

Undergraduate Curriculum Review Committee
Meeting Minutes
October 27, 2016

Attendees

Marie Hertzler, Jack Dustin, Susan Carrafiello, Giovanna Follo, Gale Kleven, Stephanie Triplett, Brandy Foster, Carl Brun, Renee Aitken

- I. Minutes of the September 29, 2016 meeting were approved.
- II. Survey Question Review
 - a. The committee continued their review of the potential survey questions for the upcoming syllabi review.
 - b. The committee agreed to use the Quality Matters Learning Objective Standards (2.1 - 2.5) for Question 2.
 - c. The committee approved the final survey questions. (attached)
- III. Assessment Workshop
 - a. Dr. Brun briefed the committee on an upcoming assessment workshop and the 2016 – 2019 Core Assessment Plan. (materials attached)
- IV. HEIghten Civic Competency & Engagement and Intercultural Competency & Diversity Assessments (materials supplied by Dr. Dustin after the meeting via email).
 - a. Powerpoint:
<https://www.wright.edu/sites/www.wright.edu/files/page/attachements/CCE%2C%20I%20CD%20Pilot%20-%20Webinar%20Deck%20101016.pdf>
 - b. Video:
<https://ets2.webex.com/ets2/lsr.php?RCID=e2206322f2e2e3765b169537f1b57b7d>
- V. Adjourn
 - a. Stephanie Triplett will send out review assignments and deadlines.
 - b. The next committee meeting will be determined via email.

UCRC_2016-17 Service Learning

Q22 Notes To assist with your survey, print out the "QM-Rubric-LO-Standards" pdf & "CORE Element Learning Objectives" webpage linked in Pilot. The comment sections for the individual questions apply only to the "Partial" and "Not sure / Unclear" options. The system will make you adjust your answer if you select "Yes" or "No" and try to leave a comment in the "Partial" or "Not sure" comment areas. If you wish to select "Yes" or "No" and leave a comment, use the general comments section at the end of the survey.

Q6 Your Last Name:

Q10 Course Name as it appears in Pilot (example: APS 3040-W01)

Q3 Question 1a How does the syllabus identify the Service Learning attribute of the course?

- Service-Learning (SRV) (1)
- Service-Learning Intensive (SRVI) (2)
- Service-Learning but does not specify SRV or SRVI (4)
- Not sure / Unclear (3) _____

Q24 Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" option.)

- CORE (1)
- IW (2)
- MC (3)
- None (4)

Q9 Question 2a Does the syllabus identify the course learning objectives?

- Yes (18)
- No (19)
- Not Sure / Unclear (20) _____

Q35 Question 2b Does the syllabus identify how the course learning objectives will be met?

- Yes (1)
- No (2)
- Not Sure / Unclear (3) _____

Q42 Question 2c Using the Quality Matters Learning Objective Standards (2.1 - 2.5) linked in Pilot, determine a syllabus score ranging from 0 - 15.

Score (1)

Q36 Question 3 - Background Information Service Learning courses must include service work that involves a reciprocal relationship between the faculty member/s and one or more community partners to: - identify the service objectives, - plan the project and - establish

the student orientation requirements. Service Learning courses must also actively engage students with one or more community partners.

Q17 Question 3a Does the syllabus identify the service objectives?

- Yes (1)
- No (2)
- Not sure / Unclear / Partial (3) _____

Q37 Question 3b Does the syllabus identify the planned project?

- Yes (1)
- No (2)
- Not sure / Unclear / Partial (3) _____

Q38 Question 3c Does the syllabus identify the student orientation requirements?

- Yes (1)
- No (2)
- Not sure / Unclear / Partial (3) _____

Q39 Question 3d Does the syllabus describe how the student will actively engage with one or more community partners?

- Yes (1)
- No (2)
- Not sure / Unclear / Partial (3) _____

Q18 Question 4 Does the syllabus describe how service activities directly relate to one or more course learning objectives?

- Yes (1)
- No (2)
- Not sure / Unclear (3) _____

Q19 Question 5 Does the syllabus identify opportunities for the student to receive feedback from faculty members and community partners about the service project?

- Yes (1)
- No (2)
- Not sure / Unclear (3) _____

Q20 Question 6 How many hours of service does the syllabus indicate?

- Specific number or range (please specify) (4) _____
- Not sure / Unclear (3) _____

Q23 Question 7 (applies to SRVI courses) Does the syllabus link at least 50% of the course grade to the academic products of the Service-Learning experience and engage all participants (students, faculty members and community partners) in reflection and feedback activities that integrate the learning from the service experience with the course content.

- Yes (1)
- No (2)
- N/A-This course is not SRVI (4)
- Not sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education),... CORE Is Selected

Q40 Question CORE-1 Does the syllabus identify the Core Element(s) for which the course is approved? (Communication, Mathematics, Global Traditions, Arts/Humanities, Social Science, and/or Natural Science)

- Yes (1)
- No (2)
- Not sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education),... CORE Is Selected

Q41 Question CORE-2 Does the syllabus list the appropriate learning outcomes for each approved Core Element? (Refer to the Learning Outcomes page linked in Pilot.)

- Yes (1)
- No (2)
- Not sure / Unclear / Partial (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... MC Is Selected

Q25 Question MC-1 Are the appropriate MC learning outcomes listed in the syllabus? Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world; Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity; Demonstrate an understanding of contemporary social or ethical issues related to diversity; and Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

- Yes (1)
- No (2)
- Not Sure /Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... MC Is Selected

Q26 Question MC-2 Does the syllabus demonstrate the clear measurement of the following student learning outcome?: Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world.

- Yes (1)
- No (2)
- Not Sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... MC Is Selected

Q27 Question MC-3 Does the syllabus demonstrate the clear measurement of the following student learning outcome?: Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity.

- Yes (1)
- No (2)
- Not Sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... MC Is Selected

Q28 Question MC-4 Does the syllabus demonstrate the clear measurement of the following student learning outcome?: Demonstrate an understanding of contemporary social or ethical issues related to diversity.

- Yes (1)
- No (2)
- Not Sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... MC Is Selected

Q29 Question MC-5 Does the syllabus demonstrate the clear measurement of the following student learning outcome?: Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

- Yes (1)
- No (2)
- Not Sure / Unclear (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... IW Is Selected

Q34 Question IW-1 Are the appropriate IW learning outcomes listed in the syllabus? Students will be expected to produce writing that Demonstrates their understanding of course content, Is appropriate for the audience and purpose of a particular writing task, Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and Shows competency in standard edited American English.

- Yes (18)
- No (19)

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... IW Is Selected

Q38 Question IW-2 Do the writing assignments (informal writing, essay exams, drafts, formal papers) shown on the syllabus appear to total at least 5,000 words (about 20 pages, give or take)?

- Yes (1)
- No (2)
- Not Sure (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... IW Is Selected

Q32 Question IW-3 Are students given feedback and an opportunity to improve writing?

- Yes (1)
- No (2)
- Not Sure (3) _____

Display This Question:

If Question 1b Does the syllabus also identify the course as Wright State CORE (General Education), Integrated Writing (IW), and/or Multicultural Component (MC)? (Check all that apply or the "None" o... IW Is Selected

Q36 Question IW-4 Students cannot pass the course without doing the writing assignments. Which of the following statements best describes the course? (Check one of the first three selections and/or answer #4 if it applies.)

- Writing assignments account for 35% or more of the course grade. (1)
- Writing assignments account for less than 35% of the course grade. (2)
- Unable to determine if writing assignments account for greater or less than 35% of the course grade. (4)
- The syllabus states that students cannot pass the course without doing the writing. (3)

Q12 Comments

1 **CORE ASSESSMENT FORUM**
OCTOBER 14, 2016
9-11

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2 **GOALS FOR THE ASSESSMENT FORUM**

1. Understand the current Core assessment process
2. Understand the advantages of using Aqua Taskstream as the main Core assessment tool.
3. Understand how faculty have improved course assignments based on the Core Assessment
4. Develop department specific Core Assessment implementation

3 **PAST EFFORTS TO ASSESS GE AT WSU**

What are the ways you are aware of that WSU has tried to assess GE in the past?

4 **PAST EFFORTS TO ASSESS GE AT WSU**

What have been the challenges to those past attempts to assess GE at WSU?

5 **CURRENT CORE ASSESSMENT APPROACH**

- Current plan emerged from the HLC Assessment Academy begun in 2012 and led by Joe Law and Herb Dregalla
- Measurement Plan of 7 University Learning Outcomes began Fall 2013
- Use of Taskstream began Fall 2015
- Core assessment is just one component of the Assurance of Learning

6 **AACU RUBRICS FOR ASSESSMENT OF 7 UNIVERSITY LEARNING OUTCOMES***

WRIGHT STATE GRADUATES WILL BE ABLE TO:

1. COMMUNICATE EFFECTIVELY FALL 2013
2. DEMONSTRATE MATHEMATICAL LITERACY SPRING 2014
3. EVALUATE ARGUMENTS AND EVIDENCE CRITICALLY FALL 2014
4. APPLY THE METHODS OF INQUIRY OF THE NATURAL SCIENCES, SOCIAL SCIENCES, AND THE ARTS AND HUMANITIES SPRING 2015
5. DEMONSTRATE GLOBAL AND MULTICULTURAL COMPETENCY FALL 2015
6. DEMONSTRATE UNDERSTANDING OF CONTEMPORARY SOCIAL AND ETHICAL ISSUES SPRING 2016
7. PARTICIPATE IN DEMOCRATIC SOCIETY AS INFORMED AND CIVICALLY ENGAGED CITIZENS FALL 2016

7. PARTICIPATE IN DEMOCRATIC SOCIETY AS INFORMED AND CIVICALLY ENGAGED
CITIZENS FALL 2016

*SEE AACU VALUE RUBRIC HANDOUTS - [HTTPS://WWW.AACU.ORG/VALUE](https://www.aacu.org/value)

7 ASSESSMENT OF 7 UNIVERSITY LEARNING OUTCOMES

	# OF PAPERS	# OF COURSES	
1. COMMUNICATE EFFECTIVELY	123	6	
2. DEMONSTRATE MATHEMATICAL LITERACY		202	
3. EVALUATE ARGUMENTS AND EVIDENCE CRITICALLY	24	3	
4. APPLY THE METHODS OF INQUIRY OF THE NATURAL SCIENCES, SOCIAL SCIENCES, AND THE ARTS AND HUMANITIES	224	3	
5. DEMONSTRATE GLOBAL AND MULTICULTURAL COMPETENCY	491	10	
6. DEMONSTRATE UNDERSTANDING OF CONTEMPORARY SOCIAL AND ETHICAL ISSUES	226	5	
7. PARTICIPATE IN DEMOCRATIC SOCIETY AS INFORMED AND CIVICALLY ENGAGED CITIZENS			

8 AQUA TASKSTREAM AS A RESOURCE

- Fall 2015 Core Assessment as Example
- Scoring Student Work
 - Seeing the paper and rubric at the same time
 - Scoring the rubric and "submitting"
 - Reviewer needs to know to stop when they have scored the appropriate # assigned to them (will be discussed later)
 - Papers are randomized so reviewers see papers from all courses

9 AQUA TASKSTREAM AS A RESOURCE

- Fall 2015 Core Assessment as Example
- Manage Evidence – Assignments List
 - Lists all of the assignments: # of courses, # of artifacts
 - Example of assignment instructions that are viewable to the reviewer
- Manage Evidence – Action
 - I submitted all of the papers to Aqua to be redacted
 - I then "managed" the redacted submissions
 - Aqua then randomized all of the submissions from all of the courses.
 - I then "opened" the Project for scoring by Evaluators

10 AQUA TASKSTREAM AS A RESOURCE

- Fall 2015 Core Assessment as Example
- View Results
 - Example of Results across all artifacts
 - Example of Results using "Filter by"
 - My Report was sent to all faculty who submitted papers and their chairs

- Example of Results using "Filter by"
- My Report was sent to all faculty who submitted papers and their chairs

11 REVIEW OF FORUM GOALS SO FAR

1. Understand the current Core assessment process
 - Scoring of student artifacts from selected Core courses that match the ULO and Rubric for that semester
 - The current Core assessment process is NOT
 - An assessment of an individual instructor
 - The same as giving a "grade" for the assignment
 - The same as a program review
 - Using scantron forms to students to evaluate the ULO

12 REVIEW OF FORUM GOALS SO FAR

2. Understand the advantages of using Aqua Taskstream as the main Core assessment tool.
 - Any questions about how Aqua Taskstream is used for the current Core assessment process?
 - Ways Aqua can be used for future Assessment
 - All use of Aqua and Taskstream must be approved by Renee
 - At least 1 faculty member has asked to measure the ULO again this semester, prior to the course's position in the assessment cycle
 - Faculty may want to use Aqua for non-Core courses
 - I'd like to see all faculty becoming reviewers during the semester their paper is reviewed. They would not review their own papers.

13 ASSESSMENT FORUM GOALS

3. Understand how faculty have improved course assignments based on the Core Assessment
 - My approach is
 - To let the instructors see the value of the assessment
 - To make the process as easy as possible for the instructor and students.
 - To encourage the instructor to have the continual assessment/feedback/change loop
 - Obstacles to the above approach
 - Most faculty, so far, have been adjuncts
 - Time is the main issue for adjuncts. Their commitment has been great!!

14 ASSESSMENT FORUM GOALS

3. Understand how faculty have improved course assignments based on the Core Assessment
 - The results across 3 different semesters has been that students as a group score 2 out of 4 on the Rubrics.
 - Some sections were higher; some were lower

the Rubrics.

- Some sections were higher; some were lower
- All faculty received the results and were asked to make changes based on the results. Three responded so far.
 - Changed paper to include a "Limitations" section.
 - Changed paper to apply theory to the experiential assignment.
 - Questioned whether the rubric was best for the assignment.

15 **ASSESSMENT FORUM GOALS**

4. Develop department specific Core Assessment implementation
 - Here's where I need help of the chairs
 - Go over Core Assessment Plan handout

16 **WHY IS ASSESSMENT IMPORTANT**

- Assessment measures student accomplishment of learning outcomes, i.e. student success.
- HLC requires it.
- Core is the foundation for every undergraduate major at WSU. We need to assess Core's achievement of University Learning Objectives and Element Outcomes.
- Core is being "assessed" at WSU by a faculty senate committee.
- General Education is being "assessed" by ODHE
-

17 **QUESTIONS AND FEEDBACK**

- THANK YOU FOR VALUING ASSESSMENT AS A TEACHING TOOL
-

Core Assessment Plan
Fall 2016 – Fall 2019

Requests for Departments

- Select the courses that best fit each of the 7 Core University Learning Objectives (ULO)
- Select a course(s) that best fits a capstone course and which ULO it best fits
- Fit the selected courses into the cycle below
- Let Carl know those selected courses by Dec. 1, 2016
- Carl will contact the persons teaching those courses according to the cycle below
- Carl is also trying to secure funds to compensate faculty in the semester they participate

WSU CORE University Learning Objective #1

Communicate effectively

Measure using the AACU *Written Communication Value Rubric* or *Oral Communication Value Rubric*

Measure in Spring 2017 & Fall 2018 for Core Element 1 - Communication Courses and Capstone Courses

WSU CORE University Learning Objective #2

Demonstrate mathematical literacy

Measure using the AACU *Quantitative Literacy Value Rubric*

Measure in Spring 2017 & Fall 2018 for Core Element 2- Mathematics Courses and Capstone Courses

WSU CORE University Learning Objective #3

Evaluate arguments and evidence critically

Measure using the AACU *Critical Thinking Value Rubric*

Measure in Fall 2017 & Spring 2019 for Core Element Core Element 3 – Global Traditions, Element 4 – Arts and Humanities, Element 5 – Social Science, and Element 6- Natural Science Courses and Capstone Courses

WSU CORE University Learning Objective #4

Apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities

Measure using the AACU *Inquiry and Analysis Rubric*

Measure in Fall 2017 & Spring 2019 for Core Element Core Element 3 – Global Traditions, Element 4 – Arts and Humanities, Element 5 – Social Science, and Element 6- Natural Science Courses and Capstone Courses

WSU CORE University Learning Objective #5

Demonstrate global and multicultural competence

Measure using the AACU *Global Learning Value Rubric and Intercultural Knowledge and Competence Value Rubric*

Measure in Spring 2018 & Fall 2019 for all Multicultural Competence Core courses and Capstone Courses

WSU CORE University Learning Objective #6

Demonstrate understanding of contemporary social and ethical issues

Measure using the AACU *Ethical Reasoning Value Rubric*

Measure in Spring 2018 & Fall 2019 for Core Element Core Element 3 – Global Traditions, Element 4 – Arts and Humanities, Element 5 – Social Science, and Element 6- Natural Science Courses and Capstone Courses

WSU CORE University Learning Objective #7

Participate in democratic society as informed and civically engaged citizens

Measure using the AACU *Civic Engagement Value Rubric*

Measure in Fall 2016, Spring 2018, and Fall 2019 for all Service Learning Courses (SRV or SRVI) and Capstone Courses