

**Liberal Studies Oversight Committee**  
**Minutes**  
**9-11-06**

Attendees Present: Peter Nieckarz, Luther Jones, Tracy Zontek, Windy Gordon,  
Brian Dinkelmeyer, Robert Anderson, Will Poynter & Kari Hensley

- Introduction of committee members
- Approval of the minutes from April 18<sup>th</sup>  
Minutes were approved pending attendees
- Discussion of C1 and C4 assessment reports
  - **Both documents in comparison to the results had inconsistent data.**
  - Discussion took place about the syllabi and if it is a consistent way to measure goals and objectives.
  - A suggestion was made to include the liberal studies objectives in all syllabi and make all faculty members aware of the Liberal Studies Document. It was questioned if the breakdown in communication might be with part-time, adjunct faculty teaching liberal studies courses.
  - It was suggested that the Provost Office send out communication or discuss the LS document at the next DHWS so depts. receive clarification to avoid oversight or unclear communication.
  - **C1 Document**
  - It was mentioned that a large percentage of students can't successfully complete research papers after having ENGL 101 & 102. They don't know how to reference and often plagiarize.
  - Page 3 of 28 (Assessment Summary) was referenced as being inconsistent when comparing columns 2& 4 outcomes.
  - Page 5 of 28 a statement is made, "the **majority** contained explicit course outcome statements that reflect FYC and LSP criteria." In comparison the LSOC disagreed that 5 out of 31 or 16 out of 26 did not seem to be a typical "majority".
  - It was mentioned that LS objectives were addressed /handled better in 102 versus 101.
  - Due to the inconsistent data between the table on page 3 and the narrative on page 5, Windy will draft an email to Peter for clarification.
  - Another distinction of the survey results was that of the freshman reading selection not being utilized. Committee Chair will discuss more with Reading Committee and find out specifics. For example, Is it mandatory to be read or used in class?
  - **C4 Document**
  - The statement on page 10 was questionable considering the high percentage. "95% of instructors used service learning to formally assess student comprehension of the C4 Wellness Objectives." Tracy will check

on the survey data and service learning to share with David Claxton so he is aware of the results.

- Feedback on C4 was to make people more aware of the obesity epidemic.
- Begin discussion of assessment of C2 and C3 in 06-07
  - A suggestion to utilize the same survey tool “Ultimate Survey” to assess Math which Tracy will help and Brent will serve as liason. Thanks to them for their help.
- Meeting time: It was unanimously decided to meet for 1 hour. It was mentioned if we got to a place in assessment that we could skip a meeting we would but we would rather meet for a shorter period more often than a longer period of time less often.
- FYC failures
  - 1) A, B, C, & Unsatisfied- remove F penalty/ U or W still owe 3 credit hours that have to be made up
  - 2) Section that has to be passed/requirements

Peter will workup alternatives and email to LSOC including learning goals and outcome summary by the end of the week.