

Council on General Education Minutes

May 4, 2017– 3:30 p.m. – Stipes 501

Spring 2017 CGE Membership

Betsy Perabo	Program of Liberal Arts and Sciences	(Multicultural)
Keith Holz	Art	(Humanities/Fine Arts)
P.K. Babu	Physics	(Math/Natural Sciences)
Darcy Plymire, Chair	Kinesiology	(Human Well-Being)
Jongnam Choi	Geography	(Social Science)
Krista Bowers Sharpe	Library	(At-Large)
Kathleen O'Donnell-Brown	English	(Basic Skills/Writing)
Jonathan Day	Political Science	(Social Science)
Steve Bennett	Geology	(Math/Natural Sciences)
Ute Chamberlin	History	(Humanities)
Gary Daytner	Educational Studies	(At-Large)
David Zanolla	Communication	(Basic Skills/Public Speaking)
Maggie Walsh	Student Government Association	
Kyle Mayborn	College of Arts and Sciences	(Ex-Officio, Dean's Council Rep.)
Nancy Parsons	Office of the Provost	(Ex-Officio, Provost's Rep.)
Michelle Yager	Advising Center	(Ex-Officio, COAA Rep.)

GERC Members

Gordon Pettit	Philosophy	(Arts & Sciences)
Marty Maskarinec	Computer Science	(Business & Technology)
Emily Shupe	DFMH	(COEHS)
Marjorie Allison	English	(Past Chair, CGE)
Diane Sandage	Sociology & Anthropology	(Past Chair, CGE)
Cheryl Bailey	Communication	(Fine Arts and Communication)
Richard Filipink	History	(CAGAS, ex-officio)

Invited Fall 2017 CGE Members

Kishor Kapale	Physics	(Math/Natural Science)
Mike Lukkarinen	RPTA	(Human Well-Being)

Elected Members Present: O'Donnell-Brown, Bennett, Chamberlin, Perabo, Plymire, Walsh, Holz, Day, Babu, Bowers Sharpe, Zanolla, Daytner, Choi, Kapale.

GERC Members Present: Allison, Sandage, Bailey, Pettit, Maskarinec, Shupe.

Elected Members Excused/Absent:

GERC Members Excused/Absent:

Ex-Officio Members (CGE/GERC) Present: Mayborn, Parsons, Yager.

Ex-Officio Members Excused/Absent: Filipink.

Chair Holz called the meeting to order at 3:30 p.m.

Minutes from 4/20 were proposed for approval. Bowers Sharpe moved to approve; Babu seconded. Minutes approved.

Additions to the agenda – motion to remove item #8 as redundant. Walsh moved; Daytner seconded. Approved.

Roll Call and welcome new members – Kishor Kapale was welcomed to the committee.

Announcements – none.

New Business election of 2017-2018 officers:

Nomination for Chair – Plymire moved to elect Keith Holz as chair; Chamberlin seconded; Holz elected by acclamation.

Nomination for Secretary – Holz moved to elect Day as secretary; Kapale seconded; Day elected as secretary by acclamation.

Nomination for Vice-Chair – O'Donnell-Brown moved to elect Chamberlin; Choi seconded; Chamberlin elected by acclamation.

Reports:

Nancy Parsons – She has sent a note to all program chairs informing them that spring and summer assessment data and impact reports are due to her by October 6, 2017.

Kyle Mayborn – none.

Michelle Yager –none.

Faculty Senate/Articulation Requests – Plymire reported that several requests have been received from Minot State and are being reviewed. She has requested more data on these courses. Holz will handle articulation requests during the summer per established practice.

Discussion of Recent Assessment Data:

Dr. Parsons asked that CGE consider establishing a small sub-committee of 3 to examine the assessment data from the last several years in order to ascertain how well Gen Ed classes are meeting the objectives of General Education. This has not been consistently done since 2011. The committee will be responsible for analyzing the data. The analysis could be communicated to departments to help them use the results more productively for improvement. The committee's results will also be presented to the HLC during the next review in 2020.

Daytner moved to establish this sub-committee; Kapale seconded. Motion approved.

Zanolla moved to compose the committee in the fall; Kapale seconded. Motion approved.

The committee will be established at the first meeting in the fall.

Old Business:

Reports from the 6 subcommittees (beginning with Natural Sciences/Math):

Natural Sciences/Math: Bennett; Maskarinec; Babu.

Discussion was held about the report* they posted to the Google site:

The subcommittee still has concerns about the sequencing in math.

Math 099, 100, and 101 are not in Gen Ed but are connected with math competency, which is a Gen Ed concern. Maskarinec reported that the Math Department is examining the issues connected with these courses.

About 50% of incoming freshmen are required to take 099 and only 60% of them are passing it on the first try. There is some conjecture that this failure rate is connected with the failure of students to buy the textbook, which is necessary for taking quizzes. Students, anecdotally, report that they find 099 more difficult than 100.

Math 101/102 are in general education but 128 and 129 are not. Math 133 (calculus) is in general education.

CAGAS receives a lot of appeals of 128/129.

It was suggested that someone from the math department (possibly Boris Petracovici) be invited to a fall meeting to discuss what seems to be general education inconsistencies.

Questions were asked about the natural sciences. Some of our peer institutions break them into physical and natural. That has not been looked at here as there have been no concerns expressed.

No vote was taken on this subcommittee's report as not all issues have been resolved.

Multi-Cultural/FLGI: Perabo; Sandage; Allison; Bowers Sharpe.

Discussion was held about the report* they posted to the Google site:

Ideally, the committee would like to raise the multi-cultural requirement from 3 to 6 hours: one course emphasizing cultural diversity in the United States and one emphasizing cultural diversity in the world. They believe the University should emphasize our commitment to cultural diversity in all forms, especially in view of the increasing globalization of our world.

As they believe that an increase in semester hours is not supportable at this time, they are recommending we leave the requirements as they are now: FLGI as a graduation requirement and MC as a general education requirement.

Other concerns were raised:

If it is virtually impossible to fulfill gen ed requirements without having included a GI class, why are we requiring a separate class? We have no actual statistical data on this and FLGI is a graduation requirement. Departments decide on fulfillment of FLGI.

There has been some discussion in Faculty Senate and here about how many multi-cultural courses are at the 300-level. General education courses are otherwise required to be 100 or 200-level, broadly configured courses in disciplines. Some advantages to allowing 300 MC courses are that they are attractive to transfer students and the concepts presented in the courses are often more appropriate for higher level students.

Some faculty believe that classes with an MC designation have different course content than those same classes without the MC designation. There is more recognition of the concepts of multi-culturalism.

There was some discussion of adding 3 hours and allowing students to double-dip classes to fulfill the 6 hours. There was also a suggestion of allowing students to have 3 hours of electives in general education to fulfill with any course they desire. If double-dipping were allowed, would established gen ed course be allowed to petition for MC status to allow for double-dipping?

Maskarinec will write up a proposal for the first meeting in the fall.

Human Well-Being: Plymire; Shupe; Yager.

Plymire summarized their recommendations and report*:

Fin 101 should be a graduation requirement or combined with Univ 100. There was also a suggestion to have each be an 8 week course.

The committee recommends restricting Human Well-Being (as before) to the categories of RPTA, Kinesiology, and Nutrition.

Chair Holz thanked former Chair Plymire for her service to the committee.

Meeting adjourned at 5:04 p.m.

*Reports are attached to these minutes as appendices.

Report to GERC on Multicultural Category
For May 4, 2017 GERC meeting

After careful and extended discussions and review, the subgroup charged with examining the multicultural category and its relationship to global issues courses has concluded that both the general education multicultural category and the global issues requirement serve to promote the mission statement of the University and should both remain in place.

While there has been discussion about possible overlap as well as difficulty for transfer students who often do not transfer in with either requirement completed, we strongly feel in the current national and international climate we need to foster and extend students' engagement in questions of diversity both within the United States and globally.

Further, we believe WIU should highlight the connections between the multicultural general education curriculum and the FLGI requirement as in line with, and underscoring and supporting, the university's values and mission.

As of December 2016, WIU's student population is 32.5% minority, and international students constitute 5.4% of the Macomb and Macomb extension campus. Highlighting (and eventually even extending) the multicultural and global components of general education will signal the university's commitment to its minority and international students by emphasizing that diversity is an important subject of serious academic inquiry, and that, although WIU is a regional comprehensive university in a rural area, their fellow students are being educated in issues that extend far beyond Macomb. This commitment can also be highlighted in ongoing efforts to increase international student enrollment. Supporting these two populations is important for educational reasons – our mission specifically mentions global perspectives – but is also pragmatic and fiscally responsible.

Thus, we should highlight these two requirements as a distinctive feature of our general education curriculum, designed to emphasize the importance of Western's diverse student population and its efforts to internationalize the campus and increase the number of students from other countries.

Human Well-Being Statement

The General Education category of “Human Well-Being” was created to expose students to critical knowledge and values of physical health and fitness to be found in the Health Sciences, Kinesiology, and Recreation. The mission of Human Well-Being is still viable today. Given the twinned challenges of obesity and inactivity students need to understand how diet, exercise and recreation contribute to a full and fulfilling life.

We believe Human Well-Being ought to remain part of the General Education curriculum as a separate category to provide students with a grounding in Health Sciences, Kinesiology, and Recreation. However, we do recommend some changes to current course offerings in Human Well-Being.

The General Education category of Human Well-Being also defines itself using terms congruent with the concept of wellness, that is, the idea that people are well when they are spiritually, intellectually, mentally, physically, and economically healthy.

The wellness based definition of Human Well-Being has allowed UNIV 100 and FIN 101 to argue that they belong in the category. The arguments in each case are rhetorically sound. However, there is precedent for rejecting rhetorically sound arguments from proponents of courses that do not fit the *intent* of the category that they propose to join. One example of this was the CS 100 class proposed a couple of years ago. The proponents of that course eloquently argued that CS 100 belonged in Communication Skills. Despite its eloquence, that argument and the course were rejected because they did not fit the intent of the category, which is to introduce the skills of college writing and public speaking.

We argue that UNIV 100 and FIN 101 likewise do not fit the intent of the category of Human Well-Being, which is to inculcate and educate students in the value of a healthy lifestyle including; Nutrition, Kinesiology and Recreation. The addition of those courses to Human Well-Being has diluted the category to a catch all where nutrition, fitness, and recreation are only one of a seemingly limitless number of ways to be well. While that may be a fine rhetorical argument, it allows students to avoid knowledge and consideration of their physical selves and therefore, dilutes their General Education.

Secondarily, we argue that UNIV 100 and FIN 101 are not truly General Education courses. Both courses are designed to help underprepared students to deal with the demands of college and adult life. They teach particular skills and abilities necessary for college success and a well-lived life. However, they are better defined as life skills than as General Education.

We recommend, based on the above arguments, that UNIV 100 and FIN 101 be removed from the Human Well-Being category. We also recommend that FIN 101 be folded into UNIV 100, as we have been persuaded by Dr. Woodruff that FIN 101 has a positive influence on student retention. Since we believe these two courses are valuable sources of life skills, we recommend that they be positioned as graduation requirements, taken by incoming first-year students. The model for this positioning would be that suggested by Marty Maskarinec in his presentation to the committee. We recommend creating a University category, outside of General Education, to

house UNIV 100, UNIV 200 (Career Exploration), and UNIV 390 (Career Preparation). If UNIV 100 was removed from the Human Wellbeing category, it would open the curriculum to other topics related to being a master student such as budgeting a meal plan, an introduction to studying abroad, conflict resolution, etc. Finally, it was recommended to offer the course during the first eight weeks of the freshman's first semester, meeting twice a week. This would front load the information prior to when it's needed, giving students a better chance of being a master college student.

When reviewing how Western Illinois University compares to other institutions regarding the category of Human Well-Being, it should be noted that many other universities no longer have this component as part of the general education. The fact that WIU continues to provide students with courses regarding Human Well-Being as part of the general education should be viewed as a proactive measure and an asset to the overall general education. The inclusion of these courses into the general education curriculum demonstrates the empathy that Western Illinois University has for the students. We care about the overall health and wellness of those we serve, and not just the income they provide.

Natural Sciences and Mathematics General Education Summary

Existing Catalog Language:

General Education Goals

Part A—Mathematics Competency

Competency in baccalaureate level mathematics enables students to successfully engage in the mathematical thinking encountered in undergraduate studies and in daily living. Central to this competency is the ability to solve problems, to use mathematical modeling, and to evaluate mathematical calculations and reasoning. Students are expected to express and interpret mathematical information in written and oral forms and to use technology (calculators, computers, etc.) appropriately.

Part B—General Education

Studying the natural sciences and mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

Proposed Addition to Catalog Language:

The analytical and problem solving skills students acquire from Mathematics and Natural Sciences General Education courses are extremely valuable in all other fields and they will immensely help them in their career paths.

Summary

- The Natural Science and Mathematics category contains:
 - 29 Natural Science and 9 Mathematics courses from 7 departments (Table 1)
 - 24 lab courses (Table 1)
 - 4 FYE courses (3 of which are also lab courses, Table 1)
- Total semester course enrollments have remained relatively stable, ranging from a high of 3604 (Fall 2014) to a low of 3023 (Spring 2015, 16% difference) (Table 2)
- All courses within the category have been offered in the past three academic years with the exception of MATH 138 and MATH 139 (Table 2)
- With the exception of specialized courses for teacher education, most courses have enrollments of >75% of capacity during the past three academic years (Table 2)
- Enrollments by department are, from greatest to least: Mathematics, Biological Sciences, Chemistry, Physics, Geology, Geography, Computer Science (Figure 1)
- Summer course enrollments by department are, from greatest to least: Geography, Geology, Mathematics, Physics, Biological Sciences, Chemistry (none), Computer Science (none) (Figure 2)
- Online course enrollments have increased each academic year (Figure 3)

- Online course enrollments by department are, from greatest to least: Geography, Geology, Physics, Mathematics, Computer Science, Biological Sciences, Chemistry (none) (Figure 3)

Table 1. Courses by Department

Biological Sciences

BIOL 100 – Biological Concepts^{L,V}
 BIOL 101 – Biological World^L
 BIOL 181/GEOL 181 – Integrated Science I^L
 BIOL 204 – Human Biology^L
 BOT 200 – Introduction to Plant Biology^{L,V}
 ZOOL 200 – Introduction to Animal Biology^{L,V}

Chemistry

CHEM 101 – General Chemistry I^L
 CHEM 102 – General Chemistry II^L
 CHEM 150 – Contemporary Chemistry^L
 CHEM 201 – Inorganic Chemistry I^L
 CHEM 202 – Inorganic Chemistry II^L

Computer Science

CS 114 – Introduction to Computer Science
 CS 214 – Principles of Computer Science

Geography

GEOG 108 – Digital Earth^L
 GEOG 121 – Planet Surface^L
 GEOG 182/PHYS 182 – Integrated Science II^L
 METR 120 – Introduction to Weather and Climate^L

Geology

GEOL 110 – Introduction to the Earth^L
 GEOL 112 – History of the Earth^L
 GEOL 113 – Energy and Earth Resources
 GEOL 115 – Oceanography
 GEOL 181/BIOL 181 – Integrated Science I^L

Mathematics

MATH 101 – Basic Concepts of Math
 MATH 102 – Mathematics for General Education
 MATH 123 – Modeling with Mathematical Functions
 MATH 133 – Calculus with Analytic Geometry I
 MATH 134 Calculus with Analytic Geometry II
 MATH 137 – Applied Calculus I
 MATH 138 – Applied Calculus II
 MATH 139 – Applied Linear Algebra with Finite Mathematics
 STAT 171 – General Elementary Statistics

Physics

PHYS 100 – Physics for Society^L

- PHYS 101 – Introduction to Astronomy
- PHYS 114 – Applied Physics
- PHYS 115 – Applied Physics
- PHYS 150 – Energy and the Environment
- PHYS 182/GEOG 182– Integrated Science II
- PHYS 211 – University Physics I
- lab courses
- FYE courses (2 total)

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Table 2. Enrollments and Percentage of Capacity for Natural Science and Mathematics General Education Courses

	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27			
	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%	Enroll	%		
Biological Sciences																		
BIOL 100	358	70%	220	76%	-----	-----	356	70%	217	97%	-----	-----	321	60%	243	95%	-----	-----
BIOL 100Y	36	100%	-----	-----	-----	-----	31	97%	-----	-----	-----	-----	37	97%	16	89%	-----	-----
BIOL 101	-----	-----	127	99%	-----	-----	-----	-----	124	97%	-----	-----	-----	-----	88	92%	-----	-----
BIOL 181/GEOL 181	-----	-----	-----	-----	-----	-----	2	13%	-----	-----	-----	-----	8	80%	-----	-----	-----	-----
BIOL 204	20	83%	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	15	75%
BOT 200	126	66%	95	79%	-----	-----	126	66%	113	67%	-----	-----	110	76%	109	75%	-----	-----
BOT 200Y	17	94%	4	27%	-----	-----	18	100%	-----	-----	-----	-----	19	106%	-----	-----	-----	-----
ZOOL 200	139	72%	141	84%	-----	-----	153	80%	135	94%	-----	-----	118	70%	132	79%	-----	-----
ZOOL 200Y	32	100%	5	33%	-----	-----	38	97%	14	70%	-----	-----	50	100%	-----	-----	-----	-----
Chemistry																		
CHEM 101	178	94%	129	95%	-----	-----	194	90%	137	81%	-----	-----	200	83%	136	85%	-----	-----
CHEM 102	40	80%	101	80%	-----	-----	38	69%	80	62%	-----	-----	48	96%	72	80%	-----	-----
CHEM 150	36	100%	21	88%	-----	-----	63	88%	19	86%	-----	-----	44	92%	20	91%	-----	-----
CHEM 201	146	91%	79	92%	-----	-----	162	88%	91	101%	-----	-----	145	91%	85	85%	-----	-----
CHEM 202	67	84%	94	67%	-----	-----	53	88%	121	98%	-----	-----	72	86%	98	93%	-----	-----
Computer Science																		
CS 114	-----	-----	-----	-----	-----	-----	65	93%	71	101%	-----	-----	63	91%	126	90%	-----	-----
CS 214	-----	-----	-----	-----	-----	-----	78	83%	38	68%	-----	-----	73	73%	38	68%	-----	-----
Geography																		
GEOG 108	31	103%	29	97%	-----	-----	29	97%	29	97%	-----	-----	25	83%	27	90%	-----	-----
GEOG 121	27	54%	64	80%	49	82%	50	71%	34	113%	30	86%	59	84%	66	83%	24	60%
GEOG 182/PHYS 182	-----	-----	-----	-----	-----	-----	-----	-----	4	40%	-----	-----	-----	-----	7	70%	-----	-----
METR 120	190	79%	222	97%	56	93%	179	69%	200	99%	46	66%	136	97%	159	88%	41	91%
Geology																		
GEOL 110	153	96%	137	93%	-----	-----	142	96%	155	92%	-----	-----	87	91%	133	84%	-----	-----
GEOL 112	61	73%	56	88%	-----	-----	44	52%	38	76%	-----	-----	32	57%	30	60%	-----	-----
GEOL 113	-----	-----	83	98%	58	97%	-----	-----	31	103%	67	96%	36	103%	35	100%	37	106%
GEOL 115	120	100%	205	100%	-----	-----	117	98%	-----	-----	-----	-----	121	101%	190	93%	-----	-----
GEOL 181/BIOL 181	-----	-----	-----	-----	-----	-----	11	138%	-----	-----	-----	-----	9	90%	-----	-----	-----	-----
Mathematics																		
MATH 101	147	98%	138	99%	11	55%	172	96%	129	99%	24	80%	178	102%	128	97%	-----	-----
MATH 102	114	95%	85	92%	-----	-----	108	90%	71	99%	-----	-----	86	98%	59	92%	-----	-----
MATH 123	197	91%	189	91%	12	60%	182	90%	164	91%	7	28%	155	96%	149	93%	-----	-----
MATH 133	108	88%	59	89%	-----	-----	115	86%	84	100%	-----	-----	100	88%	66	96%	-----	-----
MATH 134	42	88%	61	88%	1	100%	51	98%	57	83%	1	100%	44	92%	47	80%	-----	-----
MATH 137	140	87%	168	91%	-----	-----	146	97%	152	93%	-----	-----	83	92%	142	98%	-----	-----
MATH 138	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
MATH 139	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
STAT 171	415	98%	435	98%	45	87%	456	96%	369	100%	25	83%	430	96%	344	98%	29	97%
Physics																		
PHYS 100	31	78%	-----	-----	-----	-----	32	84%	-----	-----	-----	-----	36	100%	-----	-----	-----	-----
PHYS 101	221	79%	194	84%	13	33%	182	57%	223	97%	34	85%	196	85%	215	93%	43	54%
PHYS 101Y	69	96%	9	60%	-----	-----	67	99%	12	60%	-----	-----	48	73%	9	50%	-----	-----
PHYS 114	58	97%	-----	-----	-----	-----	54	90%	-----	-----	-----	-----	47	87%	-----	-----	-----	-----
PHYS 115	-----	-----	46	81%	-----	-----	-----	-----	58	97%	-----	-----	-----	-----	47	78%	-----	-----
PHYS 150	-----	-----	46	85%	-----	-----	-----	-----	45	75%	-----	-----	-----	-----	29	54%	-----	-----
PHYS 182/GEOG 182	-----	-----	-----	-----	-----	-----	-----	-----	8	53%	-----	-----	-----	-----	3	13%	-----	-----
PHYS 211	89	94%	-----	-----	-----	-----	90	88%	-----	-----	-----	-----	92	79%	-----	-----	-----	-----
Totals	3408		3242		245		3604		3023		234		3308		3048		189	

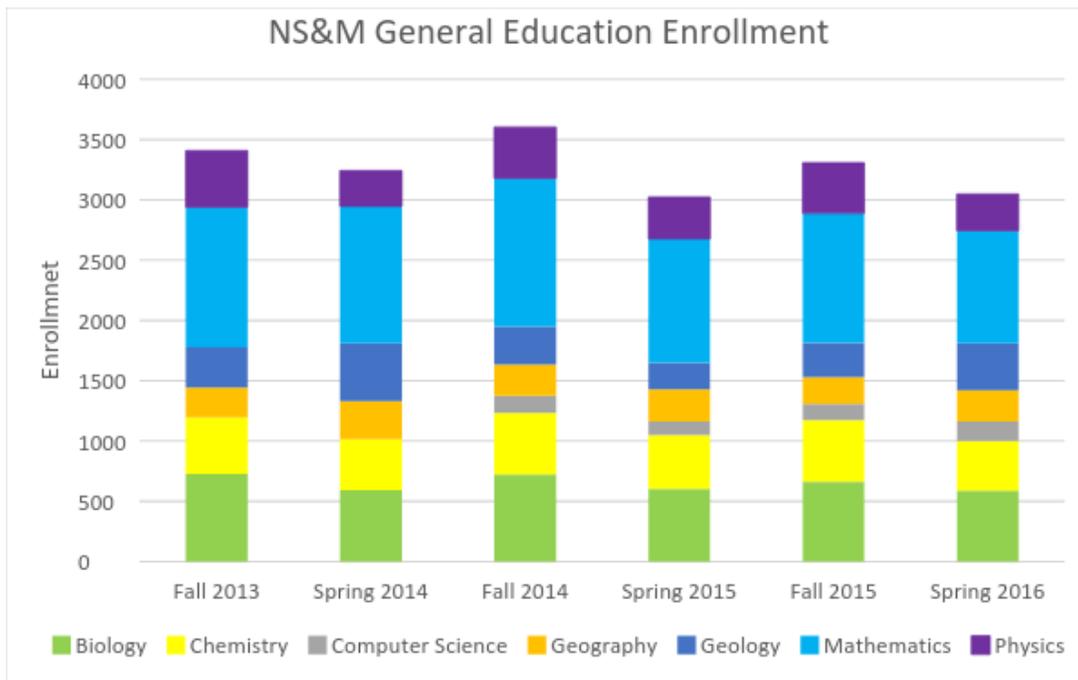


Figure 1

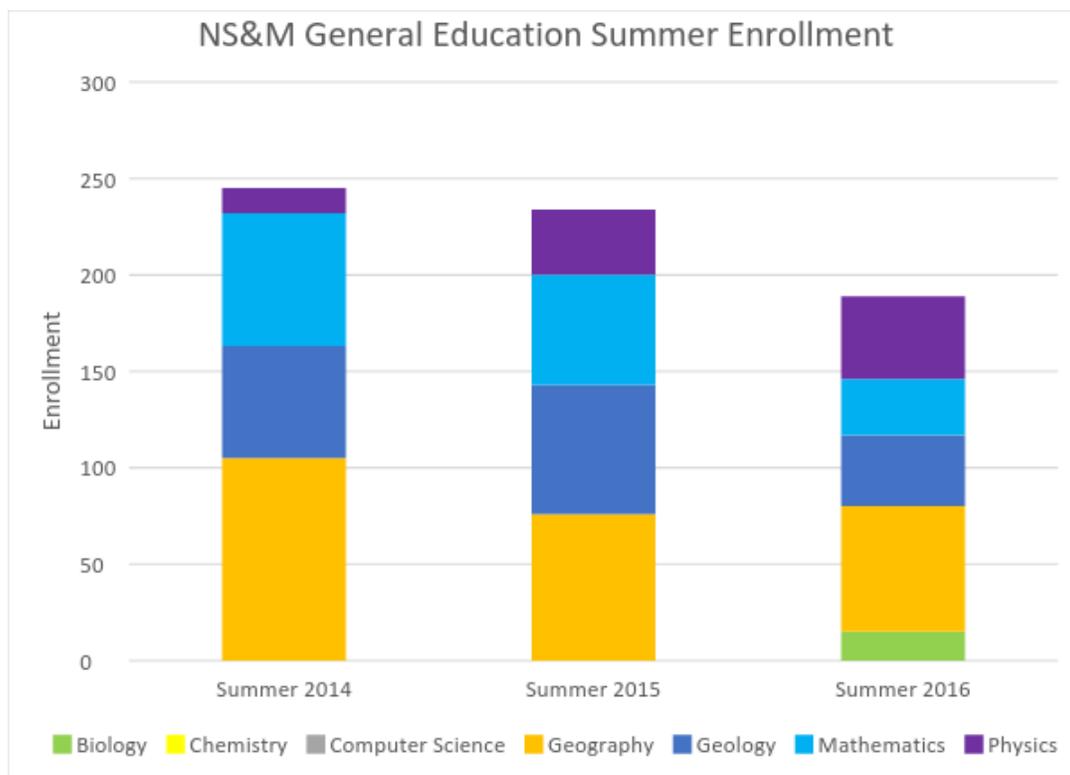


Figure 2

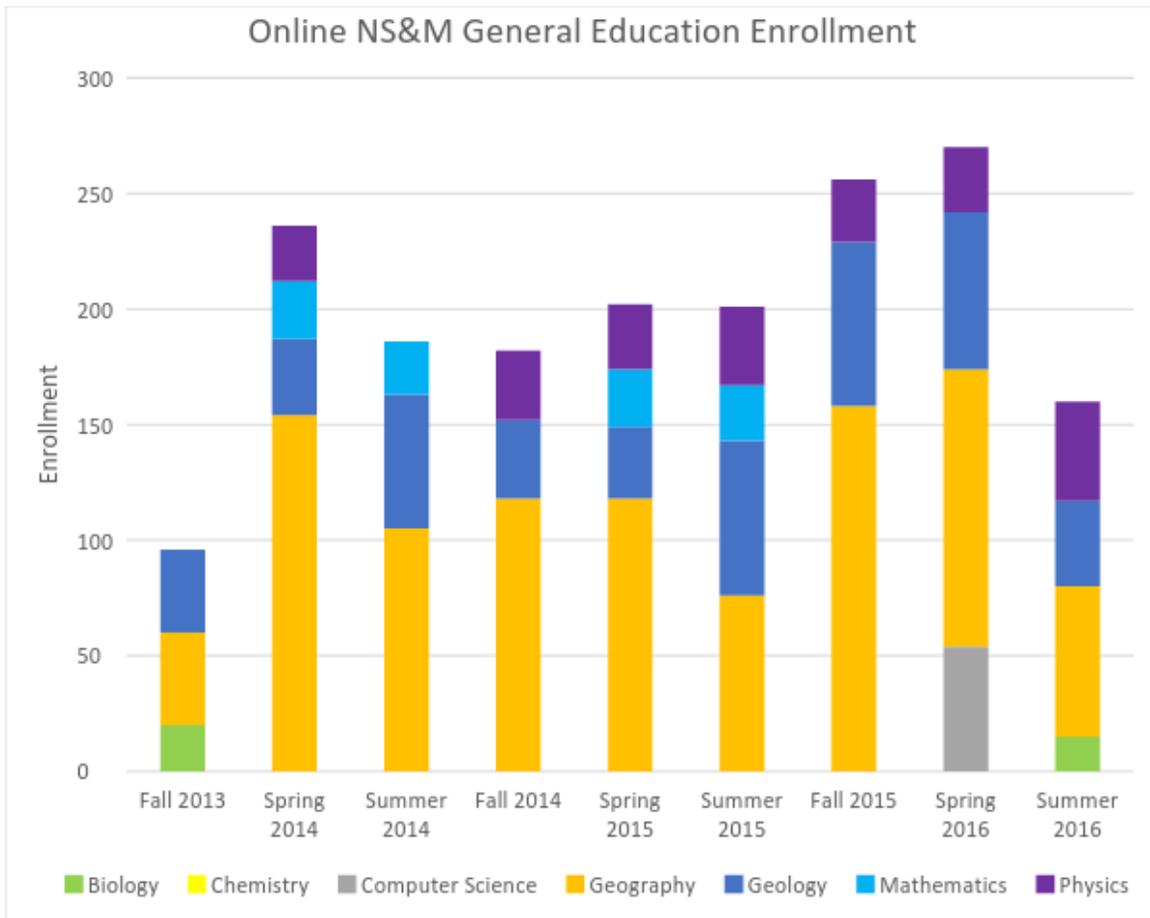


Figure 3