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April 4, 2014 - ALEC Undergraduate Curriculum Committee Meeting Minutes

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**ALEC Undergraduate Curriculum Committee
Meeting Agenda – April 4, 2014
102 ACB – 10:00 a.m.**

Time a.m.	Item	Action Needed/Taken
10:00	Minutes from February 14, 2014 meeting	Approval
	Agenda overview and adjustments (All)	Input
10:10	Unfinished/Ongoing Business	
	Deletion of Environmental Communication Minor approved by CASNR CC 3-14-14	Information
	ALEC 134, 135, 136 Terry, Bell, Balschweid, Cannon	Continue discussion?
	<i>ALEC 496 - Rural Futures Grant</i>	
	ALEC Instructional Improvement Plan (Updates)	
10:30	New Business	
	ACE recertification process ACE 10 ACE 8 Terry, Bell, Matkin	Info/Discussion
	Changes to Math courses reminder to look at e-mail from Melissa Math 101 & 103, Extended class periods	Info
	AESC students maintaining 2.0 GPA Cannon	Info/Discussion
		Information
		Discussion
		Information
9:20	Announcements/Updates – All	
	Recruitment Update -Laura Snell	
	Advisory Council, Faculty mtgs	Dates, info
		Information/updates
		Information/Invitation
	College Committee Updates as needed – FAC (Hastings); RRP ; CASNR CC (Husmann); UCC (Bell), Recruitment, Others?	
9:30	Adjourn	

ITEMS of NOTE

- **Minutes for Meetings can be found on the "T" Drive under**
 - ↳ ALEC Departmental Committee Reports ↳ Undergraduate Curriculum Com ↳ 2014
- **Meetings this semester will be held on the following dates at 8:15 a.m. in 102 ACB**
 - Jan. 24, Feb. 14, Mar 14, Apr 4

**ALEC Undergraduate Curriculum Committee
Minutes
April 4, 2014**

Present: Mark Balschweid, Karen Cannon, Lindsay Hastings, Dann Husmann, Myunghwa Kang, L.J. McElravy, Gina Matkin, Annie Specht and Roger Terry, Chair.

Minutes

Motion: Matkin moved to approve the February 14, 2014 minutes. Specht seconded. Approved.

Unfinished/Ongoing Business

Deletion of Environmental Communication Minor - The CASNR Curriculum Committee, at their March 14th meeting, approved to delete the Environmental Communication Minor.

ALEC 134, 135, 136 – Terry/Bell/Balschweid/Cannon

- No progress forward yet
- Get all of those involved with these three courses gathered to discuss and bring back to this committee with a recommendation
- Students are struggling with assignments, not discussing in class, and a couple students are not in our major.
- Changes will be for fall 2015. This class will need to be taught once more yet.
- ALEC 134 important for our students to take this class and not to eliminate it
- **Motion - Cannon moved that representatives from each program area come together this summer to determine and make a recommendation of what should be done with ALEC 134 and the other introductory classes associated with this class. A report to be presented at first Fall Curriculum Committee meeting. Matkin seconded. Approved. Cannon will be the chair of this ad hoc committee.**

New Business

ACE recertification process ACE 10 and ACE 8 - March 24 was an ACE certification workshop (handouts were shared). The university review is coming up and they want all the information current and update especially the ACE 10. CASNR wants the information by October 1, so you need to begin now to review what materials have been collected for your ACE 10 and ACE 8 courses. You need to review the proposal that was originally approved and find out what information you agreed to collect and how you would collect and start pulling that information together. Collect the information you have, indicate if you made some changes, justify it, and they will take that to the recertification process. Matkin indicated their information is in Pearl. CREQ should have this information also. Balschweid indicated the courses are: ACE 8 – ALEC 125 (Terry), ALEC 165 (Moody), ALEC 388 (Terry) and ACE 10 – ALEC 431 (Bell), ALEC 480 (Cannon), ALEC 495A (Hastings).

- Brooke Glenn will need to be contacted to grant permission for these instructors to upload their course information.
- Specht will collect the data for the pearl plan and Cannon will write the process gone through regarding all the changes for ALEC 480.
- Blackboard has a place where you can enter all the artifacts you used to document your data.
- Only add the information needed – not a dumping ground for everything
- This is where you place your rubrics.
- Evaluate what the actual outcome was (what you said you were going to do and not some other aspect (has to match).

- CREQ is allowing you to enter what is actually going on right now. Document what changes were made.
- Evaluation of the data was collected.
- When we renew ACE 10 also renew capstone. Two different things. Questions very similar but for some courses the ACE 10 and capstone is different but here in ALEC ours are the same.
- Continue discussion this summer – peer support group. Get ahead now for the Higher Education Commission, spring 2016 – ACE 10 will be the center point of discussion.

Changes to Math courses Math 101 and 103, extended class periods

Advisors received information about the changes to the Math courses, Math 101 and 103, to be a more collaborative approach and extending the class periods.

AESC Students maintaining 2.0 GPA

Cannon discussed some colleges have a requirement that a student must maintain a 2.0 GPA standing. Presently we do not have this requirement. Recently, a few students are failing ALEC 134

- When a student is failing a class, we do not have leverage to say they cannot stay in this area of study
- Husmann reported Ag Education has because of certification, a 2.5 GPA or in the technical areas 2.5 or higher and the Professional Ed 3.0 or higher. They need to get their grades up in order to proceed to get their certification as a teacher.
- Struggling with no national standards for AESC but that conversation might happen in the future.
- Matkin reported they do not have a minimum GPA.
- HRTM has a minimum of a "C" or pass their core classes
- Need to have some sort of standard for our students
- Increasing regular in the program
- McElravy reported his lowest grade is a "D" in the classes he teaches
- Grade inflation is important – what is complacency?
- Switching majors, not a good option while we are trying to build our program
- Matkin said behavioral issues also impact their classes, i.e. absenteeism
- Kang indicated some professors give more extra attention to the students to help them pass
- Cannon has offered extra assistance but it hasn't been helpful to them or ourselves
- Keeping our reputation is also important to maintain

Announcements

ALEC 496 - Rural Futures - McElravy announced they were awarded a Rural Futures Grant of \$25,000. ALEC 496, target 24 students fall and spring, Pairs of students will go out in rural communities and do service learning projects with Nebraskans for Civic Reform. They will go to the high schools and work with the students/teachers and then go out to the community. The classes are open for anyone – targeting all ALEC students and will fulfill the minor requirement. A small stipend will be offered for students travel costs.

ALEC Advisory Council – Balschweid will have a document at our next faculty meeting showing each Advisory Council members representative area for our continued discussion about the structure of the Advisory Council. Each program faculty will select your program area representatives, asking some current members to continue or adding new representatives you select. Tourism has had a small group of tourism professionals on the Advisory Council. Why should tourism only be represented? Should

HRTM be a function of an ALEC committee or should they be more broadly represented and invite the other HRTM faculty to this meeting also. They will be discussing this at a meeting next week. This fall meeting will have the representatives on the Advisory Council that you requested.

Education Abroad - Husmann reported the CASNR Education Abroad will be matching up with the Education Abroad on city campus. The new procedure guidelines are posted on the CASNR website and the Education Abroad website.

<http://casnr.unl.edu/CurrentStudents/StudyAbroad>

Academic Dishonesty Policy - Husmann mentioned that the Academic Dishonesty policy needs to be in your syllabus this fall, this is a requirement now. The initial statement should be included. A short synopsis needs to be on our website, with a link the UNL policy.

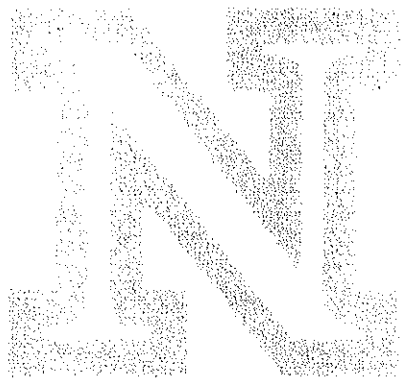
Bulletin 2014-2015 – Faculty need to be working with Karen Jackson with your 4 year plans and options. The Degree Audit version needs to be reviewed to make sure it matches. Degree audit version will go live on June 1. Check the test site to make sure everything is correct. The career piece will be important.

Jamaica Study Abroad - Balschweid and Kang did a scouting trip to Jamaica over spring break and are making plans to offer a Study Abroad, March 2015 for 10 days.

Meeting adjourned.

ACE it

- plan to thrive at UNL



1. See your academic adviser often to schedule courses and stay on track to graduate.

2. Take advantage of these academic resources:

Academic Advising	Learning Communities
Career Services	Office of National and International Fellowships
Undergraduate Research	Service Learning
Education Abroad	Transfer Student Services
Honors Program	Tutoring, Mentoring, and Consulting Services
The Explore Center (advising for undecided and pre-professional students)	

For a full list of resources: GO.UNL.EDU/STUDENTS

With **ACE** you can...

DEVELOP SKILLS

Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

ACE 1. Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.

ACE 2. Demonstrate communication competence in one or more of the following ways: (a) by making oral presentations with supporting materials, (b) by leading and participating in problem-solving teams, (c) by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or (d) by creating and interpreting visual information.

ACE 3. Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness.

BUILD KNOWLEDGE

Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

ACE 4. Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.

ACE 5. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

ACE 6. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.

ACE 7. Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

EXERCISE RESPONSIBILITY

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

ACE 8. Explain ethical principles, civics, and stewardship, and their importance to society.

ACE 9. Exhibit global awareness or knowledge of human diversity through analysis of an issue.

INTEGRATE AND ADAPT

Integrate these abilities and capacities, adapting them to new settings, questions, and responsibilities.

ACE 10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

ACE Course Recertification and Department Assessment Overview

UNL's ACE general education program was approved by faculty vote in 2008 and has been in place with certified courses to meet each of the 10 learning outcomes since the fall 2009. As outlined in the approved ACE Governing Documents, there is an approved process for recertification of currently certified courses and department assessment reporting on those ACE outcomes on a scheduled, rotating basis. **The ACE 8 and 10 outcomes are scheduled for this recertification and department assessment reporting process during the fall 2014 semester.** The recertification and department assessment processes are parallel but separate processes. This information outlines the requirements for ACE recertification and department assessment reporting. Please forward this to others that may be involved in the ACE recertification and department assessment process for your department.

Course level Recertification	Department summary Assessment report
Purpose: To ensure ACE certified courses continue to align with ACE outcomes, student work is collected and assessed each time the course is taught, and modifications to student learning are made if necessary	Purpose: To create and implement meaningful, authentic assessment plans for ACE outcomes at the department level, where change can occur, to ensure students are achieving the certified learning outcome and modifications to courses can be made if necessary
Due date: November 1 (proposals must be completed through the college curriculum process and into the UCC-ACE queue by this date)	Due date: November 1
Completed in CREQ (online Course Approval system), similar to initial ACE certification request	Completed in online assessment reporting software (to be developed summer 2014 to replace PEARL)
Submitter(s) will create a Recertification request for each of the department's ACE 8 and 10 courses	One department assessment report summarizing the collected assessment information for each of the ACE 8 and 10 outcomes for which the department has courses
See Recertification Template for specific recertification questions http://ace.unl.edu/ace-recertification	See Department Assessment Reporting Template for specific department assessment questions http://ace.unl.edu/assessmentplanning.shtml
Proposals routed through the undergraduate curriculum process – from submitter, to department, to college (if necessary), then to the University Curriculum Committee (UCC)-ACE subcommittee	Departments create assessment report and routed to college associate deans for college feedback then reports reviewed by the University Wide Assessment Committee (UWAC) for creation of institutional assessment report

Everything you wanted to know about ACE 10 and then some



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 Nancy Mitchell, nmitchell1@unl.edu



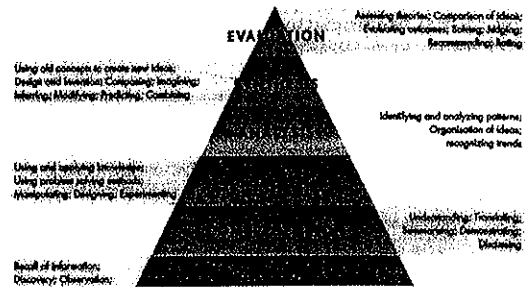
Agenda

- ACE 10 discussion
- Recertification overview
- Program/department assessment overview
 - Reporting expectations
 - Collecting & using evidence
 - Assessment procedures

What is ACE 10?

- **ACE 10**
 Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

Bloom's taxonomy



Why is ACE 10 important?

- Opportunity to look at learning in the course as well as learning in the program
- Increasingly important in future academic reviews and accreditation

What is integrative learning?

- What does integrative learning look like in ACE 10 courses?
- How do we know it when we see it?

Key questions

- Do you have what you need?
- Is it available/accessible?
- Do you need to gather other evidence?
- How much do you need?

Learning from students' performance

- What can we learn from sharing and discussing students' scholarly and/or creative work produced in ACE 10 courses?

Analyzing student work

- What question related to the ACE 10 outcome are you interested in investigating?
 - Example from ACE 10 Faculty Inquiry Project, MGMT 475
 - To what extent do students demonstrate their abilities to analyze situations facing economic organizations and isolate important sources of competitive advantage and disadvantage?
 - To what extent do students demonstrate their abilities to apply analytical techniques from the fields of accounting, economics, finance, management science, marketing, organization theory, organization behavior and related disciplines?
 - To what extent do students demonstrate their abilities to communicate analytical conclusions persuasively, both verbally and in writing?

Communicating assessment results

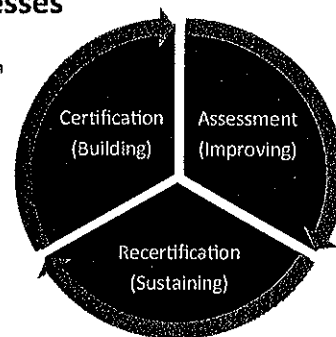
- How can this information be used to improve student learning?
- How can we think of this work beyond collecting data to fix a course?
 - How else can the influence of assessment be imagined?

Decisions, decisions

- You have lots of decisions to make:
 - Who is involved?
 - What do you want to learn related to the outcome?
 - What student work will you use to help answer your question?
 - How will you collect and analyze evidence?
 - What will you do with findings?

ACE processes

Focusing today on
Recertification &
Assessment



ACE Recertification & Assessment Timeline

Academic Year	ACE Learning Outcomes	Use evidence collected from previous AY
2012-13	4, 6, 7	2009-10 through 2011-12
2013-14		2009-10 through 2011-12
2014-15	8 & 10	2009-10 through 2013-14
2015-16		2009-10 through 2013-14

Comparison of ACE Assessment and Recertification

	ACE Assessment	ACE Recertification
Purpose	The evidence of student learning to improve program	Monitor continued alignment of courses and outcomes
Final Approval Body	University-wide Assessment Committee	ACE Subcommittee of University Curriculum Committee
Approval Basis	<ul style="list-style-type: none"> How well are students meeting the ACE learning outcomes? How might the ACE program be improved (sustainability)? 	<ul style="list-style-type: none"> Does the course continue to address the learning outcomes? Modified and possible solutions with opportunities to develop the knowledge / skills necessary for achievement of the learning outcomes? Has the learning department / unit followed through on all ACE recommendations? Should the course be recertified?

- ### Recertification
- Purpose: Verify that the course continues to offer students the opportunity to learn outcome
 - Course level (each course will need to submit Recertification request)
 - Requirement:
 - syllabus clearly states the outcome, opportunities to learn outcome, and work that will help student achieve outcome (ACE governing document IV)
 - student work collected
 - assessment information used to help course meet the outcome
 - Completed every 5 years (according to schedule)

- ### Recertification
- Process:
 - Complete Recertification request in Course Approval System (CREQ)
 - Can update the original ACE Certification Information
 - Recertification template
 - Due to college in CREQ by October 1; UCC-ACE by November 1, 2014
 - <http://creq.unl.edu>
 - Login is Blackboard user name and password
 - Recertification resources
 - <http://ace.unl.edu/ace-recertification>
 - Recertification guidelines
 - Examples of recertification proposals

ACE Course Recertification Template

Course Information

Course ID: _____

Department: _____

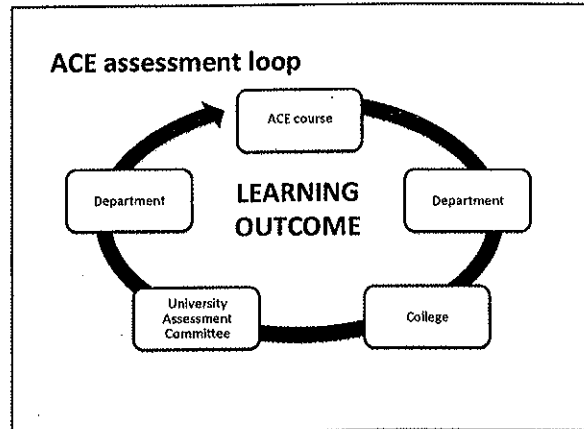
Faculty: _____

Recertification Request

Does this course continue to address the learning outcomes? Modified and possible solutions with opportunities to develop the knowledge / skills necessary for achievement of the learning outcomes?

Has the learning department / unit followed through on all ACE recommendations?

Should the course be recertified?



Program/department assessment

- Purpose: Improving the program – using evidence of student learning to determine program effectiveness
- Department/unit level for each outcome (department reviews collected course information and provides summary of assessment of all courses)
- Completed every 5 years with Recertification (according to schedule)

Program/department assessment

- Process:
 - Submit a department/unit report for each ACE outcome
 - Use previous years' collected evidence
- Due to College by October 1, 2014; UG ED by Nov. 1, 2014
 - Working on new assessment reporting system to replace PEARL
 - Will send instructions to units when system is ready
- Resources for assessment planning
 - <http://www.ace.unl.edu/ace-assessment>
 - Department Assessment reporting template handout
 - Examples of department reports

Assessment reporting template

Assessment Reporting Template
(as to be used for program & ACE assessment)

HOW PROGRAM EVALUATES ACHIEVEMENT of LEARNING OUTCOMES
(List Learning Outcomes (either program or ACE))

Of ACE: List of ACE course(s) with the outcome in the program:

Method for collecting and assessing evidence across courses

- What was the question of interest that the program investigated related to assessment of the learning outcome?
- What student work was collected and analyzed to address the question? (Provide details about the assignments used.)
- How did the program analyze the student work? (Explain the analysis including how samples were selected, what method was used to analyze the samples, and who participated in the analysis.)

How program uses information from assessment to improve learning

Summary and conclusions about evidence-based assessment results

- What did the program analysis reveal? Discuss the findings and implications of the analysis as they relate specifically to the outcome.
- How will the program use the findings to improve student achievement of the learning outcome?
- How were these findings shared to the program? (e.g., did you meet as a department to discuss the findings?)
- How did the assessment process demonstrate substantial participation of faculty and other instructional staff members?
- What assessment questions related to the learning outcome would the program like to investigate in the future?

Attachments

1. Please attach any supplemental materials (if applicable).

Discussion

Unanswered Questions?

Resources

- ACE website: ace.unl.edu
- Brooke Glenn
 - bglenn2@unl.edu, 472-6023
- Research fair
 - Nebraska Union, April 16, 3:30-5:00 p.m.
- ACE 10 Faculty Inquiry Project Participants
 - Ed Harris (BIOC), Dave Gosselin (NRES), Tom Weissling (ENTO), Dave Lambe (AGRO & HORT), Emie Yiannaka (AECN)

Contacts

College representatives:

- UWAC – Assoc. Dean John Markwell (jmarkwell2@unl.edu)
- UCC-ACE – Dr. Lloyd Bell (lbell1@unl.edu)
- Dr. Tom Weissling (tweissling2@unl.edu)

Institutional representatives:

- Brooke Glenn (bglenn2@unl.edu)
- Nancy Mitchell (nmitchell1@unl.edu)

ACE 10 Sample Rubric

This rubric was developed by a team of UNL faculty to articulate criteria for the ACE 10 outcome. Loosely based on the VALUE Rubrics created by the Association of American Colleges & Universities, this rubric focuses on students' abilities to integrate what they've learned, adapting these abilities and capacities to new settings, questions, and responsibilities. The rubric is intended for use in evaluating and discussing student learning, not for grading. While ACE assessment does not require the use of any rubric, faculty might find this rubric a useful tool for articulating expectations for student learning. Faculty can translate this rubric into language that fits their individual disciplines and courses as appropriate.

ACE 10. Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

	4 Exemplary	3 Good	2 Average	1 Below Average
Broad Knowledge	Uses a variety of in-depth information from relevant sources representing various points of view/approaches.	Uses in-depth information from relevant sources representing various points of view/approaches.	Uses information from relevant sources representing limited points of view/approaches.	Uses information from irrelevant or inappropriate sources.
Technical Proficiency	All elements of the methodology or theoretical framework are appropriate and skillfully developed.	Elements of the methodology or theoretical framework are appropriate; however, more subtle elements are ignored or unaccounted for.	Elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Key elements of the methodology or theoretical framework are misunderstood.
Information Collection & Synthesis	Collects and synthesizes information to reveal significant insights, themes, or ideas.	Collect and synthesizes information to reveal some significant insights, themes, or ideas.	Collects and synthesizes information but does not effectively reveal insights, themes, or ideas.	Does not collect and/or synthesize information in appropriate or useful way.
Interpretation	Accurate and insightful explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Accurate and adequate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Somewhat inadequate or partially inaccurate explanation of skills, abilities, theories, or methodologies to solve problems or explore complex issues.	Implausible or inaccurate understanding of skills, abilities, theories, or methodologies to solve problems or explore complex issues.
Presentation	Includes variety of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation and establishes the presenter's authority on the topic.	Includes materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's authority on the topic.	Includes some materials that appropriately reference information or analysis that partially supports the presentation and somewhat establishes the presenter's authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that reference information or analysis that minimally supports the presentation and does not establish the presenter's authority on the topic.