

Minutes for the Called ***Carolina Core Meeting***

September 13, 2016, 12:30-2:00 pm

Thomas Cooper Library, Room 204

Members Present:

Joseph Askins, Susan Beverung, Pam Bowers, Nancy Buchan, James Cutsinger, Helen Doerpinghaus (Administrative Co-Chair), Kris Finnigan (ex-officio), Daniel Freedman, Andy Gillentine, Chris Holcomb (Faculty Co-Chair), Cliff Leaman, Douglas Meade, Donald Miles (ex-officio), Alfred Moore, Claire Robinson (ex-officio), Ed Munn Sanchez, Andrea Tanner, Jennifer Tilford (ex-officio)

Members Absent:

Sara Corwin, Ron Cox, Rob Dedmon, Augie Grant (ex-officio), Brian Habing, Kathleen Kirasic (ex-officio), Gene Luna, Manton Matthews, Chris Nesmith, Ginger Nickles-Osborne, Kathy Snediker (ex-officio)

Specialty Team Chairs Present:

(Joseph Askins), (Chris Holcomb), David Hitchcock, George Khushf, Leah Miller (for Judy Kalb), Adam Schor, Jeff Wilson

Specialty Team Chairs Absent:

Mindy Fenske, Shelley Smith,

Guests:

Sabrina Andrews, Sandra Kelly

Welcome and Introductions (Chris Holcomb)

Chris welcomed everyone and introductions were made.

Assessment (Donald Miles and Sabrina Andrews)

Handouts: Carolina Core Specialty Chair Meetings Themes, Carolina Core and Assessment Best Practices, Carolina Core Assessment Schedule

Donald discussed the themes from the Carolina Core specialty chair meetings, as outlined in the Carolina Core Specialty Chair Meetings Themes handout. The need for assessment curriculum maps that identify at what point in the duration of the course students are assessed was discussed. If those assessment points can be identified, then it will be easier to see where holes exist. Donald shared that OIRAA is hoping to either have workshops or obtain outside help for teaching instructors how to develop assessment curriculum maps. Because feedback suggests that Blackboard Outcomes is not user-friendly, OIRAA is also looking at what other tools are available to assist with and improve this process.

Donald proposes that we:

1. Define what student success is for each of the Carolina Core areas by setting targets.
2. Identify with whom the information gathered will be shared and how it will be used to make improvements in learning outcomes. Examples are provided in the Carolina Core and Best Practices handout.
3. Have an aggressive assessment plan at the front end to make sure that each area is assessed at least once. This plan begins in fall 2017, with every core area being assessed twice within a year and half period, on a three-year rotation, as shown in the Carolina Core Assessment Schedule handout at the bottom.

Suggestions and concerns of Committee members regarding this process:

- The approval process for the Carolina Core courses could include an assessment curriculum map, showing the learning outcomes and assessments.
- When a course is approved it should show how every learning outcome is assessed to address that specific artifacts may not assess every learning outcome presented in the course.
- An outcome that is addressed in the final portfolio may be difficult to assess with one assignment, but it may be possible to assess a small number of portfolios as part of the assessment process.
- Assessment should not be the driving force of learning outcomes, but a process that identifies problem areas and provides useful feedback for continuous improvement.
- The Committee should look at studies and practices from other institutions to gather ideas and examples of targets and best practices.

- OIRAA will continue with one-on-one meetings with the specialty teams to address differences among the content areas.
- The assessment process can lead to workshops, faculty focus groups, co-teaching, and interdisciplinary collaboration.

Announcements (Helen Doerpinghaus)

1. Danny Jenkins is the new AIU Specialty Team Chair.
2. Draft minutes were approved from August 24th meeting.

Update on Bulletin change for transfer equivalence (Kris Finnigan)

Handout: Transfer Credit, Revised Overlay Language 14 Sept 2016)

Kris Finnigan, Doug Meade, and Rob Deadmon worked on the changes that would go into the bulletin regarding full transfer equivalency for nine Carolina Core overlay courses, which consists of removing the statement restricting overlay credit. Doug and Kris are clarifying some mechanical issues to allow for the proposed changes to proceed in APPS.

The Standards and Petitions Committee would like us to consider adding a statement in the Bulletin about how overlay courses are transferred in. Aaron Marterer helped in wording this statement, which is highlighted and underlined on page 3 of the handout. This type of change does not have to go through the APPS system to be submitted to Faculty Senate for approval. The Standards and Petitions Committee can just vote and adopt it.

Some changes were suggested to the wording in the proposal:

- Omit the highlighted phrase, “and learning outcomes,” on page one.
- Remove the second sentence of the first paragraph on the right on page three: “The **Core** begins with **foundational courses** early in the undergraduate experience, followed by an **integrative course** near the end in which selected **Core** learning outcomes are integrated into discipline-specific study.”
- In the second sentence of the second paragraph on the right on page three, change “an integrative course” to “one or more integrative courses,” and add a comma after the word “end.” It would then read: “The Core begins with foundational courses early in the undergraduate experience, followed by **one or more integrative** courses near the end, in which selected Core learning outcomes are integrated into the chosen major.”
- **Post Meeting Update** (see Revised Overlay Language 14 Sept 2016 attachment):
 - Includes keeping the second sentence of the first paragraph on the right on page three, but with the change from “an integrative course” to “one or more integrative courses.”
 - Replace the wording for the third paragraph of the third page with: “Each of the ten Core components must be met with a Core-approved course. While most Core-approved courses fulfill a single Core component, a few courses, called overlay-eligible courses, have been approved to fulfill two Core components. Every student is required to complete a minimum of 31 credit hours of Core-approved courses.”
 - Change the word “entered” to “enter” in the first sentence of paragraph four on page three.

Conclusion

Next meeting on November 15. The meeting was adjourned at 2:00 p.m.

Respectfully submitted by Jennifer Tilford.