1. Chris Warnick: 4-year longitudinal study (focus groups)
   a. FYE classes last year – students responded to open-ended prompt
   b. This year – survey
   c. Shared initial results
   d. Plans for next 3 years (n=112): 2 papers each, semi-structured interviews (start in spring)
   e. Shawn asked if we could add in additional questions related to general education
   f. Discussion on adding in questions that were asked of senior business students
      (shared by Gia in Sept. meeting)
   g. Lynne mentioned the possibility of using capstone courses for surveying students
      (or senior seminars for majors without capstone)
   h. Currently, we give pencil/paper exit surveys to students at graduation; new method (electronic) is under consideration where we might be able to add questions
      i. Point raised in favor of electronic survey: keeping track of completion; not doubling up
      ii. Qualitative data are also important for answering our questions
   i. Lynne would like to explore whether students understand the connection between general education requirements and a liberal arts education
j. Moving forward
   i. Chris will keep us updated
   ii. Committee members should send ideas to Jen Wright for developing questions

2. Foreign Language Alternative Program
   a. Potential pre- and post-tests for students (emailed to committee)
   b. Students complete surveys in first and last course
      i. First courses: Linguistics, Anthropology
      ii. Options:
         1. Ask professors to have entire class complete survey; pick out those that apply (SNAP Alt students)
         2. Electronic survey directly to students (only those taking course as Alt) – best option for tracking
      iii. Challenges:
         1. Difficult to compare pre- and post-scores
         2. Accuracy of scores
         3. Wording of some of the questions (simplify)
4. Need to add questions about the role language plays
5. Self-assessment issue
c. Tasks before next meeting:
   i. Work on simplifying questions
   ii. Add questions about whether students’ knowledge changed (with follow-up open-ended question)
   iii. Option of adding scenario with response to gage cultural sensitivity
   iv. Bring your questions to the Nov. meeting (post-test only)
d. Lynne shared the reasoning behind shifting from 12-credit hours to 9-credit hours in proposal (issue with equity)
   i. What are other colleges doing? Many prepare individual programs of study for those students (personalized to student)
   ii. Consider for next time: Exam to show competency