

Undergraduate Curricular Review Committee
September 29, 2017
Meeting Minutes

Attendees

Mary Huber, Marie Hertzler, Stephanie Triplett, Will Romine, Nate Tymes, Susan Carrafiello, Carl Brun, Renee Aitken, Ann Bowling, SGA rep (Note: need to add name)

I. Introductions

II. Charge Review

The committee reviewed proposed changes to the committee charge contained in the proposed new Faculty Constitution. The committee agreed to request the following changes to the charge:

- Change “participate in” to “oversee”
- Add period at the end of the third bulleted item

III. CORE Assessment Procedures

Carl Brun gave a brief overview of the Wright State Core. The committee then reviewed a draft of the planned CORE Assessment Procedures. The committee agreed to change “demonstrate that the” to “assess whether”. Due to time concerns, the committee agreed to continue discussions via email. [Note: Final version sent to relevant department chairs on 10/12/2017 (attached)]

IV. 2016-17 Survey Results

Marie Hertzler announced that there are a few remaining syllabi from 2016-17 that need to be assessed. Marie, Carl Brun, and Stephanie Triplett agreed to complete the assessments.

V. The committee decided to schedule an assessment workshop, conducted by Renee Aitken, for 1pm, November 2, 2017.

VI. Adjourn – the next meeting is scheduled for 1:00pm, October 19.



October 12, 2017

Dear Department Curriculum Committee Chair,

I am writing to you as the chair of the Faculty Senate Undergraduate Curriculum Review Committee (UCRC). The primary responsibility of this committee is to initiate and oversee regular assessment of all courses within the Wright State Core. We monitor whether the Core learning outcomes are being met as well as learning outcomes for any attributes [Integrated Writing (IW), Multicultural Competence (MC), and Service Learning (SRV/SRVI)] associated with each course.

To this end, we are implementing a plan by which all Core courses will be assessed at least one time over a six year cycle. All courses in Element 3–Global Traditions have been selected for assessment during the current 2017-2018 academic year.

You are receiving this letter because one or more courses in your department are part of Element 3. We are requesting that your departmental curriculum committee:

1. Develop an assessment plan of Element 3 courses to submit to the Faculty Senate Office (facultyoffice@wright.edu), by November 20, 2017;
2. Implement the assessment plan during Spring 2018;
3. Submit a report by October 1, 2018 that conveys the results of the assessment and changes made as a result of the assessment.

The learning outcomes for Core and the attributes are attached and are found at <http://www.wright.edu/academic-affairs/programs/general-education>. The assessment plan must include ways to measure student achievement of each of the following learning outcomes for Element 3:

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world;
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally; and
- Use political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate contemporary issues.

For courses with IW, MC, and/or SRV/SRVI attributes, there must also be an assessment of student achievement of the learning outcomes for those attributes.

Assessment of Core courses involves review of artifacts such as group projects, media projects, creative works, exam questions, papers, or other methods that best measure the outcomes. For



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example, past assessment of Core courses has included the scoring of student papers by objective reviewers using a rubric that best measures the learning outcomes.

To clarify the expectations of a systematic assessment of learning outcomes, the UCRC will sponsor a one hour presentation on assessment on November 2, 2017 from 1-2. Please notify the Faculty Senate Office with the names of faculty from your department who plan to attend. They will receive a reminder and location prior to November 2.

Dr. Carl Brun and Dr. Renee Aitken, Academic Affairs, can assist you with selecting or developing the best rubric to measure student artifacts and are also available to meet with your departmental curriculum committee and/or faculty to discuss the assessment plan.

WSU Core courses provide a strong foundation for our liberal arts education. Through consistent and regular assessment we strive to strengthen our student learning outcomes. Our sincere thanks to you and your committee for assessment of your Core courses.

On behalf of the Committee and Faculty Senate,

Dr. Marie Hertzler, Chair, UCRC
Associate Professor of French and Chair of Modern Languages

cc: Department Chair

UCRC members:

Brandy Foster, Mary Huber, Stephanie Triplett, Will Romine, Nate Tymes, William Wood

Travis Doom, President, Faculty Senate

Carl Brun, Core Coordinator

Renee Aitken, AVP, Education Effectiveness and Institutional Accreditation

Ann Bowling, CTL Faculty Director designee

Susan Carrafiello, Director, University Honors Program

Jack Dustin, Interim Director, Service Learning/Civic Engagement

Timri Nolte, Student Government

Bryan Nethers, Administrative Specialist, Faculty Senate

Attachments:

- 1) Element 3 by Department/Area
- 2) Learning Outcomes for Core Courses and Attributes

Core Assessment Spring 2018
Element 3--Global Traditions Courses by Department

Sharon Lynette Jones, Director, African and African-American Studies

- AFS 2000-3 What is the African and African American Experience? (IW, MC)

Glen Cebulash, Chair, Art and Art History

- ART 2430-3 Nonwestern Art (IW, MC)

Tracey Steele, Chair, Sociology and Anthropology

- ATH 2150-3 Comparative Nonwestern Cultures(IW, MC)
- ATH 2500-3 Introduction to Cultural Anthropology for Health Care Professionals (MC)
- RST 2710-3 Regional Studies: Africa (IW, MC)

Matt Rizki, Chair, Computer Science

- CS 1000-3 Technology and Society (MC)

Zdravka Todorova, Chair, Economics

- EC 2100-3 The Economics of State and Society
- EC 2500-3 Economic Systems of the Global South (IW, MC)
- EC 2900-3 Global Economic, Business and Social Issues (IW, MC)

Nimisha Patel, Chair, Teacher Education

- ED 2100-3 Education in a Democracy (MC, SRVI)

David Dominic, Chair, Earth and Environmental Sciences

- EES 2600-3 Environmental Science and Society: A Cross Cultural Perspective (MC, SRV)

Carol Loranger, Chair, English Language and Literatures

- ENG 2310-3 Comparative Literature: Non-Western Literatures (IW, MC)
- ENG 2320-3 American Academic Culture (MC) (Restricted to International Students)

Greg Homan, Agriculture, BTAS, Lake Campus

- FAS 1050-3 Amish Society (MC)

December Green, Chair, School of Public and International Affairs

- GEO 2210-3 Non-Western Human Environments (IW, MC)
- PLS 2510-3 Comparative Nonwestern Social Systems (IW, MC)
- RST 2620-3 Regional Studies: China (IW, MC)
- RST 2710-3 Regional Studies: Africa (IW, MC)
- RST 2810-3 Regional Studies: Latin America (IW, MC)
- RST 2910-3 Regional Studies: Middle East (IW, MC)
- RST 2920-3 Regional Studies: India (IW, MC)
- URS 2000-3 Growth and Change in Urban Society (IW, MC)

Marie Hertzler, Chair, Modern Languages

- ML 2020-3 Chinese Culture Through Film (MC)
- ML 2030-3 Spanish Culture (MC)
- ML 2040-3 The Hispanic World: Cultures in Motion (MC)
- ML 2050-3 Russian Culture (MC)

Randall Paul, Chair, School of Music

- MUS 2420-3 Comparative Nonwestern Cultures: Music (IW, MC)

Cristina Redko, Director, Center for Global Health

- PPH 2000-3 Global Health (IW,MC)

Ava Chamberlain, Chair, Religion, Philosophy, & Classics

- CLS 1500-3 Introduction to Greek and Roman Culture
- REL 2320-3 Nonwestern Religions (IW, MC)

Jonathan Winkler, Chair, History

- HST 1100-3 Western Civilizations to 1500
- HST 1200-3 The West and the World since 1500
- RST 2610-3 Regional Studies: Japan (IW, MC)
- RST 2620-3 Regional Studies: China (IW, MC)
- RST 2710-3 Regional Studies: Africa (IW, MC)
- RST 2810-3 Regional Studies: Latin America (IW, MC)
- RST 2910-3 Regional Studies: Middle East (IW, MC)
- RST 2920-3 Regional Studies: India (IW, MC)

Learning Outcomes for Core Courses and Attributes

October 11, 2017

This document is prepared to assist Department Curriculum Committees in developing their assessment plans for Core courses and courses with the following attributes: Integrative Writing (IW), Multicultural Competency (MC), and Service Learning (SRV/SRVI). Each Core course has specific Learning Outcomes, organized by elements, which must be met. Each attribute (IW, MC, and SRV/SRVI) has learning outcomes which must be met. The learning outcomes for specific elements, attributes, and the overall University Learning Objectives (ULO) may overlap.

For the Core assessment, faculty are required to measure student achievement of each learning outcome listed for the element and attributes assigned to the course.

For convenience, all learning outcomes for Core and the attributes are listed in this document.

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For the Core assessment, measure all outcomes listed for the Element in which the course is listed. If the course is listed in more than one Element, measure the outcomes in the course for the Element being measured this specific academic year.

The excerpt below is taken from

https://www.wright.edu/sites/www.wright.edu/files/page/attachments/2017-18_CORE.pdf

A university degree goes beyond preparing graduates for a profession; it transforms their lives and their communities. Wright State graduates will have the ability to apply insights from multiple disciplines to engage effectively with a diverse world. **The Wright State Core** is an integrated program of courses and experiences that provides students with the breadth of skills, knowledge and understanding expected of university graduates. The program helps students develop the knowledge and skills essential for critical thinking, creative problem solving, meaningful civic engagement, multicultural competence, appreciation for the arts, and life-long learning.

UNIVERSITY LEARNING OBJECTIVES

Wright State graduates will be able to:

1. communicate effectively
2. demonstrate mathematical literacy
3. evaluate arguments and evidence critically
4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. participate in democratic society as informed and civically engaged citizens

THE ELEMENTS OF THE WRIGHT STATE CORE

The Elements of the Wright State Core are the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives that together provide Wright State University students with the ability to negotiate their roles successfully and constructively in a changing world. Even more than in the past, graduates must be proficient in all methods of communication, able to use and interpret mathematical and statistical information, and must understand the methods of inquiry of the historian, the scientist, and the humanist.

LEARNING OUTCOMES

AT THE COMPLETION OF THE WRIGHT STATE CORE, A STUDENT WILL BE ABLE TO DO EACH OF THE FOLLOWING:

ELEMENT 1: COMMUNICATION

The foundational skills students need in academic discourse, research, and documentation in an electronic environment

- Adapt rhetorical processes and strategies for audience, purpose, and type of task
- Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
- Employ appropriate mechanics, usage, grammar, and spelling conventions
- Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments
- Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately
- Present focused, logical arguments that support a thesis
- Use electronic environments to draft, revise, edit, and share or publish texts



ELEMENT 2: MATHEMATICS

The foundational skills required to use and interpret mathematics and statistics

- Identify the various elements of a mathematical or statistical model
- Determine the values of specific components of a mathematical/statistical model or relationships among various components
- Apply a mathematical/statistical model to a real-world problem
- Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data
- Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs

ELEMENT 3: GLOBAL TRADITIONS

Historical analysis and global perspectives necessary to understand our diverse world

- Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world
- Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally
- Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues

ELEMENT 4: ARTS AND HUMANITIES

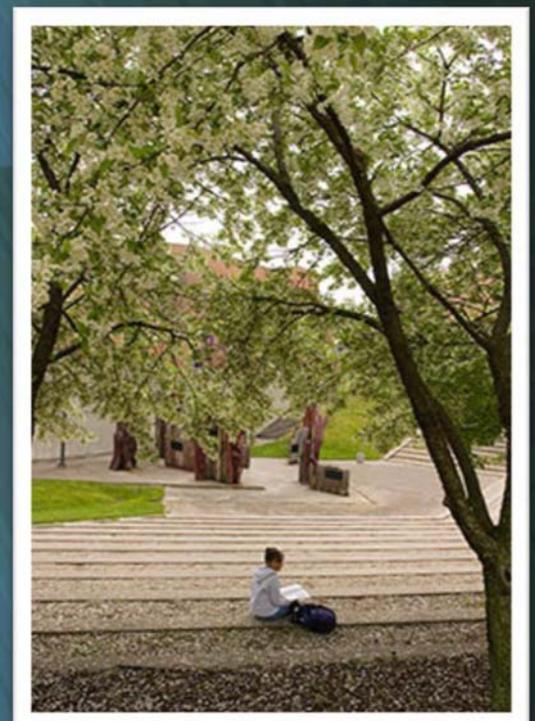
Tools for analysis and appreciation of the arts, philosophy, and religious thought

- Critically analyze significant creative, literary, philosophical or religious works
- Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works
- Recognize, evaluate and respond to creative, philosophical or religious works
- Develop appropriate and ethical applications of knowledge in the humanities or the arts

ELEMENT 5: SOCIAL SCIENCE

Perspectives on human behavior and culture informed by the disciplines of the social sciences

- Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns
- Explain and critique the methods of inquiry of social science disciplines
- Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge
- Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society



ELEMENT 6: NATURAL SCIENCE

Introductions to the scientific understanding of the physical and biological phenomena

- Understand the nature of scientific inquiry
- Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources
- Distinguish between science and technology and recognize their roles in society
- Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry
- Discuss fundamental theories underlying modern science

For the assessment of Core courses with the Integrative Writing (IW) attribute, measure all outcomes listed below under WAC Learning Outcomes. IW Core courses must also meet the IW requirements listed below.

The excerpt below is taken from <https://www.wright.edu/academic-affairs/programs/writing-across-the-curriculum/requirements>

WRITING ACROSS THE CURRICULUM

Writing Across the Curriculum (WAC) at Wright State University is a comprehensive program extending writing throughout each student's undergraduate career. The Writing Across the Curriculum program consists of two parts--Writing in the Wright State Core and Writing in the Major--and has the following goals:

- To help students grow as writers,
- To encourage students to use writing as a tool to discover and communicate ideas, and
- To introduce students to discipline-specific ways of writing.

WAC Learning Outcomes

Wright State students will be able 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.

IW Core Requirements

- Each IW Core course will include writing assignments totaling approximately 2000 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement.
- Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).
- All writing will count as part of students' performance in the course.

For the assessment of Core courses with the Multicultural Competence (MC) attribute, measure all outcomes listed below under MC Learning Outcomes.

The information below summarizes <https://policy.wright.edu/policy/4220-multicultural-course-development-and-approval>

Requirements for a Course to be designated as a CORE Multicultural Competence Course

Courses with MC attribute:

- All Service Learning (SRV) CORE courses or sections are MC designated courses.
- All Study Abroad CORE courses are MC designated courses.
- Courses approved by the Undergraduate Curriculum Committee (UCC) as MC.

MC Learning Outcomes

- 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.

For the assessment of Core courses or sections with the Service-Learning (SRV) and Service-Learning Intensive (SRVI) attribute, measure all outcomes listed below under SRV/SRVI Learning Outcomes.

The information below summarizes <https://policy.wright.edu/policy/4227-service-learning-course-development-and-approval>

SERVICE-LEARNING IN THE CURRICULUM

Service-Learning at Wright State University is an effective instructional method that deepens student learning and provides a service that benefits a community partner. Service-learning engages students in a community project designed to let undergraduate students apply new knowledge to a real situation. Service-Learning courses are offered in the Wright State Core and courses at all levels. Service-Learning has the following goals:

- Deepen student learning through a community project;
- Engage students with professionals seeking to improve socio-economic life; and
- Provide a service to a community.

SRV/SRVI Learning Outcomes

- Demonstrate understanding of how course content relates to a community problem;
- Demonstrate ability to apply course learning content in a community project; and
- Demonstrate skills required to engage in an informed and respectful way with members of a community.

Requirements Service Learning Outcomes Service Learning

SRV courses or sections must be designed to include service work that:

- Meets course learning objectives;
- 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;
- Actively engages students with one or more community partners;

- Involves students in reflection activities that integrate the learning from the service experience with the course content; and
- Provides faculty members and community partners the opportunity to share feedback about the service project.

SRVI courses or sections must be designed to meet the objectives of the SRV designation and:

- engage students in a minimum of 20 hours of service;
- 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.