



# Committee for the Assessment of General Education (CAGE)

## Meeting Minutes

Thursday, April 13, 2017 • 2:00pm – 3:00pm • 204 Whitehurst

Present: M. Bayles (via Skype), C. Beier, J. Comer, J. Gelder, C. Johnson, J. Knecht, B. Miller

Absent: G. Wilber

Guests: A. Witham, M. Blankenship

### Introduction, Call to Order and Approval of Minutes.

Dr. Comer called the meeting to order at 2:00. Dr. Gelder motioned to approve the minutes as presented. Dr. Miller seconded. The motion passed unanimously.

### Gen Ed Assessment Updates.

Artifact requests for Spring 2017 were sent out to instructors of all 2000-level Gen Ed courses with at least one graduating senior enrolled. Instructors from some 1000-level Gen Ed courses were also contacted if we had received acceptable artifacts from them in the past. The UAT GRA will contact those instructors who indicate they have artifacts and arrange collection. If the response to this first wave of requests does not gather a sufficient number of artifacts, a second round of requests will be sent to instructors who did not respond at all to the first email. Those instructors who indicate they do NOT have artifacts are deleted from the follow-up list.

The BCSSE application has been submitted. We now have an active account. The IRB paperwork has been started.

AAIC chose Information Literacy and the new Diversity module recommended by CAGE the 2017 NSSE administration.

Our contact with NSO said she will get the word out to incoming freshmen to be on the lookout for the BCSSE survey emails.

### Discussion Items.

Dr. Miller asked the group for clarification of Gen Ed rater trainings/processes/techniques. Dr. Comer suggested providing the raters being trained with previously-rated artifacts as "homework" prior to their formal training.

Dr. Miller then asked if it was a good idea to have some overlap among the three rating groups. She suggested a batch of 5 artifacts be reviewed by all three groups to check rater validity. Dr. Comer agreed there is value in having a small pool to test inter-group reliability. Dr. Bayles recalled that such overlap has been done in the past with as many as 10 artifacts. Drs. Comer and Gelder felt that 10 might be too many. They decided that 70 unique artifacts (for each set of two reviewers) and 5 common artifacts for all six reviewers would work well.

***Continued discussion on Diversity Gen Ed presentation.*** After the Diversity Photovoice Project presentation at the March AAIC meeting, each AAIC member was asked to come up with three ideas about assessment – two regarding diversity assessment and one about general assessment. The ideas submitted to UAT were presented at AAIC's April meeting, but time constraints limited discussion. Mr. Knecht encouraged CAGE members to comment on and/or encourage action on the ideas they feel are worth pursuing. CAGE recommendations could be drafted and routed to GEAC or other groups through AAIC. New ideas brought up in this meeting included:

- Coordinate workshops for faculty who have taught, are currently teaching, and/or will be teaching diversity courses to discuss not only what they will be doing in class, but also rubrics and/or feedback from diversity artifact reviewers regarding prompts.
- Use statements from the current US Government administration as prompts for diversity papers.
  - Given the events that have transpired at OSU over the past year, we may not need to go outside our own institution for writing prompts.
- It would be better to encourage sustained, systematic change events rather than short presentations such as those that might be offered at Freshmen Convocation or at a booth at the Student Union.
- Tenured PhDs who are teaching diversity courses could be encouraged to try outside-the-box creative assignments as pilot assignments in diversity or multi-cultural classes in order to create better artifacts in the future.
  - Graduate students or adjunct instructors teaching Gen Ed courses may not be getting adequate supervision from the faculty members assigned to their courses and could benefit from interacting with more creative or research-oriented faculty who previously have done well with diversity prompts/assignments.

- Maybe CAGE could reach out to Associate Deans to identify the best teachers of diversity courses within their college as well as junior faculty/instructors who would like to improve their courses and help facilitate conversations/workshops at the college level.
- Mr. Knecht mentioned that Dr. Fry was amenable to student projects in lieu of the papers currently required for Gen Ed courses. Such projects could be scored using participation points rather than grades. This approach could result in more student participation and fewer students regurgitating what they believe an instructor wants to hear.
- Dr. Comer volunteered to present these ideas at the next AAIC meeting.
- Dr. Miller and Mr. Knecht volunteered to summarize the ideas and present them at the next GEAC meeting.

Mr. Knecht informed the committee that the Academic Affairs Unit Heads are in favor of the guidelines and directions for applying for Gen Ed course designations be reviewed and updated. The Provost's office could use such an update to Gen Ed course requirements in order to increase 6-week grade and academic alert submissions.

***Draft 2016 Diversity Gen Ed Report.*** Mr. Knecht has electronically distributed a draft of the 2016 Diversity Gen Ed Report to the committee. He asked for feedback from the committee regarding any recommendations from the group stating CAGE's plan going forward. UAT will take the committee's suggestions from today's discussion and incorporate them into the report. 2017-2018 may be the best time to institute workshops in diversity because diversity assessment will take place 2018-2019. He also informed the committee that the Office of Multicultural Affairs has a diversity survey that likely will go out to students next spring (2018). AAIC and CAGE will have access to that data.

Dr. Comer stated that CAGE's homework assignment, aside from communicating these ideas to AAIC and to GEAC, is to think about how to effectively structure workshops to make them useful and keep people engaged and involved – building on Drs. Gelder and Miller's ideas.

Ms. Witham is tasked with compiling a list of D-designated course instructors to be discussed at the next CAGE meeting. The idea is to attempt to identify the best of the best for future workshop facilitation or prompt/teaching style feedback.

**General Reminders.** The next CAGE meeting is scheduled for May 11, which is finals week. Dr. Gelder had a conflict. Dr. Comer would like to reschedule and not cancel the meeting if possible. It likely will move to 11:00 a.m.

**Adjourn.** The meeting adjourned at 2:52 p.m.