

Cab Meeting Minutes (Approved 9/8/14)
August 25, 2014 (9:00-10:45 AM) KNDL 209

1. Announcements

- Next meeting: Monday, September 8, 2014, SSC 122/124 (all subsequent meetings will be in SSC)

2. Introductions

3. Approval of Minutes from 5/5/14: Postponed because minutes from previous meetings were not available

4. Pathway Coordinator Responsibilities:

Request for each pathway coordinator to go through the planning sheet (gather all the syllabi) including the foundation courses (see attached)

New** All pathway coordinators must participate as a member of at least one assessment team

5 assessment teams (10 pathway coordinators and Chris)

e. Dean Loker wants to see more of an attempt to create a learning community within each pathway—try to have a dedicated group who is interested in integration—cohesion in the pathways could be improved

Reminder: students have to “declare” their pathway minors

Pathway coordinators report: needs to be submitted at the end of the academic year

5. Assessment reports:

Ten GE SLO's

Assessment has begun on five, one of them is complete

Writing Analysis summary: upper classmen have a significant improvement in their writing than lower classmen

Five assessment sub-committees write the reports

Something that could be useful is qualitative information about those students who are doing better. What sort of writing pedagogy did they experience? What worked well and what didn't?

Oral Communication:

Formative assessment (committee met biweekly), data collection (survey distributed via campus email), preliminary analysis (62% response rate, 17% said they were not teaching the SLO)

Scheduling (about half of instructors participated), recording (student assistants recorded 29 video clips supplemented by 35 CMST clips.) Data prep: norming session with CMST faculty.

Summer: rating (5 pairs of raters) evaluated 64 artifacts on 3 dimensions—organization, content, and delivery. Analysis: remarkable agreement within the pairs

Preliminary results: Oral communication skills are “clearly adequate.” Scoring:

Organization 2.03

Content 2.05

Delivery 1.92

Data were not sufficient to analyze such differences across GE pathways

BBL has a package called “Outcomes” \$29,000—if students upload work, you can set up a random sampling. This might be good to look into.

Something good that came out of this was that it was a way of finding out “Are you really teaching this SLO?” This hopefully will make assessment more accurate in the future.

Discussion about the idea that faculty should have to participate in assessment. CAB needs to work with faculty in this—when they say they’re doing a SLO it means they’re agreeing to assessment.

Active inquiry-status update: active inquiry assessment website. Now that this has been set up, we need to create a group to implement it

Diversity—no assessment implemented yet, but Kate McCarthy’s team has prepared something to use

6. Subcommittee assignments:

Pathway coordinators and Chris N. to create assessment teams

- active inquiry assessment team (ongoing): Jacque Chase and Kate Transchel (Kevin K. has an AI rubric). Attempt to implement this assessment this semester
- diversity assessment team (ongoing). Jason Clower and Ladonna Knigge—Implement this assessment this semester
- mathematical reasoning assessment team: Don Miller and Julie Holland
- creativity assessment team: Ed Pluth and Patricia Black and John Mahoney
- personal and social responsibility assessment team: Ryan Patten and Chris Nichols

The plan is to have these reports done before the next year starts up. (Form committees, contact faculty with that SLO, develop rubrics, workshops and implement assessment to have report by end of year).

Sustainability and Global Engagement will be 2 new SLOs for assessment next year

This assessment is programmatic, not based on individual courses

—it’s important for faculty to understand this. The reports should not be targeting individuals

--eventually it would be good to launch some sort of longitudinal assessment. That would be more meaningful than this short-term assessment that we currently run

6. b. curricular changes (sub-committee): John Mahoney

6. c. WI courses (sub-committee) if a course wants WI designation—we'll create subcommittees when we need to.

7. Course additions/deletions (see attached)

2 different documents shown in meeting

First, timetable for CAB curriculum changes schedule for 2015-2016 catalog

(These deadlines are posted on academic affairs site)

Also a schedule for the 2016-2017 catalog

WI classes are a huge issue, we don't have enough available so students will be graduating without having met the requirement

Be proactive in going to departments to see if they can provide more about WI. Kim will send out some stats and info about this. Departments need to work with CAB on this

Consider the idea of having WP courses be WI as well. The issue with this is that there are 2 different requirements for each of these

Seek out WI courses

8. HUMN 288-is in the international studies pathway but it's never been taught. HUMN director is in favor of removing it from GE.

There are 2 reasons for a course to get rejected from GE; one is if it doesn't meet the requirements; the other is if it isn't offered enough. The simplest way to eliminate HUMN 288 is to let them handle this at the department level.

Chris and Kate meeting to discuss replacing courses in the pathway or "swapping out"

9. Report on Threshold Concepts and Wicked Problems Conference

-Chris N. went to Lake Arrowhead for this conference

Wicked problems: issues that have no one dimensional solution (for example: there's no one solution for Climate Change) : could use a "wicked problem" as the focus for courses in a pathway? Example: Food Studies: " international food inequity" as the wicked problem discussed in all of courses and consider the issue from many different approaches. Begin integrating disciplinary approaches as students progress.

This could occur within the pathways—could be a good way to create more community among faculty within the pathway

Finished meeting with a brief discussion about "Course Match" which is CSU-wide so students can take online courses from other campuses. (Link to this on the advising page.)

Adjourned meeting at 10:45.