

Council of General Education / October 23, 2008

Attending: Phyllis Rippey, Steve Bennett, John Miller, Amy Brock, Douglas Huff, Sean Cordes, David Haugen, David Casagrande, John Hemingway, Kathleen O'Donnell-Brown, Candace McLaughlin (ex-officio), Soufura Boukari, Judi Dallinger (ex officio), John Miller

Meeting called to order at 3:30

Phyllis Rippey: Let's start with introductions.

Phyllis Rippey: Brings out Policies and Procedures per Dennis Devolder's request from the previous meeting. Did anyone look at these?

David Haugen: I have a question about the faculty liaison committees.

Phyllis; That is a remnant from ten years ago when we were arguing whether every class needed to meet every goal. We should remove this as we they don't exist?

David Haugen: Who are the "other agencies?" Assessment Task Force?

Phyllis Rippey: Discusses Council on Assessment Student Learning—the possible referent for agencies.

David Haugen: Discusses tweaking the language around the "other agencies" language.

Phyllis Rippey: I suppose the idea is to use assessment to see if the curriculum is in line with the philosophy and goals of general education.

David Haugen: We decide what the goals should be. We use our good judgement to decide what courses meet those goals. Then, we measure whether the courses we picked 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 Rippey: Where are you finding language in the policies that justifies what your saying?

Candace McLaughlin: The curriculum language.

Phyllis Rippey: The request to coordinate with others doing gen ed is obsolete. So we remove this.

Candace McLaughlin: Can't we just make it to review and assess the gen ed curriculum in order to ensure that the curriculum reflects the goals, etc.?

Phyllis Rippey: Clarifies Candace's language.

David Haugen: There are two questions: What are the goals? Are the right classes matched to the goals? Are the classes we matched actually doing what we hope they are doing?

Phyllis Rippey: Asks for clarification.

David Haugen: Restates his question.

Phyllis Rippey: It sounds like you are getting close to assessing teaching. We don't assess teaching or student learning per se. We assess the program.

John Hemingway: Asks question about the success of particular classes meeting goals.

Phyllis Rippey: Reiterates that this council assesses at the program level.

Sean Cordes: Is it a matter of whether the course contains the objectives and outcomes that allow for mastery?

Phyllis Rippey: Yes.

Phyllis Rippey: Brings Judi Dallinger up to speed (Judi entered late).

Judi Dallinger: Explains her understanding of Gen Ed assessment.

David Haugen: For "C" we could just get rid of the stuff after the comma.

Phyllis Rippey: How about, "to review and assess the curriculum to ensure that gen ed curriculum meets the philosophy and goals of general education." It's not elegant but it captures the sense.

David Haugen: Shrugs in concurrence.

John Hemingway: The “levels of adequacy” language could cause trouble.

Phyllis Rippey: Agrees.

John Miller: how about “to implement, conduct, and evaluate the general education assessment plan and the results as approved by faculty senate.”

Judi Dallinger: I disagree. We are assessing to see if students are learning something. More back and forth.

Phyllis Rippey: Goes back to John Miller's statement, “to implement and evaluate the general education assessment plan and the annual assessment results as approved by faculty senate.”

Phyllis Rippey: David does that address your concerns?

David Haugen: I think so.

Sean Cordes: Do we need the word “conduct?” If we “implement” the plan aren't we “conducting” it?

Final version of C: *“to implement and evaluate the general education assessment plan and the annual assessment results as approved by faculty senate.”*

Phyllis Rippey: The current “G” is no longer needed in light of the language we just crafted for “C.”

Judi Dallinger: We should have some group on campus that checks to see if a class we mark for articulation actually meets the IAI requirements.

Phyllis Rippey: WIU is already meeting its IAI requirements.

Judi Dallinger: We still might need some body to make sure that courses meet the IAI requirements.

Phyllis Rippey: Judi could request that the Gen Ed council do this for any particular course.

Sean Cordes: We shouldn't take the burden on ourselves initially. If someone asks us to do this, we could do it.

Phyllis Rippey: Couldn't someone in the Provost's Office do this?

John Miller: We (Gen Ed) should be doing this if it's needed.

Phyllis Rippey: What we need is someone to translate stuff into bureaucratese.

Phyllis Rippey: On the current “L” we should add “CIE” and “UAAC”

Judi Dallinger: I don't see anything else.

Phyllis Rippey: Anything else?

David Haugen moves the changes

Sean Cordes: Seconds

Changes approved: 10 in favor, 1 abstention.

Phyllis: Let's hear the report from the writing subcommittee.

David Casagrande: Bill, Doug, and I met with Tere North and created a short new survey. David rehearses the first survey. We thought that this time we have a shorter essay, delivered earlier in the semester for a higher response rate. We followed the wording GERC report to find out what sort of writing is being done in classes with more and less 50 people. We tried to keep it extremely short. We have structured it so that if a person is teaching multiple classes, they only need fill out the survey once. The idea is to make the survey as quick as possible and get some data. We will have a little less information, but more responses—that's our hope. We envision doing this once year? Every semester?

Phyllis Rippey: Every semester I think to get every course.

Sean Cordes: Explains his classes problem. He has nine different writing assignment.

Phyllis Rippey: Couldn't you write this information in the box on the other page.

Sean Cordes: I probably could.

Phyllis Rippey: Does this need greater specificity?

David Haugen: No.

Phyllis Rippey: What about the revision data?

David Haugen: The survey catches that.

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

Sean Cordes: As long as we know what departments are doing the writing.

Phyllis Rippey: We know that from the survey.

Sean Cordes: Okay—it (the example) doesn't show that.

Phyllis Rippey: We are not making a determination of whether the writing is being taught in the best way possible. We are trying to find out if writing is happening as it is supposed to per the definition of general education at WIU.

John Miller: We should measure what we need to know as a council.

Sean Cordes: This will tell you if writing is happening, but not what kind, how good, etc.

Phyllis Rippey: That's right.

Kathleen O'Donnel Brown: And you are leaving Eng 180 and 280 out?

David Casagrande: Yes.

Phyllis Rippey: Are we ready to consider this by a vote?

The survey is unanimously approved.

Phyllis Rippey: I have been talking with the Council on International Education as to whether we have any need for coordination. Do we need to coordinate with them?

John Miller: I don't think so. We are doing two different things. If someone wants to submit a CIE class for Gen Ed, they can.

Phyllis: More about Gen Ed Assessment: Are we done with the first pass?

Judi Dallinger: There are a few departments we are still unsure of.

Phyllis Rippey: Judi will initiate ATF for these departments.

Judi Dallinger: We did meet with math and English on 180 / 280 people.

Phyllis Rippey: What about Health?

Judi Dallinger: They withdrew their assessment plan.

Phyllis Rippey: I will check up with them.

Judi Dallinger: The council approved that English would take 3 papers randomly. If there is only one class in a section, then our data size will be 3 papers for that section. Discussion of 180 / 280 assessment. Discusses sampling issue in Communication.

Phyllis Rippey: We should stand by what we approved. If we need to tweak our assessment protocols next year, we do that.

Sean Cordes: If we don't have one, can we create a spreadsheet with the information for assessment?

Phyllis Rippey: We have a spreadsheet.