

CAB Meeting Minutes– March 4, 2015, 3:00 – 5:00 pm

1. CAB Announcements: A new staff member will join us on March 16<sup>th</sup> (filling the UED Curriculum Coordinator position)
2. Approval of Minutes from 2/18/15 (attached)-approved
3. Applications received to date (list attached); 6 applications so far
  - a. Need to re-establish Substitutions Subcommittee (these are for Capstone, WI, USD, or GC status)
  - b. Ed is the Chair, Chris, Christine, & Matt are also involved
  - c. Need to establish ad hoc curriculum committee for Health and Wellness pathway (Pathway coordinator and 2 others)
  - d. Deadline for submission is March 27
4. Spring 2015 GE Enrollment and Unmet GE Requirements (DuFour):
  - a. Good data about current student remaining GE requirements
  - b. On WI and Capstone we are short. Many students need one class, many need two. 5000 is a low estimate.
  - c. Estimate: If all WI courses ran 2 courses/semester that would cover our needs. Many of them only run one, but if we could convince everyone to do two we could meet the demand (2 per capstone or WI)
  - d. Starting next year, online courses will be available for any CSU student to take at any other CSU (through AB 386 legislation)
  - e. This committee wants/needs more flexibility in terms of responding to the issues that come up
    - i. Example: Adding a 4<sup>th</sup> course in the H&W stone would support the students, but the EM limits it at 3 courses per stone
  - f. We are coming up on the 5 year review for the current GE program. At that time the EM will possibly be revisited; we will need to deal with the WI issue at that time as well as other situations.
5. Information Literacy Assessment Report Presentation (Sandoe)
  - a. Active Inquiry SLO; terminology was difficult
  - b. Decision to use the Klipfel/Justus information literacy assessment
    - i. Instrument contains both perceptual and performative measures

- c. CMST 131 and UNIV 101 were already sites where this instrument was used
  - d. All but two faculty with this SLO participated
  - e. 15% response rate
    - i. High degree of variability across course sections from 3.6% -78.3%
    - ii. Two groups of responses; incentivized and un-incentivized
  - f. 16 performative questions
  - g. Results compared to students of undergraduate students
  - h. Un-incentivized and incentivized came across as distinct populations
  - i. Upper Divisions and Lower Divisions were distinct populations
  - j. End Result: Encouraging—students are getting better
  - k. Faculty engagement is a challenge in assessment
6. Diversity Assessment Report Presentation (Clower):
- a. Started with a 10 part definition of Diversity SLO
  - b. Survey instrument was developed with 49 items
  - c. Instrument
    - i. 27 True/False items value scales
    - ii. Part 2: 19 Multiple Choice scenarios
    - iii. Plus open-ended scenario
    - iv. Intended to take 20-30 mins. to complete
  - d. Exceeded expectations!
    - i. Faculty participation was very good
    - ii. 1288 pre-tests, 724 post-tests (not sure why this difference)
    - iii. People spent less time in the post-test than in the pre-test
    - iv. Short answer responses: “Lame”
    - v. 10% non-response on short answer
  - e. Results:
    - i. People conflate the diversity SLO, Diversity Pathway and the US Diversity requirement
    - ii. Also the Global Engagement and Global Cultures SLO
    - iii. Modest improvement in Proficiency 1 and 7 (out of 9 proficiencies measured)

- iv. Short answer questions were ineffective here, Suggestion to assess things in the context of the class instead of using a random outside measure in the future.

7. Other:

- a. Reminder: Assessment Workshop on Friday April 3<sup>rd</sup> at 12:30pm
- b. Next meeting is March 25<sup>th</sup>, week after spring break

8. Adjourn