

GESC

October 26, 2009

1:30 – 3:00

Present: Bob Drov Dahl, Doug Downing, Katie Kresser, Ben McFarland, Kathleen Braden, Michelle Beauclair, Cindy Price

Agenda

- Opening prayer
- Approval of 10/19 minutes
- Continue discussion of the place of skills in the Exploratory Curriculum (EC)
- How will the design of the EC bring greater coherence and relevance to GE?

Discussion of skills worksheet and accreditation standards

NWCCU's standards

Do we have to demonstrate focus of courses to accreditation standards?

- What are our goals and how do you assess these goals?
- Looking for the big picture
- Assessment – can you show that you accomplished those goals?
- Meeting our own expectations?
- Using results to improve our institution

Discussion re skills

Teaching and applying skills

- Teaching in USEM, applying in other classes
- 2000 level classes: intensive reading
- 3000 level classes: arguments/critical thinking

Possibility of grouping skills?

1. Gathering information
Reading comprehension, visual, map reading, listening skills, etc
2. Research, reasoning, analysis
Qualitative, quantitative, etc
3. Communication, synthesis, and reaction
Writing project, orally, writing tests, etc

We're all already doing this inherently – how do we make it more explicit for assessment reasons?

Learning outcomes on syllabi – it's about content

- Not intentional about teaching skills
- Similar to Bloom's Taxonomy

Be more deliverable – we want you to focus on one or two skills in this course

- Cover the basis
- Emphasize any skills in EC?

Discussion and questions re W requirement

Is this effective or used well? How do we know?

- Not experimental so we don't know
- Class size?
- How do you revisit the W program?
- Need a system in place where we know on some level things are intentionally happening

Collegiate Learning Assessment (CLA)

- Measures critical thinking
- Take random sample of students every year
- More global than worrying about every single class

What about assessing teaching?

Antecedents, transactions, and outcomes (intended and actual)

Concentration on moving from intended to actual

- For each course
- Assessing if it actually happens
- Leave outcomes to other times and places

Discussion of USEM

One third of USEM course is spent doing college transitional topics – too much?

- Refrained from creating a mandatory USEM syllabi
- Can change this if needed for the skills

Too onerous for faculty to teach USEM

- Advising component is too much

What USEM currently cover

- Information literacy
- Using library resources
- Oral communication
- Research paper
- Knowing culture of study skills/success
- Time management
- Test/note taking skills
- Registration

Breakdown of skills:

USEM – writing and research

UCOR 1000 (Arts & Community) – oral communication and visual literacy

- Music?
- Identity as seen through the arts
- Be cautious how visual literacy is written up

UCOR 2000 (West & the World) – reading comprehension and research

- Needs to be standardized with skills

UCOR 3000 (Belief, Morality, & Modern Mind) – argumentation

UFDN 1000 (Formation) – writing and reading

UFDN 2000 (Scripture) – reading comprehension

- Text centered

UFND 3100 (Christian Theology) – critical analysis

- Argumentation

Adjourned 2:53