

**Council on International Education  
2019-2020**

**Meeting Minutes 2-19-20  
2:00-2:50 pm - Stipes 501**

**Attending:** Miguel Narváez (chair), Christie Carmark (ex-officio for Mark Mossman), Samit Chakaravorti, Ute Chamberlin, Jasmeet Chawla (student), Shankar Ghimire, Krista Bowers Sharpe, Ricardo Sepúlveda

**Meeting items**

1. Recorder: Ricardo Sepúlveda
2. Student members
  - Jasmeet Chawla (present)
3. Approval of Minutes (January 22)
  - Ute's name is misspelled, Shankar will correct

**Old Business**

4. Syllabi Report
  - Some issues accessing spreadsheet, but it was solved
  - Miguel will report findings next time we meet
5. Data Update
  - a. Assign roles/date
  - b. Enrollment
  - c. Grades
  - Angela Lynn will provide information, Miguel will report.
  - Info to gather: GI course #, student and grades breakdown (A-F), no gender information to be collected
  - Questions:
    - How do we analyze/breakdown the data?
      - type of course, level of difficulty, high/medium/low?
      - by categories or levels? (e.g. 100, 200, 300, etc.)
      - Shankar will create collaborative spreadsheet to help us compare courses
    - How do we assess the effectiveness of the course?
      - Do we consider the amount of GI courses taken by the student?
      - Could we survey the students' self-reported experience in the course?
      - Is it this what course evaluations do?
        - Course evals are not standardized across campus
  - Course assessment should be by \_\_\_\_\_, not by course section?
    - What would we like to get out of the final report?
    - Should we compare GI courses across colleges?
    - Should we compare discipline-specific GI courses?
  - What is the Senate charge to CIE?

“Are GI courses effective?”

- We can't measure fully the \_\_\_\_\_ of a course (teaching/learning outcomes) based only on the information on the syllabi
- Should we use the \_\_\_\_\_ of inclusion of objectives and goals as a measure for assessment of “efficiency?”
- Should we get the original course design form (proposal submitted to the Senate for course approval) and use it as a reference to compare courses as they exist currently?
- Should we recommend verbatim inclusion of GI objectives and goals to appear on each GI course syllabi?

-CIE Evaluators issue

-we can't categorically assess “effectiveness” or “adequate meeting of” objective and goals by just looking at the syllabus and materials; the closest we could do is assessing “likelihood of effectiveness.” e.g. using descriptors as, “likely, not likely, very likely...”

-Recommendation to the Senate:

Use verbatim inclusion of GI objectives and goals to appear on each GI course syllabi

## 6. Study abroad GI designation course

### New Business

-Christie (ex-officio, on behalf of Mark Mossman)): no updates from Mark Mossman

### Table for Next Meeting

-Study abroad GI designation course (not part of the GI courses report)