

CAB Meeting Minutes – March 27, 2019, 12:00 – 1:50 pm, SSC 122

Present: Jason Nice (Chair), Sarah Anderson, Charlene Armitage, Betsy Boyd, Jason Clower, Pablo Cornejo-Warner, Ayde Enriquez-Loya, Ellie Ertle, Holly Ferguson, Chiara Ferrari, Diana Flannery, Christine Goulding, Nicol Gray, Julie Holland, Nanhee Kim, Irene Korber, Kelly McGregor, Don Miller, Chris Nichols, Zanja Yudell

Guests: Chris Fosen, Susan Avanzino, Ryan Patten

1. Announcements
 - a. [Academic Senate Resolution](#) Betsy—update on plenary held in March; not all Senators had received our resolution so she was able to share with them.
 - b. EM 18-005 Update—passed EPPC as Intro item, will be EPPC Action item tomorrow with very minor changes.
 - c. Course Proposals for GE status (subcommittee recommendations on April 10) are in Box folder.
 - d. Oral Communication Assessment—getting close to instructors having assignments turned in, they are being normed so they can score with rubric.
 - e. Pathway Coordinator Elections—e-mail will go out to all faculty from Kate. Great Books and Ideas, Health and Wellness, Science Technology and Values, and Global Development are up for election.
 - f. CAB also needs to elect a Chair for next year; Jason is willing to serve again if needed.
2. Approval of Minutes for February 13
 - a. Approved
3. Official Names of Current Pathway Minors
 - a. The current EM revisions don't resolve the naming convention of the Minors because this isn't addressed in the EM. Minors are currently named: "General Education Pathway Minor in...". All Minors are [EM'd](#) with their name so they would need name changes approved by Senate and then new EMs. Suggest removing "Pathway" leave "General Education."
4. Pathway Coordinator Annual Reports (EM 18-005: coordinators "report annually to CAB on steps taken to maintain coherence and breadth and demonstrated student learning.")
 - a. Diversity Studies—Ayde—Challenges: only received 39 of 78 (fall), and 28 of 73 (spring) syllabi from faculty. Difficulty getting responses from faculty, trying to send survey to get a sense of what they want from their coordinator: events or meetings etc., without being pushy. May be able to get syllabi from departments instead of individual faculty.
 - b. Ethics, Justice & Policy—ENGL 240 on naughty list, full report next meeting.
 - c. Food Studies—report next meeting.
 - d. Gender and Sexuality Studies—Diana—first year as formal Pathway Coordinator. Only 4 lower-division courses are in other pathways, only one upper-division

course is in another Pathway (Diversity). Minor is 4th of all Pathways and 8th overall. Pathway offers a lot of Women's Studies and LGBTQ courses, then has broader thematic subjects in other courses. Sent e-mail to faculty letting them know what to include in syllabi, there have been changes to faculty so they needed information on what to include; promoted events; shared assessments. Goals: BbLearn page for syllabi and matrix, get signature assignments to share with all.

- e. Global Development Studies—Sarah—naughty list this semester LAST 381 and LAST 120 due to faculty limitations. Will be doing substitutions for students for these courses. Did some class visits in the fall to promote the Minor, received some syllabi (about 15) which are not good about including SLOs for the Pathway, but do include information that the course is in the Pathway.
 - f. Requesting syllabi—maybe CAB Chair should e-mail Chairs to request instead of individual Pathway coordinators. With new EM, each course will need to address one SLO and one Value—will be chance to update syllabi.
5. How to “close the loop”? Discussion with Chris Fosen, Susan Avanzino, and Ryan Patten.
- a. [2018 Written Communication Assessment Report](#) was shared with all faculty who participated, with Susan Avanzino, and is also on the GE website. WASC gave commendations for GE assessment.
 - b. Conclusions from Writing Assessment have been shared, now how can the issues – especially those concerning equity – be addressed? What can be done with conclusions? Should share with all W course instructors in addition to the GE SLO faculty.
 - c. Over the summer Chris will be leading the Institute for Teaching Writing, all faculty have the opportunity to attend. Writing (W/GW) courses are being evaluated on how writing is taught, need to provide professional development for those faculty. Should be focus on aligning writing across courses, not just in one semester, so students are fully prepared for GEAR course.
 - d. Bring assessment results to Chairs to emphasize progression of writing over student's career.
 - e. Susan: assessment is an ongoing cycle, what is the data really telling you and what do you want to do with that data? Share with all faculty, not just Chairs, share most insightful data and pair it with best practices for improving assignments, grading, and feedback. The assignment is so much of what will affect the assessment. If assignments are aligned with rubrics it could be so much easier.
 - f. Consider different versions of ENGL 130 for STEM or other disciplines, provide more technical writing experience. Partner with Faculty Development to provide tips and information.
 - g. Obstacles? Class size, would like to see 30 cap reduced to 20. Easiest fix but hard to accomplish. We have the highest cap in the system which leads to

students writing fewer papers of shorter length. Onboarding of faculty into writing courses—not much is happening, much of the writing instruction is done by lecturers. Need to keep in touch with those faculty teaching W courses.

6. Adjourn