

## EPC Minutes 10/9/2023

**Present:** Candice Benjes-Small, Annie Blazer, Jim Barber, Ben Boone, Myriam Cotten, Michael Cronin, Jim Deverick, Cathy Forestell, Michael Gaynes, Brennan Harris, Oliver Kerscher, Van Monday, Christy Porter, Denise Ridley-Johnston, Cory Springer, Nivheda Vaidy

### 1) Approval of Previous Minutes (10/2):

There were no changes or corrections to the previous week's minutes. The minutes were approved by unanimous consent.

### 2) Consent Calendar

JAPN 150	Crime Fiction in Japan	C150
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The consent calendar was approved.

### 3) Report on COLL150 Assessment and Discussion:

- Denise discussed how the steering committee reviewed course portfolios in the spring, collecting 52 portfolios from instructors teaching COLL 150 and receiving 41.
- The portfolios contained syllabi, course portfolio narratives, assignments, and supplementary materials. A working group scored the portfolios, resulting in a 79% response rate, overall.
- Student work was also submitted and scored by another working group, focusing on written communication (not yet completely evaluated). The assessment aimed to understand how COLL 150 courses were evolving and how they aligned with learning expectations.
- It was noted that overall the findings were very good but that there's room for improvement, which is ok for accreditation purposes.
- Surprise was expressed at the need for improvement in scholarly writing, given the course's writing-intensive nature.
- It was suggested that the lack of clarity on the 24-page, 6,000-word minimum contributing to the issue. Questions were raised about what constituted scholarly writing and the appropriate length for assignments.
- A concern was raised whether COLL 150 adequately prepare students for upper-level courses in terms of writing skills. EPC members discussed the variation in writing assignments and the need for shared expectations. For example, citation and revisions are very important no matter what discipline a COLL 150 is being taught from.

- The importance of introducing students to the standards of scholarly writing at the 100 level was mentioned. The discussion continued to revolve around the role of COLL 150 in developing students' writing skills.
  - There was a call for defining a baseline for the kind of papers expected at the end of COLL 150. The need for clearer outcome expectations and skill mastery was reiterated.
  - Collaboration with research librarians was suggested as a potential solution. The meeting also emphasized streamlining course descriptions and the need for regular course reviews.
  - EPC considered the importance of reminding instructors about course requirements and objectives. The idea of reevaluating courses that did not meet expectations was brought up.
- 4.) The meeting concluded with a proposal to add a question about adding the 24-page or 6,000-word requirement to the COLL150 curriculum form and to continue the discussion in the next meeting.

The meeting was adjourned at 1:58pm

*Minutes submitted by Oliver Kerscher*