

1. Announcements:

Welcome Matt Brown (ENGL) as Diversity Pathway Coordinator

2. Approval of Minutes from 5/12/14 (attached)-Approved

(clarified that there was a vote on policy to award students GC credit for taking 3 credit-bearing courses through Study Abroad)

3. Approval of Minutes from 8/25/14 (attached)-Approved

Clarified that students do need to declare their pathway minors

4. Establish WI subcommittee (to review WI substitution applications – we have one already)

Chase, Goulding, Brown, and Miller

5. Establish Curriculum change subcommittee (to review other substitution applications)

Agreement by the WI subcommittee to handle Curriculum changes as well.

6. Discussion: Assessment

a. Assessment QUESTIONS

- Do students in our GE improve at “blank” by graduation? Is a certain practice in one class more beneficial than others? You need a questions like these before you start.
- It would be nice if there were benchmarks about what constitutes the level of learning we want. PSR: Survey on campus: PSRI that will provide us with nationally normed data.
- What can we conclude about pedagogy through our assessment? This is a difficult question to answer because of narrow sampling. One of the things we hope to do with writing is to later check on students as they progress in their writing. We need a more robust assessment approach for more robust information
- The committee needs to brainstorm for why we should get more money for assessment.
- The committee needs to give faculty enough time to build assessment into their courses and help faculty embed the SLO in the course so there is information that is available to assess.
- Suggestion to have portfolios—longitudinal information from students over their academic career.

- There isn't a systematic effort to inform new faculty about the SLOs. There needs to be intentionality in teaching. Faculty already feel overburdened and underpaid so asking for extra things is tough—we need a good argument for why they should invest time in this. The burden on faculty should be minimal.
- Departmental SLOs—try to match Department SLOs with GE SLOs that overlap. Find ways to incorporate both.
- People need to know their SLOs. This is part of the pathway coordinator's responsibility; send out a reminder about this (contact faculty who teach in your pathway). Maybe have a point person in each dept. instead of contacting individual faculty teaching different sections. Having a standard message and approach to assessment that is routinized is a good goal. SLOs are part of the contract of being in the department.
- Suggestion to have a calendar for assessment—this is (should be) on the GE website. This calendar should be brought to people's attention
- Faculty Learning Communities around SLOs as a way of enticing people into pedagogies, tools, etc.
- Practical end of things: hard to keep track of the list of faculty-contacting chairs for assessment seems more effective (Including chairs in pathway assessment notifications is a good idea)
- Chris N. has a matrix that lists all of the courses and the SLOs-listed by pathway
- Lecture orientation-find some way to let lecturers know about what assessment is and how we use it etc.
- Should there be a development of requirements for students to go through courses with different SLOs? (A requirement for a certain amount of some or all of them?)
- Courses should not evolve away from using the SLOs—make this more of a requirement, take courses that do that out of GE—we have the power to do this but we haven't done this yet. We don't want to be too nitpicky (minimum is 2 so if it falls below, the course should be taken out of GE). This should be a clear decision.

b. Assessment Team updates

- Active Inquiry: Jacque and Kate—inherited a plan from the group before and they have been looking at the plan. Minimally, looking at capstones and have started reviewing these. They are trying to apply this this semester—get the data this semester. Need to talk to Kevin K. for Information Literacy questionnaire
- Is there some determination of sample size? The more data you have the better
- Diversity-Jason and Ladonna: computerized survey, 1200 responses were collected, doing again later and will write a report

- Mathematical reasoning: Julie and Don—need to meet up (Chris is going to a workshop and will bring back helpful info) The provost wants to ask the deans to recommend faculty to go to the workshop
- Creativity, Ed and Patricia—they have discussed it and are in touch with someone from Journalism. Value rubric (AACU). There should be a good creativity assessment there
- PSR: Chris and Ryan—PSRI (student assessment, data with student ids), still need to meet to discuss

c. U-Courses

- PSR is a bonus SLO in the U-Courses

d. Math assessment workshop Oct 2-3

e. SLO's throughout pathways (attached)

7. Naughty List Courses (attached)

- Courses that are not being offered this semester that are part of a pathway
- If someone's on sabbatical, find a sub teacher
- “yellow card”—to be in the pathway, you must offer the course all the time—this is a warning

Naughty List:

- RELS 180 and ARTH 150 – regular instructors unavailable – will be offered in Spring
- HUMN 288 has never been offered—it is being removed
- HIST 105-students have only taken once, and it's not scheduled. The new chair of history states that 341 is so popular that there are 2 sections instead of 1 (please keep on schedule). Planning on hiring more faculty. It will be offered starting in spring
 - Concern that there are 2 shaky courses in the stone in sustainability pathway Area D (the other being RECR 210)
- GEOS 105: astronomy. The plan was for this class to be canceled but they changed their mind, it will be reinstated
- PHIL 109: never had a huge enrollment and became unofficially a one semester only class. It can be scheduled every semester if there is enrollment. If it needs to be terminated it can be. This is in the same area as HUMN 288

8. HIST/ASST 377(S) HIST/WMST 335(S)

- HIST/ASST 377 changing to HIST/WMST 335 (In the Gender and Sexuality Studies Pathway, this has never been taught). Because this is a slashed course, the department can move it into the stone to replace the other one. This can be taught as early as this spring semester if need ed. Discussion of this now, opportunity to approve it at next meeting
- Questions: Does switching courses in and out of GE/pathways merit some examination?
- Do we need to vote on the process? Put this on the agenda for next week. Consider if we need to vote about switching in and out slashed courses

9. Wicked Problems collaboration with Yuba College

- CSUC and Yuba College are looking into incorporating the Wicked Problems idea into the pathway. (Grant proposal submitted). Wicked problem could help with pathway cohesion. Get local community colleges involved in this project. We'll know about the grant in about 2 weeks

10. Other

- Course Overview: 13/14 we need a new version-Chris already told Kim that (The pdf should have the date on it)
- EO Executive Order from Chancellors Office-1065 is being revised: proposed edit include:
 - Establishment of transfer model curriculum, we guarantee if they complete that and transfer here they can finish in 60 units
 - Minimum grades: right now we have a C- in the core 4 courses, this EO will make it a C or better, not a C-. These rules apply for each CSU or transfer student to bring alignment among the universities
 - This should be on the agenda for next meeting but it is now being put on our radar