

Council of General Education / October 23, 2008

Attending: Phyllis Wiley, Theodore Sennett, John Miller, Amy Brock, Douglas Huff, Sean Cordes, Phyllis Augen, Casagrande, John Ewing, Kathleen O'Connell, Ron Candace & Cathleen O'Connell. Susan, Candace & Cathleen O'Connell. Phyllis Augen, John Miller

Meeting called to order at 3:30

Phyllis Wiley: Let's start with introductions

Phyllis Wiley: Brings out Policies and Procedures for Seniors - Request from the previous meeting - Did anyone look at these?

Phyllis Augen: Have a question about the faculty liaison committee?

Phyllis: That is a request from ten years ago when we were arguing whether every class needed to meet every goal? We should re-evaluate this as they don't list

Phyllis Augen: How are the other agencies? Assess 'ent as a force

Phyllis Wiley: Discusses Council on Assessment - Student Learning = the possible referent for agencies

Phyllis Augen: Discusses teaching the language around the other agencies; language

Phyllis Wiley: So! The idea is to use assessment to see if the curriculum is in line with the philosophy and goals of general education

Phyllis Augen: We decide what the goals should be? We use our good judgment to decide what courses meet those goals? Then, we measure whether the courses included are in fact meeting those goals? The only thing assessment can do is tell you whether students by taking these courses are learning what they need to learn to meet the goals

Phyllis Wiley: Where are you finding language in the policies that justifies what your saying?

Candace & Cathleen: The curriculum language

Phyllis Wiley: The request to coordinate with others doing gen ed is obsolete? Or we re-evaluate this?

Candace & Cathleen: Can't we just evaluate and assess the gen ed curriculum in order to ensure that the curriculum reflects the goals, etc?

Phyllis Wiley: Clarifies Candace's language

Phyllis Augen: Here are two questions: What are the goals? Are the right classes attached to the goals? Are the classes attached actually doing what we hope they are doing?

Phyllis Wiley: Asks for clarification

) 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 !rticular 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!onnes = 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

) a#id \* augen: BO3

Phyllis i! !ey: 9 hat about the re#ision data5

) a#id \* augen: 8he sur#ey catches that3

"ean Cordes: raises the 4quantity #s3 4uality issue3

) a#id Casagrande: 9 e need to (no+ +hether +riting is ha! !ening at all3 ) o +e need to (no+  
ho+ ' uch +riting is going on5

Phyllis i! !ey: \* istorically, the ' ore students are as(ed to +rite, in theory the better their  
+riting is getting3