

Millersville University
Faculty Senate - Meeting Minutes
06/04/2024

The meeting was called to order remotely via Zoom at 4:05p.m. All departments were in attendance except for Chemistry (CHEM), Computer Science (CSCI), Earth Sciences (ESCI), Library (LIBR), Management and Marketing (MGMK), Philosophy (PHIL), Physics (PHYS), and Special Education (SPED).

Also in attendance: Dr. Gail Gasparich (Provost), Dr. Rachel Finley-Bowman (Assoc. Provost), Alison Hutchinson (Registrar), Dr. Robyn Davis (APSCUF), Dr. Kim McCollum-Clark (GenEd Coord.)

- I. Welcome and Introductions**
- II. Minutes of the Faculty Senate**
 - a. Minutes from the 04/16/2024 meeting were approved as revised via a Frost/Hartman motion without dissent.
- III. Report of the Faculty Senate Chairperson – Jeri Robinson**
 - a. Announcements
 - i. None
- 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. NURS251 Nursing Leadership
 - 2. NURS250 Complex Health Concepts
 - 3. NURS244 Behavioral Health Concepts
 - 4. NURS243 Family Health Concepts II
 - 5. NURS242 Family Health Concepts I
 - 6. NURS241 Adult Health Concepts II
 - 7. NURS240 Adult Health Concepts I
 - 8. NURS144 Nursing Funds
 - 9. NURS151 Holistic Health Concepts II
 - 10. NURS150 Holistic Health Concepts I
 - 11. NURS143 Basics Nsg Informatics
 - 12. NURS142 Health Assessment Concepts
 - 13. NURS141 Intro to Nursing Concepts II
 - 14. NURS140 Intro to Nursing Concepts
 - ii. Undergraduate Course Changes
 - 1. MUSI294 Live Audio 1
 - 2. COMM100 Fundamentals of Speech
 - 3. BUAD231 Principles of Marketing
 - 4. BUAD251 Principles of Management
 - 5. SPED311 Design/Implement Instruction
 - 6. ENGL363 Applied Linguistics
 - 7. ENGL464 Teaching Eng as Second Lang
 - 8. SPED351 Managing Challenging Behaviors
 - iii. Undergraduate New Programs

1. Accelerated English BA MA
- iv. Undergraduate Program Changes
 1. Music Industry, Live Audio Production
 2. Nursing
 3. Music Industry, Music Management
 4. Music Industry, Music Production
 5. Music Industry, Live Audio Production
- v. Graduate New Courses
 1. NURS712 Foundation of Nsg Ed
 2. NURS699 Foundations of Doctoral Study
- vi. Graduate Course Changes
 1. NURS706 Statistical Methods
 2. NURS704 Complex Health Care Systems
 3. NURS708 Informatics & Data Management
 4. NURS701 Hlth Policy & Healthcare Econ
 5. NURS710 Transforming Healthcare
 6. NURS711 Scholarly EBP Eval & Dissemina
 7. NURS709 Scholarly Project Design & Imp
 8. NURS707 Scholarly Project Design Sem
 9. NURS705 Evidence-Based Pract. Process
 10. NURS703 Epidemiology & Health Promo
 - ~~11. NURS702 Applied Research (removed at request of NURS)~~
 12. NURS700 Transformational Leadership
 13. ENGL643 Fiction
 14. ENGL642 Drama
 15. ENGL641 Poetry
 16. ENGL645 Short Story
 17. NURS653 Leading Others & Organizations
 18. NURS652 Healthcare Financing
 19. NURS651 Leading Quality and Safety
 20. PSYC682 Clinical Practicum/Internship
- vii. Graduate New Programs
 1. Superintendent Letter of Eligibility/LOE (Superintendent Certification)
- viii. Graduate Program Changes
 1. Doctor of Nursing Practice
 2. Certificate in Trauma-Informed Behavior Health
 3. Post-Baccalaureate Certificate in Home and School Visitor

VI. Out for campus approval:

- a. See Course Dog attachment.

VII. APSCUF Updates

- a. Dr. Robyn Davis (APSCUF)
 - i. New local agreement needed for continuing education (CE) and winter session.
 1. Course can be CE only if the majority of students are not enrolled in degree or certificate program.
 2. Will set compensation for winter after BoG decision on tuition.
 - ii. CBA Office Hours changed to student assistance hours
 1. Faculty are free to arrange office hours as they would like within the bounds of the new CBA language.

- iii. UCAPC has been established with local agreement.
 - 1. Jeri explained new GEOAC and merging of two committees, noted slight change for this upcoming year in trying to get GERC and AOAC to meet at the same time to expediate work.

VIII. Report of the Student Government Association

- a. None

IX. Report of the Graduate Student Association

- a. None

X. Report of the Administrative Officers

- a. Dr. Rachel Finley-Bowman (Assoc. Provost)
 - i. CourseDog
 - 1. Catalog transition to CourseDog is moving forward.
 - 2. Desire to add policy changes into CourseDog was expressed.
- b. Dr. Gail Gasparich (Provost)
 - i. None
- c. Alison Hutchinson (Registrar)
 - i. Summer grading is due the Wednesday after your course ends.
 - ii. FYEX preferences are coming in, so numbers are not comparable to last year.
 - iii. Ahead in returning students.

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. Gateway Assessment Plan shared via link to form and pdf.
 - 1. <https://forms.office.com/r/HxAM3UBEqQ>
- b. General Education, Coordinator Dr. Kim McCollum-Clark
 - i. Reminder for FYEX faculty to RSVP for day of caring.
 - ii. Working with transitions partners for FYEX.
 - iii. Kim willing to meet and help with FYEX faculty and help with new expectations of the program.
 - iv. Creating some public facing document space.
- c. GERC, Chair Jeff Wimer (outgoing)/Krista Higham (incoming)
 - i. Discussion: Should the 2nd writing course should be advanced. Role of having the writing course after 60 credits.
 - 1. Gain more writing experience across the discipline before getting some of the more advanced writing. Much more ready at the later level.
 - 2. Fits better in later in the gateway program before the capstone. Might work well with learning communities if implemented.
 - 3. Cons: a potential barrier
 - 4. Potentially some adjustment down to 55/58 credits for some practical reasons.
 - ii. Discussion: Gateway 200 level or higher?
 - 1. Should there be level limits to these courses?
 - iii. Discussion: Prerequisites for courses in gateway?
 - iv. Discussion: What are the GenEd changes and impacts on programs such as BSE?
 - v. Have conversations with your departments about some of these nuances of the new general education program.
- d. GCPRC, Chair Tiffany Wright

- i. None
 - e. UCPRC, Chair Aileen Hower
 - i. UCPRC got through most of the proposals in queue, a few proposals remaining for next AY.
- XIII. Reports of the Faculty Senate, Convened Committees, Area or Special Committees**
 - a. None
- XIV. Faculty Senate Elections**
 - a. Committee Elections (Round #03) – September 3rd, 2024
 - i. Forward nominations any time before election.
- XV. New Business**
 - a. Robyn (HIST) sees missing role of intermediate writing, perhaps a continuation of some sort of W label on path from intro to advanced.
 - i. Perhaps this can be considered at GERC with AW conversation.
 - b. Motion (Davis/Craven) for GERC to consider the creation of a W label (intermediate writing) and its potential integration into the gateway general education model was approved without dissent.

Meeting adjourned at 5:25pm via a Blazer/Granruth motion that was approved without dissent.

Respectfully Submitted,
Ethan Frost
Faculty Senate Secretary

MEETING SUMMARY – 06/04/2024

Minutes Approved

- 04/16/2024

Gateway General Education

- Gateway Assessment Plan shared (see link above and appended doc below).
- Motion for GERC to consider the creation of a W label (intermediate writing) and its potential integration into the gateway general education model.

Curriculum Changes

Undergraduate New Courses

1. NURS251 Nursing Leadership
2. NURS250 Complex Health Concepts
3. NURS244 Behavioral Health Concepts
4. NURS243 Family Health Concepts II
5. NURS242 Family Health Concepts I
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14. NURS140 Intro to Nursing Concepts

Undergraduate Course Changes

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6. ENGL363 Applied Linguistics
7. ENGL464 Teaching Eng as Second Lang
8. SPED351 Managing Challenging Behaviors

Undergraduate New Programs

1. Accelerated English BA MA

Undergraduate Program Changes

1. Music Industry, Live Audio Production
2. Nursing
3. Music Industry, Music Management
4. Music Industry, Music Production
5. Music Industry, Live Audio Production

Graduate New Courses

1. NURS712 Foundation of Nsg Ed
2. NURS699 Foundations of Doctoral Study

Graduate Course Changes

1. NURS706 Statistical Methods
2. NURS704 Complex Health Care Systems
3. NURS708 Informatics & Data Management
4. NURS701 Hlth Policy & Healthcare Econ
5. NURS710 Transforming Healthcare
6. NURS711 Scholarly EBP Eval & Dissemina
7. NURS709 Scholarly Project Design & Imp
8. NURS707 Scholarly Project Design Sem
9. NURS705 Evidence-Based Pract. Process
10. NURS703 Epidemiology & Health Promo
11. NURS700 Transformational Leadership
12. ENGL643 Fiction
13. ENGL642 Drama

14. ENGL641 Poetry
15. ENGL645 Short Story
16. NURS653 Leading Others & Organizations
17. NURS652 Healthcare Financing
18. NURS651 Leading Quality and Safety
19. PSYC682 Clinical Practicum/Internship

Graduate New Programs

1. Superintendent Letter of Eligibility/LOE (Superintendent Certification)

Graduate Program Changes

1. Doctor of Nursing Practice
2. Certificate in Trauma-Informed Behavior Health
3. Post-Baccalaureate Certificate in Home and School Visitor

General Education Assessment Plan Form 2: Gateway

Gateway Focus Areas



* Required

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

General Education Assessment Plan Form 2: Gateway Model

Creative Explorations, Ethical Action & Citizenship, Information Literacies, Investigations in Scientific Reasoning, Personal Wellness, Problem Solving, and Technological Competency Focus Areas

General Education Assessment Plan

Section 1 Gateway Focus Areas

1

Date *

2

Department *

3

Course Name *

4

Course Number *

5

If this is an assessment plan modification, what is being changed? (Note: Enter N/A if this is a new assessment plan.) *

What is the frequency of assessment for this course (i.e., annually, every two years, etc.)? *

DRAFT

Section 3: Stage 2

7

Stage 2: Gateway Focus Areas Which focus area are you applying for? *

- Creative Explorations
- Ethical Action & Citizenship
- Information Literacies
- Investigations in Scientific Reasoning
- Personal Wellness
- Problem Solving
- Technological Competency

8

Creative Explorations

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

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:

SLO 1 Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.

SLO 2 Develop critical and analytical skills to promote the advancement of creative ideas.

SLO 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.

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

*

- SLO 1 Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.**

Creative Explorations SLO 1 Demonstrate creative thinking skills that foster ways of looking at problems and solutions from a new or imaginative perspective.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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: Creative Explorations SLO 2

12

Creative Explorations SLO 2 Develop critical and analytical skills to promote the advancement of creative ideas.

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

13

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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 5: Creative Explorations SLO 3

15

Creative Explorations SLO 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.

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

16

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

17

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: Creative Explorations SLO 4

18

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

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

19

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

20

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: Ethical Action & Citizenship SLO 1

21

Ethical Action & Citizenship Student Learning Outcomes (SLOs) Being Assessed

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.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 1 Identify and reflect on the cultural, economic, environmental, historical, political, and/or social contexts of real-world issues.

SLO 2 Reflect on how the student's experiences and perspectives form their understanding of an issue.

SLO 3 Analyze potential courses of action.

SLO 4 Apply ethical principles to real-world issues.

SLO 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. *

- SLO1** Identify and reflect on the cultural, economic, environmental, historical, political, and/or social contexts of real-world issues.

22

Ethical Action & Citizenship SLO 1 Identify and reflect on the cultural, economic, environmental, historical, political, and/or social contexts of real-world issues.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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: Ethical Action & Citizenship SLO 2

25

Ethical Action & Citizenship SLO 2 Reflect on how the student's experiences and perspectives form their understanding of an issue.

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

26

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

27

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: Ethical Action & Citizenship SLO 3

28

Ethical Action & Citizenship SLO 3 Analyze potential courses of action.

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

29

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

30

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: Ethical Action & Citizenship SLO 4

31

Ethical Action & Citizenship SLO 4 Apply ethical principles to real-world issues.

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

32

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

33

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: Ethical Action & Citizenship SLO 5

34

Ethical Action & Citizenship SLO 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.

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

35

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

36

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: Information Literacies SLO 1

37

Information Literacies Student Learning Outcomes (SLOs) Being Assessed

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).

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 1 Identify the most appropriate sources and information to meet the scope of their need.

SLO 2 Create, execute, and refine search strategies with iteration utilizing search outcomes to find relevant sources and information.

SLO 3 Evaluate the credibility of sources to critically select and interpret information relevant to their need.

SLO 4 Contextualize and synthesize selected information to engage in ongoing scholarship and communities of learning and/or practice.

SLO 5 Contribute to ongoing scholarship and communities of learning and/or practice through ethical reflection, proper attribution, and respect of intellectual property.

*

SLO 1 Identify the most appropriate sources and information to meet the scope of their need.

38

Information Literacies SLO 1 Identify the most appropriate sources and information to meet the scope of their need.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
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- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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: Information Literacies SLO 2

41

Information Literacies SLO 2 Create, execute, and refine search strategies with iteration utilizing search outcomes to find relevant sources and information.

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

42

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

43

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: Information Literacies SLO 3

44

Information Literacies SLO 3 Evaluate the credibility of sources to critically select and interpret information relevant to their need.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
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- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

46

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: Information Literacies SLO 4

47

Information Literacies SLO 4 Contextualize and synthesize selected information to engage in ongoing scholarship and communities of learning and/or practice.

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

48

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

49

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: Information Literacies SLO 5

50

Information Literacies SLO 5 Contribute to ongoing scholarship and communities of learning and/or practice through ethical reflection, proper attribution, and respect of intellectual property.

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

51

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
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- Indirect Method: Compiled Student Direct Assessment Information
- Other

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 17: Investigations in Scientific Reasoning SLO 1

53

Investigations in Scientific Reasoning Student Learning Outcomes (SLOs) Being Assessed

Definition: Investigations in Scientific Reasoning courses primarily focus on an empirical study of the natural world while providing training in the tools, processes, and subject matter appropriate to the discipline to address theoretical and/or practical issues. These courses emphasize that the scientific meaning of fact, theory, and law are not a hierarchy, and give students an appreciation of essential creative aspects of scientific process and discovery. Students must spend at least two contact hours per week (preferable consecutive) in hands-on (in person or approved online) lab, because of the applied nature of science labs.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 1 Apply the scientific method to investigate natural phenomena, solve problems, and gain a better understanding of the natural world.

SLO 2 Make observations, generate questions, develop a testable and falsifiable hypothesis, collect data, and interpret results.

SLO 3 Recognize that scientific explanations offer falsifiable predictions, that claims must be supported by evidence and logical reasoning, and that the nature of scientific discovery and knowledge is fluid.

SLO 4 Interpret and create scientific representations—such as formulas, graphs, and tables—by utilizing course-specific knowledge and understanding.

*

- SLO 1** Apply the scientific method to investigate natural phenomena, solve problems, and gain a better understanding of the natural world.

54

Investigations in Scientific Reasoning SLO 1 Apply the scientific method to investigate natural phenomena, solve problems, and gain a better understanding of the natural world.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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: Investigations in Scientific Reasoning SLO 2

57

Investigations in Scientific Reasoning SLO 2 Make observations, generate questions, develop a testable and falsifiable hypothesis, collect data, and interpret results.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

59

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: Investigations in Scientific Reasoning SLO 3

60

Investigations in Scientific Reasoning SLO 3 Recognize that scientific explanations offer falsifiable predictions, that claims must be supported by evidence and logical reasoning, and that the nature of scientific discovery and knowledge is fluid.

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

61

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

62

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: Investigations in Scientific Reasoning SLO 4

63

Investigations in Scientific Reasoning SLO 4 Interpret and create scientific representations—such as formulas, graphs, and tables—by utilizing course-specific knowledge and understanding.

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

64

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

65

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: Personal Wellness SLO 1

66

Personal Wellness Student Learning Outcomes (SLOs) Being Assessed

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.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 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).

SLO 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.

SLO 3 Apply an evidence-based framework that describes the process of behavior change for personal wellness development.

*

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.

- SLO 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).

Personal Wellness SLO 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).

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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 22: Personal Wellness SLO 2

70

Personal Wellness SLO 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.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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. *

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Section 23: Personal Wellness SLO 3

73

Personal Wellness SLO 3 Apply an evidence-based framework that describes the process of behavior change for personal wellness development.

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

74

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

75

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 24: Problem Solving SLO 1

76

Problem Solving Student Learning Outcomes (SLOs) Being Assessed

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.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 1 Define problems and/or generate questions in clear and concise terms.

SLO 2 Identify appropriate methods and apply knowledge/facts to synthesize new ideas and generate solutions to problems.

SLO 3 Collect relevant information from credible sources to address the problem(s).

SLO 4 Use critical thinking skills to recognize patterns and draw logical conclusions.

SLO 5 Present problem-solving processes and findings clearly and persuasively in written and/or oral communication.

*

SLO 1 Define problems and/or generate questions in clear and concise terms.

77

Problem Solving SLO 1 Define problems and/or generate questions in clear and concise terms.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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 25: Problem Solving SLO 2

80

Problem Solving SLO 2 Identify appropriate methods and apply knowledge/facts to synthesize new ideas and generate solutions to problems.

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

81

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

82

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 26: Problem Solving SLO 3

83

Problem Solving SLO 3 Collect relevant information from credible sources to address the problem(s).

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

84

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

85

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 27: Problem Solving SLO 4

86

Problem Solving SLO 4 Use critical thinking skills to recognize patterns and draw logical conclusions.

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

87

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

88

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 28: Problem Solving SLO 5

89

Problem Solving SLO 5 Present problem-solving processes and findings clearly and persuasively in written and/or oral communication.

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

90

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

91

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 29: Technological Competency SLO 1

92

Technological Competency Student Learning Outcomes (SLOs) Being Assessed

Definition: Technological Competency courses address the ability to identify, assess, manage, adapt, and use tools, applications, and systems to effectively and responsibly accomplish tasks.

Please Note: In order to achieve this label, each SLO must be addressed. This form will start with SLO 1. If this is a modification, input NA in the SLO questions that are not being modified.

Outcomes:

A student will be able to:

SLO 1 Apply knowledge, techniques, skills, and modern tools to solve broadly defined technology problems appropriate to the discipline.

SLO 2 Responsibly manage data, tools, applications, and/or systems.

SLO 3 Evaluate the results of the application of the technology. *

- SLO 1** Apply knowledge, techniques, skills, and modern tools to solve broadly defined technology problems appropriate to the discipline.

93

Technological Competency SLO 1 Apply knowledge, techniques, skills, and modern tools to solve broadly defined technology problems appropriate to the discipline.

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: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

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 30: Technological Competency SLO 2

96

Technological Competency SLO 2 Responsibly manage data, tools, applications, and/or systems.

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

97

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

98

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 31: Technological Competency SLO 3

99

Technological Competency SLO 3 Evaluate the results of the application of the technology.

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

100

What assessment measure will be used? *

- Direct Measure: Student Written Product (e.g., Essay, Research Paper)
- Direct Measure: Presentation/Performance
- Direct Measure: SLO-Related Exam Questions (e.g., Selected, Pre-Test/Post-Test)
- Direct Measure: National Exam Results/Scores (e.g., Accredited Exam)
- Direct Measure: Real-Time Assessment – Skills Observation
- Indirect Method: Grade Distribution (e.g., DFW Rates)
- Indirect Method: Survey (e.g., Senior Exit Survey, Department Survey)
- Indirect Method: Compiled Student Direct Assessment Information
- Other

101

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 32: Artifacts

102

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

Yes

No

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