Council of General Education / October 23, 2008

Attending: Phyllis i!!ey, "te#e $ennett, %ohn &iller, A ' y $roc(,)ouglas *uff, "ean Cordes,)a#id *augen,)a#id Casagrande, %ohn *e ' ing+ay, , athleen O-)onnel.$ro+n, Candace &c/aughlin 0e1. officio2, "oufura $ou(ari, %udi)allinger 0e1 officio2, %ohn &iller

&eeting called to order at 3:30

Phyllis i!!ey: /et-s start +ith introductions3

Phyllis i!!ey: $rings out Policies and Procedures !er)ennis)e#older-s re4uest fro ' the !re#ious ' eeting3)id anyone loo(at these5
)a#id *augen: 6 ha#e a 4uestion about the faculty liaison co ' ' ittees3
        Phyllis7 8hat is a re ' nant fro ' ten years ago +hen +e +ere arguing +hether e#ery class needed to ' eet e#ery goal3 9e should re ' o#e this as +e they don-t e1ist5
)a#id *augen: 9 ho are the :other agencies5; Assess ' ent 8as(<orce5
        Phyllis i!!ey:)iscusses Council on Assess ' ent "tudent /earning = the !ossible referent for agencies3
)a#id *augen:)iscusses t+ea(ing the language around the :other agencies; language3
        Phyllis i!!ey: 6 su!!ose the idea is to use assess ' ent to see if the curriculu ' is in line +ith the !hiloso!hy and goals of general education3
)a#id *augen: 9e decide +hat the goals should be3 9e use our good >udge ' ent to decide +hat courses ' eet those goals3 8hen, +e ' easure +hether the courses +e !ic(ed are in fact ' eeting those goals3 8he only thing assess ' ent can do is tell you +hether students by ta(ing these courses are learning +hat they need to learn to ' eet the goals3
        Phyllis i!!ey: 9 here are you finding language in the !olicies that >ustifies +hat your saying5
        Candace &c/aughlin: 8he curriculu ' language3
        Phyllis i!!ey: 8he re4uest to coordinate +ith others doing gen ed is obsolete3 "o +e re ' o#e this3
        Candace &c/aughlin: Can-t +e >ust ' a(e it to re#ie+ and assess the gen ed curriculu ' in order to ensure that the curriculu ' reflects the goals, etc35
        Phyllis i!!ey: Clarifes Candace-s language3
)a#id *augen: 8here are t+o 4uestions: 9 hat are the goals5 Are the right classes ' atched to the goals5 Are the classes +e ' atched actually doing +hat +e ho!e they are doing5
        Phyllis i!!ey: As(s for clarification3ng5

) a#id *augen: "hrugs in concurrence3

%ohn *e ' ing+ay: 8he :le#els of ade4uacy; language could cause trouble3

Phyllis i!!ey: Agrees3

%ohn &iller: ho+ about :to i ' !le ' ent, conduct, and e#aluate the general education assess ' ent !lan and the results as a!!ro#ed by faculty senate3;

%udi) allinger: 6 disagree3 9e are assessing to see if students are learning so ' ething3 &ore bac(and forth3

Phyllis i!!ey: Goes bac(to %ohn &iller-s state ' ent, :to i ' !le ' ent and e#aluate the   general education assess ' ent !lan and the annual assess ' ent results as a!!ro#ed by faculty   senate3;

Phyllis i!!ey:) a#id does that address your concerns5

) a#id *augen: 6 thin(so3

"ean Cordes:) o +e need the +ord :conduct5; 6f +e :i ' !le ' ent; the !lan aren-t +e :conducting; it5

<inal #ersion of C: :to implement and evaluate the general education assessment plan and the annual assessment results as approved by faculty senate3;

Phyllis i!!ey: 8he current :G; is no longer needed in light of the language +e ›ust crafted for :C 3;

%udi) allinger: 9e should ha#e so ' e grou! on ca ' !us that chec(s to see if a class +e ' ar(for articulation actually ' eets the 6A6 re4uire ' ents3

Phyllis i!!ey: 9 6@ is already ' eeting its 6A6 re4uire ' ents3

%udi) allinger: 9e still ' ight need so ' e body to ' a(e sure that courses ' eet the 6A6 re4uire ' ents3

Phyllis i!!ey: %udi could re4uest that the Gen Ed council do this for any !articular course3

"ean Cordes: 9e shouldn-t ta(e the burden on oursel#es initially3 6f so ' eone as(s us to do this, +e could do it3

Phyllis i!!ey: Couldn-t so ' eone in the Pro#ost-s Office do this5

%ohn &iller: 9e 0Gen Ed2 should be doing this if it-s needed3

Phyllis i!!ey: 9 hat +e need is so ' eone to translate stuff into bureaucratese3

Phyllis i!!ey: On the current : / ; +e should add :C6E; and :@AAC;

%udi) allinger: 6 don-t see anything else3

Phyllis i!!ey: Anything else5

) a#id *augen ' o#es the changes

"ean Cordes: "econds

Changes a!!ro#ed: A0 in fa#or, A abstention3

Phyllis: / et-s hear the re!ort fro ' the +riting subco ' ' ittee3

) a#id Casagrande: $ill,) oug, and 6 ' et +ith 8ere Borth and created a short ne+ sur#ey3) a#id rehearses the first sur#ey3 9e thought that this ti ' e +e ha#e a shorter essay, deli#ered earlier in the se ' ester for a higher res!onse rate3 9e follo+ed the +ording GE C re!ort to find out +hat sort of +riting is being done in classes +ith ' ore and less C0 !eo!le3 9e tried to (ee! it e1tre ' ely short3 9e ha#e structured is so that if a !erson is teaching ' ulti!le classes, they only need fill out the sur#ey once3 8he idea is to ' a(e the sur#ey as 4uic(as !ossible and get so ' e data3 9e +ill ha#e a little less infor ' ation, but ' ore res!onses = that-s our ho!e3 9e en#ision doing this once year5 E#ery se ' ester5

Phyllis i!!ey: E#ery se ' ester 6 thin(to get e#ery course3

"ean Cordes: E1!lains his classes !roble ' 3 *e has nine different +riting assign ' ent3

Phyllis i!!ey: Couldn-t you +rite this infor ' ation in the bo1 on the other !age3

"ean Cordes: 6 !robably could3

Phyllis i!!ey:) oes this need greater s!ecificity5

David Haugen: Bob.

Phyllis Lilley: What about the revision data?

David Haugen: The survey catches that.

Dean Cordes: Raises the quantity vs. quality issue.

David Casagrande: We need to know whether writing is happening at all. Do we need to know how much writing is going on?

Phyllis Lilley: Historically, the more students are asked to write, in theory the better their writing is getting.