

Liberal Arts Council Meeting
Campus Commons 2201
February 18th, 3:30-5:00p.m.
Minutes

Present: L. Amor, C. Bebee, B. Casey, N. Geisendorfer, M. Harris, N. Matchett, S. Mannello, C. McMahan, H. Muller, J. Smith, A. Steele
Zoom: R. Austin, R. Dineen, M. Fryer, M. McKeown-Kelley
Absent: M. Berg
Guest: J. Elkins

Call to Order 3:35pm

Approval of the Agenda approved without objection

Approval of the Minutes of the Last Meeting (02/04/25) approved with the changes made by Matchett, Muller motions to accept changes, seconded by T. Smith – Minutes are approved with the changes made.

Reports

- [Chair's Report](#) – (Muller)
 - Spring 2025 Meeting Schedule
 - Update: April 1st (likely start ISR – PTA, HLH CCC)
 - Indirect Syllabus Review
 - Awaiting Syllabi from BOMs
 - Indirect Assessment Student Survey
 - Finalize: PTA, IS/MS, Focus group question
 - AY 23-24 Direct Assessment Follow-Up
 - Chad and Heidi have met with KIND and BIO
 - Update Bylaws
 - Sent to codification to check against Board Policy updates
 - General Education Credential
 - Operationalize CO2/CO3 clarification
 - Today's agenda
 - Curriculum workflow
 - MATH 182
 - Nancy working with unit to clarify that the two course 181/182 sequence is required for LAC/gtP criteria (this is how it is aligned with STAA and state content and competency requirements at the state level).
 - PSCI 240 – Globalization LAB2/IS
 - Return to unit after HSS CCC - needs model syllabus
 - For other, see chair's report.
- Standing Reports
 - GE Council (Matchett) –
 - Continued work on HB24-164 Higher Ed Transparency: CCCS delivered report of "most frequent" transfer courses in gtP but next steps unclear; Still no obvious cases of gtP courses problematic in transfer.
 - AP/CLEP/IB Exam equivalency tables will be re-reviewed in coming weeks. Matchett will reach out to units as appropriate.
 - STAA renewals/renegotiations/reviews officially on hold until at least Fall 2025.

- AVP of Undergraduate Studies (Matchett) –
 - We need to select a Summerbridge LAC instructor. Timeline:
 - ASAP: Call for self-nominations communicated by LAC chair (sent to Deans, Unit Leaders and CCC chairs, asking them to distribute to their eligible faculty). Because course serves a dedicated audience, it is not included in the "regular" summer scheduling process.
 - By spring break if possible: SAASC Director (now Abby Depperschmidt) and LAC Chair review nominations and make recommendation to AVPUGS. Libraries Teaching & Outreach Head recused this year because Interim Rachel Dineen is also instructor)
 - April: The intent is to notify the selected instructor and their academic unit leader well before contract end date each spring to facilitate coordination with the unit regarding their own scheduled course offerings and any other workload needs for the summer.
 - Courses this year will be offered outside the standard sessions (6 weeks but inside the 8-week session).
 - I have prepared a document to help us think through how we might structure a Foundational Skills Credential. We would like to at least bring the discussion with APC in two weeks.
- Curriculum Category Committee Reports
 - Written Communication & World Languages (Wood) – No report
 - History, Literature & Humanities (Smith) – No report
 - Philosophy & the Arts (Casey) – No report, worked on indirect assessment questions
 - Social & Behavioral Sciences (McMahan) – No report
 - Mathematics & Natural Sciences (Steele) – No report
 - International & Multicultural Studies (Muller) – Worked on indirect assessment student survey questions.
- Ad Hoc Committee Reports
 - Assessment & Curriculum (Muller) No Report
 - Report from Director of Assessment (Bebee)
 - DA Follow-Up Meetings with [KIND](#) and [BIO](#)
 - Collecting useful information about the challenges that each unit is encountering in implementing LAC direct assessment.
 - Learning about the processes utilized by units to build their assessment tools and adapt the LAC rubrics to their disciplines.
 - Getting quality feedback on Canvas training and working with the Office of Assessment quality improvement project.
 - Specifically talked with BIO about a plan to collect a full set of assessment data since there was missing data in this AY 23-24 set.
 - Units have been excited about the new dashboarding of data. Bebee will share dashboarding with the Council at an upcoming meeting.
 - Outreach & Communications (chair TBD)

Unfinished Business

- Indirect Assessment [Student Survey](#) (updates and contacting Sonia for delivery options)
- Follow-Up for Academic Units with Missing Direct Assessment Data (continuing)
- UNC General Education Foundational Skills Credential (Spring)
- LAW2/CO2-LAW3/CO3 clarification operationalization (Spring)

- Mapping on Course Syllabi (ongoing)

New Business

- Indirect Assessment [Student Survey](#): PTA, [IS/MS](#), Focus Group Question
 - PTA committee decided to continue to have five questions for LAA 1. In order to do so and to have all competencies covered in the survey, they swapped out one critical thinking question (#6) for one written communication question (#11.)
 - Are members open to adding a question at the end of the survey asking students if they are willing to participate in a focus group on their LAC course experiences?
 - It is important to use “soft” language, indicating all answers are equally okay.
 - The question wording is, “Would you be willing to participate in a focus group with fellow students to discuss your experiences in this course and other courses in UNC’s Liberal Arts Curriculum?”
 - General consensus is that the question with this wording should be added.
 - IS/MS CCC has constructed a set of questions.
 - These questions need to account for the fact that instructors can choose from a set of SLOs, and so the specific SLOs addressed are potentially different across courses with the IS and MS designations.
 - If used NESSI questions, these would be the same the questions as those used for the diversity and global learning competency. All other questions on the survey are derived from NESSI questions.
 - These questions were built around the overall IS and MS competencies, which are unique to UNC. This approach is in keeping with the way NESSI questions were paired with the state competencies for the rest of the survey.
 - Makes sense that they aren’t NESSI since it is an individualized competency.
 - MOTION: Casey moves to let IS/MS committee work on the IS/MS questions, seconded by Manello.
 - VOTE: Approved by unanimous vote
 - Muller will work IS/MS CCC and with Bebee to finalize the questions and send the full survey to Sonia once ready.
- LAW2/CO2-LAW3/CO3 – [Tara’s Communication Plan](#), Website Update
 - The new website will be launched on July 29th
 - Muller will be meeting Leanne Frisinger to discuss more about the LAC website and its information
 - Matchett suggested joining this meeting.
 - Per overview in faculty senate, the new website is designed to attract students, families, perspective faculty, etc.
 - How are enrolled students interacting with the LAC website? How would the LAC be presented?
 - Since it is not a program of a specific undergraduate unit, the LAC as will be housed under undergraduate on the new website.
 - Right now, powerBI is utilized to show what LAC courses are offered in current and upcoming semester, and there is a page with overviews the curriculum requirements.
 - The intranet is supposed to be parallel to the internet but accessed with certain credentials.
 - Faculty facing information, such as course approval process will be on intranet.

- Assessment information is still under consideration for forward or internal facing.
 - Would students need to have these credentials?
 - Anything current students may need would be forward facing.
 - Matchett suggests reviewing the LAC catalog page for any updates.
 - Who should receive informational Memos?
 - The memos would be sent to the unit or unit leader with deans cc'ed.
 - Any unit that has an existing LAW2 course would need detailed communication.
 - If they are interested in offering the course at LAW3, would need to know LAW3 criteria and should work closely with the writing programs to make sure requirements are met.
 - Should there be a wider sense of communication?
 - Need to share the information generally. Vehicle and timing still to be determined.
- Discussion: IS/MS and Foundational Skills Credential
 - The Foundational Skills Credential document can be found in the 2-18-25 LAC Teams folder.
 - The council can make edits to the document with track changes.
 - There is encouragement from the state to creating a foundational skills credential to students who complete the transfer pathways curriculum.
 - Institutions are able to choose how/whether the credentials are awarded.
 - Some possibilities can be found in the document
 - Councilmembers expressed view that this seems to create more work for registrars and the last three bullet points (benefits to students) seem to be speculative and would need some rationale explaining them.
 - Matchett notes that a working group of GE Councilmembers worked with the state on this. The idea is to highlight the value of the skills students acquire through general education.
 - This discussion will continue at the next meeting.
- Direct Assessment [Follow-Up Questions](#)-Unit Reports and Process around Missing Data
 - As a council, still need to solidify expectations and processes around when units do not collect a full set of assessment data in their assigned direct assessment AY.
 - Based on follow-up meetings thus far, every unit with missing data has been willing to come up with a plan to collect additional data.
 - Some units want to do the assessment every year because it would help with their program review
 - Currently, the general plan is to require a report to the LAC, where we provide suggested follow up questions as with Aaron Haberman from History around the pilot.
 - Are there things we NEED to have included in this report?
 - If the unit's data was not complete during this iteration of LAC assessment, share what to the unit seems to be a reasonable plan to collect a full set of data, prior to the next required cycle of LAC assessment in six years?
 - Is it okay with the council to let the unit devise what they are able to do or have stricter policy moving forward?
 - On the working draft, the questions are listed as suggestions.
 - Need to identify submitting a plan when have missing data as mandatory.
 - Matchett suggested having two lists, questions to consider and questions they must answer.

- There will be some units that won't have any data to address.
- Want to make sure we get feedback on suggestions for what LAC can do to provide additional assistance in the process.
- We want them to know they have the assistance and have knowledgeable people to help get this done.
- Do we want to have a policy to complete the plan in two years?
 - Wouldn't doing it the next year be the best approach.
 - Bebee and Muller can see challenges for all units to getting it done within one year. In part because the follow-up meetings seem to be very helpful in units thinking about how to go about things differently the next go-round.
 - Concerns were voiced that if set a deadline, everyone will wait until that deadline.
 - Matchett suggested wording to emphasize best process.
- How often is there an issue getting the data?
 - This was the first iteration of all courses in an LAC category completing direct assessment, it had varied drastically by unit but also by faculty.
 - There is a significant amount of missing data. There is also good quality data.
- What rationales can be used to encourage quick turn-around on reassessment?
 - It has been useful to show the dashboards to allow faculty to see the benefits of doing assessment via Canvas.
 - Bebee is working with instructors and has gotten a lot of feedback for the quality improvement project.
 - Bebee is working on allowing units access to their data.
 - LAC sees only sees the aggregate data.
- Suggestion: in the mandatory portion of report, be clear that the unit needs to provide a rationale for why they need two years. This allows flexibility, but if they have 3+ years things may get lost due to turn-over or other complicating issues.

Comments to the Good of the Order

Adjournment 5:02pm