

**ARMSTRONG ATLANTIC
STATE UNIVERSITY**
UNIVERSITY CURRICULUM COMMITTEE
University Hall 282
Minutes April 20, 2011

PRESENT: James Brawner, Catherine Gilbert, Leon Jaynes, Michael Mahan, Rick McGrath (Vice Chair), Glenda Ogletree (Chair), Randall Reese, Teresa Winterhalter, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

ABSENT: Lee Braswell, José da Cruz, David Lake, Jonathan Roberts

GUESTS: John Kraft

CALL TO ORDER. The meeting was called to order at 3:02 p.m. by Dr. Glenda Ogletree.

APPROVAL OF MINUTES. The minutes of March 23, 2011 were approved as presented.

ITEMS

- I. College of Education (no items)
- II. College of Health Professions (no items)
- III. College of Liberal Arts (no items)
- IV. College of Science and Technology (no items)

OTHER BUSINESS

A. Update on Core Assessment (See Attachment 1)

John Kraft

Dr. Kraft distributed a working draft of the Core Student Learning Outcomes and Learning Goals Assessment Plan. He pointed out that different strategies are being employed for each area as each department is consulted. He stressed that this is a work in progress, and asked that the committee members encourage their fellow faculty members to help finish the plan, both for Board of Regents and SACS purposes.

Once the assessment plan is finalized it will be reviewed by the Regents Advisory Committee on Effectiveness in Assessment. The Regents Committee will give feedback on the plan, but the plan does not have to go to the Board of Regents for approval. The plan will be implemented in Fall 2011. In the Department of Art, Music and Theatre, a test run is being done in the music core classes. Other departments might consider doing the same. It is important to document what is tried and how successful it is. Dr. Kraft noted that the exit exam falls under the auspices of the University Curriculum Committee.

It was moved and seconded that the UCC express support for the state of progress of the Core Student Learning Outcomes and Learning Goals Assessment Plan at the current time. The motion carried.

B. UCC Annual Report

Glenda Ogletree

Dr. Ogletree distributed a draft report. It was moved and seconded to approve the report, with the addition of Dr. Kraft's report from today's meeting. The motion carried. See Attachment 2 for the approved report.

C. Remarks

Glenda Ogletree

Dr. Ogletree thanked everyone for serving and for all the help they have given through the year.

ADJOURNMENT. The meeting was adjourned at 3:29 p.m.

Respectfully submitted,

Phyllis L. Panhorst
Catalog Editor and Secretary to the Committee

Core Student Learning Outcomes and Learning Goals Assessment Plan*
04/20/11

Goal A1 (Communications)

SLO: Students will produce organized communication that develops analytical arguments and meets conventional standards of composition.

Assessment Plan: Use a program like E-Folio to manage essay submissions by students and have graders assess a sample (15-20%) of students' success in meeting the SLO. Two independent scorers shall use a three-point scale: 1 unsatisfactory, 2 satisfactory, and 3 superior to quantify a global assessment.

Goal A2 (Quantitative)

SLO: Students will demonstrate the ability to use mathematical information and concepts in verbal, numeric, graphical, or symbolic forms to solve problems.

Assessment Plan: Use the 27 math questions on the MAPP Exit Exam. Comparisons to SAT scores may be used to assess gain in math competencies.

Goal B (Institutional Options)

SLO: Students will critically evaluate the relationship between ethical theories and culture (B1).
AND
Students will analyze global multicultural issues among diverse realms of societies (B2).

Assessment Plan for B1: Faculty who teach ETHC2000 will compose a set of common questions to assess the SLO and basic ethics content for each B1 course. These questions may be administered via online survey at the conclusion of B1 courses.

Assessment Plan for B2: Not well defined yet, but will likely have to be done a course by course basis due to the wide variation of disciplines involved.

Goal C (Humanities/Fine Arts/Ethics)

SLO: Students will critically analyze the meanings of texts or works of art or music.

Assessment Plan for C1: Students ENGL 2100, PHIL 2010, and PHIL 2030 will be given a short in-class expository prose reading assignment. After reading the passage, students will answer a series of multiple choice questions about the work's meaning, requiring analysis of the text.

Assessment Plan for C2: Student shall be given pre-test and post-test questions concerning core course level issues of artistic genres, styles, and historical context.

Goal D (Natural Sciences)

SLO: Students will demonstrate a collegiate-level understanding of the method by which scientific study is conducted.

AND

Students will accurately evaluate data in scientific reasoning problems.

Assessment Plan: A set of questions assessing scientific methods and reasoning shall be administered to students to assess the SLOs in D1 courses. These questions may be administered via online survey at the conclusion of D1 courses and with the MAPP Exit Exam.

Goal E (Social Sciences)

SLO: Students will analyze the complexity of human behavior, considering how historical, economic, political, or social relationships develop, persist, or change.

Assessment Plan: Each course from History, Psychology, Economics, Political Science, and Sociology shall construct a set of question to assess the SLO as a pre-test and post-test.

Goal I (US Perspectives)

SLO: Students will evaluate the Constitutional principles and related historical, political, social, and institutional developments and governmental processes fundamental to American democracy.

Assessment Plan: POLS 1100 and HIST 1100 shall administer a set of questions at the beginning and end of classes. Although the questions for each course differ in various ways, students enrolled in either POLS 1100 or HIST 1100 would be assessed on their mastery of similar issues of political theory, federalism, civil liberties, and the roots of American democracy.

Goal II (Global Perspectives)

SLO: Students will analyze global multicultural issues among diverse realms of societies.

Assessment Plan: See above for B1 courses.

Goal III (Critical Thinking)

SLO: Students will effectively analyze and synthesize arguments in support of conclusions.

Assessment Plan: Department heads and faculty of ANTH 1102, ECON 1101, ECON 2105, ECON 2106, PSYC 1101 or PSYC 1101 (H) and SOCI 1101 are currently working a common set of questions to assess the Critical Thinking learning goal, but if they are not able to come to a consensus they may have to assess each course individually or use a third party exam.

*This plan is a work in progress.

University Curriculum Committee Annual Report for 2010-2011

The University Curriculum Committee met eight times for regular meetings during the 2010-2011 academic year on the third Wednesday of the month unless there was an official holiday for faculty. Agendas and minutes for UCC meetings are posted on the Faculty Senate website. Special meetings were held in September, October, and December.

The regular monthly business of the committee included acting upon curricular items from the colleges of the university. Below is a table of the number of items from each college. Fifteen items were 5000 level.

	Items		Items
College of Education			College of Liberal Arts
Childhood and Exceptional Student Education	11		Art, Music and Theater
Adolescent and Adult Education	44		Criminal Justice, Social and Political Science
			Economics
			Gender and Women's Studies
College of Health Professions			History
Communication Sciences and Disorders			Languages, Literature, and Philosophy
Dental Hygiene			Liberal Studies
Health Sciences	1		Military Science/ROTC
Medical Technology	1		College of Science and Technology
Nursing	14		Biology
Physical Therapy	1		Chemistry and Physics
Radiologic Sciences	3		Computer Science and Information Technology

Respiratory Therapy			Engineering Studies	
			Mathematics	1
			Psychology	7

At the September special meeting, Dr. Mark Finlay gave a summary of the ad hoc committee on the development of the Student Learning Outcomes (SLO) for the Core. The General Education Learning Outcomes and the Overlay Approval Form was approved and forwarded to the Senate. It was reported at the March UCC meeting that the University System of GA Council on General Education approved the submission of Armstrong Atlantic State University's learning outcomes and overlays for the core curriculum. At the April meeting, Dr. John Kraft presented a draft of the Core Student Learning Outcomes and Learning Goals Assessment Plan, and the UCC endorsed the current state of progress of the draft.

The Senate asked that the University Curriculum Committee look at eCore again for AASU becoming an eCore institution and submit a recommendation. At the October special meeting, Dr. Melanie Clay, the Associate Dean of eCore for the University System of Georgia, discussed and answered questions about eCore. In November, the UCC held a Faculty Forum to explore faculty concerns regarding possible eCore participation. The result was that the UCC rejected institutional participation in eCore by AASU. Report was forwarded to the Senate.

The December special meeting was called to discuss the remanded item from the Senate from the Department of Psychology's request to place PSYC 1200 in Area D. The UCC passed the motion for this request again. Report was forwarded to the Senate.

Glenda L. Ogletree, Ph.D.
Assistant Professor
Childhood and Exceptional Student Education
Chair, University Curriculum Committee