

CAB Meeting Minutes – January 23, 2019, 12:00 – 1:50 pm, SSC 122

Present: Jason Nice (Chair), Heather Altfeld, Sarah Anderson, Charlene Armitage, Betsy Boyd, Gary Braun, Jason Clower, Pablo Cornejo-Warner, Laird Easton, Ayde Enriquez-Loya, Ellie Ertle, Holly Ferguson, Diana Flannery, Christine Goulding, Nicol Gray, Trevor Guthrie, Julie Holland, Irene Korber, Kate McCarthy, Kelly McGregor, Don Miller, Chris Nichols, Zanja Yudell

1. Announcements
 - a. Oral Communication Assessment Update
 - i. Norming sessions will be held on Feb 4th and 5th with Zach Justus for faculty who have signed up to participate.
 - b. EM Revision Schedule
 - i. Review schedule for the semester, CAB meetings are front-loaded for semester to get ready for EPPC.
2. Approval of Minutes for December 12
 - a. Approved
3. Action Item: EM 18-005 GE Values and SLOs (All approved after discussion)
 - a. Change terminology from SLOs to PLOs (Program Learning Outcomes)—to standardize and update language; the assessment is of the program not the course.
 - b. Motions from Heather, Don, Irene, and Christine to change definitions of “Creativity,” “Sustainability,” “Information Literacy,” and “Global Engagement.” All motions approved.
 - c. The following change to EM 18-005 approved:

MISSION

The GE program at Chico State prepares students for continual learning and application of knowledge to career as well as personal life. It equitably provides for all students the education necessary for success as a lifelong learner and civically engaged individual in the twenty-first century.

STRATEGY

Chico State students acquire a strong foundation in critical thinking, written and oral communication and the arts and sciences through inquiry about and engagement with the social and natural worlds we inhabit. This is achieved through study, reflection, synthesis, and action related to knowledge from varied historical, cultural, scientific and political perspectives. In combination with the major field of study, GE completes the breadth of university education.

The GE Program incorporates and seeks to foster active and intentional engagement with the values of:

~~Active Inquiry~~ Intellectual Curiosity - A spirit of curiosity to ask Asking questions, seeking answers, contemplating, and pursuing investigations with intellectual rigor, ~~incorporating appropriate information technology~~, while making connections between cognitive and personal development, both inside and outside traditional instructional settings.

~~Personal and Social Responsibility~~ Civic Engagement - The knowledge to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in A commitment to participate Participating in activities of personal and public concern that are both individually life enriching and socially beneficial to our various local, regional, national, and international communities.

~~Sustainability~~ - An understanding of the environmental dynamics associated with human activities and of the value of balancing social justice and human economic demands with the Earth's ability to sustain physical and biological resources and cultural diversity Taking actions informed by a systematic approach to balancing environmental stewardship, social justice, economic feasibility, and cultural diversity.

~~Diversity~~ - An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes. An active and intentional engagement Understanding the intersectionalities and complexities of differences among people, such as those based on race, ethnicity, ability, age, class, culture, gender identity and expression, political affiliation, regional and national origin, religion, and sexuality.

~~Creativity~~ - The generation of new ideas and original expressions in light of past innovations, traditions and the history of ideas, accompanied by a willingness to take intellectual risks and consider novel approaches. Cultivating artistic expression, imaginative and divergent ideas, interdisciplinary connections, and a willingness to take intellectual risks, contextualizing innovation within the larger history of ideas

~~Global Engagement~~ - The cultural, linguistic, and analytic skills necessary to understand and engage with diverse cultures, people, and the global marketplace, and to contribute as responsible global citizens. The Using cultural knowledge and linguistic skills necessary to understand and successfully engage with global

cultures both professionally and personally and to contribute as responsible global citizens.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes for our General Education program flow from the recognition that certain essential intellectual and practical skills rest at the foundation of a high-quality General Education program. These include effective written and oral communication, critical thinking, information literacy, and ~~mathematical~~ quantitative reasoning skills.

Oral Communication: ~~Demonstrates effective listening and speaking skills necessary to organize information and deliver it effectively to the intended audience.~~ Demonstrates ability to speak publicly in both formal and informal contexts in order to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors.

Written Communication: ~~Demonstrates the ability to question, investigate and draw well-reasoned conclusions and to formulate ideas through effective written communication appropriate to the intended audience.~~ Demonstrates ability to develop and communicate well-reasoned ideas effectively in a variety of written genres appropriate to purpose, audience, and context.

Critical Thinking: ~~Identifies issues and problems raised~~ Demonstrates ability to assess the relevance and credibility strength of arguments-claims in written texts, visual media and other forms of discourse, ~~and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.~~

Information Literacy: Demonstrates the abilities to recognize when there is a need for information; to identify, locate, and evaluate information; and to effectively, responsibly, and ethically use and share information for the question at hand.

~~Mathematics and~~ Quantitative Reasoning: Demonstrates knowledge of and applies mathematical or statistical methods to describe, analyze and solve problems in context.

~~Additional Student Learning Outcomes arise from the values that the program seeks to foster.~~

~~Active Inquiry: Demonstrates knowledge of and applies research techniques and information technology appropriate to the intellectual and disciplinary context.~~

Personal and Social Responsibility: Demonstrates knowledge and skills necessary to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities.

Sustainability: Describes and explains the environmental dynamics associated with human activities, and assesses the value of balancing social and economic demands with the Earth's ability to sustain physical and biological resources and cultural diversity.

Diversity: Demonstrates an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.

Creativity: Takes intellectual risks and applies novel approaches to varied domains.

Global Engagement: Demonstrates knowledge and skills necessary to engage global cultures and peoples.

... end of EM 18-005:

Assessment (some of what follows moved to the CAB section)

Assessment of the GE program will be driven and guided by the program's Mission and Values, and the Student Learning Outcomes (SLOs) derived from these. The Mission of the GE program emphasizes a strong intellectual foundation, disciplinary knowledge, civic engagement and lifelong curiosity and learning about the social and natural worlds.

The program's values of active inquiry, personal and social responsibility, sustainability, diversity, creativity and global engagement serve to provide additional guidance regarding the essential qualities and Student Learning Outcomes for students completing the GE program. It is expected that students will experience the GE program as a structured, coherent sequential learning experience that provides grounding in the qualities elaborated in the Mission and Values. In addition, it is expected that Pathways will create a statement of how they demonstrate both breadth and coherence around core intellectual concepts that unite the courses found in a given Pathway. Pathways will assess their effectiveness in maintaining these core concepts and providing students with coherent exposure to these concepts.

CAB will charge Pathway Coordinators, working with faculty teaching in the Pathways, with regular assessment of GE program level outcomes as expressed in a given Pathway. CAB will designate a set of SLOs to be assessed each year. Pathway Coordinators will work with faculty to determine an assessment plan that is accessible and efficient in assessing those SLOs that are under review.

~~Pathways are also responsible for maintaining and demonstrating their intellectual coherence and breadth. Pathway Coordinators, in consultation with faculty teaching in the Pathway, will report annually to CAB on steps taken to maintain coherence and breadth and demonstrated student learning.~~

~~This EM shall be reviewed beginning 5 years after implementation is complete and every 5 years thereafter~~

4. Action Item: CAB Membership

- a. Keeping COB and may reconvene, but may not use “COB” initials.
- b. Motion to add another student rep? Maybe an at-large member, from another college for their perspective. AS reps are very busy and have a hard time making meetings. Motion: two students, including at least one elected representative, appointed by AS President. Motion approved.
- c. The following change to EM 18-005 approved:

Administrative Structure

The Curriculum Advisory Board (CAB) will be responsible for making recommendations to the Provost or designee on the implementation, monitoring, and development of the GE program. In consultation with appropriate disciplinary faculty, it is responsible for the coordination of assessment and the addition or deletion of individual courses as well as any proposed substitutions. Since CAB will advise the Provost on a major university program, it may either initiate advice or respond to requests for advice. This committee will comprise:

- Eight Faculty Representatives - One representative elected by and from each college and one by and from the library Faculty representatives shall serve staggered, two-year, renewable terms.
- Pathway Coordinators - Pathway Coordinators receive release time for overseeing the coherence and breadth of Pathways and participation on CAB. A coordinator may not also serve concurrently as an elected college faculty representative. Pathway Coordinators shall serve staggered, two-year, renewable terms.)
- One member selected from the Academic Senate's Educational Policies and Programs Committee (EPPC), who shall serve a one-year term, renewable twice.
- ~~Two ex-officio members — one Provost designee and one member of the Academic Advising Programs~~
- One Two student representatives, one AS representative and one at-large student, selected by the AS President, who shall serve a one-year renewable terms.
- Ex-officio, non-voting, members - one from Academic Advising Programs, one from Academic Publications and Scheduling Services, one from Curriculum Services, one from First Year Experience, one from Graduation Advising (Registrar), and one Provost designee.

The CAB chair will be elected annually from the faculty representatives and will receive release time for coordinating the committee's work.

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Pathways are also responsible for maintaining and demonstrating their intellectual coherence and breadth. Pathway Coordinators, in consultation with faculty teaching in the Pathway, will report annually to CAB on steps taken to maintain coherence and breadth and demonstrated student learning.

COB - Curriculum Oversight Board

Other administrative tasks associated with GE, such as ensuring adequate funding of the program, ensuring that courses are offered and space needs are met are ultimately the responsibility of the Provost. Functionally, these tasks, and appropriate consultation concerning them, will be handled by a committee of all college deans chaired by the Dean of Undergraduate Education.

This EM shall be reviewed ~~beginning 5 years after implementation is complete~~ and every 5 years thereafter.

5. Introduction Item: EM 18-005 Pathway Minors

- a. Option 1: removing foundation association and language courses applying to any Minor, lower-division Pathway columns continue, lower-division courses that count for the Minor would be indicated somehow in those columns. Upper-division remains the same. USD and GC embedded in Minor.
 - i. Still leaves Pathway structure for course additions which may make it hard for courses to find a home in GE.
 - ii. Has value as a navigational tool. Helps direct students to their interests, but exposure to different disciplines is what GE should be about.
- b. Option 2: remove foundation association and language courses applying to any Minor, no lower-division Pathway courses (courses organized in disciplinary areas), Minor courses appear separately. Upper-division remains the same. USD and GC embedded in Minor.
 - i. Could make specific planning sheets for the Minors.
- c. Vote on Option 1 or 2: paper ballot. Option 1: three votes; Option 2: eleven votes; one abstention. Option 2 passes.
- d. Option 2 will require quite a few changes to EM. Discussion of EM document with proposed changes. Should there be a terminology change from “Pathway”?

If so, to what? Should Minors be called GE Minor or Pathway Minor? Or another term?

- e. Should there be a cap on lower-division courses by subject area? Should the number of classes per stone at the upper division increase?

6. Adjourn

EM 18-005 Recommended Changes Approved by CAB:

<http://goo.gl/9zSFkz>