CCOC – Meeting

28 February 2014

11:30 am -1 pm
254 Rose Administration

Tentative Agenda

1. Discussion of remaining courses in review 2013 cycle.

    a. W courses – Beth Bennett
        i. GBA 490: Strategic Management
        ii. CE 340: Geotechnical Engineering
    b. C courses – David Cordes and Dave Heggem
        i. GES 255: Engineering Statistics I
        ii. CE 401: Civil Engineering Project-Site Development
        iii. CE 403: Civil Engineering Project-Building Design

2. Discussion of the general education learning outcomes for SACS – Marsha Adams and Cathy Pagani
    a. Recommendations for general education assessments
    b. Area I (Freshman Composition – see attachment)
    a. Area II (Humanities, Fine Arts, Literature)
    b. Area III (Mathematics and Natural Science)
    c. Area IV (History and Social and Behavioral Sciences – see attachment)

3. Issues for CCOC discussion of review process
    a. Technical/procedural changes?
    b. Potential changes in templates or guidelines for core designations

4. Announcements

AREA I: Freshman Composition

Current Assessment Measures

Below is a brief outline about how we currently assess student learning in the first-year writing program. Our learning outcomes were crafted by our composition committee to meet learning goals based on UA's and the College of A & S's mission statements. The committee also consulted the WPA outcomes statement for guidance.

All of our first-year writing (freshman composition) courses use the same student learning outcomes, and those outcomes can be found on our Web site: comp.ua.edu. They appear under the tab for each course (101, 102, 103/104). They also appear behind the UA tab of the customized Writing Handbook (Hacker/Sommers, *A Writer's Reference*) that each of our first-year writing students is required to use for each of our first-year writing courses.

After each semester, the first-year writing staff and I assess student learning, based on student responses on our program's student opinion survey administered by OIRA. We designed this instrument specifically to measure student learning connected to each of our outcomes. We also cross-compare these results with grade distribution data provided by OIRA. We use this data to tweak our standard syllabi as needed, and we also encourage our teachers to use the data to self-assess their own teaching after each semester. We require all teachers teaching for the first time to complete a self-assessment matrix, including determining how they will respond to their survey results to help improve student learning in future classes. In addition, we assess our outcomes and assessment instruments periodically, through an assessment subcommittee of our composition committee. This year, we have already revised our student learning outcomes for 101, 102, and 103/104 for future years. At the same time, we have just drafted a revision of our program grading rubrics so that they correspond with our new outcomes, and this summer we will revise our student opinion survey questions so that they assess student learning accordingly—all for use beginning in the fall.

A summary of our survey and grade distribution results is also made available to our department's assessment committee each semester for their use in departmental assessment activities.

Another way of assessing student learning in these courses would be the implementation of a portfolio system. We have not pursued this 1) because no one has ever indicated to us that the way we currently assess student learning outcomes is inadequate, and 2) because it is costly to implement and maintain portfolio assessment, and our program does not have a budget (to implement and to maintain a portfolio system, we would require funding to hire and train readers/scorers each year, perhaps each semester).

If we did move to a portfolio system, there are three models we might follow:

1. A pre-test/post-test model, where student writing is randomly and anonymously assessed at entry-level (either writing portfolios submitted as part of the admissions process—currently NOT a practice at UA—or a collection of first-week diagnostic essays done in EN 101) and then again at exit of EN 101 and EN 102 (using a set of writing portfolios collected during final-exam week). This method would establish a baseline of writing skill at entry and reassess writing skill at exit of each course.

2. A post-test model, where student portfolios would be randomly and anonymously assessed at exit to determine student achievement of course learning outcomes

3. A post-course student reflection model, such as the reflective portfolios used at Des Moines Area Community College. NOTE: most of our first-year sections already incorporate a reflective final exam based on this model (and suggested by the WPA outcomes as a best practice in writing instruction), and our current usage of our student opinion survey as an assessment measure follows this model in asking students to reflect on and self-report their learning in all the outcome areas on exiting the course.

We assess student learning in areas of rhetorical knowledge, process writing, awareness of purpose and audience, content development, organization, style, conventions of standard edited English (such as grammar, mechanics, usage, citation and documentation correctness), collaboration, and ethical use of sources. It is a much richer measure than merely focusing on grammatical and citation correctness, which as you know are not higher order concerns within the field of rhetoric and composition, whose study is the theory and pedagogy of writing instruction.

I hope this brief explanation helps your committee. Please let me know if you need further information.

Dr. Karen H. Gardiner
Director, First-year Writing Program
English Department
2/28/2014

The University of Alabama
SACSCOC: General Education Competencies

Suggested Courses for Pilot Assessment of General Education, Spring 2014

Area I: Composition --
Upon completion of the general education courses in **English composition**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area I Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate the ability to write coherent, logical, edited prose.	EN 101 EN 102 EN 103	Common Rubric for Final Student Writing Assignments?	
Demonstrate the ability to use the words and ideas of others appropriately and to give appropriate credit for such use.	EN 101 EN 102 EN 103	Common Rubric	

Area II: Humanities and Fine Arts --
Upon completion of the general education courses in **humanities and fine arts**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area II Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate the ability to deal critically with questions of value, ethics, or aesthetics in the humanities.	ARH 151 (252, 253, 254?) COM 123 PHL 100 (or 200?)	Common set of embedded questions for exam at end of semester.	
Demonstrate an understanding of changing perspectives in the arts and humanities traditions.	ARH 151 (252, 253, 254?) PHL 100 (or 200?) TH 114 (or TCF 112?)	Common set of embedded questions for exam at end of semester.	

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Suggested Courses for Pilot Assessment of General Education, Spring 2014

Area III: Natural Science and Mathematics –

1. Upon completion of the general education courses in **natural sciences**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area III-NS Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate the ability to analyze, synthesize, and evaluate evidence in the natural sciences.	AY 101 & 102 BSC 108 (109?) PH 115	Common set of embedded questions for exam at end of semester.	
Demonstrate an understanding of scientific methods and data analysis.	AY 101 & 102 BSC 108 (109?) PH 115	Common set of embedded questions for exam at end of semester.	

. . . with a laboratory experience			
Demonstrate proficiency in experimental science by making observations, understanding the fundamental elements of experimental design, generating and analyzing data using appropriate quantitative tools, using abstract reasoning to interpret data and relevant formulae, and testing hypotheses with scientific rigor.	AY 101 & 102 BSC 108 (109?) PH 115	Common rubric (or set of competencies?) Common set of embedded questions for exam at end of semester.	
Demonstrate the ability to conduct scientific research, including designing experiments, analyzing data, and drawing evidence-based conclusions.	AY 101 & 102 BSC 108 (109?) PH 115	Common rubric (or set of competencies?) Common set of embedded questions for exam at end of semester.	

2. Upon completion of the general education courses in **mathematics**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area III-MATH Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate the ability to analyze, synthesize, and evaluate quantitative data.	MATH 110 MATH 112 MATH 121	Common rubric (or set of competencies?) Common set of embedded questions for exam at end of semester.	
Demonstrate an understanding of quantitative processes of inquiry and analysis.	MATH 110 MATH 112 MATH 121	Common rubric (or set of competencies?) Common set of embedded questions for exam at end of semester.	

The University of Alabama
SACSCOC: General Education Competencies

Suggested Courses for Pilot Assessment of General Education, Spring 2014

Area IV: History and Social/Behavioral Sciences –

1. Upon completion of the general education courses in **history**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area IV-HI Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate an understanding of historical methods of inquiry.	HY 101 HY 102 HY 203 HY 204	Common set of embedded questions for exam at end of semester.	
Demonstrate critical thinking in assessing competing historical interpretations.	HY 101 HY 102 HY 203 HY 204	Common set of embedded questions for exam at end of semester.	

2. Upon completion of the general education courses in **social and behavioral sciences**, students will be able to:

Bachelor Degree -- Student Learning Outcomes (SLOs)	**AGSC Approved Area IV-SB Courses**	**Suggested Measurement (s)**	**Results**
Demonstrate critical thinking in the evaluation of conclusions drawn from social and behavioral research.	ANT 100 COM 101 HD 101	Common set of embedded questions for exam at end of semester.	
Demonstrate an understanding of the importance of intercultural knowledge in the study of human and social behavior.	ANT 100 COM 101 HD 101	Common set of embedded questions for exam at end of semester.	

Sample Embedded Questions for SB Courses

1. **Demonstrate an understanding of the importance of intercultural knowledge in the study of human and social behavior**.

_____ is the complex whole that includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by humans as members of society.
A. Reference group
B. Government
C. Culture
D. Authority
E. Both B and D

2. The ever changing values, traditions, social and political relationships and world view created and shared by a group of people bound together by history, geography, language, social class, or religion is

A. culture.
B. race.
C. ethnicity.
D. government.
E. heritage.

3. All of the following are true about culture EXCEPT

A. Culture is learned.
B. Culture changes.
C. People usually are not aware of their culture.
D. We know everything about our own culture.
E. Self images are influenced by our culture.

4. The tendency to view one's own group as the standard against which other groups should be measured or judged is called
A. stereotyping.
B. labeling.
C. ethnocentrism.
D. prejudice.
E. hegemony.

5. Which of the following constitutes an area for potential intercultural difference?
A. Nationality
B. Race
C. Gender
D. All of above
E. None of the above