

Assessment Meeting Minutes  
December 17, 2004, 2pm

Members Present: Barb Borg (HS, chair), Janice Malak (Vice Chair, SBS), Verona Barr (MS), Nancy Evans (SBS), Steve Herald (Admin), Karin Johnson (AS, secretary), Barb McLaughlin-Olson (HS), Scott Rager (SBS), Dana Rosenberg (IA), Allan Saaf (Admin), Doug Salokar (HFA), Ed Schupbach (HFA), Padriac Shinville (Admin), Deb Wentzel (MS, CAS Chair)

- I. AC Minutes from 12-3-04 Meeting
  - a. Barb M. motioned to approve.
  - b. Nancy seconded.
  
- II. 2<sup>nd</sup> Reading
  - a. COMM 121-Presented by Tom Clemens.
  - b. It was suggested at the previous meeting that the general education codes be reduced. This was done.
  - c. COMM 296-Presented by Tom Clemens.
  - d. A disclaimer was added to the top of page 2. CAS asked to see special topics syllabus when it was made up.
  - e. Allan told Tom that he should have read access to all syllabi.
  - f. Nancy feels that the specific course topics have specific outcomes which would be different than those listed.
  - g. Tom confirmed.
  - h. Nancy questioned whether each topic should come through CAS and AC.
  - i. Barb M. asked if there is a new student syllabi for each course?
  - j. It was confirmed that there is.
  - k. Barb B. asked how many umbrella syllabi have we had?
  - l. Allan said this is the first request for a student syllabi.
  - m. Barb M. feels as we are approving the master, we should be trusting the faculty to develop the students syllabi.
  - n. Deb mentioned it was raised at CAS to standardize the student syllabi.
  - o. Tom added there was a previous standardization, but no one was using it. The reply at CAS was that Division Chairs were not supposed to be using it.
  - p. Deb also added that Dan questioned the idea of standardizing the student syllabi. Not sure it's a good idea.
  - q. Barb M. is uncomfortable for the committee to ask to see student syllabi. She feels strongly that if the master is approved, the faculty should be trusted to develop the student syllabi.
  - r. Allan would like the discussion continued in CAS.
  - s. Nancy sees the system as being too loose. The AC is interested in outcomes, that could be anything on a given topic.
  - t. Allan feels that CAS and AC should be consistent.
  - u. Barb B. asked if new student syllabi would be new courses or if they would be specific to a master.
  - v. The course description changes with each topic.

- w. Faculty person must be specific under each area of syllabi.
- x. Steve added there is a range of extremes; multi-section courses and then courses with only a few sections; different based on instructor; should treat special topics different.
- y. Barb B. added that the same master syllabi would be the guide.
- z. Steve stated that a special topics course could be based on a specific author, for example.
- aa. Tom added that special topics courses are also offered as trial courses.
- bb. Barb M. feels that seeing special topics courses may be too much to get into and too broad of a topic. Should let the Division Chairs decide.
- cc. Allan added that the student syllabus is derivative of the master. If it isn't, that's a department problem.
- dd. Doug and Barb M. agree with that.
- ee. Barb B. thinks the AC needs to figure out what to do with special topics courses, although the AC doesn't want to see all the student syllabi.
- ff. Barb M. thinks the AC should be open to see them as needed, but trust the Division Chairs to suggest when a faculty person needs to present one to the AC and CAS. Motion to approve statement as is.
- gg. Verona seconded.
- hh. MUSI 110-presente by Doug Salokar and Tom Clemens.
- ii. Changed some of the course objectives due to the issue with the word "understand."
- jj. MUSI 115-Presented by Ed Schupbach and Tom Clemens.
- kk. Removed PS1; was MUSI 125, now MUSI 115.
- ll. Doug asked about A, B, and C in the course outline.
- mm. Ed said that they are basic proficiency determinants. B and C have to do with course direction.
- nn. Doug sees them spelled out in the method of evaluation.
- oo. Tom agreed they are not content related, they are process related. A, B, and C will be removed from the course outline, since they are stated elsewhere in the syllabus.
- pp. For "L," take "The" off, leave ad "minor scales."
- qq. Doug noticed it isn't stated if it is required for majors.
- rr. Tom said it will be added to the course description.
- ss. Doug has a problem with the wording. It's not IAI.
- tt. Tom will move "credit for music majors" statement to catalog description.
- uu. Doug also noticed that the theory course included keyboarding. He is worried about overlap.
- vv. Doug stated that a jury is a professional listing, not other students.
- ww. Ed asked what is meant by a professional. Doug clarified that it is a faculty level person.
- xx. Ed asked for a guideline.
- yy. Doug added that a jury is always at least 2 faculty persons. The purpose of a jury is to get other professional opinions. Doug will look up the jury guidelines for music.
- zz. Barb B. also suggested that we could look into the processes of other schools.

- aaa. Deb suggested changing language to “music faculty jury or professional musician...”
  - bbb. Padriac motion to approve COMM 121, MUSI 110 as presented. MUSI 115 to come back.
  - ccc. Verona seconded.
- III. CAS Report-Deb Wentzel
- a. Working with AC on course development outlines checklist.
  - b. There will be a first reading on some of this in CAS today.
  - c. CAS will be having some structural changes.
  - d. By the end of the academic year, it should be posted on the CAS site.
- IV. General Education Assessment Project-Janice Malak
- a. Nothing new to report.
- V. Course Development Guidelines-Nancy Evans
- a. Waiting to hear from CAS.
- VI. Grades Committee-Doug Salokar
- a. Meeting today.
  - b. A short presentation will be given at the Spring Workshop.
- VII. Learning outcomes
- a. Communication group has not met
  - b. Diversity group; a handout was provided by Nancy.
  - c. The Diversity group is Nancy, Jennifer Swartout, Doug Salokar, Bobo Fritzen, and Barb Borg.
  - d. Tried to come up with outcomes based on Bloom’s that would be widely applicable in clear language.
  - e. The diversity outcomes are stacked.
  - f. Doug asked for D1, who is aware of diversity? The students own diversity.
  - g. Change “an” to “their” in D1.
  - h. Dan, D6, don’t find diversity in it.
  - i. Doug suggested diversity be spelled out.
  - j. Verona suggested it be changed to “Students use objective assessment of information to formulate opinions.”
  - k. Nancy is worried about the students lack of experience with diversity.
  - l. Steve feels it is too encompassing.
  - m. Barb M. asked if in D6 the students formulate views.
  - n. Nancy said the committee would like for students to gather information from a variety of sources and form opinions based on that.
  - a. Barb B. asked the AC to consider the diversity outcomes. She would like to have handouts for faculty at Best Practices.

Barb M. motion to adjourn.  
Doug seconded.  
Adjourned at 10:02pm