

Liberal Arts Council Meeting  
Campus Commons 2201  
September 17<sup>th</sup>, 3:30-5:00p.m.  
Minutes

Present: L. Amor, C. Bebee, B. Casey, C. Couch, R. Dineen, N. Geisendorfer, J. Cherico, N. Matchett, M. McKeown-Kelley, C. McMahan, H. Muller, T. Smith, A. Steele, T. Wood  
Zoom: C. McClatchey, T. Smith  
Absent: M. Berg (sabbatical)  
Guest: N. Henke, J. Elkins

Call to Order 3:35pm

Approval of the Agenda approved without objection

Approval of the Minutes of the Last Meeting ([08/27/2024](#)) approved without objection

### Reports

- Chair's Report – (Muller) –
  - Finalizing gtP/LAC Alignment – From Nancy's Report 8/27
    - Summer course cleanup: 7 courses removed from 25/26 LACurriculum due to rotation requirement (and not taught this year); 9 courses must apply for/receive gtP status or will be removed;
    - LAC Course Cleanup Project (for 25/26 catalog)
      - Course that must apply for/receive gtP status for AY 25/26 catalog
        - ANT 292: Culture & Conflict
        - ELIT 290: Diverse Children's Literature
        - GEOG 218: Emerging Asia
        - MATH 185: Number Sense and Algebra
        - MATH 186: Elements of Calculus
        - PSY 247: Adolescent Learning & Motivation
        - SCI 225: Writing on Scientific Practices
        - SCI 266 Earth & Life Science
        - STAT 111: Intro to Data Science
      - Course unable to meet 2-year requirement
        - ANT 292: Culture & Conflict
        - ELIT 290: Diverse Children's Literature
        - GEOG 218: Emerging Asia
        - MATH 185: Number Sense and Algebra
        - MATH 186: Elements of Calculus
        - PSY 247: Adolescent Learning & Motivation
        - SCI 225: Writing on Scientific Practices
        - SCI 266 Earth & Life Science
        - STAT 111: Intro to Data Science
    - gtP Status Application – Council
      - Once reaches LAC in workflow
      - CCCs will complete review of syllabus (chair can do or full CCC if needed)
      - Council will approve course as gtP

- Registrar will update course
  - Casey requested that the Registrar consider adding a gtP button to make things clearer. It was stated that the current submission process causes some confusion regarding where to click when submitting.
  - Steele requested a list of college chairs. The [leadership list](#) is linked and can be found on the provost website.
- ISR FAQ's
  - Working on list, if come up with a question we should include, let chair know. Currently:
    - What needs to happen with updated syllabi?
      - Not submit through Workflow
      - Place in College repository when next teach the course
    - What if we need to update syllabus in semester when already teaching course?
      - Update syllabus, place in college repository, and make available to students as revised course syllabus
  - Will LAC share specific syllabus reviewed?
    - The LACouncil's ISR process was explicitly designed *not* to identify individual faculty members or specific sections. The goal is to support all units in complying with UNC LACurriculum and CDHE guaranteed transfer Pathway requirements. When an LAC syllabus fails to conform to LAC syllabus requirements all we know is that there has been a communication breakdown somewhere regarding what those requirements are. The important thing is not to identify who messed up but to ensure that units adopt practices to ensure that if the Council or the CDHE pulled the teaching syllabus from any LAC/gtP course in your unit, that syllabus would contain all required elements.
    - The relevant LACCC Chairs copied on your memo can help you clarify steps your unit might take and answer any questions you have about the required elements on all teaching syllabi.
  - Should I retroactively upload an updated syllabus to the AY when found not meeting requirements?
    - No – syllabus in college repository needs to be a syllabus actually made available to students during the time the course was taught
    - State will not “go back” and pull syllabi from past AY. This is why needed to keep the college repository current.
      - Verbiage for the use of “pull” should be clarified.
- Meeting schedule Fall 2024
  - Next Meeting 10/1:
    - Kim Black attend - talk through & prepare for HLC accreditation visit.
  - October 22nd – “Off-Week” Meeting time should be “blocked” for potential meeting with HLC accreditation team
  - Since adding 10/22 meeting, will look at if can cancel 10/15 meeting

- New and Revised Courses Must be to LAC by November 1
      - Nov 5 and Nov 19 are our two meetings we have to “act” on these, do not need to have final action, but MUST be able to indicate progress.
      - Dec 3 is a meeting where we sometimes meet, keep it open for now until we see what comes through workflow.
    - Chair goal to have bylaws redrafted by Nov
  - Welcome Guest
    - Nancy Henke
      - Assistant Professor
      - Textbook Affordability Librarian
- Guest Report: Nancy Henke – Textbook Affordability Librarian
  - OER Grants and No Cost Flyers
  - No Cost Learning Materials for UNC Courses
    - State grants are mostly for OER
    - Applications are due on the 29<sup>th</sup> and wants to inform faculty that there are many no cost resources for many disciplines.
    - The goal is to provide multiple pathways that are zero textbook cost, with the hope of sharing this information with other units.
    - Her guide is mostly for LAC courses but is hopeful to grow outside of LAC.
  - Questions:
    - Are you taking information to UGC? It’ll be helpful to get the information out to other councils.
      - No, but she will consider it.
    - Have you worked with unit leaders?
      - No, this is her research to jump start the potential of working with them and expanding the resources offered.
    - Can Unit leaders let you know what should be on the list?
      - There is a suggestion section where they can give feedback and suggestions.
    - What does a pathway mean in this case?
      - Not sure yet this is just the jumpstart.
- Standing Reports
  - GE Council (Matchett) –
    - Faculty-to-Faculty Conference tentatively scheduled for Nov 1 will focus on SB24-143: Frameworks for Non Degree Credential (NDC) Evaluation. Please consider with your dean who in your college might want/need to attend.
    - CDHE released a Communications Toolkit for the Colorado GenEd Foundational Skills Credential.
      - Among the low-lift ways to “award” is to list the courses took to complete the gtP curriculum in a single block on the transcript (does not require a badging tool or cataloging as a certificate; but would appear even on a transcript if the student left without completing a degree).
      - In addition to – or instead of -- transcript block, LAC could send a letter congratulating student and highlighting what completing of their Foundational Skills means to employers (this does the same thing as a badge).
      - I plan to work with OTR on any operational constraints as well as Deans and Provost and if appropriate will bring a recommendation to LACouncil.

- Ongoing renewal of STAAs: Up this year are PSCI, Geology, ECE, Physics
      - Reminder: state statute requires that where a STAA exists, 4 year institutions who offer a bachelor's degree in that area must apply all coursework in the STAA to the 120 credit hour degree requirements and be able to graduate the student with that Dwd in no more than 60 additional credits/2 years of full time study. The coursework includes all gtp requirements.
    - World Languages getting closer to inclusion in gtP program: Council agree in principle that completion of a second world language course should count. Also agreed that what really matters is syllabi that fulfill relevant content and competencies. All WLC courses easily fulfill AH competences but current content language requiring "intermediate" communication skills is primary obstacle. At separate meeting, statewide WLC faculty developed a revised AH4 content document referencing national language learning standards and including knowledge of target language culture which will go to October GE Council for a vote.
    - Reduced Credit Bachelor Degree: This is an emerging issue – there has been a national push by some groups for a "3-year" bachelors degree that is not just 120 credit hours delivered in a more compressed time frame but actually more like 90 credits. Last spring the first accreditor approved 90-credit Bachelor of Applied Science degrees were approved in Utah and Oregon; and HLC indicated they were developing guidance for institutions they accredit. That guidance dropped last week. CDHE officials/GEC members expressed some concern that a reduced credit degree should have a different name, but the HLC guidance allows for any bachelors degree (BA, BS, etc.) to be proposed in a reduced credit format. The CDHE rule is that bachelor's degrees must be "no more than 120 credit hours" but does not indicate a minimum. The Deans are discussing the pros and cons of adding reduced credit degrees to our portfolio of programs at a retreat the end of this month.
    - No added gtP courses this month
- AVP of Undergraduate Studies (Matchett)
  - We continue to deliver curriculum workshops. New guidance is posted on OTR website.
  - There have been a lot of discussions around CPOS lately. EM colleagues are working on clarifications for faculty advisors but there are many nuances. Professional Advisors get regular Teams Training on CPOS and the calls are recorded so other folks should reach out to Stephanie Torrez if they would like to learn more. But in general, faculty members are not expected to be experts on CPOS! The main talking points for Faculty are (1) they are not expected to be experts on CPOS but they should always ask students if they are on Federal Financial Aid, and if so they should encourage the student to speak to a financial aid advisor if they are making changes to their programs (including adding a minor or second major, etc.).
- Curriculum Category Committee Reports
  - Written Communication & World Languages (Wood) – ongoing support for written communication classes doing
    - Optional training in November
    - Initiated indirect survey feedback from committee
  - History, Literature & Humanities (Smith) – HLH is working on language for indirect assessment survey. Smith will be meeting with AFS in the next week or two to review course material.

- Philosophy & the Arts (Casey) – Associate dean has nominated Casey for the PVA representative for LAC.
- Social & Sciences (McMahan) – McMahan is awaiting feedback on indirect survey.
- Mathematics & Natural Sciences (Steele) – No report
- International & Multicultural Studies (Muller) – Muller will be meeting with AFS next week and meeting with ENG to make headway for syllabus issues.
- Ad Hoc Committee Reports
  - Assessment & Curriculum (Muller) – no report
    - Report from Director of Assessment (Bebee):
      - Item under new business
  - Outreach & Communications (chair TBD) – No report

### Unfinished Business

- Mapping on Course Syllabi (ongoing)
- UNC General Education Foundational Skills Credential

### New Business

- Set Fall 2024 Timeline for CCC work on Indirect Assessment
  - Student Survey – NESSI related competency questions
  - Charge Document for CCCs
  - CCC's will provide an update at the October 1<sup>st</sup> meeting.
- Discussion: Direct Assessment Data from NPS (Category LASL/LAS1) AY 23-24
  - If relevant, current draft of LAC Assessment Plan
  - Was the assessment, one assignment for each category or was it more specific questions within an assignment?
    - It was up to the faculty on the assignment they used. LAC communicated that those courses have designations with certain outcomes and need one or more assessments that align with those outcomes.
  - Was scoring like assignment level score or specific questions?
    - Based on what was known it was an assignment level score, I haven't seen many cases that have a test blueprint that assessed specific questions.
  - Was the actual assignment scored on a 0-4 scale?
    - Yes, they used 0-4 scoring in the sense the faculty was using the rubric. It was expected that students would address the 0 in the scoring, but they did not and received a 0.
  - In the select design process, why was there such a jump in non-assessed students?
    - Bebee does not want to make any assumptions until more data is gathered, but it's possible that some faculty did not feel the assignment addressed the intended outcomes. Additional feedback will be needed. With follow-up on assignment design, outcome alignment, and further discussions, we can see those numbers increase
  - Some students were assessed, and some were not assessed in a course, do we know the reason?
    - It is currently unknown why some students were not assessed but hope to receive feedback about this. There were cases where the instructor could have submitted scored after the deadline and that showed that all those students were not assessed or said they were submitted but were not. There are a variety of causes that will be uncovered.

- What happens if students drop or withdraw from the course?
  - Students dropping the course generally does not impact assessment unless they drop very late in the semester, which could cause issues.
- UNC performed well, assessing over 80% of students on the first attempt. Receiving feedback from faculty and refining the process will be very helpful.
- Muller and Bebee plan to conduct focus groups with departments to check-in and receive feedback on the process. Followed by another meeting this time inviting chairs and talk through the data and questions as a group. A self-report will be distributed about their process after.
  - Each program can be provided with their specific data.
- Each course is identifying assignments that they will grade for the course and assign a rubric score for assessment through canvas.
  - They can simultaneously assess and grade those assignments without affecting assessment score.
- Will want to talk about what follow up do we want to do with this data
  - Muller and Bebee will follow up with units about the process and see what they want to do with the data.
  - Bebee will now need to share the data with the faculty.
- Summary data from each course that was assessed has been extracted from the dashboard.
  - Courses that belong together in a program can be bundled and both aggregate total aggregated data shared for comparison. They will be asked questions such as, what do you see in the data? Are those outcomes showing up in those assignments?
  - Files are ready, Bebee will just need a communication plan that entails items such as a timeline and final summary report.

Comments to the Good of the Order

Adjournment 5:02pm