Curriculum Advisory Board  
Annual Report to Academic Senate  
2013-2014  

Kate McCarthy  
CAB Chair  
May 9, 2013

**CHARGE:**
The Curriculum Advisory Board (CAB) has the following charge:

*The CAB (Curriculum Advisory Board) will be responsible for making recommendations to the Provost or designee on the implementation, monitoring, and development of the GE program. In consultation with appropriate disciplinary faculty, it is responsible for the coordination of assessment and the addition or deletion of individual courses as well as any proposed substitutions.* (EM 10-01)

**MEMBERSHIP:**
CAB comprises the coordinators of each of the General Education Pathways, elected by Pathway faculty; one representative elected by and from each college and one by and from the library; one representative from the Associated Studies; one selected from the Academic Senate's EPPC Committee; and two ex-officio members—one Provost designee and one member of the Academic Advising Programs. The following are CAB members serving in AY 2013-2014:

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Kate McCarthy, Chair</td>
<td>Pathway Coordinator, Diversity Studies; Representative, College of Humanities and Fine Arts</td>
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<td>Laird Easton</td>
<td>Pathway Coordinator, Great Books and Ideas</td>
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<td>Diana Flannery</td>
<td>Pathway Coordinator, Gender and Sexuality Studies</td>
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<td>Jason Clower</td>
<td>Pathway Coordinator, Health and Wellness</td>
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<td>Ryan Patten</td>
<td>Pathway Coordinator, Ethics, Justice and Policy</td>
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<td>Julie Holland</td>
<td>Pathway Coordinator, Food Studies</td>
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<td>James Pushnik</td>
<td>Pathway Coordinator, Sustainability Studies</td>
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<tr>
<td>LaDona Knigge</td>
<td>Pathway Coordinator, Science, Technology &amp; Values</td>
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<tr>
<td>Jacqueline Chase</td>
<td>Pathway Coordinator, Global Development Studies; Representative, College of Behavioral and Social Sciences</td>
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<tr>
<td>Tony Waters</td>
<td>Pathway Coordinator, International Studies</td>
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<td>Stewart Oakley</td>
<td>Representative, College of Engineering, Computer Science and Construction Management</td>
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<tr>
<td>Matthew Blake</td>
<td>Representative, College of Communication and Education</td>
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<tr>
<td>Baohui Song</td>
<td>Representative, College of Agriculture</td>
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<tr>
<td>Kent Sandoe</td>
<td>Representative, College of Business</td>
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<td>Christopher Nichols</td>
<td>Representative, EPPC</td>
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<td>Jodi Shepherd</td>
<td>Representative, Library</td>
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<td>Nicole MacAllister</td>
<td>Student representative</td>
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<tr>
<td>Kim DuFour</td>
<td><em>Ex officio</em>, Academic Advising</td>
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<td>William DuFour</td>
<td><em>Ex officio</em>, Provost’s Designee</td>
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**ACTIVITIES:**
This year CAB oversaw the second year of the General Education Pathways program. The full committee met every two weeks, and subcommittees on assessment, writing, curriculum changes, and
communication met in the alternating weeks. Collectively CAB worked to oversee GE policy, curriculum, enrollment, communications, and assessment processes so as to make the program clear, manageable, and intellectually coherent.

CAB’s work this year is summarized as follows:

**Policy**
- Established the policy and process for courses to be added to and removed from GE Pathways (Appendix A)
- Established a policy to give limited capstone and writing intensive credit to students who study abroad (Appendix B)
- Clarified the schedule of application deadlines and review processes for all GE-related course changes

**Curriculum**
CAB reviewed applications for GE-related status for over 50 courses and approved the following:
- 3 new GE courses
- 5 GE courses approved for writing intensive status
- 17 writing intensive substitutions
  - Writing intensive courses are one of the most important elements of the Pathways program, and as the students who entered in fall 2012 move into the upper division, demand for these courses will intensify. These new WI and WI substitution courses are welcome additions.
- 4 capstone substitutions
- 1 major course substitution
- 1 new Foundation course association
- 1 new Global Cultures courses
- 17 new US Diversity courses
  - This is a requirement that many students have difficulty meeting in a timely way; these newly approved USD courses should relieve some of the current pressure.

**Assessment:**
- Revised and finalized the targeted Student Learning Outcomes (SLOs) of each GE course. Courses in the Pathways program are required to address at least one of the 10 GE SLOs established by EM 10-001. In the development of the new curriculum there were inconsistencies in the SLOs listed for courses in multiple Pathways, as well as courses that listed no (or too many) SLOs. The complex task of correcting these issues—done in consultation with faculty, Pathway coordinators and department chairs—is now complete and a single spreadsheet of all SLOs by course and Pathway is now complete. This will make the work of assessment much more efficient next year.
- Developed an assessment plan for three more SLOs (writing and critical thinking assessment plans were implemented in AY 2012-13):
  - **Oral Communication:** Assessment plan developed in collaboration with Communication Studies faculty who served all year on the assessment subcommittee. Assessment is being done this month in selected courses from each Pathway.
  - **Diversity:** Assessment plan developed with support from a CELT-funded “Think Tank” and in consultation with faculty teaching courses with the Diversity SLO. An assessment
instrument was developed that will be piloted in two courses this month and implemented fully next fall.

- **Active Inquiry**: Assessment plan developed with support from a CELT-funded “Think Tank” and in consultation with faculty teaching courses with the Active Inquiry SLO. The plan is being finalized and will be implemented next fall.
- Pathway coordinators have alerted faculty teaching the relevant SLOs to be ready to participate in assessment activities in AY 2014-15.

- Last year’s assessment of Written Communication in selected writing intensive courses has been completed; a report is pending.
- A second round of assessment (using a pre- and post-test) was done in A3 critical thinking courses; a report is pending.
- Two CAB members attended an AAC&U GE assessment conference in Portland and brought back recommendations for use of E-portfolios for longitudinal assessment.

**Communication:**

1. Pathway coordinators helped students understand the GE program and the Pathway minors through class talks, the Pathway-Palooza event with Housing, Choose Chico Day, and other venues.
2. The CAB chair and the Director of Academic Advising presented an overview of the GE program to new faculty.
3. The Communications Subcommittee created a 2-page FAQ-style handout for faculty for use in advising.
4. CAB continues to work with Academic Advising to revise and update the GE Planning Sheet for maximum clarity.

**Accomplishments and Priorities:**

The following priorities were established last spring for CAB’s work in AY 2013-14. Progress on each is noted below:

1. Continue to strengthen connections between Pathways and their associated Foundations courses.
   - The work of assessment is helping faculty in these courses become more aware of the role of these courses in GE. More work is needed to assure adequate Pathway-specific content in these courses, one of which students may count toward the pathway minors.
2. Encourage the development of additional writing intensive courses and writing intensive course substitutions, as well as diversity-designated courses.
   - The newly approved WI and WI substitution courses and the GC and USD courses listed above will greatly help meet student demand, though there will be a continued challenge to meet the demand for WI courses.
3. Develop methods for program-level assessment of remaining GE SLOs
   - This work has been thoughtful, deliberative, research-based, and time-consuming. Assessment plans are now in place for 4 of the 10 SLOs, with a fifth nearly complete. Implementing the plans will be easier now that the matrix of SLOs is finalized.
4. Find more opportunities, especially through faculty learning communities and Academy e-Learning to develop intellectual connections among pathway faculty and courses.
This process, too, has been served by the assessment process, but Pathway coordinators have found it difficult to get faculty to attend meetings or participate in learning communities except where these carry stipends.

5. Find more ways to communicate to students the value of declaring pathway minors.
   - Whether through coordinator outreach, the work of academic advisors, or word of mouth, students are getting the message about pathway minors. Just short of 1000 students have now declared GE minors:

<table>
<thead>
<tr>
<th>Minor</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Diversity Studies</td>
<td>101</td>
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<tr>
<td>Ethics Justice &amp; Policy</td>
<td>173</td>
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<tr>
<td>Food Studies</td>
<td>48</td>
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<td>Gender &amp; Sexuality</td>
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<td>Global Development</td>
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<td>Great Books and Ideas</td>
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<td>Health &amp; Wellness</td>
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<td>International Studies</td>
<td>125</td>
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<td>Science, Technology &amp; Values</td>
<td>33</td>
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<tr>
<td>Sustainability</td>
<td>88</td>
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**Suggested Priorities for AY 2014-15**

1. Identify ways of building and sustaining Pathway faculty communities in support of Pathway integrity, including developing plans for assessment of Pathway-specific outcomes.
2. Continue to strengthen connections between Pathways and their associated Foundations courses.
3. Develop and implement assessment plans for the SLOs of Quantitative Reasoning, Creativity, and Personal and Social Responsibility, and complete the assessment of Diversity and Active Inquiry.
4. Produce and disseminate assessment reports that “close the loop” for faculty teaching in GE and offer useful resources for improving student achievement of these outcomes.
5. Continue to encourage development of additional writing intensive and capstone courses with appropriate support for faculty teaching these courses as outlined in the revised EM 10-001.
6. Continue to encourage applications for departmental substitutions for GE courses so as to improve efficiency in meeting graduation requirements without compromising the integrity of the GE program.

As I step down from the position of CAB Chair, I want to express my gratitude to my colleagues on this committee for their hard work, good spirits, and kind support over the past two and a half years. I am also appreciative of the patient and meticulous work done by Kara Mass, Charlene Armitage, and Holly Soldavini in support of CAB and our students.
Adding Courses to Pathways

For a pathway that has an opening, the procedure to add courses is as follows:

1. CAB will issue a call announcing pathway openings and invite departments to propose courses for inclusion. The deadline for applications will be determined in accordance with the University Catalog schedule.
2. Any pathway for which courses have requested inclusion shall set up an ad hoc pathway curriculum committee to review such courses and provide recommendations for their inclusion or exclusion. This committee will consist of the pathway coordinator plus a minimum of two faculty members from the departments with courses within the pathway.
3. The ad hoc pathway curriculum committee will rank all proposed courses and make a recommendation to CAB. The committees may also recommend that the opening remain unfilled. All voting members of CAB will vote on the committees’ recommendations.

Elimination of a Course from a Pathway

If a course is not offered routinely, as required by EM 10-001, the chair of the relevant department may be notified that the course is subject to CAB review. In case of a subsequent failure to offer the course, CAB will vote on its removal from the GE offerings.

If a pathway coordinator, in consultation with the pathway curriculum committee, judges that a course is otherwise failing to meet pathway goals or GE SLOs, the coordinator will approach the instructor and chair with concerns about the course and request a response within a reasonable period. If no satisfactory arrangement can be arrived at, the pathway coordinator will present a motion to CAB to eliminate the course from pathway. An opportunity will be granted to instructor and chair to address CAB. CAB may withdraw the course from the pathway by a two-thirds majority.
1) Students who complete all three upper division pathway classes while studying abroad will receive credit for the Capstone requirement and one additional Writing Intensive class.

2) Students who satisfy the upper division Humanities and upper division Social Science courses while studying abroad will receive credit for Capstone requirement and may receive credit for one additional WI class if approved by Pathway Coordinator after reviewing writing assignments completed abroad. Such students still need to take an upper division GE Natural Science course.

3) For students in Engineering and the Natural Sciences who are waived out of the Natural Science upper division requirement, but take the other two classes while abroad, pathway coordinators should examine writing done while abroad to evaluate possible WI credit.

4) It remains clear that courses which are focused on skills (e.g. art studio, accounting, music studio, etc) are not eligible for GE credit.