

**General Education Committee  
Minutes**

September 8, 2025

**Present:**

Carly Waddoups	Jennifer Lodine-Chaffey
Melinda Tilton	Hope Dewell Gentry
Emily Arendt	Mara Pierce
Leigh Ann Ruggiero	Joseph Bryan
Jason Comer	Hashini Herath
Ryan Butler	Karen Washburn
A.J. Otjen	Eileen Wright
Bryan Grove (ex-officio)	Aaron Schultz (ex-officio)
Kathleen Thatcher (ex-officio)	

**Absent:**

\*excused

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The meeting was called to order at 3:00 p.m. in LA 627.

I. ELECT CHAIR FOR 2025-2026

- Emily Arendt nominated Melinda Tilton for Chair.

There were no other nominations.

- Melinda Tilton was elected by unanimous consent.

II. ACCEPTANCE OF MINUTES

The minutes of April 14 were accepted as presented.

III. REPORTS

**The College Experience Course (COLS 108)**

There are 17 sections of COLS 108 running this semester! Almost all of them are full, with only a few open seats.

The TCE Subcommittee will meet later this week to work on keeping this course sustainable. There will be a discussion of how to pay for courses not taught in load, as our Provost has changed since this project began. The Subcommittee hopes to put out a call soon for proposed courses, so we can schedule a year in advance.

#### **NWCCU Year 7 Visit: Kathleen Thatcher**

Ms. Thatcher noted that the NWCCU visit will be October 8-10. Please review the E.I.E. report, but especially section 1.c.6., which is all about the Gen Ed curriculum and how we evaluate it. The peer review team will likely ask to meet with some or all of the GEC members. Please also review the MSUB mission statement, as they evaluate us within the context of the mission statement. Don't cancel class to meet with the peer reviewers, but do make every effort to attend those meetings.

She also noted that the mission statement will be updated as part of the strategic planning process, to roll out a new mission statement with our centennial celebration in 2027.

#### **Close the Loop Letter to Faculty**

The close the loop letter was so good, it was added to the E.I.E. report.

### **IV. DISCUSSION/ACTION ITEMS**

#### **A. Fall 2025 Think Critically Assessment Process**

6. Locate and evaluate information from multiple sources
7. Synthesize evidence to construct logical arguments

This semester we will assess 40 courses, 16 of which meet both outcomes. The artifacts from last year's assessment process led us to believe we need more assistance, more reviewers from content areas outside of the committee members' disciplines. It was noted that there are two ways to do this kind of assessment: (1) the committee reviews the artifacts using the rubric, perhaps with help from other faculty, or (2) the instructor supplying the artifacts also assesses them using the rubric. If we change our process to the second option, we will need to get the word out to those instructors, and likely some training, as soon as possible. It was noted that putting the work of the assessment on the instructor will make it less likely to be completed. We don't want to add additional responsibilities to an already full workload for faculty. If we do want to move in this direction in the future, we can plan for training ahead of time.

It was noted that the rubric we have drafted for assessing Think Critically courses does not differentiate between the two outcomes. A subcommittee needs to revise the rubric so we can get it out to those instructors whose courses are on the list this Fall. The following members volunteered to revise the Think Critically rubric: Hope Dewell Gentry, Leigh Ann Ruggiero, Aaron Schultz. They will revise the rubric by the next meeting on October 13.

The tasks for this Fall:

- Email instructors of the 40 courses that the assessment for Think Critically is happening this semester.
- After the October meeting, when the rubric is finished, second email to instructors with the rubric and another reminder.

- Possible message to department chairs to verify that the 40 courses are, in fact, appropriately mapped to the two Think Critically outcomes.

It was noted that the Qualtrics for gathering the artifacts from instructors will be updated to ask which assignments/artifacts are achieving which outcomes.

The Center for Teaching and Learning will do a workshop with the GEC on the assessment process.

## **B. Revising Outcomes**

After we completed Problem Solve last year, it was noted that learning outcome 5 (Use quantitative and qualitative information to provide solutions to social and/or ethical problems) is not happening in our Gen Ed. Do we need to revise it? Eliminate it? Further, it was noted that outcome 4 (Use scientific methods to solve problems) will need revision, since we no longer require a lab in Gen Ed. These will be discussed at the next meeting.

The meeting adjourned at 4:28 p.m.

Respectfully submitted, Rita J. Rabe Meduna.