

CAB Meeting Minutes – October 6, 2014, 9:00-10:45 am, SSC 122/124

1. Announcements

- a. Pathway Coordinator Contact info being added to “Pathways” page
 - Announcement: opportunity to attend a workshop sponsored by WASC-GE SLO Matrix
 - 150 courses in GE that address critical thinking (most frequently claimed to be addressed)
 - Oct. 16th and 17th, all expenses paid
 - We really need to build capacity in this area
 - Kent-went to a different workshop about quantitative reasoning from WASC and it was fantastic
- b. BADM 300 WI Sub application coming soon

2. Approval of Minutes from 9/22/14 (attached): last meeting minutes: clarification about HUMN 288 replacement: pathway coordinator did not think this was such an urgent need that we needed to go to extreme measures to put another class in, so we can just go ahead with regular process

3. Signature Assignments in Capstone Courses (pathway coordinators):

- Follow-up on Homework for Coordinators: Look into signature assignments
 - Gender and Sexuality-some faculty weren't sure what signature assignments are, others weren't really WI, there is confusion about what Sig. assignments are.
 - 1 example of reflective journals
 - Jason: Found a model capstone course-2 miniature versions of "ethics bowls" in teams that builds up to a paper (Health Ethics)
- Ed Pluth: HUMN 300, culminating paper; topic: philosophies of freedom
- POLS 365- at the end put together a compilation of essays and presentation
 - Students are able to choose an issue of their interest
- Reminder of why we're doing this?
 - Get people thinking about what signature assignments are and how they're related to assessment
 - Active Inquiry-go to capstone courses that address AI, and see what assignments demonstrate use of active inquiry.
 - Find out how many use a signature assignment?
- Eventually we'll discuss the general overview of the current courses (making sure they belong where they are)
- Is there something we could share with Faculty about signature assignments? The brief one-pager from Bill (LEAP) will help faculty understand what it is
 - Our assessment could be better
 - Suggestion to post the signature assignment on the GE website? First CAB needs to decide how important this is within the GE program
- BIOL 302 Active Inquiry Assignment - presentations
- Kent: AAC&U conference and WASC-signature assignments are very much discussed as a way to do authentic assessment, building toward e-portfolios
 - Every GE course should be required to have at least one sig. assignment

- In 2017, the University has to submit its institutional report to WASC, and they need to see our assessment results, plan etc.
 - It is VERY important that we have these results
- Do we have a focus on one SLO over others?
 - 5 qualities that we have to focus on; all must be assessed
- For the benefit of the University and our students, we should care about assessment
 - Also for accountability
- Are signature assignments only to be used in upper division? It could be useful to have them for lower level classes; students can build portfolios of signature assignments
 - Faculty need to create assignments that are explicitly designed to focus on each SLO
- Suggestion to have a Campus-level GE workshop
 - Free lunch workshop during which ideas about GE and assessment could be shared

4. Study Abroad – pre-screening of courses for substitution requests

- Study abroad pre-screening of courses for substitution requests
- Jason, trying to streamline the process
 - Found a way for people to complete the Pathway in a study abroad program
 - Start with USAC
 - Study abroad asks that you send them a list of courses that you're willing to recognize in your pathway
- Jason is creating a FAQ document that has info about this to help students
 - Also making a list of those classes that can be substituted
- USAC is working to adapt their offerings to upper division GE purposes
- Darion suggests having an internship as a substitution for a capstone while studying abroad
- Policy for blanket substitutions that allows for that

5. Naughty list issues

- a. ENGL 260 not offered
- b. Several WI and C sections above cap of 30 (see attached)—this can be allowed depending on the course design

6. Capstone Sub Course follow-up: MECH 440A (attached note from Dean Hsu)

- 2 Capstone Course Substitutions
 - MECA 440A and MECH 440A
 - Large enrollment
 - Formal approval
- Movement for Nursing Course and the Co-Taught Mech capstones as being acceptable alternative pedagogies and therefore permitting enrollment over 30--Committee officially approves

7. Substitutions Subcommittee recommendations (applications attached)

- Capstone Substitution Requests: 10 of them
 - No consensus because the committee members interpret the language of the EM differently, and to varying degrees
- Some people gave basic syllabi, others articulated it more clearly so it seemed impossible to assess

- In the future, it would be useful to redesign the application form so we can ask specifically for what we're looking for. It doesn't need to be long, just clear and more streamlined
- Put together a one page question sheet that the faculty can answer
- If there are no courses that have been agreed upon as obvious approvals, the committee can get further info and bring it back to CAB for final discussions
 - Just ask them to answer some questions about specific aspects, rather than sending out a generic form again, that might get a better response
- Addressing ambiguity in the EM: disciplinary perspectives, oral communication: does this mean presentation, or just class participation? the WI is the most difficult--need clarification in this area. If you have a series of similar assignments, that works...giving students feedback on assignments so they have an opportunity to approve
 - What constitutes WI? It's very subjective. Writing should be valued

Notes on each Substitution Proposal:

- ACCT 568-seems to fit criteria, but it isn't indicated which major.
 - This is a certificate for Accounting option
 - Higher enrollment than the cap-good to remind them of agreement to stay within cap
 - Motion to approve: Approved
- BSIS 496-there is writing, but it isn't clear that there are opportunities for improvement
 - Otherwise the course looked good. Cap varied over multiple semesters
- CDES 439-look good as capstones, but not clear what they're doing for writing; putting portfolios together, cover letters, resumes, career prep.
 - A lot of draft submissions, but not clear what they are of
 - It depends on the discipline; this is how writing functions in this area
- CDES 461-similar to 439, but focus on digital media writing
 - This is outside of the normal realm of writing
- CHEM 420,483-unusual situation of 2 courses, having them both count as a capstone together; how much writing in a course to make it WI. 2, 2 unit courses
 - 15% of the 2 classes grades; the point is to have them work on the process of writing rather than quantity of writing (Actually, the writing is 30 percent of the 420 course which is graded separately, so it should count)
 - Movement to Approve: Approved
- CHEM 453M- clearly meets requirements, enrollment cap of 12
 - "Slam-dunks"
 - Approved
- FLNG 490-extensive writing process, presentation
 - "Slam-dunks"
 - Approved
- HCSV 530-need more info about the writing process--similar to the BSIS course
- MATH 420-says in the application that there is an oral presentation, but the syllabus doesn't list it
- SWRK 445- no oral presentation evident on the syllabus, but the writing is ok. There is an online component

- 4 passed, 4 need further answers about writing, 2 (CDES courses) need investigation

8. Modification of CAB Policy on Changes to GE Pathways (current and proposed policies attached)

- Issue of replacing slashed courses
- "Slashed" term is defined in the EM
- Do we have language to define what constitutes a major or minor course change? Yes
- If the description of a course has changed substantially, then it is considered a different class
- Major course change needs to be advertised
 - Motion to consider and approve these edits to our policy (seen in attached documents): Approved

9. Funding for Assessment Teams APPROVED (see attached)

- Funds will be provided for Assessment FLCs
 - Now able to pay outside members to join assessment teams
 - What is our approach to recruitment?
 - Criterion: Disciplinary expertise in each area, diversity of viewpoints--multi-disciplinary perspectives on each team
 - Set a time to meet, and say that you need to be available at this time in order to be on the team
 - Move on this ASAP
 - Chris and Bill will make sure this announcement goes out tomorrow before 2pm
 - Analysis for Diversity will happen after this current semester ends, so they don't really need an FLC created now

10. Assessment Team Progress Reports: Assessment will be first discussion topic for next meeting

- a. Diversity (Jason, LaDona)
- b. Active Inquiry (Jacque, Kate)
- c. Mathematical Reasoning (Don, Julie)
- d. Creativity (Ed, Patricia)
- e. Personal & Social Responsibility (Ryan, Matt)
- f. CSULA – Student self-reported SLO survey results (attached)
- g. Regular meeting times for Assessment Teams?
- h. Other Assessment discussion

11. Katalyst Grant (\$500) with Yuba College – successful!

- \$500 to meet with Yuba College to see if we can work a wicked problem into a bunch of the courses

12. Workload distribution of pathway coordinators

13. Other

- Item G under assessment; assessment teams should be meeting regularly