tuesday, April 17 from 3:00 – 4:00 pm
- Possibly 3rd Tuesday, May 15 from 3:00 – 4:00 pm

General Education Program Council (GEPC) meeting MINUTES

16 Jan 2018

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
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Allan Wamsley AWAMSLEY@jeffco.edu

Not Present:

- Math and Science faculty – Imran Shah ISHAH@jeffco.edu

Meeting began at 3:03 p.m.

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meeting (Dec 7, 2017) - shared via Google Doc
https://drive.google.com/open?id=1bVVb_C5Bcl2EoSB37bhF9kEtCrI2EyvcyJ1xUeRvFxc (send any corrections via email)
3. Update on 2016 MO SB997
 - a. MOTR CORE 42 (also known as the Missouri Higher Education Core Transfer Curriculum) is available on the Missouri Department of Higher Education website:
<https://dhe.mo.gov/core42.php>
NOTE that there will be edits and corrections to this information over time.
Leslie Buck noted that there are no identifying features to denote what was changed between versions of the Core 42 document, making tracking updates difficult to follow. It's not quite clear what "Under Review" means for a course in the Core 42 matrix. There is a MDHE meeting February 2nd to deal with "unresolved issues," and it is hoped some of our concerns will be addressed then.

For Jefferson College to implement these changes, the number of sections offered of some courses will increase, others will decrease, and some courses may disappear altogether. Some courses offered here seem to match up, but whether due to oversight, intentional exclusion, or other reason, they did not receive Core 42 MOTR designation. The college is currently appealing to MDHE to have 9 courses reconsidered for MOTR designation. Most are Humanities courses, but a few are Natural Science courses.

There were several concerns discussed regarding the Core 42 and MOTR designation:

- **Lecture only courses are allowed 3 credits, while lecture-plus-lab courses are allowed 4 credits. Jefferson College offers lecture-plus-lab courses worth 5 credits, so there is**

a question of what happens regarding the extra credit from the student's perspective. If a student transfers a 5 credit hour course to an institution that considers it worth 4-credit hours, the extra hour will likely be considered a "flex hour" or elective. The state seems to desire a 3 & 4 credit hour setup for classes that can be offered separately with a lab component. It is possible a single credit lab course could be taken at a later date should a student desire to do so.

- Only 4 Math courses were officially provisionally approved from Jefferson College's offerings, however the Math subject area team claimed they did not have enough time to work effectively, and Leslie Buck feels MTH 120, 110, and 150 will be fully accepted.
- Currently it is unclear what should be done about students who test into Math classes higher than 134 (MOTR MATH 130).
- Jefferson College does not have an equivalent course for General Biology (MOTR BIOL 100), as our essentials course was not designated as equivalent. Neither BIO 205 or BIO 206 equates to MOTR BIOL 100L, according to MDHE. Our Botany and Zoology courses are unlikely to receive MOTR designation, although we have applied for it.
- Many of the Humanities courses offered as General Education by Jefferson College did not make the qualifying list. Thirteen of the currently offered courses have MOTR designation. None of the Literature courses qualified, although the team may have overlooked them, and four have been sent to MDHE to appeal their lack of designation. Leslie Buck is confident these courses will be accepted upon appeal. It is unclear if "OLIT" means "Other Literature" or something else. Shirley Davenport noted that a World Literature course was under review in the version of the Core 42 document she was looking at, but it is not present in the January 8, 2018 version.
- Jefferson College's HST 201 counted for Western Civilization I (MOTR WCIV 101), but the HST 202 did not count for Western Civilization II (MOTR WCIV 102).
- Jefferson College feels the Survey Art I and II should qualify for Art History I and II (MOTR ARHS 101 and 102).
- Other foreign languages have been approved, but French has not for some reason. Drawing I counts, and Acting and Music Performance courses are under consideration.

The appeals process requires that the nine courses submitted for second review return to the MDHE faculty discipline working groups for their approval. These working groups will continue their work throughout the spring. A process will be in place to propose new courses for MOTR designation, but it is unlikely there will be any additions before Fall 2018. The courses listed as "under review" may not make it to the accepted list.

Leslie Buck noted that there have been numerous errors and mistakes in documents both submitted to and received from MDHE throughout the process, and that some working groups were more efficient than others. Shirley Davenport stated that faculty work groups were not allowed to add any courses to the lists provided them by MDHE for consideration. Leslie Buck said only two weeks were allotted to working groups to approve or reject all of the courses in the matrix.

Stacey Wilson expressed concern regarding how these changes would affect Fall course scheduling. Shirley Davenport noted that Caron Daugherty has said we'll still offer the other courses, just in fewer sections. Electives are still needed.

Going forward, there will be some students who are not completing a degree with Jefferson College, but who have taken courses without MOTR designation. These students may have some difficulty transferring credits between institutions.

- b. All Faculty meeting Friday, Jan 19 @ 2:00 pm

Information and the most up-to-date list of MOTR designated courses will be shared with faculty at the upcoming meeting. Division Chairs will be asked to be points of contact for faculty should they have questions or concerns.

- c. Curriculum Committee meeting Wednesday, Jan 24 @ 3:00 pm
 - i. ROA noting courses that will be part of JeffCo GenEd as of Fall 2018 (matched to MOTR CORE 42)
 - ii. ROA noting courses that will NOT be part of JeffCo GenEd as of Fall 2018 (no match in MOTR CORE 42 at this time)

Leslie will wait until the February Curriculum Committee meeting before she shares this information with them in order to ensure the most current information is available. Stacey Wilson noted that she must have a catalog ready by March 15 at the latest, so this delay should not put her office under too much strain. Michael Booker stressed that there is a timeline for approval of the fall schedule where division chairs are concerned, and that the earlier this information can be shared, the better.

Official Course Syllabi for MOTR designated equivalent courses must be updated to reflect these changes. Earlier statements noting “meets General Education Requirements” must be redacted and the new versions will be added at the end of the summer. Leslie Buck will work on the wording for these statements, the catalog, and other locations in order for the wording to be consistent. There must be a web link in the catalog to the MOTR course on MDHE’s website, and this is likely to require numerous edits to the catalog, as each MOTR course is expected to have its own web page.

- d. CCAC meeting in Jefferson City on Friday, Feb 2

4. General Education Program Assessment Plan update

- a. General Education Program Assessment Plan submitted to the Assessment Committee on December 14 for inclusion in the Assessment & Institutional Effectiveness Handbook draft that is due out Spring 2018 to formally document our plan - and link to HLC Assurance Argument
 - i. At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.
- b. General Education Academic Skill Competency Development (ASCD) pilot update (will work on more in a future meeting)

There may be some benefit to including a blurb or addendum in the syllabus for each Gen Ed course that states not only “this course is equivalent to MOTR xyz,” but also states which of the General Education Academic Skills Competencies are covered in the course. This means all General Education courses will be mapped to the objectives, which currently has not been done. Allan Wamsley noted that this mapping needs to take place before next fall in order for SPOL’s Assessment Module to be implemented correctly. He stated that mapping the top two objectives for each course would be acceptable for now. We’d have to make sure all of the objectives are covered and occur in at least one course each, just as was done with co-curricular. Allan also said that levels of coverage could be used for the syllabus statements, such as “This course introduces X ...” and “this course assesses X at a

higher level.” Therefore, the next General Education Program Council meeting will need to deal with curriculum mapping.

Shirley Davenport said Chris DeGeare has been working on how to update the syllabi more efficiently.

Remaining monthly meetings for this academic year (MDHE changes may require additional meetings)

Spring 2018

- 3rd Tuesday, February 20 from 3:00-4:00 pm
- 4th Tuesday (3rd is Spring Break), March 27 from 3:00-4:00 pm
- 3rd Tuesday, April 17 from 3:00-4:00 pm
- Possibly 3rd Tuesday, May 15 from 3:00-4:00 pm

Meeting ended at 4:12 p.m.

General Education Program Council (GEPC) meeting MINUTES 20 Feb 2018

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- Dean of Arts and Science Education – Shirley Davenport SDAVENP1@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luetztecke ALUETTEC@jeffco.edu, and Allan Wamsley AWAMSLEY@jeffco.edu

Not Present

- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meeting (Jan 16, 2018) to be shared today via Google Doc (send any corrections via email)
3. Update on 2016 MO SB997
 - a. MOTR CORE 42 (also known as the Missouri Higher Education Core Transfer Curriculum) is available on the Missouri Department of Higher Education website: <https://dhe.mo.gov/core42.php>
 - b. Curriculum Committee meeting Wednesday, Feb 28 @ 3:00 pm
 - i. Review paperwork

Leslie shared the documents that will be submitted to the Curriculum Committee. They include:

- **The Curriculum Committee's Curriculum Checklist for Proposal Initiator**
- **The Curriculum Approval: Record of Action Taken listing all proposed action related to MOTR CORE 42 changes**
- **The list of courses to be removed from Jefferson College's list of courses that qualify as General Education courses**
- **The list of General Education courses aligned to CORE 42 knowledge area requirements,**
- **Modifications to the Official Course Syllabus Template**
- **Replacement of General Education Matrix with General Education CORE 42 Curriculum Alignment Map**
- **Changes to the General Catalog**
- **Modifications to the A.A. and A.A.T. degree**

Leslie suggested and the Council agreed that we wait to present these documents to the Curriculum Committee until after the Committee for Transfer and Articulation Conference in order to make certain that their proceedings do not result in changes to them.

Shirley Davenport asked if every faculty member must sign the Approval Checklist as is current procedure. Leslie believes that the extremely condensed timeline that was implemented by the state mandate should enable us to expedite the process and bypass the lengthy signature-gathering process. We need to make the Catalog deadline, and there isn't much anyone can do about these changes at this point. Division Chairs' and Deans' approvals should be enough. Shirley also inquired as to whether we needed to include CTE Directors; but as it wouldn't impact them greatly, the three Division Chairs and both Deans should be sufficient. Leslie noted that all Arts and Sciences Chairs and both Deans will be added to the Approval Checklist.

Mary Baricevic remarked that the long list of removed courses means that advising becomes more critical. Leslie reminded the Council that this applies only to incoming students; those currently here can still take the classes not on the CORE 42 list, and they will still apply toward their degree. Chris Otto remarked that combining Humanities and Fine Arts diminishes and thins out any specialization opportunities for students. Leslie remarked that nothing prohibits an institution from being more specific. We could decide to be more prescriptive about our requirements. For now, we're simply meeting the deadlines. Leslie also mentioned that a Comparative Politics course is under development at Jefferson College and should receive MOTR designation, current courses under review in the social sciences are likely to be approved, and the humanities courses are being reviewed now, too. Where credit hours don't align, the Curriculum Committee must review them. Mary mentioned that BUS 168 should be on the list of courses to be removed.

The current syllabus template often incorporates the alignment statement into part C, but we are proposing to place it in a new part D as its own item and to standardize the language. It would thus be easier for faculty to pull out those statements that apply to their course. Leslie said the CORE 42 alignment map would have to be included as an attachment with the courses that are in alignment.

The course alignment mapping document will replace the General Education Matrix, which doesn't represent our current general education program. Every course will be mapped to our Academic Skills Competencies at Jefferson College. It is not expected that courses will align to every ASC. The course would also choose the academic knowledge area table that applies to it. The first column in this document means we will also need to state how the institution is assessing these things. The ASCD project covers the first table, but the rest will need to be completed soon through Council task forces. We should add a section about general education in the Institutional Assessment report template in order to prove through documentation that each department is meeting those knowledge areas. Only the courses in the knowledge area stated on the table are aligned to that table, but all courses will align to the ASC table. Allan Wamsley noted that SPOL will create the master map for us. He said that our ASCD program is more institutional level assessment, but SPOL will help us more with the course and program level assessment. Many schools are gathering artifacts at the course level and pulling that data to feed into program and institutional level assessment. Allan also mentioned that this curriculum

alignment map will help SPOL. Leslie anticipates that our course learning outcomes may not be well-liked when we begin looking at this alignment process, as many of them are covering too many things for one outcome. A concern was raised asking what to do if we discover a course has 20 learning outcomes. Leslie said it would be likely that we would simply adopt the MOTR learning outcomes associated with that course instead. For now, however, we're just asking faculty to take what currently exists and map it, unless they want to update the Official Course Syllabus for the course by Fall 2018.

4. General Education Program Assessment Plan

- a. General Education Program Assessment Plan submitted to the Assessment Committee on December 14 for inclusion in the Assessment & Institutional Effectiveness Handbook draft that is due out Spring 2018 to formally document our plan – and link to HLC Assurance Argument.
 - i. At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.
- b. General Education Academic Skill Competency Development (ASCD) pilot update (will work on more in a future meeting)
 - i. Need volunteers to go to Missouri State University Assessment Workshop in May 22-24 (Tuesday through Thursday) to participate with faculty reviewers who will assess General Goals 6, 7, 8, and 9 of MSU General Education which focus on Human Cultures.
 1. General Goal 6: Information Literacy
 2. General Goal 7: Collaboration
 3. General Goal 8: Social and Behavioral Sciences
 4. General Goal 9: Humanities and the Arts
 - ii. GEPC volunteers? Need to ask faculty as well?
 - iii. Need to solicit faculty participation in ASCD (submit student work samples from Fall 2017 or first eight weeks of Spring 2018) and go to MSU THIS WEEK
 - iv. Next GEPC meeting will work on ASCD

Since MSU's workshop takes place during our Intersession, attending should be easier for many. Council members are highly encouraged to attend. The information session for faculty participating in our ASCD will be held after this workshop in order for us to have additional trained participants on hand.

Leslie asks that all Council members think outside the box and come up with potential General Education Program assessments that could be used for the knowledge areas.

The meeting was adjourned at 4:14 PM.

Remaining monthly meetings for this academic year (MDHE changes may require additional meetings)

Spring 2018

- 4th Tuesday (3rd is Spring Break), March 27 from 3:00 – 4:00 pm
- 3rd Tuesday, April 17 from 3:00 – 4:00 pm

- Possibly 3rd Tuesday, May 15 from 3:00 – 4:00 pm

General Education Program Council (GEPC) meeting MINUTES

27 Mar 2018

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu

Not present:

- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Dean of Arts and Science Education – Shirley Davenport SDAVENP1@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu
- Allan Wamsley AWAMSLEY@jeffco.edu

Leslie Buck began the meeting at 3:05 p.m.

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meetings (Jan 16, 2018 and Feb 20, 2019) - shared via emailed Google Doc
3. Update on 2016 MO SB997
 - a. MOTR CORE 42 (also known as the Missouri Higher Education Core Transfer Curriculum) is available on the Missouri Department of Higher Education website: <https://dhe.mo.gov/core42.php>
 - i. Schedule for updating the CORE 42 institutional courses. The document will be updated by the close of business on the dates listed.
 1. Friday, March 30, 2018 (**FINAL DAY** for institutional courses to be submitted for review for 2018-2019 academic year)
 2. Friday, April 6, 2018
 3. Friday, April 13, 2018
 4. Monday, April 16, 2018 (Final Approved Institutional Courses Posted for 2018-2019 academic year)
 - b. Briefly review [most up-to-date alignment to JeffCo General Education Curriculum](#)
 - i. **Discuss possible addition of "performance classes" which are artistic creation/expression/performance classes** such as Drawing I.
 1. Right now, CORE 42 limits these "performance classes" to one class (hours range from 1-3) toward the Humanities and Fine Arts requirement but with the 5 hours for choice of general education course(s) it might be

possible for a student to take up to 8 hours of these types of classes toward their CORE 42 general education requirements. I have asked MDHE for guidance on the maximum amount that can be applied to the CORE 42 and/or AA degree but have not heard back yet.

2. At JeffCo, we have not included these types of classes in our general education program and currently all degrees include the following limit to some of these types of courses (music performance specifically).
 - a. *No more than four hours of performance credit in music and four hours of physical education activity courses may be counted toward a degree. (per Board Procedure VI-003 Associate Degree Requirements 4.b. and in General Catalog)*
3. In anticipation that we will have many more courses (currently ART 115 Drawing I is the only class with an equivalency matrix released) of this type included for Fall 2018, we need to make decisions about how to handle these classes as a group. Once MDHE clarifies things, there will be between 3-8 hours of these types of classes included in the CORE 42. If MDHE limits to 3 hours, we will likely include these 3 hours in the A.A., A.A.T., and A.F.A. general education requirements but will need to decide if the A.S. and A.A.S. (as well as specific A.A.S. degrees) will include these courses. If MDHE allows up to 8 hours toward CORE 42 general education, then we will need to decide what limits we want at our institution for all degrees and specific degrees. This may also necessitate a change in the Board Procedure which currently applies to ALL degrees. We will need to consider potential institutional limits related to accreditation requirements and articulation agreements as well as the degree requirements of transfer institutions. FYI the CORE 42 allows us to impose institutional "native student" limits within the overall framework of the CORE 42. For example, we will be including a A.A. and A.A.T. general education requirement that one Natural Science course must be from Biological Sciences and one must be from Physical Sciences (CORE 42 just states 2 courses from any of these).

MDHE is going to release MOTR updates on a regular basis, currently every Friday. They want us to tell them by this Friday (March 30) if we are missing any classes on the equivalency matrices. There are a lot of classes that don't have equivalency matrices released at all. Courses offered here that fit within the Social and Behavioral Sciences, Written Communication, and Oral Communication categories have all received their alignments, and we don't have anything that would need to be submitted for further review, even though there may not be a matrix released for a course yet. The Natural Science matrix released shows we have identified two courses that we think are missing, and they are being reviewed at this time. Three of the four courses we submitted for Math were fully approved, but Pre-Calculus was only provisionally approved. We will be submitting our Medical Ethics course for approval as well.

Humanities/Fine Arts - A list of classes with no matrices was posted. Michael Booker and Leslie Buck will be sending a list of classes to be reviewed anyway. World Literature is listed as having Mythology as an equivalent, and Shakespeare should be considered equivalent to British Literature. We're going to send the review group everything based on what other schools have had approved. We'll be pretty aggressive and make them say "no" since there are no matrices available to evaluate for similarities.

A whole class of performance courses (not just performance, but also creation and artistic expression) are proving to have a lot of problems that aren't fully addressed yet. When the core curriculum advisory committee approved the inclusion of those types of classes, it said the class must clearly support the General Education goal for Humanities and Fine Arts. What has been released thus far doesn't do that. MDHE may decide to wait a year before including them. The committee wanted to put a limit of only one of these type of classes, but those classes posted range from one to three hours. Does this mean three one-hour classes equals one three-hour class? MDHA must fix this. In the meantime, we'll assume that they will be approved for April 16. If that happens, we must decide how we'll address it for every degree we offer.

- AAS - Most of these require one communication or 1 Fine Arts/Humanities course. Most of those degrees say something like "Choose any of them." Even if MDHE approves these, "they" may be decided as a group they don't want some of them. This could cause accreditation problems. The first year, we should avoid including any performance classes counting toward general education requirements. The AAS was designed specifically as a degree for students entering the career field; allowing music and performance courses may not be the best idea.
 - AAS - English - We'll probably say that these shouldn't count.
 - AFA - Performance classes should be allowed here. They're already taking them, and the degree doesn't take 42 hours of general education anyway.
- AAT - This will probably be a conversation at the state level.
- AA - This would represent a change to the core. There could be anywhere from three to eight hours allowed from those types of classes because of the way the Core 42 is set up--nine credit hours from a list of two disciplines are needed. Of those nine, "one" can count toward the Fine Arts/Humanities requirement, while the other credits could count toward the additional five hours from any MOTR course. Leslie has asked for clarification whether this means one class or one hour. Also, she hopes to clarify whether the three hours means just three hours from Fine Arts/Humanities or can one count up to eight hours overall.

We have the power here at Jefferson College to be more prescriptive within the Core 42 umbrella with our requirements. For example, the Core 42 states that "7 hours from any 2 disciplines in Natural Science" are required. Technically, no Biology or Life Science is included. Our science faculty have decided that they want to continue saying what we've always said: "One course from Biology and one from Physical Science are needed for the AA degree." We could say "one three-hour class" or we could say no classes from that category qualify. This means for a transfer student, we would have to award them the looser version of the Core 42 general education credits, so if a student transfers in with 8 hours of Art classes, we'd have to take them. Currently only 4 Music classes will apply toward the requirement. Stacey Wilson said that the Board Procedure would have to be changed if we decided not to limit to 4 performance classes, and Leslie agreed that once the full approval lists with matrices are in place, we need to look at the Board Procedure.

Advisors will have to guide students to choose courses carefully if they plan to transfer to a private institution with a more restrictive allowance. Public institutions would have to accept a completed Core 42

as a block, even if the student's transcript is full of these types of classes. Imran Shah asked if we can look at other institutions and see what they prefer, and Leslie noted that we will have specific articulation agreements that will address these problems. We need a decision that will be in place for this Fall in less than a month. Michael added that we cannot even begin such a conversation without a matrix in place. Leslie replied that we need to have these conversations, however, since there could be unintended ripple effects.

CTE was told all of this on the 26th of March. They are starting to talk about whether they want their 18 hours of general education credit included in the matrix for the AAS.

Michael Booker raised the point that there had been a decision on the core hours for Science labs after our last meeting. Leslie said there had been, but that there was still confusion. "Seven hours from two disciplines including one course with a lab component" is the current language. Across the state, there is no consistency in how lab hours are associated with courses. We have 5 credit hour French language courses. All 5 credit hours can transfer, but only 3 will count toward the Fine Arts/Humanities, while the other 2 will be applied toward the "any MOTR course" category. We may address this again next year. Science courses like Chemistry 1 that are 5 hours will transfer as 4 credits, and the one extra hour will count toward the "any MOTR course" category. Michael noted that it's likely this will change next year. Leslie said we will probably need to change our credit hours to align. MDHE is still studying the issue, and they may say the credits should be what we have currently, or they may set a specific number of credit hours for lab courses.

Some non-MOTR classes are still required for some degrees, and these are noted in the catalog description. There are quite a few in Math, especially for the AAS, where the Math is career-focused instead of transfer-focused. Some Fine Arts/Humanities classes only count toward the AAT or AAS.

Students who take a higher level course that has a MOTR course as a prerequisite can pay the fee to have the course posted as MOTR general education credit. Stacey Wilson asked if this means that these students would meet the requirement but still need 3 hours of Math. Leslie said it's not entirely clear, so we have asked for clearer language as to whether they have to take another class.

Stacey Wilson stated that there is nothing on the schedule to alert students of the equivalency issues. She asked if we should wait until April 18th for the major revision. Leslie said that it really would only affect students who are pursuing an AAS degree, and those classes recommended for the first semester are pretty much the same. Advisors will know, and they may advise to hold off on a course until it's more clear how it will affect the student's MOTR and degree credits. It's preferred that all of the courses not be listed for degrees where it doesn't matter which course is taken. This should reduce student confusion.

- c. Curriculum Committee meeting Wednesday, Mar 28 @ 3:00 pm
 - i. **Review and discuss March Curriculum Committee proposal addendum to Feb proposal**
 - 1. Classes added since Feb meeting [List of General Education courses aligned to CORE 42 knowledge areas beginning Fall 2018 23MAR2018](#)
 - a. ECO 100 Introduction to Economics
 - b. ENG 105 Poetry and Short Story
 - c. ENG 106 Drama and Short Novel

- d. SOC115 Cultural Anthropology
- 2. Updated [List of courses that shall be removed from General Education Program beginning Fall 2018 23Mar2018](#)
 - a. **Are we missing any classes that used to General Education that are now removed?**
- 3. **[Proposed Curriculum Committee processes](#) which will be discussed at Curriculum Committee meeting (will be formalized by April)**

The basic process for creation of a new course equivalent to a MOTR course requires a proposal made to Jefferson College Curriculum Committee for approval to offer the course at Jefferson College. Once this approval is received, the course is submitted to MDHE for MOTR approval. When that is received, it returns to the Curriculum Committee for their stamp. If a current course is modified to align to MOTR, the curriculum committee would only need to approve it.

4. General Education statements to be added to [Official Course Syllabi](#)

We'd be adding a section in the syllabi that specifically states how the course is aligned to MOTR, Core 42, and various requirements of degree programs and certificates. These "fulfillment statements" can be selected as they pertain to each course.

- 5. [Changes to General Catalog, Degree Plans, and Academic Plans 28Mar2018](#)
 - a. Changes to General Catalog - [CATALOG Gen Ed and CORE 42 updates REPLACING CURRENT PAGES 54 to 76 updated 26Mar2018](#)
 - b. Updated degree plans
 - i. AA - [AA 18-19 aligned to CORE 42 23Mar2018](#)
 - ii. AAT - [AAT 18-19 aligned to CORE 42 \(3-23-18\)](#)
 - iii. AFA - [AFA 18-19 aligned to CORE 42 16Mar2018](#)
 - c. Potential changes to Academic Plans [Psychology Example](#)

Michael Booker shared a concern that we're used to having a sheet to scribble on while discussing these plans with students, and the Core 42 sheet is quite different. The sheet students and faculty work with contains the more important information. Leslie noted that we still have to put the CORE 42 information in the catalog.

- 6. **[General Education MOTR CORE 42 Curriculum Alignment Map 28Feb2018](#) and Curriculum Committee plan for GEPC to review these in Fall for inclusion in Official Course Syllabus by start of Spring 2019. These course level maps would then be added in SPOL which would create the master map for us.**
 - a. **Are there additional existing assessments that could be used for general education assessment of either academic skills or knowledge areas?**

- b. Do we want to recommend adding a specific section about general education in the Institutional Assessment report template in order to prove through documentation that each department is meeting those knowledge areas?**

c.

“Matrix” isn’t going to be the term of choice anymore in order to avoid confusion with the earlier document. Instead, “Curriculum Alignment Map” will be used. There are two of these: Each course must be aligned to the ASC table on the first map and to one of the Knowledge Area tables on the second map. These will be part of the official course syllabus.

The Curriculum Committee is proposing that we ask faculty to look at the syllabus and do their best to match up the alignments. Someone has to check it and make sure it makes sense. That will be the GEPC, and it will have to take place next year. We may need to review these as a group at our meetings in the Fall. The final version of the alignment maps would be done by Spring. They’d be attached to the syllabus as an addendum, and we could then upload these into SPOL. We would then know exactly which courses would be participating each semester to aid us in our ASCD project. This data, accompanied by exit exam information and course assessment data, will give us a large pool of data from which to complete the Institutional Assessment the next cycle.

- ii. NOTE that the plan right now is to get faculty signatures on the Approval Checklist on the final version of the proposal (Feb with March and April Addendums) for the April Curriculum Committee meeting.

Faculty must sign the Approval Checklist, so the document will be shared digitally and signature sheets will be available in the Arts and Sciences office, Health Occupations office, and the Career and Technical Education office. We can give them the catalog information that more clearly shows how the classes align with MOTR. Leslie will be cleaning up lists that were previously shared.

4. General Education Program Assessment Plan update - Tabled until next meeting due to time constraints and Allan’s absence.

- d. General Education Program Assessment Plan submitted to the Assessment Committee on December 14 for inclusion in the Assessment & Institutional Effectiveness Handbook draft that is due out Spring 2018 to formally document our plan - and link to HLC Assurance Argument

- i. At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.

e. General Education Academic Skill Competency Development (ASCD) pilot update

- i. **Need to work out more specific plan and solicit faculty to participate.**
 1. **How much money is available to pay?**
 2. **How many people do we need and how many can we afford?**
 3. **Do we need different teams for different rubrics or types of assignments?**

4. When should we schedule the sessions? June? How much time do we need/can we afford?
5. How much time should be devoted to:
 - a. Orientation to the process?
 - b. Training and Norming procedures?
 - c. Evaluating student work samples for each rubric?
 - d. Informal analysis at the end?

ii. Rough tentative plan from General Education Assessment Plan is below in italics.

1. *Recruit/select faculty (full-time and adjunct) and a few student volunteers for Academic Skill Competency Development (ASCD) Evaluation Team or Teams (tentative plan for ~20 evaluators). Ideal team includes representatives across the General Education Core Curriculum.*
 - a. *Tentative plan:*
 - i. *Faculty paid ~ \$300 for two days plus provide lunch*
 - ii. *Student get lunch and experience*
2. *Over the course of 2-day workshop Academic Skill Competency Development (ASCD) Evaluation Team or Teams:*
 - a. *Orient team members to the evaluation process (NOT grading) with team building and norms of collaboration*
 - b. *Train to use [selected rubrics](#) to evaluate Academic Skill Competency Development (ASCD)*
 - i. *Apply rubrics to Anchor artifacts (exemplars at different levels) to create team norms for evaluation*
 - c. *Evaluate artifacts (samples of student work) using selected rubrics to assign a [Performance Level \(PL\)](#) for each [Academic Skill Learning Objective \(ASLO\)](#) as well as an overall rating of Academic Skill Competency Development (ASCD) demonstrated in that student work sample*
 - i. *Performance Levels*

<i>Advanced (beyond Core Curriculum)</i>	<i>Core Curriculum Capstone Milestone</i>	<i>Minimal Milestone</i>	<i>Benchmark/Novice</i>
4	3	2	1
<i>Since these rubrics are designed for assessment throughout the entire undergraduate education, the Advanced (beyond Core Curriculum) level of development would not be expected as commonly in a single general education course.</i>	<i>For some (culminating final course assessment and/or more advanced courses), the level of expected development may reach the Core Curriculum Capstone Milestone.</i>	<i>For most (single assignment in a single general education course), benchmark/novice or minimal milestone level of development would be expected. If the assignment is a final culmination of learning at the end of the semester, you might expect a higher level of development.</i>	

- ii. *Goal is for each artifacts (samples of student work) to be evaluated by at least two different team members*
- iii. *Evaluation data for each artifact (samples of student work) with unique identifying number are entered into a Google form. (Superior to scantron because eliminates time needed for and errors related to data entry and allows richer data collection and analysis.)*
- d. *Break throughout evaluation process to get feedback on the process from participants and adjust or re-norm as needed*
- e. *Conduct informal analysis, lessons learned from the project, and potential actions to be taken in the future.*

Remaining monthly meetings for this academic year (MDHE changes may require additional meetings)

Spring 2018

- 3rd Tuesday, April 17 from 3:00-4:00 pm

Leslie noted that she hopes that by this meeting the MOTR changes will be more solidified, as MDHE says they will release the final final version of the alignment matrices for Fall 2018 use by April 16th. Stacey Wilson said this means catalog updates will be needed, too.

- 3rd Tuesday, May 15 from 3:00-4:00 pm

This meeting will definitely be used to finalize the Academic Skills Competency Development Project.

Next Academic Year Planning at next meeting

- Membership of GEPC for next year (let me know in April if you plan to continue to serve)
- Does the GEPC need to be more formally connected to existing committee structures? Should it be connected to Curriculum and/or Assessment Committee?
- Does the GEPC need a formal charge and membership?

Leslie said that we need to have a home in how the college functions. We should be formally reporting to someone more regularly. Michael Booker noted that normally taskforces and subcommittees don't have a formal document. Leslie added that the GEPC was created out of the need to build a group to address the General Education Institutional Assessment reporting requirements. The idea was entertained of making it a joint subcommittee between the Curriculum and Assessment committees. When the Council was created, Caron Daugherty advised that it should be kept as a support group, but we now know we have a need to fit into the regular committee structure of the College.

Begin planning for regular GEPC meeting day/time for Fall 2018 and Spring 2019, please bring calendar/schedule

The meeting concluded at 4:43 p.m.

General Education Program Council (GEPC) meeting MINUTES

17 Apr 2018

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
- An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
- Dean of Arts and Science Education – Shirley Davenport SDAVENP1@jeffco.edu
- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luetkecke ALUETTEC@jeffco.edu, Allan Wamsley AWAMSLEY@jeffco.edu

Not Present:

- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Library faculty – Joe Kohlburn JKOHLBUR@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous meeting 24Mar2018 will be shared via emailed Google Doc
 - a. Send any corrections to Leslie
3. Update on 2016 MO SB997
 - a. MOTR CORE 42 (also known as the Missouri Higher Education Core Transfer Curriculum) is available on the Missouri Department of Higher Education website: <https://dhe.mo.gov/core42.php>
 - i. Monday, April 16, 2018 (Final Approved Institutional Courses Posted for 2018-2019 academic year) - COMING SOON

Until this is updated by MDHE, we can't post and share the final curriculum committee documents for next Wednesday's meeting. Once the final version is posted, no changes to the course list is possible unless it's to correct a clerical error. (It was noted that Shakespeare is not considered a Gen Ed course. This may change in the future.)

- b. Briefly review [most up-to-date alignment to JeffCo General Education Curriculum](#)
 - i. Plan for addition of "performance classes" which are artistic creation/expression/performance classes such as Drawing I

Music performance courses have been approved with a MOTR equivalency number. One singing course, several instrumental band courses, and one drawing course qualify as general education. Leslie discussed these with deans and division chairs. How we handle them here depends on the degree:

- **AAS - The degree language is very prescriptive. Students are presented with a reduced set of Humanities and Communication courses to choose from to fulfill the requirement, and Performance courses will not be included.**
- **AS - Engineering degrees may be prescriptive, so Performance courses are not listed as options.**

- AFA - One drawing course will be included. Other Art and Performance courses added in the future will be part of the degree requirements. The intention is for the general education requirements to be the same for a student who might have begun with this degree but switched to a different one.
- AA & AAT - These degrees are aligned the same. Performance courses will be limited to 3 credit hours total.

The wording on the Core 42 is poor, noting that Performance courses should be “limited to one course.” Credit hours vary from course to course. We are interpreting it to be 3 credit hours. “Area” is also not well-defined by MDHE.

Some wording was clarified in the Miscellaneous block section. Michael Booker suggested removal of a statement that was confusing regarding Performance courses. He also noted that individualized lesson courses aren’t considered Performance courses. Shirley Davenport asked if these distinctions are clear to students and advisors, and Stacey Wilson assured her that they have been for some time. The drawing class is a new addition to the Performance designation.

Stacey Wilson and Shirley Davenport asked how this will affect music and physical education majors who may take 8 credit hours worth of courses in their subject areas per semester. Leslie stated that until there is clarity in terminology from MDHE, we can’t approach the board to change any policies. The council agreed that the plan as presented is as clear as it can be.

- ii. Plan for A.A. and A.A.T. general education requirement that one Natural Science course must be from Biological Sciences and one must be from Physical Sciences (CORE 42 just states 2 courses from any of these).

Core 42 is not precise with the language; they say two classes from each of the “areas” are needed, one of which has to have a lab component. Leslie said that Rob Brieler has spoken with the science faculty and they want to continue to specify that one should be from the biological sciences and one from the physical sciences. It is desired that it should mirror the AAT. Many private transfer institutions still require the distinction. In addition, there is still a state goal for what students are supposed to learn in the sciences, and it doesn’t seem like students could develop in the two areas without taking a course from each. Other degrees:

- AFA - The requirement doesn’t apply, as it only requires 3 hours in the sciences.
- AS - These degrees are heavy on physical sciences and have never had a life science requirement.
- AAS - These require six hours from either math or biological and physical sciences.

Stacey Wilson and Michael Booker noted that they are open to allowing Physics 101 or 102 for the AFA degree. Michael said that faculty have agreed, but Curriculum Committee has not yet approved the change. Leslie emphasized that this is based on the most current version of the Core 42 that exists and asked if anyone felt it should be changed before it is presented to the Curriculum Committee. No one felt there should be any changes.

Stacey said she will determine what to call transfer courses that have MOTR equivalency but are not offered here. Accepting credit in these cases will happen, but how to designate them on the transcript and build them into the degree audit has yet to be determined.

- c. Curriculum Committee meeting Wednesday, April 25 @ 3:00 pm
 - i. Review April Curriculum Committee proposal
https://drive.google.com/open?id=1eRF1qUJxhH_Lwww3y8lQdQ1CrkoBN58P
 - 1. Plan to get faculty signatures on the Approval Checklist on the final version of the proposal for the April Curriculum Committee meeting.
 - ii. [General Education MOTR CORE 42 Curriculum Alignment Map 28Feb2018](#)
 - 1. Curriculum Committee plan for GEPC to review these in Fall for inclusion in Official Course Syllabus by start of Spring 2019. These course level maps would then be added in SPOL which would create the master map for us.

Shirley Davenport noted that Medical Ethics counts as a Humanities course toward the Rad Tech degree, but that the state does not consider it a Humanities course. Leslie replied that the course is required by their accreditation board for the program. Shirley emphasized that we need to document that this course counts as a Humanities course only for this specific degree. Leslie replied that the documentation contains the notice.

Stacey asked for clarification on the assumption that an upper-level math course with a prerequisite of a Core 42 course would meet the requirement for the prerequisite course or if a student had to pay to post the credit for prior learning. Leslie said the requirement would be met, but that the credit need not be posted. Stacey asked if there were a minimum number of hours needed, and Leslie replied that it's another poorly worded piece, but the assumption is still there.

Leslie shared that when problems arise, transfer students are to be treated "in the students' best interest" according to MDHE.

All of the documents to be presented to Curriculum Committee are available for review through the above links. Any last minute tweaks needed due to MDHE changes to the final course list release will be made in time for the meeting Wednesday the 25th. Since some courses are not MOTR designated but still count toward specific degrees, we will continue to edit the Catalog as things change to make it clear for students and advisors.

4. General Education Program Assessment Plan update

- d. General Education Program Assessment Plan submitted to the Assessment Committee on December 14 for inclusion in the Assessment & Institutional Effectiveness Handbook draft that is due out Spring 2018 to formally document our plan - and link to HLC Assurance Argument
 - i. At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.
- e. **General Education Academic Skill Competency Development (ASCD) pilot update**
 - i. **Need to work out more specific plan and solicit faculty to participate.**
 - 1. **How much money is available to pay?**
 - 2. **How many people do we need and how many can we afford?**

3. Do we need different teams for different rubrics or types of assignments?
4. When should we schedule the sessions? June? How much time do we need/can we afford?
5. How much time should be devoted to:
 - a. Orientation to the process?
 - b. Training and Norming procedures?
 - c. Evaluating student work samples for each rubric?
 - d. Informal analysis at the end?

ii. Rough tentative plan from General Education Assessment Plan is below in italics.

1. *Recruit/select faculty (full-time and adjunct) and a few student volunteers for Academic Skill Competency Development (ASCD) Evaluation Team or Teams (tentative plan for ~20 evaluators). Ideal team includes representatives across the General Education Core Curriculum.*
 - a. *Tentative plan:*
 - i. *Faculty paid ~ \$300 for two days plus provide lunch*
 - ii. *Student get lunch and experience*
2. *Over the course of 2-day workshop Academic Skill Competency Development (ASCD) Evaluation Team or Teams:*
 - a. *Orient team members to the evaluation process (NOT grading) with team building and norms of collaboration*
 - b. *Train to use [selected rubrics](#) to evaluate Academic Skill Competency Development (ASCD)*
 - i. *Apply rubrics to Anchor artifacts (exemplars at different levels) to create team norms for evaluation*
 - c. *Evaluate artifacts (samples of student work) using selected rubrics to assign a [Performance Level \(PL\)](#) for each [Academic Skill Learning Objective \(ASLO\)](#) as well as an overall rating of Academic Skill Competency Development (ASCD) demonstrated in that student work sample*
 - i. *Performance Levels*

<i>Advanced (beyond Core Curriculum)</i>	<i>Core Curriculum Capstone Milestone</i>	<i>Minimal Milestone</i>	<i>Benchmark/Novice</i>
<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Since these rubrics are designed for assessment throughout the entire undergraduate education, the Advanced (beyond Core Curriculum) level of development would not be expected as commonly in a single general education course.</i>	<i>For some (culminating final course assessment and/or more advanced courses), the level of expected development may reach the Core Curriculum Capstone Milestone.</i>	<i>For most (single assignment in a single general education course), benchmark/novice or minimal milestone level of development would be expected. If the assignment is a final culmination of learning at the end of the semester, you might expect a higher level of development.</i>	

- ii. *Goal is for each artifacts (samples of student work) to be evaluated by at least two different team members*

- iii. *Evaluation data for each artifact (samples of student work) with unique identifying number are entered into a Google form. (Superior to scantron because eliminates time needed for and errors related to data entry and allows richer data collection and analysis.)*
- d. *Break throughout evaluation process to get feedback on the process from participants and adjust or re-norm as needed*
- e. *Conduct informal analysis, lessons learned from the project, and potential actions to be taken in the future.*

Allan shared that we have \$250 apiece per day for up to ten participants. The session will take a full day; Missouri State does theirs over 4 days, so we'll have a very condensed schedule. The HOP pilot last summer felt intense, but not overwhelming. Leslie felt we should offer the 10 slots to full time faculty first, then open them to adjuncts. We'll have to see who we get to volunteer before we determine whether to divide them into math-centric groups or not. The day will be structured to orient, train, and norm first thing in the morning, with Written Communication evaluation to take place before lunch. After lunch, Critical Thinking will be covered, with groups divided to cover each of the 4 rubrics identified by faculty as applying to a particular assessment. Scoring will end at 3 in order to debrief and discuss analysis informally.

It was decided to hold the session on Tuesday, June 5th from 8 AM until 4 PM. Allan noted that we'll be able to provide breakfast and lunch. Leslie asked how the data will be gathered, and Allan remarked that last summer, an Access database was used. Faculty marked their scores on paper, denoting the document number. Manual entry into the database then took place. Scantron is an option for us, but Leslie noted it might be better if we had a pre-printed scorecard to match the rubrics.

5. Remaining monthly meetings for this academic year - Spring 2018

- 3rd Tuesday, May 15 from 3:00-4:00 pm

6. Next Academic Year Planning at next meeting

- Membership of GEPC for next year (let me know in April if you plan to continue to serve)
 - General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
 - Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
 - Math and Science faculty – Imran Shah ISHAH@jeffco.edu
 - Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
 - Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
 - An Arts & Science Education Division Chair – Michael Booker MBOOKER@jeffco.edu
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 - Student Services staff - Stacey Wilson SWILSON@jeffco.edu
 - Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu, Allan Wamsley AWAMSLEY@jeffco.edu

Cindy Rossi and Mary Baricevic announced that they will not be returning to the council next year.

- Does the GEPC need to be more formally connected to existing committee structures? Should it be connected to Curriculum and/or Assessment Committee?

- Does the GEPC need a formal charge and membership?
- Begin planning for regular GEPC meeting day/time for Fall 2018 and Spring 2019, please bring calendar/schedule

The meeting was adjourned at 4:12 PM.

General Education Program Council (GEPC) meeting MINUTES

15 May 2018

GEPC membership (11):

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Career and Technical Education faculty – Cindy Rossi CROSSI@jeffco.edu
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- Student Services staff - Stacey Wilson SWILSON@jeffco.edu
- Online Learning & Educational Technology staff - Allan Wamsley AWAMSLEY@jeffco.edu

Not Present:

- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu

1. Reminder: General Education Program reference documents in GEPC google folder and hard copy binder
2. Minutes from previous two meetings 24Mar2018 and 17Apr2018 shared via emailed Google Doc
 - a. Send any corrections to Leslie
3. Planning Next Academic Year
 - a. Membership of GEPC for next year (let me know if you plan to continue to serve)
 - General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
 - Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
 - Math and Science faculty – Imran Shah ISHAH@jeffco.edu
 - Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
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 - Student Services staff - Stacey Wilson SWILSON@jeffco.edu
 - Online Learning & Educational Technology staff - Anastasia Luettecke ALUETTEC@jeffco.edu, Allan Wamsley AWAMSLEY@jeffco.edu
 - b. **Set tentative meeting day/time for 2018-19 (Fall 2018) - depending on date may schedule meeting during In-service week**
Selected - 3rd Tuesday 2:00 pm (Aug 21, Sept 18, Oct 16 or 30, Nov 20)
 1. 1st or 4th or 3rd or 2nd Friday (not on Division Meeting date) 1:30 pm
 2. 3rd Monday 3:00 pm
 3. 4th Monday 3:00 pm
 4. 1st Monday 3:00 pm
 5. 1st Thursday 3:30 pm
 6. 1st Tuesday 3:30 pm

7. 3rd Thursday 3:30 pm
8. 4th Tuesday 3:30 pm

c. Discuss questions/issues Leslie can take to Caron this summer in annual meeting/report regarding GEPC

- Leslie will comply report to activities for this year (will share with GEPC)
- Consensus is that the GEPC needs to be more formally connected to existing committee structures, Assessment Committee likely makes the most sense. Leslie will talk to Caron at summer meeting and Allen will put on Assessment Committee agenda for August meeting.

4. General Education Program Assessment

a. General Education Program Assessment Plan in the Assessment & Institutional Effectiveness Handbook

- At some point will need to be linked to Strategic Plan and Key Performance Indicators. Trish Aumann may be able to help.

b. General Education Academic Skill Competency Development (ASCD) pilot update

- **Date: Tuesday, June 5**
- **Time: 8:00 am - 4:30 pm**
- **Location: Viking Room**
- **Recruiting 10 faculty** (for pilot will just use full and part time faculty, next year maybe add a student or two). Ideal team includes representatives across the General Education Core Curriculum.
 1. Pay will be a stipend of \$250 for the day
 2. Starting with full time through Tuesday, May 15 then will invite adjunct if needed on Wednesday, May 16
 - Currently have 5 full time faculty
 - Will send request to all faculty on Wednesday, May 16. If we get more than 5 additional faculty will select based on special skills and/or academic discipline (aiming for diversity)
- **Tentative plan for the day:**
 1. Breakfast and Welcome/Introductions/Orientation to the day 8:00-8:30 am
 2. Orientation to the evaluation process 8:30 - 9:00
 3. Norming then Evaluating samples using WRITTEN COMMUNICATION VALUE RUBRIC 9:00-11:00
 4. Review and impressions of evaluation experience 11:00-11:30
 5. Lunch 11:30-12:30
 6. Overview of evaluating Critical Thinking and splitting into teams for each of the four rubrics 12:30-1:00
 - CRITICAL THINKING VALUE RUBRIC
 - INQUIRY AND ANALYSIS VALUE RUBRIC
 - PROBLEM SOLVING VALUE RUBRIC
 - QUANTITATIVE LITERACY (QL) VALUE RUBRIC
 7. Norming then Evaluating samples using rubrics 1:00-3:00
 8. Review and impressions of evaluation experience 3:00-3:30

9. Informal analysis, lessons learned, and potential actions to be taken (begin drafting short report to be completed when final data analysis is done)
3:30-4:30

- *IMPORTANT: Orient team members to the evaluation process (NOT grading) with team building and norms of collaboration*
 1. Train to use [selected rubrics](#) to evaluate Academic Skill Competency Development (ASCD) by applying rubrics to Anchor artifacts (exemplars at different levels) to create team norms for evaluation
 2. Evaluate artifacts (samples of student work) using selected rubrics to assign a [Performance Level \(PL\)](#) for each [Academic Skill Learning Objective \(ASLO\)](#) as well as an overall rating of Academic Skill Competency Development (ASCD) demonstrated in that student work sample
 - Goal is for each artifact (sample of student work) to be evaluated by at least two different team members
 - Evaluation data for each artifact (samples of student work) with unique identifying number are entered into a specially created/tailored paper form (not scantron form). NOT going to use direct entry into Google form (requires 10 computers) in case there are technical problems.
 - Will then enter data into an Access database based on the database used by the HOP last year.
 3. Break throughout evaluation process to get feedback on the process from participants and adjust or re-norm as needed.

c. Plan for summarizing and communicating General Education Program Assessment to faculty annually

- **In-service week presentation - possibly during “Day of Assessment” (possible in-service week on Tuesday afternoon or ½ a day Wednesday devoted to activities associated with assessment)**
 1. Review most recent Exit Exam data and ASCD results
 2. Set action plans related to results
 3. Introduce next ASCD (Civic Engagement and Understanding and engaging diverse perspectives)

5. General Education Program Curriculum

- a. Update on 2016 MO SB997 MOTRE CORE 42
 - MOTR CORE 42 for 2018-2019 academic year available on the Missouri Department of Higher Education website: <https://dhe.mo.gov/core42.php>
 - Curriculum Committee meeting approved Jeffco General Education Program aligned to MOTR CORE 42 and new Curriculum Committee process regarding Gen Ed
 1. Removed 43 courses from General Education (but four of those are upper level mathematical sciences which students who test into can use to fulfill GenEd)
 2. 88 courses remain with 14 of those exceptions to the MOTR for non-AA degrees
 - 13 Social and Behavioral Sciences (with one an exception)
 - 4 Communications
 - 12 Biological Sciences (with four exceptions)
 - 9 Physical Sciences
 - 10 Mathematical Sciences (with six exceptions), does not include the four upper level mathematical sciences courses students can test directly into
 - 40 Humanities and Fine Arts (with three exceptions)

- Core Curriculum Advisory Council and Faculty Discipline Groups will continue to update each year with administration by MDHE and approval of CBHE - Leslie will continue as CCAC rep
 - b. Next Steps with General Education Program Curriculum
 - **Proposals for new MOTR courses due to MDHE by TODAY Tuesday, May 15**
 1. Jeffco submitted
 - BUS168 Business Statistics
 - EDU240 Multicultural Education
 - EDU245 Literature for Children
 - PHL203 Medical Ethics
 - PHL204 Business and Professional Ethics
 - ENG250 Mythology
 - ENG235 The Shakespeare Plays
 2. CCAC will be reviewing these lists in knowledge area subgroups and will approve new MOTR courses at June 15 meeting
 3. Each institution will get list of new MOTR courses for Fall 2019 start some time this summer, then we will have to submit courses (new MOTR, changed MOTR, additional MOTR consideration) to MDHE by late Aug to early Sept (time tentative)
 4. FDG will be formed and training in Sept, then will review course equivalency in fall (done by Dec 1)
 5. CBHE will approve course at Dec 2018 meeting
 6. We will get updated lists of MOTR equivalent courses at Jeffco by Jan 1, 2019 for Fall 2019 start
 - Need to collect errors to current MOTR aligned courses and submit to MDHE for correction once the process is announced - will be updated by MDHE for Fall 2019
 - Need to ensure all A&S Academic Plans are updated by Fall 2018 - Leslie will check this summer and ask division chairs to follow up
 - Need to ensure all CTE AAS degree plans are updated by Fall 2018 - Leslie will check this summer and ask division chairs to follow up
 - Need to work with A&S Division Chairs & administrative support staff to update official course syllabi by Fall 2018 - Leslie will work on this summer
 1. ALL general education courses - add the new Curricular Alignment statements
 2. All courses removed from general education need to double check the Official Course Syllabi & redact any statements related to general education
 - **Need to plan/provide training during in-service week on completing the Gen Ed Map [General Education MOTR CORE 42 Curriculum Alignment Map 28Feb2018](#) - possibly during “Day of Assessment” (possible in-service week on Tuesday afternoon or ½ a day Wednesday devoted to activities associated with assessment)**
 - Faculty to complete rough draft of Gen Ed Map by start of Fall 2018
 1. **GEPC to review these in Fall** for inclusion in Official Course Syllabus by start of Spring 2019. These course level maps would then be added in SPOL which would create the master map for us.

6. Remaining monthly meetings for this academic year - 2017-2018
 - a. None scheduled - ASDC will be June 5

7. Meetings for Fall 2018 **3rd Tuesday 2:00 pm**
 - a. **Aug 21 (tentative plan to review /set new action plans, review status of summer assessment and plan next phase of ASCD (Civic Engagement and Understanding and engaging diverse perspective), review status of curriculum documentation updates, set plan for completing GenEd Map to be added to Official Course Syllabi in Spring 2019)**
 - b. **Sept 18**
 - c. **Oct 16 or 30**
 - d. **Nov 20**

Summary of General Education Program Council actions for AY 2017-2018

GEPC membership:

- General Education Program Coordinator - Leslie Buck LBUCK@jeffco.edu
- Communication and Fine Arts faculty – Chris Otto COTTO1@jeffco.edu
- Social Sciences and Business faculty – Mary Baricevic MBARICEV@jeffco.edu
- Math and Science faculty – Imran Shah ISHAH@jeffco.edu
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- Online Learning & Assessment staff - Anastasia Luettecke ALUETTEC@jeffco.edu and Allan Wamsley AWAMSLEY@jeffco.edu

Assessment actions

- Drafted, initiated, and continued to revise comprehensive General Education Assessment Plan - obtained formal Assessment Committee approval and published in updated Assessment Handbook
 - Includes fall work group revision of Exit Exams to include selecting new exam for AA, AS, and AFA degrees and clarification of exams required by AAT, AAS, and CTE certificates.
 - Includes addition of General Education Program ASKD Evaluation – pilot in 2017-2018
 - Artifacts of student work submitted by fulltime and adjunct faculty (faculty names and specific courses not listed as data is aggregated to reflect entire general education program not one course) from all general education knowledge areas:
 - Philosophy
 - English Composition
 - History
 - Psychology
 - Mathematics
 - Biology
 - Chemistry
 - Spanish
 - Evaluated student development of communication and critical thinking by team of 14 faculty (fulltime and adjunct), staff, and administrators – June 5, 2018
 - Brandon Whittington
 - Bruce Korbesmeyer
 - Chris Otto
 - Connie Kuchar

- Dianne Marquart
- Lindani Memani
- Mary Baricevic
- Peter Hensel
- Shanie Latham
- Anastasia Luettecke
- Diane Arnzen
- Kenny Wilson
- Chris DeGeare
- Shirley Davenport
- Includes additional student opinion survey of ASKD - pilot in Summer 2018
- Three pillars of General Education Program Assessment Plan
 - Exit Exams for all Associate degree and certificate candidates to assess student achievement of some core knowledge and some academic skills competencies (direct quantitative summative program assessment)
 - Associate of Arts (A.A.) degree, Associate of Science (A.S.) degree, and Associate of Fine Arts (A.F.A.) degree - ETS Proficiency Profile (EPP) starting in Spring 2018
 - Associate of Arts in Teaching (A.A.T.) degree - Missouri General Education Assessment (MoGEA) with passing score required by the Missouri Department of Elementary and Secondary Education (DESE) for A.A.T. degrees.
 - Associate of Applied Science (A.A.S.) degree and career and technical education certificates - ACT WorkKeys
 - Evaluation of Artifacts from General Education Program courses to assess student development of academic skills and knowledge competencies across the general education curriculum (direct qualitative and quantitative formative program assessment)
 - General Education Program Academic Skill & Knowledge Development (ASKD) Evaluations
 - Student Opinion Surveys to survey student opinions of how well the curriculum helps them develop general education academic skill and knowledge to prepare them for future endeavors
 - General Education Program Academic Skill & Knowledge Development (ASKD) Student Opinion Survey
 - Graduating Student Opinion Survey

Curriculum actions

- Updated all courses in general education program through two Curriculum Committee proposals to be consistent with MOTR Core 42 (exceptions for AFA, AAT, and AAS)
 - Total of 93 courses, plus 17 Honors versions
 - 74 MOTR aligned courses, plus 17 Honors versions

- Includes addition of 8 “performance” arts classes not previously in General Education Program
 - 19 non-MOTR course for AFA, AAS, and AAT degrees only
- Updated all degree plans and catalog pages related to general education
- Updated Curriculum Committee procedures for general education courses to include updates to Official Course Syllabus and addition of General Education Program Curriculum and Assessment Alignment Map
- Still need to ensure that all official course syllabi for course no longer in general education have any such statements removed from the official course syllabi and that courses that are a part of general education in AY 2018-19 have the newly approved statements added to the syllabus (goal by start of Fall 2018)
- Still need to map all General Education courses using General Education Program Curriculum and Assessment Alignment Map to document how each course fits within and support the development and assessment of both knowledge area goals and academic skill competencies (goal is Spring 2019)

Additional General Education Program Coordinator and Jefferson College representative on MDHE Core Curriculum Advisory Committee (CCAC) actions

- Presented curriculum and/or assessment updates at:
 - Adjunct Professional Development Day Saturday, August 12
 - Faculty in-service week Instructional Division Meeting – Tuesday, August 15
 - All Faculty Meeting – Friday, January 19
 - Honors planning meeting – Thursday, February 1
 - SRT meeting – Tuesday February 6
 - PLC meeting – Tuesday February 27, 2018
 - Faculty In-Service Day – Thursday, March 8
 - CTE meeting – Monday, March 26
 - Vice President of Instruction's Council Meeting – Thursday, April 26
- Participated in CCAC meetings
 - July 14, 2017
 - September 15, 2017
 - October 18, 2017 (Council of Chief Academic Officers meeting)
 - November 14, 2017
 - February 2, 2018
 - February 28, 2018 (Webinar)
 - April 20, 2018
 - June 15, 2018
- Attended COTA conference (sessions focused on general education) – February 21, 2018
- Participated in Missouri State University Assessment Workshop – May 22-24

Proposed actions for AY 2018-19 – all supported by VP of Instruction and Dean of A&S with *additional comments noted in italic below*

- GEPC membership
 - All members except retiring Dean of A&S plan to continue, however changes to administration structure could change which administrator(s) serve
 - *VP of Instruction recommends adding Rob Brieler given new interim role (Interim Associate Dean - Math, Computer Science & Institutional Research) related to Institutional Research and loss of A&S Dean for AY 2018-19 and consider adding an Advising and Recruitment representative such as Carrie Greer*
 - *VP of Instruction also recommends considering a student position (would be required if became a standing committee)*
- GEPC meetings are planned for once a month on third Tuesday at 2:00 pm for the fall (spring date may change due to faculty schedules)
 - Aug 21
 - Sept 18
 - Oct 16 or 30
 - Nov 20
- Review and revise previous action plans from last IA – MOTR CORE 42, updated Curriculum Committee procedures, and General Education Curriculum and Assessment Alignment Map has accomplished or nullified many of the previous action plans
- Embed General Education Program Council into the governance structure of the institution more formally.
 - Options:
 - General Education Program recognized as a formal program with status similar to other programs.
 - General Education Program Council formally connected to existing structures such as a standing full committee, a subcommittee of Assessment, Curriculum, or a joint subcommittee between both.
 - *VP of Instruction and Dean of Arts & Sciences recommend taking this issue to the Council of Chairs for consideration and then going through a process of faculty feedback to select the best option, ideally would implement solution this AY but by AY2019-2020 at latest*
 - *Leslie Buck to request being placed on the August Council of Chairs agenda to start the process*
 - *For AY 2018-19, General Education Program Coordinator will directly report to VP of Instruction due to retirement without replacement of Dean of A&S; will reevaluate next year*
- Provide training and support to faculty to complete General Education Program Curriculum and Assessment Mapping and add to general education program course official syllabi for each course

- Course assessments in each course will be mapped to specific general education academic skills and knowledge; these assessments can then be used for both course level assessment and general education program level assessment
- *Discussed the scope of this work; while we may not make the Spring 2019 completion goal we should try and then flex the completion goal based on the process*
- Report results of AY 2017-18 General Education Program Assessment to faculty, GEPC, and Assessment Committee with specific GEPC and faculty action plans developed with faculty input
 - *VP of Instruction to investigate add the meeting minutes, annual summary report, and annual ASKD results report to College website (most likely in Committees page)*
- Complete Cycle II of General Education Program ASKD Evaluation and Student Opinion Survey

Cycle	General Education Academic Skills Assessed	General Education Knowledge Areas Assessed
II	<ul style="list-style-type: none"> ● Civic Engagement ● Understanding and Engaging Diverse Perspectives 	<ul style="list-style-type: none"> ● Social and Behavioral Sciences ● Civics

- Lead faculty through process of
 - creating specific goals with Essential Knowledge SLOs for each general education knowledge areas based on MDHE goals of the general education knowledge areas (in most cases the MDHE will likely be accepted without substantial changes)
 - creating first draft of rubrics to be used in ASKD evaluation
 - *Discussed the scope of this work; while we may not make the Spring 2019 completion goal we should try and then flex the completion goal based on the process*
- Request a change in when the next IA is due (by Nov 1, 2022) for general education to coincide with General Education Assessment Plan completion of 4 cycles.
 - *VP of Instruction and Dean of A&S support this; Leslie Buck will formally request through Assessment Committee*
- Continue to explore additional assessment options
 - possible final capstone application or performance based assessment of student achievement of foundational academic skills and knowledge in conjunction with completion of the general education core curriculum
 - possible pre/post-test of general education academic skills and knowledge with assessment in FYE course then as part of capstone course or additional “exit exam” assessment (such as an essay question focused on the skills and knowledge being assessed that cycle).
- Continue to respond to general education program changes from MDHE (MOTR CORE 42) – Leslie Buck to continue to represent Jefferson College on CCAC