

UNIVERSITY CURRICULUM COMMITTEE FOR GENERAL EDUCATION
MEETING MINUTES
SEPTEMBER 6, 2023
2370 NORTH END CENTER
2:30 PM – 3:45 PM

Present: Angela Anderson, Aaron Ansell, Stephen Biscotte, Corinne Guimont, Molly Hall, Janet Hilder, Earl Kline, Victoria Lael, Jason Malone, Nicole Pitterson, Annie Ronan, Hannah Shinault Deuyour, Jeremy Sudweeks, Khanh Ngoc Tran, Sparkle Williams

Absent: Aaron Goldstein

Guests: Jenni Gallagher, Brandy Puryear

Call to order by Hannah Shinault Deuyour at 2:31 pm

Announcements:

- Reminder that Pathways assessment is on hiatus for the 2023-24 academic year
- Oct 4th meeting will be on Zoom, not in NEC (Durban U is not coming this fall)
- Pathways won the AGLS Exemplary General Education Program award

1. Welcome and Introductions

2. Proposal Review Training

H. Shinault Deuyour provided an update on the new governance process, effective this semester. The Pathways General Education Curriculum Review Committee no longer exists, so Pathways course and minor proposals will be reviewed by the Office of General Education (OGE). If a proposal requires expertise that the OGE does not have, the UCCGE will be asked to review the proposal.

Study and abroad and special study reviews will continue to be reviewed by UCCGE as well, as they have in the past.

3. Study Abroad & Special Study Reviews

The committee unanimously approved *SOC/WGS 4954: India and Social Justice* for concept 3 (Reasoning in the Social Sciences).

The committee declined to approve *ME 3954: Podcasting in Riva San Vitale* for concept 1a (Advanced Discourse) with a vote of 11 nays, 2 yeas, and 2 abstentions. The committee felt that the content should relate more explicitly to engineering since it's being offered through ME.

UNIVERSITY CURRICULUM COMMITTEE FOR GENERAL EDUCATION
MEETING MINUTES
SEPTEMBER 6, 2023
2370 NORTH END CENTER
2:30 PM – 3:45 PM

4. Full Proposal Reviews

Review of PHIL 2504: Logic and Language for Pathways concept 5f (Foundational Quantitative and Computational Thinking), CM-7475.

Unanimously approved with the following modifications:

- Page 8, remove reference to “both courses”
- Delete Pathways notations in topic syllabus

Review of MKTG 4114: Introduction to AI in Marketing for Pathways concept 5a (Advanced/Applied Quantitative and Computational Thinking), CM-8128.

Unanimously approved with the following modifications:

- Only need to align each SLO with one LO, if desired
- Inclusivity – add a sentence about how the course meets a variety of learners’ needs
- In Justification, add why there’s a restriction to junior level, especially since there are no course prereqs

5. Proposal for Assessment Revisions

M. Hall noted that any revisions to the assessment process will not need to go through governance since it will not change the curriculum. The committee did not have time to review the proposal (see Appendix A), so this item will be first on the October agenda.

M. Hall asked the group to think about what information they might need in order to make a decision about whether to approve a new process for assessment.

6. Subcommittees

Members were asked to [sign up for a subcommittee](#) by the end of this week. The subcommittees for this academic year will be:

- Advising
- Pathways Program Review
- Pathways minors

Meeting adjourned by Hannah Shinault Deuyour at 3:46 pm.

Appendix A

Pathways Assessment Redesign August 2023

Current State of Pathways Assessment and Rationale for Redesign

The implementation of VT's current general education program, Pathways, started in Fall 2018. This was the first semester assessment data were collected for the program. Data continued to be collected every semester and summer session until Spring 2020 when the process was put on hiatus due to the pandemic. Data collection started again in Spring 2021 and has continued every semester since.

Over the past several semesters, the percent of sections reporting data has ranged between 59% and 70% with large multi-section courses making up a large percentage of the assessed students. The current process has allowed VT to get an overall picture of the newly designed program. However, several issues have arisen.

Currently, there are no incentives for instructors or departments to participate in the process. In addition, given the large number of Pathways courses offered every semester, very little one-on-one assistance can be provided. At times, the data collected has not been able to be used due to various implementation/assessment issues. These include not collecting data specific to each of the outcomes covered, not measuring the approved outcomes, and not developing assessments appropriate for the outcome of interest.

Although multiple resources are available, as with any assessment process, more hands-on assistance would enable instructors to collect better, more informative data to facilitate improvement in their own courses as well as the Pathways program as a whole. An additional concern with the current plan is not providing enough time between data collection cycles for the information collected to be used effectively for continuous improvement.

Given these concerns, the following proposal has been developed.

Goals of Assessment Redesign:

- To create a process that yields enough data to evaluate the extent to which we are delivering on the promise of the program and to make improvements in a timely manner.
- To create a process that yields less—but more accurate and useable—data.
- To lessen burden on all involved with the process.
- To provide more individual support throughout the process.

Proposed Cycle:

- Hiatus/Redesign Year: Summer 2023 to Spring 2024
 - Pathways assessment data collection will be put on hiatus during the 2023-2024 academic year.
 - During this time, work will be done to finalize a new assessment process, including developing an appropriate section sampling plan for data collection.
 - Pathways course enrollments will be reviewed to determine the extent to which students are enrolling in particular courses to receive Pathways credit. If needed, a potential course of action will be determined.
 - During Summer and Fall 2023, a reasonable sampling approach will be developed and changes to the assessment process (e.g., sampling, a new cycle, elimination of summer/winter data collection) will be considered and approved by UCCGE.
 - The Office of General Education and Institutional Effectiveness will continue exploring potential enhancements to Canvas to support assessment.
- New Cycle
 - Year 1: 2024-2025 academic year
 - Data will be collected from sampled courses in every concept area.
 - Hands-on assistance will be provided to instructors and programs to develop effective assessment plans.

Appendix A

- Additional support will be provided including onboarding, office hours, and report prescreening by the Office of General Education and Institutional Effectiveness.
- Mini-grant funding and support will continue to be provided.
- Consistent and ongoing communications will be shared with deans and department heads/school directors as well as sampled instructors.
- Year 2: 2025-2026 academic year
 - Same as above for Year 1. The sample for Year 2 will not contain sections sampled in Year 1.
 - 2024-2025 data will be compiled, analyzed, and shared with stakeholders.
- Year 3: 2026-2027 academic year
 - In Year 3, the focus will be on data sharing, instructor discussions, and improvement plan development.
 - Instructor working groups will discuss and recommend changes to the Pathways program such as changes to Pathways student learning outcomes and rubrics.
 - Course-level improvements will be supported by providing professional development to instructors and programs interested in making course-level changes.
 - The Office of General Education and Institutional Effectiveness will continue to support improvements to Pathways through UCCGE.
- Year 4: 2027-2028 academic year
 - Changes discussed during Year 3 will be taken through university governance as needed including potential outcome or concept revisions, changes to rubrics based on those revisions, changes to the overall program design, assessment updates, etc.
- Cycle 2: Restart Years 1 through 4, 2028-2029 academic year
 - Restart assessment data collection.

Rationale for New Cycle:

The proposed new plan will support VT's commitment to continuous improvement by providing:

- A hiatus year to instructors as the Office of General Education and Institutional Effectiveness work to finalize a new assessment process that includes a well-designed sampling plan and assessment cycle.
- More hands-on support to instructors for the collection of better, more useable assessment data.
- A year allocated for conversation and development of necessary programmatic and structural changes.
- A year allocated to take any proposed improvements through the university governance process.
- Continuous improvement of the Pathways program.

Alignment with Relevant Institutional Requirements:

- State Council of Higher Education for Virginia (SCHEV): Policy on Student Learning Assessment and Quality in Undergraduate Education
 - SCHEV reporting for the second series of outcomes designated in Virginia Tech's assessment plan for this requirement will be reported in Fall 2023.
 - A second series of data will be collected during Years 1 and 2 (2024-2026) and reported during Fall 2026.
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 - There will be an additional two years of data collection and ½ year of improvement discussions and plans prior to the submission of VT's 5-year interim report.
 - Currently, the standard for general education is not included in the 5th year interim report. However, this could potentially change as the standards will be reviewed this year.