

**Five-Year Review**  
**Baccalaureate Core Committee**  
Faculty Senate Committee on Committees  
March 14, 2005

This review of the Baccalaureate Core Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty Senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this committee?
2. Have the Committee's action or function, as reported in the annual reports and based on consultation with the current chair and committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. Overall the Standing Rules for the Baccalaureate Core Committee reflect the function and work of the committee and are written broadly enough to cover most changes that may occur in the future that would affect the baccalaureate core. However, there is one procedural change in the Standing Rules that needs revision and four areas that may affect the Standing Rules that committee needs to address. The process for handling baccalaureate core submission dealing with writing skills requires revision. The present process, A.4., states ***All submissions that deal with writing skills must be routed to the Writing Advisory Board, which consists of the English Department's Composition and Professional Writing Coordinators, and the Writing Lab Coordinator, and this Board will consult with faculty to develop and implement proposals.***

Four questions the committee needs to address this year that may affect the Standing Rules are as follows:

- a. Should the committee review preexisting baccalaureate core courses subsequently offered on line? Presently, the university does not require previously approved on-campus courses to undergo Category II Proposal review when they are revised for on line delivery.
  - b. To what extent should the committee work on a university initiative to assess learning objectives? The committee believes this is outside the charge of their committee and it would be more appropriate for the faculty to address the issue, with participation from the committee.
  - c. Should the committee review transfer course work or transfer "blocks" that may align with the DPD requirement in name and number but not in content?
  - d. Should there be a Cascades campus representative on the committee?
2. Annual reports are available on the Faculty Senate web site for each academic year since 1997-1998. The actions and functions reported in the annual reports are consistent with the committee's Standing Rules.
  3. The committee's annual reports outline the issues addressed by the committee and the committee's activities and outcomes. The reports also provide subsequent committees with information about broad, outstanding issues that the committee may choose to address. However, small pieces of unfinished work may or may not be included in the annual report. For this reason and for continuity, the chair recommends that the previous year's chair be allowed to continue on the committee an additional year even if his or her initial term of service has expired. The chair also recommends creating a mechanism for conveying to subsequent committees the committee's

methods of operation. The committee might consider writing Guidelines for this purpose.

4. The committee is already at a good size and has good balance. The only gap is student membership. Despite efforts to find student members for the committee, no students have come forward to serve. The committee is very active, has a significant workload, and meets every other week, which makes it difficult for students to serve. The committee chair doesn't perceive the absence of student members as a problem, but adds that one might not know what a student presence might bring to the committee.
5. The committee's work is connected to Goal 2 of the university's Strategic Plan: ***Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.*** More specifically the work of the committee, the baccalaureate core, . . . ***promotes a diverse educational community . . . promotes student development, encourages a broad and diverse educational experience, and supports student success . . .***