

Millersville University
Faculty Senate - Meeting Minutes
04/02/2024

The meeting was called to order at 4:05p.m. All departments were in attendance except for Academic Advisement and Student Development (AASD), Athletics (ATHL), Interdisciplinary Studies (IDST), Music (MUSI), and Physics (PHYS).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. Rachel Finley-Bowman (Assoc. Provost), Dr. James Delle (Assoc. Provost), Alison Hutchinson (Registrar), Dr. Robyn Davis (APSCUF), Dr. Kim McCollum-Clark (GenEd Coord.), Dr. Tiffany Wright (GCPRC), Dr. Joe Behun (APC)

- I. Welcome and Introductions**
- II. Minutes of the Faculty Senate**
 - a. Minutes from the 03/19/2024 meeting were approved via a Bookmiller/Szczyrbak motion without dissent and two abstentions.
- III. Report of the Faculty Senate Chairperson – Jeri Robinson**
 - a. Announcements
 - i. Faculty Senate Meeting Dates AY2023-2024 (1st and 3rd Tuesday @ 4:05pm)
 - 1. April 2nd, 16th
 - 2. June 4th (remote)
- IV. Proposed Curricular Frameworks for endorsement**
 - a. None
- V. Proposed Courses and Programs for approval**
 - a. Consent Agenda – approved without dissent.
 - i. Undergraduate New Courses
 - 1. ART243 3D Digital Design
 - ii. Undergraduate Course Changes
 - 1. ENGL110 Intro to College Writing
 - 2. ECON102 Principles of Microeconomics
 - 3. ECON101 Principles of Macroeconomics
 - iii. Undergraduate New Programs
 - 1. None
 - iv. Undergraduate Program Changes
 - 1. English-Writing Studies Optn
 - 2. Studio Art
 - 3. Interactive & Graphic Design
 - 4. Art & Design (BFA Art)
 - 5. Art & Design (BA Art)
 - 6. Art & Design (BSE Art Ed.)
 - 7. Women Gender and Sexuality Std
 - 8. English
 - 9. Economics
 - v. Graduate New Courses
 - 1. None
 - vi. Graduate Course Changes
 - 1. None

- vii. Graduate New Programs
 - 1. None
 - viii. Graduate Program Changes
 - 1. None
- VI. Out for campus approval:**
 - a. See Course Dog attachment.
- VII. APSCUF Updates**
 - a. Dr. Robyn Davis (APSCUF)
 - i. Contract voting, see email for schedule.
 - ii. See email regarding safety trainings.
 - iii. Concern raised over evaluation of transfer credit.
 - 1. Some transfer of credit is being approved by the registrar's office without checking with chairs.
 - 2. Registrar explained the process and indicated that some of this needs to happen to reduce workload and meet state requirements to accept certain credits. Pushing every transfer evaluation to chairs is not realistic on multiple fronts.
 - 3. Some concerns were raised that this may impact accreditation of some programs.
 - 4. It appears to be limited issue with a certain programs. Perhaps the impacted departments can find a solution directly with the registrar.
 - iv. Background Check Issue
 - 1. Do not sign away rights with disclosure/waiver/consent. Additional guidance is forthcoming.
- VIII. Report of the Student Government Association**
 - a. Student Government Rep. (SGA)
 - i. None
- IX. Report of the Graduate Student Association**
 - a. None
- X. Report of the Administrative Officers**
 - a. Dr. James Delle (Assoc. Provost)
 - i. Retiring, last day 04/19/2024, but will be at commencement and will review graduate degrees.
 - b. Dr. Rachel Finley-Bowman (Assoc. Provost)
 - i. None
 - c. Dr. Gail Gasparich (Provost)
 - i. None
 - d. Alison Hutchinson (Registrar)
 - i. Registration this week.
- XI. Announcement of new courses, programs or changes to existing courses/program**
 - a. None
- XII. Reports of the Faculty Senate Standing Committees**
 - a. AOAC, Chair Betty-Jo Bowers
 - i. Cornerstone Assessment Plan/Form was presented.
 - 1. Bowers/Blazer, motion to waive the two-meeting rule was approved without dissent.
 - 2. Cornerstone assessment plan approved (24 for, 0 opposed, 3 abstentions)

- b. APC, Chair Joe Behun
 - i. Policy Changes – 1st reading
 - 1. A. 2024-02-01 Academic Program Interdisciplinary Programs
 - a. See new changes in blue from dean’s council.
 - 2. C. 2024-02-29 Academic Policy Proficiency and Placement
 - a. Deletion of English proficiency because we do not do it.
 - 3. D. 2024-02-29 Administrative Policy Drop Add
 - a. Minor change
 - 4. E. 2024-02-29 Academic Policy Grade Changes
 - a. Change to 30 day timeline in next semester.
 - ii. Policy Changes – 1st readings
 - 1. Gendered Language Changes
 - a. H 2024-02-29 Academic Policy Class Attendance
 - b. I 2024-02-29 Academic Policy Dean's List
 - c. J 2024-02-29 Academic Policy Pass Fail
 - d. K 2024-02-29 Academic Policy Withdrawal from the University
 - e. L. 2024-02-29 Academic Program Graduate Degree Candidacy
- c. General Education, Coordinator Dr. Kim McCollum-Clark
 - i. ENGL, FYEX approved, COMM is in system.
- d. GERC, Chair Jeff Wimer
 - i. GenEd Revised SLO/Definitions
 - 1. 2nd Reading
 - a. Information Literacies
 - b. Personal Wellness
 - c. Creative Explorations
 - d. Problem Solving
 - e. Ethical Action and Citizenship
 - i. The five revised GenEd definitions and outcomes were approved without dissent.
 - 2. 1st Reading
 - a. Technological Competency
 - i. Share with departments.
- e. GCPRC, Chair Tiffany Wright
 - i. None
- f. UCPRC, Chair Aileen Hower
 - i. None

XIII. Reports of the Faculty Senate, Convened Committees, Area or Special Committees

- a. None

XIV. Faculty Senate Elections

- a. Committee Elections (Round #01)
 - i. Frost/Cook motion close nominations elected unopposed candidates and circulate an electronic ballot.

XV. New Business

Meeting adjourned at 5:18pm via a Blazer/Granruth motion that was approved without dissent.

Respectfully Submitted,

Ethan Frost
Faculty Senate Secretary

MEETING SUMMARY – 04/02/2024

Minutes Approved

- 03/19/2024

Undergraduate New Courses Approved

1. ART243 3D Digital Design

Undergraduate Course Changes Approved

1. ENGL110 Intro to College Writing
2. ECON102 Principles of Microeconomics
3. ECON101 Principles of Macroeconomics

Undergraduate Program Changes Approved

1. English-Writing Studies Optn
2. Studio Art
3. Interactive & Graphic Design
4. Art & Design (BFA Art)
5. Art & Design (BA Art)
6. Art & Design (BSE Art Ed.)
7. Women Gender and Sexuality Std
8. English
9. Economics

Faculty Senate Committee Election Results – Round #01

Academic Outcomes and Assessment Comm.

EdHS: Member, 2024-26 - Jessica Grady, PSYC

Academic Standards Comm

Chair/Senator, 2024-27 - Maja Klosinska, BIOL

EdHS: Member, 2024-27 - Nakeiha Primus, EDFN

SocSci: Member, 2024-27 – Ronald Frankum, HIST

SciTech: Member, 2024-27 - Susan Moyer, NURS

Academic Polices Comm.

EdHS: Member, 2024-26 - Nakeiha Primus, EDFN

Gen Ed Review Comm.

Chair, 2024-27 - Krista Higham, LIBR

HumArts: Member, 2024-26 - Jeri Robinson, ARTD

Noonan Fund

SciTech: Member, 2024-26 - John Haughery, AEST

General Education Changes Approved

Definitions and Learning Outcomes

Information Literacies

Definition: Information literacy is a set of integrated abilities requiring students to recognize when and what information is needed and to locate, evaluate, and effectively use the needed information to participate ethically in communities of learning and/or practice. Students proficient in information literacy critically reflect on the economic, legal, and social issues surrounding the creation, access, and use of information. As a result, students will be able to incorporate new understandings into their perspectives, questions, or works (academic, professional, or creative).

Outcomes:

A student will be able to:

1. Identify the most appropriate sources and information to meet the scope of their need.
2. Create, execute, and refine search strategies with iteration utilizing search outcomes to find relevant sources and information.
3. Evaluate the credibility of sources to critically select and interpret information relevant to their need.
4. Contextualize and synthesize selected information to engage in ongoing scholarship and communities of learning and/or practice.
5. Contribute to ongoing scholarship and communities of learning and/or practice through ethical reflection, proper attribution, and respect of intellectual property.

Personal Wellness

Definition: Personal Wellness encompasses multiple dimensions that are interconnected to promote optimal health and well-being. Students will select a course that focuses on one or more of the following: emotional, environmental, financial, physical, social, spiritual, or occupational. These courses emphasize the personal choices and responsible actions that lead to success.

Dimensions of Wellness

1. **Emotional Wellness** addresses mental health issues, emotional well-being, and/or addiction, while covering empirically supported strategies for addressing issues and identifying when and how to seek the help of a professional.
2. **Environmental Wellness** involves promoting sustainability, adopting stewardship practices, and making conscious choices to minimize one's ecological footprint. Emphasis is placed on personal connections with the environment such as implementing eco-friendly transportation options, personal resource conservation, recycling practices, and promotion of outdoor activities such as hiking, biking, gardening, etc.
3. **Financial Wellness** covers a range of issues related to financial literacy. Topics include budgeting, creation of an emergency fund for unforeseen circumstances, and the importance of planning. Examples such as paying for college, and eating balanced, healthy meals on a budget are highlighted to help decrease anxiety and promote peace of mind during difficult times.
4. **Physical Wellness** focuses on the importance of exercise, nutrition, sleep, and stress management. It aims to educate students on maintaining a healthy lifestyle by

making informed dietary choices, engaging in regular physical activity, strategies for quality sleep, and managing stress effectively.

5. **Social Wellness** explores interpersonal relationships, communication skills, conflict resolution, and healthy human connections. It covers topics such as microaggressions, cultural competence, bystander intervention strategies, obtaining consent in romantic relationships, and setting boundaries to foster positive relationships.
6. **Spiritual Wellness** investigates what it means to have guiding principles that give meaning and purpose to life. It covers topics such as a supportive spiritual community, introspection activities, cultivating gratitude and compassion, and recognizing the connection between values, beliefs, and morals to reach life goals.
7. **Occupational Wellness** refers to finding satisfaction in relation to a career. Topics include work-life balance, self-care, avoiding burnout, and positive mental attitude. An emphasis is placed on discovering occupations that align with one's skills and abilities, and identifying characteristics of healthy work cultures that promote personal fulfillment.

Outcomes:

A student will be able to:

1. Analyze how lifestyle choices and personal responsibility influence well-being within the focused dimension of wellness, they have selected (emotional, environmental, financial, physical, social, spiritual, or occupational).
2. Evaluate how preventive wellness practices build protective factors and lower risk factors for illness, injury, and/or harm.
 - a. *Protective factors* are characteristics that decrease the likelihood of negative outcomes. Examples may include emotional support, resource conservation, avoiding debt, maintaining physical activity, resolving conflicts, cultivating gratitude, or appreciating work-life balance, etc.
 - b. *Risk factors* are characteristics at the psychological, biological, community, family, and/or cultural level that are associated with higher likelihood of negative outcomes. Examples may include abuse, trauma, genetics, pollution, poverty, access, etc.
3. Apply an evidence-based framework that describes the process of behavior change for personal wellness development.

Creative Exploration

Definition: Creative Explorations courses focus on creating, combining and/or synthesizing ideas, images, or expertise in original ways. In these courses, students think, respond, communicate, and work in imaginative ways, characterized by innovation, divergent thinking, and risk-taking.

Outcomes:

A student will be able to:

1. Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.
2. Develop critical and analytical skills to promote the advancement of creative ideas.
3. Describe the influence and context of historical and/or contemporary creative endeavors while developing an appreciation of the impact of creativity on culture and identity.

4. Engage in the practice, development, and communication of creative insights or works, including creation, transformation, analysis, and synthesis.

Problem Solving

Definition: Problem Solving courses involve designing, evaluating, and implementing strategies to answer questions or achieve stated goals using foundational critical thinking and/or logical problem-solving skills and processes. Students will research and evaluate evidence, collect, and analyze information, formulate conclusions, and communicate results effectively.

Outcomes:

A student will be able to:

1. Define problems and/or generate questions in clear and concise terms.
2. Identify appropriate methods and apply knowledge/facts to synthesize new ideas and generate solutions to problems.
3. Collect relevant information from credible sources to address the problem(s).
4. Use critical thinking skills to recognize patterns and draw logical conclusions.
5. Present problem-solving processes and findings clearly and persuasively in written and/or oral communication.

Ethical Action & Citizenship

Definition: Courses in Ethical Action and Citizenship apply ethical principles to investigate real-world issues in cultural, economic, environmental, historical, political, and/or social contexts. Students in these courses will identify and communicate about challenges on local, national, and/or global levels in civically responsible ways.

Outcomes:

A student will be able to:

1. Identify and reflect on the cultural, economic, environmental, historical, political, and/or social contexts of real-world issues.
2. Reflect on how the student's experiences and perspectives form their understanding of an issue.
3. Analyze potential courses of action.
4. Apply ethical principles to real-world issues.
5. Communicate in a range of verbal and written formats about those issues, the frameworks in which they can be analyzed, one's perspectives, and potential courses of action.

Assessment

- Cornerstone Assessment Plan/Form
 - <https://forms.office.com/r/Hv6hLGuJkk>
 - See full form below.

General Education Assessment Plan Form 1 Cornerstone

Stage 1: First Year Experience (FYEX), Introductory Writing, Oral Communication, and Quantitative Literacy



* Required

* This form will record your name, please fill your name.

General Education Assessment Plan Form
Gateway Model

Cornerstone

General Education Assessment Plan

Section 1 Cornerstone

1

Date *

2

Department *

3

Course Name *

4

Course Number *

5

New General Education Assessment Plan *

Yes

No

6

General Education Plan Modification *

Yes

No

7

If assessment plan modification, what is being changed? *

8

What is the frequency of assessment for this course? *

Section 3: Stage 1

9

Stage 1: Cornerstone: Which focus area are you applying for? *

- First Year Experience (FYEX)
- Oral Communication
- Introductory Writing
- Quantitative Literacy

10

First Year Experience (FYEX) Student Learning Outcomes (SLOs) Being Assessed.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO1. If this is a modification, input NA in the SLO questions that are not being modified.

Definition: First-Year Seminar (FYS) courses are designed to support students' successful transition to university life. These courses use at least one high-impact educational practices to develop and foster skills that will lead to success in college, career, and personal life. Each seminar focuses on a different topic/theme of strong interest to faculty and students.

Outcomes

SLO 1 Demonstrate autonomy and competence in planning for personal and academic goals.

SLO 2 Identify resources and practice strategies to support personal and academic success.

SLO 3 Develop effective communication, critical thinking skills and dispositions, and information literacy skills to explore academic content.

SLO 4 Recognize the value of diverse perspectives as a citizen of the university community.

*

planning fo

- SLO 1** Demonstrate autonomy and competence in planning for personal and academic goals.

11

FYEX SLO 1 Demonstrate autonomy and competence in planning for personal and academic goals.

What activities are you using or do you plan to use to invite students to show their learning? *

12

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

13

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

14

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 4: FYEX SLO 2

15

FYEX SLO 2 Identify resources and practice strategies to support personal and academic success.

What activities are you using or do you plan to use to invite students to show their learning? *

Identify resources and practice strategies to support personal and academic success.

16

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

17

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 5: FYEX SLO3

19

FYEX SLO 3 Develop effective communication, critical thinking skills and dispositions, and information literacy skills to explore academic content.

What activities are you using or do you plan to use to invite students to show their learning? *

20

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

21

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 6: FYEX SLO 4

23

FYEX SLO 4 Recognize the value of diverse perspectives as a citizen of the university community.

What activities are you using or do you plan to use to invite students to show their learning? *

24

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

25

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 7: OC SLO 1

27

Oral Communication Student Learning Outcomes (SLOs) Being Assessed

Definition: Oral communication courses focus on prepared, purposeful speaking designed to do one or more of the following, to increase knowledge, to foster understanding, to entertain and comfort audience members, to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes

SLO1 Demonstrate knowledge of communication concepts, theories, and processes.

SLO 2 Appropriately research, analyze, organize and synthesize a variety of reliable source materials into effective oral and visual presentations.

SLO3 Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and visual messages.

SLO 4 Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.

SLO 5 Manage public speaking anxieties to deliver effective and engaging oral presentations.

*

SLO 1

28

Oral Comm SLO 1 Demonstrate knowledge of communication concepts, theories, and processes.

What activities are you using or do you plan to use to invite students to show their learning? *

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 8: OC SLO2

32

Oral Comm SLO 2 Appropriately research, analyze, organize and synthesize a variety of reliable source materials into effective oral and visual presentations.

What activities are you using or do you plan to use to invite students to show their learning? *

33

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

34

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 9: OC SLO3

36

Oral Comm SLO 3 Demonstrate ethical responsibility and cultural sensitivity towards audiences by adapting oral presentation delivery and visual messages.

What activities are you using or do you plan to use to invite students to show their learning? *

37

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

38

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 10: OC SLO4

40

Oral Comm SLO 4 Utilize critical thinking and evaluative skills to assess the appropriateness and effectiveness of presentational strategies.

What activities are you using or do you plan to use to invite students to show their learning? *

41

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

42

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 11: OC SLO5

44

Oral Comm SLO 5 Manage public speaking anxieties to deliver effective and engaging oral presentations.

What activities are you using or do you plan to use to invite students to show their learning? *

45

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

46

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 12: IW SLO1

48

Introductory Writing Student Learning Outcomes (SLOs) Being Assessed

Definition: Introductory Writing courses facilitate the development of college-level proficiency in the use of writing processes, critical awareness when reading and writing, stylistic fluency, and technical accuracy.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes

SLO1 Identify impacts of the composing process on the final product.

SLO 2 Write persuasively by distinguishing and applying effective strategies of argumentation appropriate to a given rhetorical situation including audience, purpose, and context.

SLO3 Generate conclusions about texts that arise from rhetorical analysis to inform their own choices as writers.

SLO4 Produce texts that demonstrate ethical writing by effectively synthesizing sources and conscientiously using conventions of academic discourse including citation, format, and style.

*

SLO 1

49

Introductory Writing SLO 1 Identify impacts of the composing process on the final product.

What activities are you using or do you plan to use to invite students to show their learning? *

50

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

51

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

52

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 13: IW SLO2

53

Introductory Writing SLO 2 Write persuasively by distinguishing and applying effective strategies of argumentation appropriate to a given rhetorical situation including audience, purpose, and context.

What activities are you using or do you plan to use to invite students to show their learning? *

54

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

55

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 14: IW SLO3

57

Introductory Writing SLO 3 Generate conclusions about texts that arise from rhetorical analysis to inform their own choices as writers.

What activities are you using or do you plan to use to invite students to show their learning? *

58

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

59

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 15: IW SLO4

61

Introductory Writing SLO 4 Produce texts that demonstrate ethical writing by effectively synthesizing sources and conscientiously using conventions of academic discourse including citation, format, and style.

What activities are you using or do you plan to use to invite students to show their learning? *

62

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

63

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 16: QL SLO1

65

Quantitative Literacy Student Learning Outcomes (SLOs) Being Assessed

Quantitative Literacy courses utilize mathematics and/or statistics to formulate and/or solve equations and interpret numerical data. These courses incorporate critical thinking and problem-solving skills to help students develop an understanding of numbers to build a foundation for understanding mathematics and statistics in real-world contexts and solving more complex mathematics problems.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes

SLO 1 Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

SLO 2 Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

SLO 3 Make judgments and draw appropriate conclusions based on the quantitative analysis of data and/or mathematical models of phenomena or processes, while recognizing the limits of this analysis.

SLO 4 Make and evaluate important assumptions in estimation, modeling, and data analysis.

SLO 5 Express quantitative evidence in support of the mathematical/statistical argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

*

presented in mathematical forms, words).

- SLO 1** Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

66

Quantitative Literacy SLO 1

Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

What activities are you using or do you plan to use to invite students to show their learning? *

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 17: QL SLO2

70

Quantitative Literacy SLO 2

Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

What activities are you using or do you plan to use to invite students to show their learning?

*

71

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

72

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 18: QL SLO3

74

Quantitative Literacy SLO 3

Make judgments and draw appropriate conclusions based on the quantitative analysis of data and/or mathematical models of phenomena or processes, while recognizing the limits of this analysis.

What activities are you using or do you plan to use to invite students to show their learning? *

75

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

76

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 19: QL SLO4

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Quantitative Literacy SLO 4

Make and evaluate important assumptions in estimation, modeling, and data analysis.

What activities are you using or do you plan to use to invite students to show their learning? *

79

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

80

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 20: QL SLO5

82

Quantitative Literacy SLO 5

Express quantitative evidence in support of the mathematical/statistical argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

What activities are you using or do you plan to use to invite students to show their learning? *

83

What assessment measure will be used? *

- Direct Measure: Project
- Direct Measure: Presentation
- Direct Measure: Exam
- Direct Measure: Paper
- Indirect Measure: Course Grade Distribution(s)
- Indirect Measure: Survey
- Other

84

Describe how you will use the AOAC rubric to measure student learning demonstrated on the task. *

Whose work will be assessed (e.g., all students, or percentage)? Please provide a reasoning for why this amount of student work will be assessed. *

Section 21: Artifacts

86

Are you willing to submit artifacts when requested by AOAC? *

Yes

No

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