

Minutes of the Liberal Studies Committee (LSC)

August 27, 2015

UC - Cardinal

Members Present: Brent Kinser (Chair), Carol Burton, Elizabeth McRae, Ethan Schilling, Heidi Turlington, James Deconinck, Jen Schiff, Paromita Biswas, and Sean June

Members Absent: Baldwin Sanders and Jeanne Dulworth

Recorder: Deidre Hopkins

Ex-Officio Members/Guests: David Onder and Randa Hodges

1. Approval of minutes from the August 20, 2015 Liberal Studies Committee meeting:

- The minutes from the August 20, 2015 Liberal Studies Committee meeting were provided to committee members and members were provided the opportunity to review the document. The minutes were subsequently approved as amended.

2. Update on Assessment:

- Brent emailed Don Connelly, Chair of Comm Dept. They are going to use the data from the assessment they had in the Spring 2015. We have bumped them up into the Assessment Team process. Need to put a team together.
- Brent has heard from the C1 Assessment Team. They are working on their report and have a plan to complete that as soon as they get data from David Onder.
- Brent had a conversation with Beth Huber on how the assessment will work.
- Met with Philosophy & Religion about P3 assessment and their next step is the survey to faculty to get a map of the outcomes.
- Brent has not met with History but Libby will be discussing their assessment with the department at their next departmental meeting.
- History is doing a complete revision of their entire curriculum (major and LS). PAR is considering a major revision to their LS curriculum. English has decided that they are also going to do a major revision to their LS curriculum as it makes sense to do it in the context of what History and PAR are doing.

1. The chairs of PAR, History, and English have a meeting on Sept 15 with Carol Burton and Richard Starnes to discuss what these three programs look like within Liberal Studies Programs. English offers 19 LS courses, History offers 29 LS courses, and PAR offers 31 LS courses.

- All of the changes in curriculum will go through Curriculog. We will have the Learning Outcomes built in so that they can check those and then we can track.
- Curriculog should be open by the end of the month.

3. Meetings:

- The Provost has asked to meet with the Committee as a follow-up to her visit last fall. This meeting is basically to check back in to see the progress that the committee has made over the past year (i.e., Assessment plan). This meeting has been scheduled for Tuesday, Sept 8, 2015. This meeting will replace the regularly scheduled LSC meeting for Thursday, Sept 10.
- The LSC meeting scheduled for Sept 17th will be cancelled.
- The LSC meeting scheduled for Sept 30th will be cancelled.

4. Discussion of the draft proposal:

- Brent sent the committee an email with a draft proposal of The Liberal Studies Program and High Impact Educational Practices: An Integrative Proposal for Conceptual Change to review.
- Through research on Liberal Studies and the direction it was headed a lot of the AAC&U publication calls for LS that emphasize more experiential types of learning. The idea of High Impact Practices (HIPs) came out of this and it is stuff that we already do, it includes freshman seminars, capstone experiences that we now require in each major, undergraduate research, learning communities, internships, study abroad, complex/collaborative integrative projects that result in signature work, etc.
 1. There was discussion on the difference between HIPs and signature work. ULP are a HIP unique to WCU. But it is also a good place to have a signature work. The problem with we have with articulating the LS program is its connection to the major program. To have a course like the ULP feature a complex, integrative project (may or not be collaborative). It would be good to have a project like this which constitutes a signature work for a student. This would be situation in the topic of the course, but integrated with the student's major – forcing the student to see the connection between the two.
 2. Since we are going through Assessment – do we want to implement the HIPs/Experiential Learning before the assessment is complete? This is the conversation that we need to have.
 1. Illinois State has a program called Digital Badging. As students complete a set of tasks they receive a digital badge (similar to the Girl Scouts) the badges are related to writing proficiency, team work, and other academic accomplishments. For WCU: what if a student can take 5 courses that are designated as “writing intensive” and then receive some sort of endorsement that they have achieved some level of writing proficiency that adds value to their educational experience. This will allow the students (and faculty) to see the connection between the LS and the major experience.
 3. It is the contention that we already do a lot of great things, we're just not doing a great job of articulating. We need a better way to think about what goes on in these classes, importance to creativity, etc.
- There was discussion on the implementation of the HIPs and assessing those courses – how would we guarantee the quality of the HIPs across classes.
 1. One possibility is to capture this through the LS Assessment. We are already assessing them and the results of the HIPs are imbedded in the end-of-the-semester assignments that we are gathering and assessing according to the LS rubrics.
 2. If we adopt this new structure and people propose new classes to go in it, then how do we ensure that their HIPs was quality?

1. Example: Service Learning is built into course. In order for it to be designated as a SL course (showing up on transcript) it must have 15 hours of service, a reflection piece, and quantified in some way.
- As a committee the first thing we need to do is figure out if HIPs are happening, who is doing them, are they marketing them, articulate them, etc.
 1. We could send out a list of HIPs and how many of you are doing them? The courses that we really don't know about (writing intensive, collaborative projects). Per David, the new digital measures program (FAD) can give us this information.
 2. To move forward, we should know how much HIPs are going on already; letting faculty select which HIPs they are delivering in their course.
- We can talk with Andrew Adams (Associate Dean, FPA) to see about inserting the HIPs into the FAD process.
 1. The committee agreed that it is worthwhile to pursue a better understanding of how many HIPs that we are doing at WCU.
- Motion was made by Elizabeth McRae to collect data in FAD related to Brent's proposal on High Impact Practices in Liberal Studies courses. The motion was seconded by Jen Schiff. No further discussion. All was in favor and motion was carried.
 1. Brent will contact Andrew Adams to check his availability to meet with the committee to further discuss FAD.
 2. Carol will gather the official documentation on HIPs, the research behind it, etc. and send it to the committee.

5. Next meeting – September 3, 2015 - UC-Cardinal

Time of Meeting Adjournment: 4:46pm

Email Update from Brent on 08/28/15

Greetings all:

I see that we have some curriculum to address in C-Log, Sport and Culture, so we will be meeting next week.

I've heard from Andrew Adams – he thinks that capturing the information in HIPs will be “easy.” I am inviting him to the meeting on 8 October, but I'll also see if I can't expedite by getting him to work this capture into FAD so we can get moving on it before people begin to be trained.

In other news, I discussed with Larry Hammer the other day of a possible way to allow students to know more about their classes before they register – more on that later.

For now, have a great weekend, and do please say a little prayer for the Cubbies – we have suffered so long.

Always,

Brent