

ALC Decisions from Past Meetings

Food Science ALC

June 6, 2011 minutes: Wildlife Ecology and Conservation, Food Science: Both programs assess achievement of their communication SLO by final course grades in AEC3033 and AEC3030 which are graded by rubric. Syllabi for these two courses were reviewed. The committee was uncomfortable with a simple passing grade as an indicator of mastery of communication skills. Anne Kendall will communicate with Elaine Turner about the need for some level of competence beyond simply passing these two courses as evidence of achievement of the communication SLO. A motion was made by Barbara Pace and seconded by Theresa Vernetsen and to send the WEC and FS ALCS back to the programs for further discussion and clarification. The motion passed.

Sept 13, 2011 minutes: At the June meeting the revised ALC for the Food Science program included assessment of the communication SLO with satisfactory completion of AEC3030 and AEC3033 for which assignments are graded by rubric. The committee had agreed that it was acceptable to assess achievement of the communication SLO with grades in these courses because the writing course grade is based solely on assignments directly tied to the SLO and in the oral communication course only a very small percentage of points is awarded for attendance and participation. However, the committee felt that a higher standard than simply passing these courses should be required to demonstrate mastery of the communication SLO. A memo from Elaine Turner, Associate Dean in CALS, requested approval for a change in the assessment standard to completion of these courses with a C or better for the 13 programs in CALS that use AEC3030 and AEC3033 to assess the communication SLO. A motion was made by Margaret Fields and seconded by Michael Weigold to approve the revision to the assessment standard for the communication SLO in CALS programs. The motion passed.

Nov 8, 2011 minutes: The Food Science program in the Food Science and Human Nutrition Department requested approval of a revision in the assessment method of the content and critical-thinking SLOs. The proposal does not specify how the program will assess students' food product development projects, so the Committee is requesting that such language be added. Anne Kendall will communicate this to the Food Science faculty. A motion was made by Sanford Berg and seconded by David Pharies to empower Tim Brophy to approve the change in the ALC once the language has been added. The motion passed.

Jan 10, 2011 minutes: The issue in question was the evaluation of the capstone course. The ALC needs to be changed to state that a faculty-created rubric is the form of evaluation. Mark motioned that the committee conditionally approves the ALC, Michael seconded the motion. All were in favor, and the motion passed.

Athletic Training ALC

Dec 13, 2011 minutes: The basic consensus is that the ALC is accepted conditionally on the approval of the new course. A concern was raised that there was not a defined assessment for the major. However, it was determined after interpreting the wording that a portfolio is the means of assessment.

Jan 10, 2011 minutes: Update – The course is still pending UCC approval. Dr. Brophy will approve the ALC after the course has been approved.

Communication and Leadership ALC

Dec 13, 2011 minutes: Communication and leadership is a specialization within a major. The question of whether an ALC is needed for a specialization or track within a major was raised. Can the specialization be folded up into the ALC for the major? Should specializations use the Business School method that was mentioned earlier in the meeting where the degree outcomes are listed overall and one outcome for each major is listed. In this case, outcomes for the major would be listed and one outcome for each specialization would be listed in one ALC. This ALC revision is pending.

Jan 10, 2011 minutes: Communication and Ag Education came together into the same degree in the 90's. Even though these specializations fall under the same degree, they do not share common courses and act as majors. Dr. Brophy suggests that Dr. Mair and Ricky discuss the major/specialization issue. These specializations may need to become majors.

The revised ALC in question only included a change in the course required for graduation. The committee also noted that the ALC says, "a grade of C or higher." The committee asked for Ricky to provide a syllabus so they can determine how and which SLOs are assessed to determine this grade. Dr. Brophy suggested tabling the request due to the major/specialization issue and changes in wording and denying the request in the approvals system for now.

Business School ALCs

Dec 13, 2011 minutes: The Business School is trying to meet the needs of its specific accrediting agency as well as state and SACS accreditation. Instead of focusing on the 16 credit hours required for each major, the school has chosen to focus on student learning outcomes for the 60 hours of business that are required while providing one student learning outcome for each major. This shows commonalities in the business field as well as the uniqueness of each major. The Business School does not use a high stakes test for assessment. Anne raised the question of "how is the level of expectation for performance set if there is not a high stakes test and the ETS is not a pass or fail exam?" Instead data is aggregated from writing rubrics, public speaking rubrics, test questions that meet specific objectives, etc. These items are reviewed to assess whether courses can be improved. A seven page Assurance of Learning report provides methods of assessment. Another issue is that the accrediting agency assesses a sample of student work whereas the Board of Governors assesses the success of all students.

A recommendation from the committee for Brian Ray is to provide a brief summary of the seven page Assurance of Learning report that can be posted with the learning outcomes rather than linking to the report. This will help explain and expand upon assessment in the ALC. An example given was "Writing is assessed by a rubric for X course" rather than "Students should be able to X before graduating." This summary was requested for review for the January meeting. The committee also suggested removing the wording such as "Choose from over 70 areas of specialization..." It may be a requirement for the degree, but it is not assessed or a form of assessment.

Jan 10, 2011 minutes: In light of the changes in wording of the ALCs, Dr. Brophy will discuss the ALCs with Brian Ray. Two suggestions were offered by the committee – (1) attract more attention to the 8th SLO, which is the distinct SLO for each major, by moving it up in the list or highlighting it, and (2) Highlight the major in the second paragraph. This will help differentiate between the similarly worded Business ALCs. Mark made a motion to approve the Business ALCs on these conditions, Margaret seconded the motion. All were in favor, and the motion passed. Theresa raised a concern that if these ALCs are put online, then they will look different from the other majors' ALCs. Brian Ray will be asked if it must be changed online now for accrediting reasons or if it can wait until the other ALCs will be updated.

Wildlife and Ecology ALC

June 6, 2011 minutes: Wildlife Ecology and Conservation, Food Science: Both programs assess achievement of their communication SLO by final course grades in AEC3033 and AEC3030 which are graded by rubric. Syllabi for these two courses were reviewed. The committee was uncomfortable with a simple passing grade as an indicator of mastery of communication skills. Anne Kendall will communicate with Elaine Turner about the need for some level of competence beyond simply passing these two courses as evidence of achievement of the communication SLO. A motion was made by Barbara Pace and seconded by Theresa Vernetsen and to send the WEC and FS ALCS back to the programs for further discussion and clarification. The motion passed.

Oct 11, 2011 minutes: Wildlife Ecology and Conservation requested approval of a revision in the method of assessment of SLOs. A motion was made by David Pharies and seconded by Barbara Pace to approve the change in assessment method of the Wildlife Ecology and Conservation SLOs. The motion passed.

PHHP

Oct 11, 2011 minutes: The Masters in Public Health program requested approval of a change in the assessment of SLOs. It was unclear to the committee whether all students take the CPH (Certified in Public Health) exam which is the assessment method for knowledge of public health. Joanne Foss will follow up with the program to clarify.

A motion was made by Mark Law and seconded by Anne Kendall to conditionally approve the change in assessment method of the Masters in Public Health SLOs as long as all students take the CPH examination. The motion passed.

Nov 8, 2011 minutes: The committee voted at the last meeting to conditionally approve the change in assessment method of the Masters in Public Health SLOs as long as all students take the CPH examination. Joanne Foss learned that not all students take the exam, however, the PHHP faculty is in Haiti so she has been unable to discuss the proposal with them. The proposal was tabled to the next meeting.

Jan 10, 2011 minutes: This ALC was pending approval because not all students had to take the exam. Sampling frame for assessment did not include all students.

Classics

June 6, 2011 minutes: Classics: The program did not submit the current ALC with their revisions. The current ALC on the Registrar's website was reviewed. The method of assessment is not included on the current ALC. It is specified on the revised ALC in parentheses after the SLOs. In addition, the link from the program's website for ALC does not link to the Registrar's ALC page. Margaret Fields will communicate with the program the need to make these revisions. A motion was made by Anne Kendall and seconded by Theresa Vernetsen and to accept the revisions to the Classics ALC. The motion passed.

Spanish and Portuguese

Feb 28, 2011 minutes: Proposed revisions to the Spanish and Portuguese ALCs were discussed and led to a discussion on the relationship between graduation requirements and satisfactory completion of ISAs to assess achievement of SLOs. The committee affirmed that the two are not necessarily tied together but that results of student performance on ISAs should lead to program improvement. A motion was made by David Pharies and seconded by Margaret Field to approve the revision of the Spanish and Portuguese ALCs. The motion carried.

June 6, 2011 minutes: Revised ALCs were submitted for review and approval by Portuguese, Spanish, Classics, Wildlife Ecology and Conservation and Food Science.

Portuguese: A motion was made by Anne Kendall and seconded by Margaret Fields to accept the revisions to the Portuguese ALC. The motion passed.

Spanish: A motion was made by Theresa Vernetsen and seconded by Barbara Pace to accept the revisions to the Spanish ALC. The motion passed.

Not in the Approval System

The following do not have corresponding entries in the approval system. However, they are discussions concerning SLOs and ALCs from past meetings.

Sustainability Studies

Dec 21, 2010 minutes: The Bachelor of Arts in Sustainability Studies (BASS) in CLAS submitted a curriculum proposal to the UCC for approval. The Committee reviewed the ALC that was proposed for the CLAS track and compared it to the ALC of the degree on Sustainability and the Built Environment in the College of Design, Construction and Planning. The BASS SLO do not appear to be easily measured and no individual student assessments are proposed in the ALC. The ALC needs to be revised. The department will be referred to the ALC of the DCP degree as an example of how they might proceed.

Art Education

Nov 30, 2010 minutes: Art Education in the College of Fine Arts requested feedback on the SLO that they drafted following receipt of the memo from Ken Gerhardt. The committee recommended that they decrease the number of SLO by combining topics and simplify their assessment approach and rely on the thesis, portfolio and potentially first year exam as their main methods of assessment. Tim Brophy will provide feedback to the program.

Graduate School

Aug 30, 2010 minutes: Marie reported on the SACS response to the interim five-year report. The most important issue they raised was related to distance learning programs and how programs are ensuring that students in the distance programs are achieving the same learning outcomes that on-campus students are. A response is due to SACS in April regarding their concerns. After further investigation, the majority of the distance programs are graduate programs, many of which are non-thesis programs with no project. Programs will be asked to develop SLO and assessment methods for their graduate programs. For April, the emphasis will be on the distance programs, but before the next SACS review in 2013-14, the university will expect all graduate programs to develop SLO and assessment methods.

Sept 28, 2010 minutes: Ken Gerhardt reported on the progress that the Graduate School has made toward a process for development of SLO and assessment methods for graduate programs. A template has been drafted and was shared with the committee. The Graduate School plans to ask programs to develop SLO for knowledge, skills and professional behaviors that are appropriate to the individual programs. Karen Bradley, the Associate Director, has met with IT staff to investigate using the Graduate School Information Management System (GIMS) to input results of assessments. The committee provided some feedback on the template and felt it was a very useful document to assist programs. The GIMS system will be used to submit the SLO and assessment methods. Individual student data may not be necessary to enter into the system as SACS is primarily interested in knowing that programs are, indeed, assessing their SLO and how they have used the results from their assessment data to improve their programs.

Nov 30, 2010 minutes: A memo has gone from Ken Gerhardt of the Graduate School to the Deans, Chairs, Directors and Graduate Coordinators informing them that they need to develop SLO for their graduate programs and outlining the format these should take. The memo offered the guidance of our committee if programs wish to seek assistance. The AAC will not be involved in approving the initial SLO; this will be done by the Graduate School. We will discuss being the approval body for graduate SLOs with the UCC and the Graduate Council.

Other General ALC Discussion

March 29, 2010: The meeting began with a discussion of the charge to the committee. There are three major areas to look at - general education, ALC's and SLO's, and the recommendation of the undergraduate task force. As a first meeting, we had a wide range of discussion about where to go and how to proceed. A couple of major items stood out:

- 1) We have two categories of assessment. The first is programmatic and the second is learning. A programmatic example might be access and success of overseas programs. An example of the second would be student mastery of a particular learning outcome.
 - 2) Assessments can be either indirect (a survey asking students what they think) or direct (performance on exam). In most cases, a blend of these is desired.
 - 3) There are many resources available across campus and at other Universities. We don't need to reinvent the wheel for much of what we need.
- Are next meeting will be April 12 at 2PM. Marie Zeglen will present some of the results of SERU survey performed last fall. We will also provide resources on what other Universities are doing. Tim Brophy promised to lead this activity.

July 25, 2010: Margaret has developed a webpage for CLAS faculty that includes definitions of ALCs and their components and includes some FAQs. We may want to consider linking to her website on our website or borrowing some of her information. Actual ALCs may be referred to only through links to the Registrar's site so that there is only one place for students to find information about ALCs.