Meeting Minutes

1. Approval of minutes of March 10, 2014
   ▪ Motion to approve, seconded, approved as distributed

2. Report on Mapping Exercise
   ▪ Two documents were distributed
   ▪ First document (12x17) is an analysis of the data provided by chairs/directors/lead advisers during the “Valentine’s Day Party”
     ▪ Attendees were asked to simulate what a student would go through in determining which classes credit-based experiences need to take to meet the 11 outcomes--21 experiences across 11 outcomes versus 16 experiences across 11 outcomes (Baker model)
       × Baker model experiences K1 (one less), R2 (one less), R3 (one less), and IL (two less)
     ▪ Bottom height of bar (blue) illustrates how many credits have to be taken (in major and for the core), the lower part indicates the liberal education core credits required by major, green portion shows the additional number of other classes needed to meet the remaining outcomes, add two together to get the sum, red line is minimum number of credits, average is 56 credits, the majors chosen represent 85 percent of students on campus
     ▪ Top analysis is Baker model, in general the blue bar is same except for Comm/Journ, on average 9 credit difference, as high as 14 credits and as low as 6
     ▪ Baker model was proposed because of perceived shortcomings in the university’s ability to offer the number of experiences to 10,000 students
       × Instead of looking at it as a deficit of courses, it could be looked at positively – could allow for creation of new courses or the altering of current offerings
   ▪ The second document is a collection of data, basically a seat analysis, for experiences that are assumed/intended to be part of the le core
     ▪ If the row has an “x” in both more than one column, e.g., row one has an “x” in K1 and S1, all courses that met those particular outcomes were grouped together
     ▪ Went through a “musical chairs” analysis, e.g., an economics major who needs both Econ 103 and 104, determined how many econ majors there are and how many seats available, if a seat is available for all econ majors or they were able to get a seat in 103 when it was their time to register; if not,
they looked for a second choice that met the same outcomes, Econ 104; does not include students who either got their first or second choice, the numbers reflect those remaining (even if not in major), red=no seats

- Chart on bottom shows K4, S3, R3, IL are in the red with the current model and are ok in Baker model
- The document is for four year totals, divide by 8 to determine the seat deficit per semester
- Courses designated as K2 appear to have a surplus, however, could go back to courses and have them incorporate IL or team up with an R1 course
- Surplus doesn't necessarily mean it's a surplus, based on a 'proposed' courses
- Looks at what we currently do, Arts and Sciences typically offers approx. 70,000 seats per year with approx. 50,000 being GE; we haven't tested a model so how do we know, but from the student's perspective it could add a semester
  - Senate Exec will likely discuss, could bring it back to Senate. There is time for ULEC to weigh in with a statement
  - Is there a way to summarize the inputs? Would like to know the modeling process, including a summary of category inputs, helpful to know what was at head-end of it
    - Any additional requests for data should be emailed to M. Goulet
  - Seems to be philosophical differences; what is the LE Core ultimately supposed to do? Foundational? Reduced number of experiences may not be beneficial and implications haven't been discussed?

3. Miscellaneous business
- Please send any comments or concerns about the five courses to be considered (ENGL 221, HIST 114, PHYS 100, PHYS 115, PHYS 226) to M. Goulet. They may be considered prior to the integrated learning discussion next week.

Adjourned at: 2:50 PM
Submitted by: S. Forcier
Approved: 3.31.14