

## CALS Curriculum Committee Meeting

November 12, 2013

- Capacity Metrics discussion (Bland handed out worksheet)
  - Metrics – faculty and ratios, ex. student credit hours taught per faculty. There is no shortage of metrics.
  - The question is which metrics matter and what do they tell us?
  - Perhaps CALS statistics are different from campus-wide statistics because CALS doesn't necessarily "count" the same metrics as other colleges/schools, such as lab meetings. They are still being done in CALS; just not being explicitly counted as in other locations on campus.
  - CALS "what's needed" (small group activity)
    - Service learning, capstones, internships, etc. all enable students to graduate as critical thinkers, informed citizens, experts of a certain area of content, etc. – (Jackson, Kloppenberg, Hammond)
    - Independent research/internships, capstones, 12 credits of 50 or less students, midsize = 50-150, large = greater than 150 – (Olson, Day, Gisler, Sottile)
  - Hammond to come up with statistics for each group of CALS majors – lab science, life science, and field science type majors. Select a representative major from each category and report findings to committee.