



**General Education Committee
Minutes**

April 13, 2026

Present:	Jennifer Lodine-Chaffey	Melinda Tilton
	Hope Dewell Gentry	Emily Arendt
	Mara Pierce	Joseph Bryan
	Eric Gilbertsen	Eileen Wright
	Bryan Grove (ex-officio)	
Absent:	Carly Waddoups	Leigh Ann Ruggiero
	Jason Comer*	Hashini Herath*
	Ryan Butler*	Karen Washburn
*excused		

The meeting was called to order at 3:01 p.m. in LA 627.

I. ACCEPTANCE OF MINUTES

The minutes of March 9 were accepted as presented.

II. DISCUSSION/ACTION ITEMS

A. Finalize Close the Loop Letter for Think Critically

Since the NWCCU visit told us to finish the assessment cycle, their language was included in the letter. The table of Program Learning Outcomes illustrates we removed one of the outcomes this year. It was noted that we should put a footnote on the struck outcome to make it clear. A few editorial changes were made to the letter, and it will be emailed out to all faculty.

B. Review Advising Slide for Summer Registration Sessions

The slide was revised with additional language.

C. Plan for Fall: Meeting with Department Chairs & CTL Workshop

Melinda Tilton will be at the Chairs meeting on August 24 (time to be determined), which is the day before faculty return. Emily Arendt and Jennifer Lodine-Chaffey will already be attending, and will help present. They will likely not have a lot of time, so they will present the Close the Loop letter. It was suggested they also bring the courses mapped for Communicate Effectively as well as the rubric, and ask if the Chairs want any other courses included.

The CTL workshop will be September 1 at 10:00 a.m. All faculty teaching a course mapped to Communicate Effectively will be included, and a calendar invite attached. They will be asked to bring a laptop and their syllabi for the coming semester. We can take 15 minutes to have them think about what assignments on their syllabi apply to the rubric. Then, we can remind all of them that the Gen Ed Purpose Statement and their chosen Program Learning Outcomes should both be included on syllabi.

The session should begin with a bit of history of why we are doing this assessment, demonstrating the value. We can also explain what we mean by a student artifact. Providing samples that show how a student achieves (or maybe just progresses) an outcome from previous rounds will be helpful.

Melinda Tilton, Hope Dewell Gentry, and Jennifer Lodine-Chaffey will be at the workshop.

Melinda Tilton and Emily Arendt are going to work over the summer on a history of the assessment process to be posted to the Gen Ed Committee's website.

The authentic assessment we are doing, using student work, means a lot. We have changed the conversation on Gen Ed. We are finishing the first round of assessing all four categories. We have reshaped Gen Ed!

The meeting adjourned at 4:00 p.m.

Respectfully submitted, Rita J. Rabe Meduna.