UCC Council Meeting Minutes

Friday, December 2, 2016
12:30pm-2:00pm
UC 209

Attendance: M. Bovor, J. Bone, L. Orr, D. Weisberg, N. Weiner, N. Zeller, H. Maratouk, B. Andrew, J. Lincoln, A. Baron, P. Von Dohlen, D. Snyder, C. Chao, P. Nagaraj, K. Swanson, K. Rabbitt, J. Ekeocha

1.   Agenda adopted at 12:32

2.   Minutes from 10/14/2016 approved

3.   Director's Report

- Director Jonathan Bone and graduate assistant Maria Bovor have been busy going through the course database to determine status of the courses, and to remove or move a course forward as needed.
- Exact numbers on what we have been doing are hard to say as the course pipeline is a moving target. There have also occasionally been database issues, for instance, 1200 human biology was the first course approved in 2011 but it recently appeared in the pipeline.
- We have removed about 90 courses, consisting of partial submissions and duplicates. Some are part way through before the faculty realized they were not going to meet the UCC attributes.
- There are roughly 50 courses that are active in the pipeline at the moment, at various stages of approval.
- A number of departments are generating new UCC proposals as they are trying to boost the number of courses they run with the UCC attribute. We are hoping that a significant number of these courses will be coming through for approval in the spring semester

    CTL for W.I:
- We have been hamstrung a bit by staffing issues but we are working on the 'best practices' idea. We are aiming to get a panel up and running in January.
- In the meantime we have been looking at comparable institutions for how they handle writing intensive best practices and for structural solutions for common writing intensive issues. By this we mean making discipline specific documentation or style templates available at the department level, as well as for students.
- Even APA /MLA style guides that the library has produced would be a good option for departments across the university to point to.
- Will talk later about systematic review of UCC courses.

4.   Honors College and UCC Courses

- Barbara Andrew, the interim director of honors college is invited to talk to us about what the honors college is and its relationship with the UCC courses.

- The honors college has students from all colleges, who are admitted after coming to WPU. Both freshman and transfer students are eligible to apply. There are 100-110 students admitted from the 2000 new WPU students every year, so this is a very selective process.
- Admissions provides an additional scholarship to high performing students. They must maintain a GPA of 3.25 or higher and take in their 1st semester at least one honors section of a UCC course
- There is a proposal in front of the university CCC that would require honors students to take more than one honors section of a UCC course. We are also looking to use more clusters for first year students.
- 80 to 110 students are currently in an honors cluster. At the end of their 1st year they must choose honors research tracks. There are a total of 10 tracks:
  - Biology (and chemistry), Nursing, Business, Performing and literary arts, Music, Humanities, Social sciences, Cognitive sciences, Clinical psychology and neuropsychology, Independent track.

- Most tracks are open to a variety of majors. These are a series of five courses that lead to a senior project. Every senior honors students presents a research project in honors research week, which in 2017 will be the first week of April. We expect to have 75 honors students presenting.
- The second year retention rate is 94% and 75% graduate in 4 years. We are about average with other honors colleges across the US.
- What we are trying to do with revamping our curriculum is we are trying to be in line with national standards of honors colleges while retaining the distinctive character of WPU.
- Students are coming in with more and more AP credits. This is a challenge as these students don't do as well as those with less AP credits as the courses tend to be too hard. Part of revamping our curriculum is to make it a required part of the honors college to take 4 or more honors designated UCC courses.
- These are UCC courses that have already been approved but have honors sections, so they are just in a class with other honors students. We ask faculty to give different work rather than an increased workload. We want the students to start research and independent writing from the start.

- **J. Bone**: We currently have no good way of ensuring we have enough faculty willing to teach honors classes to meet the honors college's needs.
- **B. Andrew**: We want the faculty to feel more ownership in the honors college. We are looking for more ways to publicize what we are doing.
- We are looking for faculty to teach areas 1,2 & 3 as a cluster to honor students
- Every semester we want to offer an area 4, 5 & 6 course also.
- We want to encourage faculty to be pedagogically innovative with teaching this classes. Honors students are good with pedagogical experiments as they are resilient and diligent.

- **J Lincoln**: A good place to start to gather more faculty involvement is to get on an agenda at the chairs meeting, which is every other week. This is a good place to initiate a conversation.

- A fiscal reality is that honors classes have lower caps and lower enrollments. These still come out of the adjunct budget of the offering department.
- However, the students are more likely to minor or major in your dept. They are also students that faculty are able to write about in a newsletter or take to conferences.
- First year students worry about their GPA and senior thesis project. Being in the honors college focuses them on their education. It sharpens what they do in every class they take.

- **J. Lincoln**: We are searching for a full time honors director as Barbara is part time.

5. **Course Approvals**

ENG 3990 – Hurricane and Rebirth – Area 5

The course number is currently temporary and will be adjusted.
This course was approved via fast tracking last fall and needs to come back up through the pipeline for permanent inclusion in the UCC, as per the guidelines we laid out.

Criticisms:

- Some area SLO's are re-stated in the area outcomes and objectives.
  There are no details on how they are addressing the SLO's.
- Should something happen, could this course be updated to keep it topical?
- Though this course is specific to Hurricane Katrina, he content is focused on how communities recover from disaster and could be applied to other natural disaster events.
- This is a service learning course and is linked to its travel element. – the students visit New Orleans
- There is also another course coming on natural disasters.
- We cannot tell them what to do in the course. The course meets area 5 easily as it is currently articulated.
- Students will need to know if they are meeting area 5 for spring.

  Approved 13/ Against: 0/ Abstain: 0

ENV 3300 Ecosystems and Sustainability – Area 5

- The T.I panel has some comments to make and so this course is currently only being approved for area 5.

- We believe this course is retrofitted for area 5. There was a 4000 level course for area 5 that was essentially field experiences that consisted of a number of independent studies, but there was no way to determine studies that met area 5 and those that didn't.
- This course is laid out very well.

Approved : 13/ Against 0/Abstain 0

ARTH Modern art of the Caribbean – Area 6

- In the proposal: The course objectives could be a little more specific. They are not really goal directed.
- The SLO's are great but the course objectives do not match up.
- The words used in the objectives are not assessable qualities.
- Needs to equate the SLO's with the objectives and give additional specificity.

Approved pending changes: 13/Against: 0/Abstain: 1

ARTS Mural Painting
- The Community aspect of this course is very important as this course supports university ethos.
- Course needs a proper header on the outline for consistency.

Approved: 13/ Against: 0/ Abstain: 0

Music Education: T.I
- Not clear how T.I area 2+3 will be met.
- The course review form doesn't contain the information on the student learning outcomes but that can be fixed.
- T4 is vague and generalized, are there any specific legal or ethical issues that will be highlighted?
- Evaluation – SLO says student will practice, method of evaluation says the students will evaluate.
- No demonstration of if students have gotten the understanding of the ethical and legal issues.
- This is part of the new state curriculum process for student licensure, called ED TPA that all students at WPU now have to go through regardless of their area and the music curriculum had to undergo a complete overhaul.
- Music has 120-125 credit hours but most of those are 0 and 1 credit courses so kids take 9 classes a semester.
- This course is set up to address both the Praxis 2 exam and to satisfy the ED TPA process. Carol had to be very specific in her choices of language to satisfy those areas.
- 8-12 music courses had to be reviewed in a period of 5 months.

- SLO's just refer to T1, T2, etc, and are not clear enough for the general public to understand the specifics.
- Could be clearer that it is addressing the Technology intensive SLO's.

Approved: 12/ Against: 1/ Abstain: 0

ECON Applied Data Analysis - T.I

- This course brings together both data and technology in a completely hands on way. Will be taught in a lab in front of a computer.
- Information on how this course meets outcomes needs to be in the outline.

Approved: 12/ Against: 0/ Abstain: 1

6. **Assessment Report**
- **L. Orr:** Part of the quantitative assessment report was handed out for feedback and discussion of how we want to present it back to the rest of the university.
- Page 5 represents the outcomes, which are derived from the course SLO's. We adapted the rubric to the specifics of the quantitative.
- The area we had difficulty with was outcome 4: Develop mathematical thinking and communication skills. We felt it could be better assessed if we had assignments to fill in the missing pieces.
- One thing we did notice was there are very few instances of a course being labelled as a UCC course and including the UCC outcomes on the Syllabi.
- We want to encourage faculty to put UCC course label on the course syllabi.
- Unless we put this through as a policy that it is required, we may not need senate approval. Although communicating the need to do that to the senate is a good idea.
    - We can ask the senate to announce that this needs to be on syllabi
    - We can also ask the deans to talk with chairs, or send a request to chairs to remind their faculty to mention it on their syllabi.

- Adjunct faculty may not be aware that the course they are teaching is a UCC course E.G they are only teaching one semester.
- Are we reporting this to the Senate?
    - If we follow the same protocol as previous assessments, we went to the dean's council and faculty senate first.
- Jonathan Lincoln will schedule a discussion for next dean's council.

- **Scientific report:**
    - all the data has been entered, it just needs to be analyzed and the report written.

- **T.I Report:** We received 32 courses with 36 sections. We need to decide if this is enough to move forward with.
- This represents only 1/3 of the T.I courses which may not be enough to be statistically valid or a representative sample.
- A lot of the UCC courses are taught by adjunct
- Suggestion: go to chairs as they have copies of the Syllabi.
    - We have already asked.
- Secretaries or Deans?
    - Quite a few faculty do not even turn in their syllabi.
    - This is actually a Middle states issue.
    - Policy on turning in syllabi is department specific.

7. **Process for Reviewing UCC Courses**

- **J. Bone:** At the beginning of the UCC we talked about a systematic review.
- Sunshine review: do courses work as UCC courses and are they in regular rotation?
- In the spring we are to regularly talk about this issue in council meetings.
- We will be making use of the review panels in this process.
- **L. Orr:** There have been several attempts to collect data on when and how often UCC courses are being offered.
- **J. Bone:** We also have no formal mechanism for de-accessing UCC courses.
- **J. Lincoln:** This is not unlike regular program review. On Many campuses it works out to be 8 years rather than 7. This is also now cycle for Middle States review.
- A good way to start this would be to address what information you want to look at. This may not be the same materials as an academic department would look at.
- Set up a similar system to a department review, where a data report can be downloaded every year
- **J. Bone:** Most other people in different institutions are making it up on the fly.
- We don't know the total amount of UCC courses.
- **J. Lincoln**: consider an external reviewer to come in and give input.

8. **Spring Semester Meeting Dates:**

All meetings are in room UC 216
    a. 1/27/17
    b. 2/24/17
    c. 3/24/17
    d. 4/28/17

9. **Meeting adjourned at 1:56 pm**

Minutes taken by Maria Bovor