



Committee approved: [date]
Sent to ACC: [date]
ACC Approved: [date]

CUE COMMITTEE Meeting Minutes of November 2, 2023

Meeting Location: Old Main 340

Cue Chair Reid called the meeting to order at 4:04pm, welcoming a total of 11 attendees (roster attached).

ACTION ITEMS

Meeting minutes of October 18, 2023 were approved as written on November 2, 2023.

Review of Curriculum Proposals: [1] curriculum proposals reviewed and discussed via [Curriculog agenda](#) (individual proposals linked in summary below).

[1] proposal rejected:

- Course Revision from Engineering and Design (information items):
- ENG 101 - Engineering, Design & Society
 - Committee felt like it did not meet the criteria for BCGM request
 - Motion to Not Approve, on the grounds that there is not sufficient BCGM content in the course description. Committee Approved the motion.

DISCUSSION ITEM

CUE Chair for W/SP 2024: The committee discussed why a chair was needed. No one volunteered. So tabled the discussion until the next meeting.

First Year Writing Assessment: The committee discussed the data provided by OIE regarding last year's survey of First Year Writing Assessment Results and discussed some of the specific demographic results (*see Addendum A below*). They discussed what some of the differences may be between pre pandemic students and post pandemic students and their English 101 readiness versus their overall college ready abilities. The results of the survey show the need for a restructuring of English 101 to include more "startup" support for students making the transition from K-12 to Higher Ed. The Writing Center have exit surveys with every class, and those surveys consistently say they wish that they had more exposure to all kinds of writing before they started further coursework.

Vice Provost Herring gave some details from the First Gen/Low Income pilot program from legislative funding that provides a yearlong program that helps students make the transition to college and build life skills for college.

The committee discussed several different ideas on ways to improve the whole English 101 program. The committee then asked Shannon Kelly, Director of Writing Support and Jeremy Cushman, Associate Professor, English Proposal to bring back some proposals to the committee at a future meeting for the committee to discuss.

AI and Writing: Chair Dorsey-Palmeteer chaired this discussion since the member who requested it be included on the agenda was not present.

Meeting adjourned at 5:23pm.

CUE Committee – Roster 2023-24

| VOTING ATTENDEES | | | NON-VOTING ATTENDEES | |
|--|------------------------------------|---|--|----|
| Faculty members | | | Advisory members (if applicable) | |
| Reid Dorsey-Palmeteer | Economics | P | Meagan Bryson, Director of Academic Advising | - |
| John Bower | Fairhaven | - | Amber Walker, Registrar's Office | P |
| Kevin Woods | Music | - | Jana Schueler, Admissions | P |
| Vacant | CENV | | | |
| Adrian Villicana | Psychology | - | | |
| Daniel Picus | Global Humanities & Religions | - | Recorder | |
| Jianying Zhang | Math | P | Elissa Hicks, Gov Relations Policy and Affairs Coordinator | P |
| Jeffrey Hart | Ed Leadership & Inclusive Teaching | P | Guests | |
| Vacant | Libraries | | Jeremy Cushman, Associate Professor, English | P |
| Ying Bao | Chemistry, At Large Faculty #1 | P | | |
| Vacant | At Large Faculty #2 | | | |
| Student members (if applicable) | | | | |
| Matt Condon, AS Student Senator | | P | | |
| Vacant, AS Student Senator | | - | | |
| Ex Officio members | | | Voting attendees | 7 |
| Shannon Kelly, Director of Writing Support | | P | Non-voting attendees | 4 |
| Jack Herring, Vice Provost for Undergraduate Education | | P | TOTAL ATTENDEES | 11 |

ADDENDUM A:

| | N | SHARE OF ASSESSMENTS THAT ARE 'SATISFACTORY' OR BETTER | | | | NOTES |
|-------------------------|----|--|---|--|--|---|
| | | Students will demonstrate ability to engage in critical and reflective analysis of diverse perspectives and communication techniques | Students will demonstrate ethical research and writing through locating, evaluating, and utilizing sources, to both develop and support their argument and discover what has been said and whose voice is missing | Students will demonstrate the ability to evaluate both scholarly and non-scholarly sources | Students will demonstrate understanding of how to craft comprehensible and effective arguments | |
| Overall Average: | 73 | 83.56% | 74.88% | 70.47% | 72.60% | |
| First Gen | 18 | 77.78% | 72.22% | 64.71% | 69.44% | |
| Pell Eligible | 23 | 79.55% | 65.22% | 66.67% | 62.32% | |
| Not First Gen | 55 | 85.49% | 75.76% | 72.32% | 73.63% | |
| Not Pell | 50 | 85.33% | 79.33% | 72.11% | 77.33% | |
| URM | 23 | 76.09% | 82.61% | 68.94% | 67.39% | "URM / Not Pell" have above average performance and are comparable to "Not Pell (URM & Not URM)" |
| URM not Pell | 9 | 83.33% | 100.00% | 70.83% | 88.89% | |
| Pell not First Gen | 11 | 80.00% | 59.09% | 75.00% | 53.03% | "Pell / Not First Gen" below average outcomes |
| First Gen not Pell | 2 | 100.00% | 100.00% | 100.00% | 100.00% | Not enough data to make conclusions, this appears to be a rare group |
| A-type grade in ENG 101 | 58 | 83.04% | 69.25% | 68.13% | 73.27% | Grades in ENG 101 appears to not really be related to probability of being 'satisfactory' or better |
| B-type grade in ENG 101 | 9 | 87.50% | 100.00% | 87.50% | 66.67% | |
| Less than B in ENG 101 | 6 | 83.33% | 91.67% | 70.00% | 75.00% | |