

CAB Meeting Minutes – March 7, 2018, 12:00 – 1:50 pm, SSC 122/124

Present: Chris Nichols (Chair), Sarah Anderson, Charlene Armitage, Gary Braun, Becca Chanes, Jason Clower, Pablo Cornejo-Warner, Laird Easton, Chiara Ferrari, Christine Goulding, Nicol Gray, Kate McCarthy, Kelly McGregor, Rachel Middleman, Kent Sandoe, Kate Transchel, Zanja Yudell

1. Announcements
 - a. Stewart Weaver, professor of history at Rochester University, will be here to present “Mountain of Destiny: The Nazi Assault on Nanga Parnat, 1934-1939”. Thursday, March 8 at 7:00 pm in Zingg Recital Hall.
 - b. Reminder: additional CAB meeting next week to continue discussion on 5-year review.
2. Approval of Minutes from 2/21/18
 - a. Approved
3. Assessment Reports Finalized
 - a. Reports have been sent to AAC, Bill Loker, the instructors involved (except Sustainability) and are posted on [GE website](#).
 - b. Kent would like to share the writing assessment with STEPS (Steve Adams)
 - c. Plan to discuss writing assessment at EPPC
4. Writing Requirements (from F18 onward)
 - a. Charlene reports that the changes will be easier than anticipated. Current students’ DPRs will look the same with updated language about the writing requirements. New students (F18) will be on the new program and their DPRs will show A2, one LD or UD choice, the W3 course in their major, and their major’s GWAR course. Transfer students will see the W3 and GWAR only.
5. GE Enrollment update
 - a. Kelly provided a handout with enrollment and open seat data for the current term. She also included a chart showing GE requirements that have not yet been met (not completed or not currently enrolled) broken down by class level. She will send this information electronically to the group.
6. Departments ignoring obligations
 - a. BSIS—BSIS 111 (A4) not yet on F18 schedule and has not been offered regularly. Department chair has not responded to inquiries from CAB. Business rep (Gary) has discussed with Ken Chapman who is supposed to be following up. Not answers yet, though.
 - b. BIOL—ENVL 105 (E, Sustainability) offering non-W version only which is against the rules. As NSC rep, Chris will follow up with the dean.
7. 5-year review discussion
 - a. Chris has drafted the report to include all the data that has been collected (with commentary); background information from WASC essay 5; and an overview with explanation of requirements for the benefit of the external reviewer.
 - b. The questions posed at the start of the review process will be used to facilitate

discussion in CAB. Kate suggested questions be grouped together by similar subject matter to help the conversation flow

- c. Questions 1 and 2: Are the 10 SLOs being achieved? Should any be changed, added, or eliminated? In what ways has assessment served the program and our students. In what ways can assessment be improved? Discussion highlights:
- CAB has made sure that all SLOs are represented in each Pathway, but doesn't track whether students are taking courses to get exposed to all the SLOs.
 - Assessment of the WASC 5 core competencies seems more viable than assessing the values (except Sustainability). Should we assess Diversity, Creativity, Global Engagement, and Personal/Social Responsibility?
 - If we are going to assess them then we need the proper instruments. If we have a good instrument then it will be easier to administer and the assessment will be more useful. If proper instruments don't exist, is the SLO even assessable?
 - How do we uphold these values without assessment? Have to trust that faculty are teaching what is in the syllabus. Do we put the burden on faculty to demonstrate how the values are being taught in their courses?
 - Does a Pathway imply the SLOs? Could we eliminate duplication of SLOs and Pathways? Sustainability, for example. But then only those PW students would be exposed.
 - Diversity and Global Engagement are already being represented by USD and GC requirements and could be eliminated as GE SLOs. Other values are too abstract to assess—they have different meanings in different courses.
 - Idea: Active Inquiry could be revised to Information Literacy and be one of the WASC 5. Personal and Social Responsibility could be rebranded as Civic Engagement which has instruments for assessment. Get rid of Creativity, Diversity, and Global Engagement as SLOs and instead treat them as value statements (already in EM as values and again as SLOs). But, why have as values if they aren't being assessed?
 - We could do more, and potentially better, assessment with fewer SLOs.
 - For the SLOs to keep assessing: are outcomes being achieved? Written Communication showed overall improvement; Math results rather dismal but tool for assessment (quiz) was problematic.
 - Should we be closing the loop by doing a better job of informing faculty of results?
- d. Questions 3 and 6: To what degree have the Pathways achieved coherence? Should any Pathways be discontinued? Discussion highlights:
- 17% of spring 2017 graduates completed the Minor.

- Are GE Minors really Minors in comparison to the other Minors we offer? They did go through the same approval process in EPPC and Senate.
- Suggestion to remove Pathway restriction at LD level (eliminate Minor). Students are not compelled to complete LD in a Pathway but they think they have to. Minors don't add much, there is lack of cohesion with UD. Concept when Pathways were created was to have faculty and course cohesion and collaboration. Almost like their own departments. This has proved difficult to make happen.
- Pathway conversation to be continued at next meeting.

8. Other

- a. Should feedback from the department meetings be included in the report? When the meetings were held it wasn't presented to faculty that their comments would be part of the report. The comments could be amalgamated so as not to identify specific departments, or left out completely.

9. Adjourn