

University Curriculum Committee for General Education

Meeting Minutes

May 5, 2021

Conducted by E-mail

1. 2021-2022 Committee Assignments

If you have not already done so, please let Jenni (jennigal@vt.edu) know whether you plan to return to UCCGE next year. If you are not returning, but know who will be replacing you, please pass along that information as well.

2. Looking Forward: Items for UCCGE Consideration in AY 2021-22

- Foundational/Advanced issue for Discourse and Quantitative and Computational Thinking. Discussion of the requirement of the 6 credits of foundational + 3 credits of advanced, its impact on a couple of unique student situations, and potential options for flexibility.
- Ongoing challenges in the assessment process (e.g., instructors' difficulty with identifying the outcomes that they are required to assess).
- Study abroad/special study approval system.

3. Subcommittee Year-End Reports

Advising

The Advising Subcommittee explored data from multiple years of first-year Pamplin College of Business students to determine trends in the ways that Pathways Concepts are fulfilled. We discovered batch registration, including verbal agreements between colleges/departments, makes a big difference in what students take. Batch registration is when the colleges insert students into typical courses needed for logical progression in their first semester with the opportunity to adjust their schedules at orientation.

Looking ahead to next year, the Advising Subcommittee plans to create brief surveys for colleges and departments about their plans for batch registration with the new course registration system to be implemented in 2021-2022. We also plan to explore ways for Pathways courses to be advertised to students as part of the orientation process in general to expand choices for students.

Assessment

The Assessment Subcommittee focused on the development and implementation of the new Pathways Assessment Mini-Grants. About 40 Part I grants were awarded during the Spring 2021 semester, reaching over 75 instructors. Both Part I and Part II grants will be offered during the 2021-2022 academic year. Molly had many productive conversations with Spring 2021 grantees regarding ways to improve Pathways assessment plans so that instructors can collect more useful data. The committee is looking forward to some of the assignments submitted by Spring 2021 grantees being used to help populate the Collaboratory.

The subcommittee also announced the release of 2019 assessment data, which can be accessed [here](#).

Next year, the Assessment Subcommittee would like to explore what else the university (e.g., UCCGE, the Office of General Education, the Institutional Effectiveness unit) can do to support Pathways instructors and obtain high quality Pathways data. They also plan to review and discuss data collected during the Spring 2021 semester, and consider what changes/improvements to the Pathways program or process could be helpful.

Collaboratory

This year, the Collaboratory Subcommittee identified the purpose, audience, and desired technical specifications for the Collaboratory: an online resource for Pathways instructors to access outcome-aligned assignments and assessments. We identified a platform to be used for the Collaboratory (Canvas Commons), created instructions for how to search within it and download resources, and have begun populating it with test entries.

Looking ahead to next year, the subcommittee expects to have the Collaboratory up and running by early fall semester, and looks forward to gathering feedback from the UCCGE for continued improvement.