

Minutes of the Educational Policy Committee (EPC)
February 9, 2016

Present: Professors Jeanne Goddard, Niamh O'Leary (Chair), Susan Wansor; Student Representative Chris Castro '16; Provost Cindy Speaker

Call to order: 11:34AM

1. Minutes of February 1, 2016 were approved as corrected.
2. Brief discussion of continued practice of classes being scheduled at unauthorized class meeting times. Only authorized times should be used. Reminder to be sent to faculty as Fall 2016 courses are being scheduled.
3. Advising Workshop - Wednesday, February 17 at 12:30pm, Zabriskie

Clarifying the charge for breakout groups facilitated by EPC members: intention of small groups is not to “teach” faculty colleagues about assessment but to allow for interaction, questions, sharing of effective strategies, problem-solving. It will be important to provide concrete, specific examples of how to collect data to assess student learning.

Group #4 Updating the Assessment Plan: Assessment Plan should be seen as a living document; however, the revised Assessment Plan for each year should be a new, clean document - NOT an annotated document from the previous year with changes, for example, in a different color or font.

Questions that cannot be answered in these sessions can be recorded and returned to EPC for consideration. After 30 minutes return to full group for Provost Speaker to provide overview and closure.

4. Gen Ed Curriculum 2/9/16 draft

General discussion:

- Importance of coordinator person(s) and embedded assessment at every category
- Faculty release time included in current grant request
- Also included in grant - director of Writing Center
- Grant request is for 3 years starting 2016-17; hoping that by end of 3-year grant term our increased enrolment will make these positions sustainable in annual budget
- Decision to use Provost Forum scheduled for 2/24 for open discussion with faculty concerning Gen Ed draft.

Consideration of individual items in 2/9/16 draft:

- #6 Needs further work - goals do not seem to address the wide range of competencies in this area (essentially, the humanities) - Cindy will work on this area
- #9 and #10 - Delete the list of specific courses here - this is not done in other categories
- #11 Yes, include OCS semester as an option in this category - need two more learning goals in this category - Susan will work on this area
- #12 New learning goals supplied for this area, edited down from the five offered to three that should allow for best assessment of learning
- #14 Does this language accommodate students attending graduate school - EPC decided this can still be considered “career preparation” in the broader sense
- 121 “Research Tools and Skills” seems different from others in this category (126 & 127), but some students really need this course.
- Add 122 “Learning Strategies” to this category
- Important to advertise these courses well and encourage advisers to direct students, as appropriate, into these courses early in their Wells career
- Provost Speaker noted that all these courses are currently staffed and being taught

In conclusion:

- EPC noted the importance of support for students in the sophomore year - comparable to our many services for first year students.

- EPC also noted the need to support transfer students as they navigate our curricular requirements. Transfer students have often felt lost when they arrive in a community of students who have a shared experience that appears foreign or exclusive to newcomers.

5. For next week:

Discussion of “marketing” i.e., how to package these 14 areas into larger “meta-groups” to make the Gen-Ed program easier to explain to perspectives and parents.

Adjournment: 12:34PM

Respectfully submitted,

Jeanne Goddard
Secretary pro tem