

The College of Liberal Arts and Sciences
The Undergraduate Educational Policy and Curriculum Committee

Minutes
240 SH
April 18, 2024

Attending: Cornelia Lang (chair), Jill Beckman, Asha Bhandary, Jean-François Charles, Rodica Curtu, Anita Jung, Liz Lundberg (staff), Emilie Maurel-Destruel, Amira Qidwai, Christine Shea, Amy Strathman

Absent: Cinda Coggins Mosher

- 1) The committee was joined by Matt Shadle, Academic Assessment Coordinator for CLAS Undergraduate Programs, to discuss the International and Global Issues GE category assessment currently in progress. Matt explained some aspects of the report structure and assessment process. There is some data from student ACE evaluations included in the report, but by and large the assessment is faculty-led and qualitative in nature. The focus is not on any individual courses in the category; rather it is on how well students are meeting the category's learning outcomes across the whole range of courses included within it. Associate Dean Lang explained that our GE assessment process is well regarded by our accreditors, because of its flexibility.

The results of the IGI assessment are generally positive, with students and faculty reporting a high level of success in meeting the category's learning outcomes. Some ideas for future improvements include clarifying the language in the outcomes themselves, and making sure the charges of the category are measurable and set at an appropriate level for general education courses. UEPCC (and GECC before it) gave Matt some ideas about the report as well, such as the ordering and framing of ideas. The committee also discussed ways to deliver the information in this assessment report to CLAS faculty.

- 2) Next the committee approved meeting minutes from April 4 with some minor edits.
- 3) Finally, Associate Dean Lang led a discussion about how instructors are using final examination time slots, particularly to accommodate students' needs for extra time and/or reduced distractions. An increase in testing accommodations has created scheduling challenges for DOE's Testing Services, and they are considering creating an entirely new testing center to meet demand. Associate Dean Lang was interested in hearing from faculty how they currently use their final exam times and spaces, and their experiences with using alternate locations and times to accommodate students' needs, to inform any possible future changes. Committee members discussed how much of the two-hour testing block they typically use, where and when they schedule final exams for students who have extra time or reduced distraction accommodations, the role of final projects and papers due before or during finals week, and the current system for reserving a standard exam time and room. The committee discussed the importance of clarifying and communicating policies around final exams to faculty. One idea Associate Dean Lang is exploring is the possibility of allowing instructors to reserve final exam times for one-hour or two-hour blocks, to fit more exams into existing spaces in those cases where a final exam does not require the full two-hour time slot.

Respectfully submitted,

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Secretary, UEPCC