

**Magis Core Curriculum  
Assessment Report, 2014-2015**

*Approved by the University Core Curriculum Committee on May 6, 2016*

## Introduction

Creighton University implemented the Magis Core Curriculum in 2014-2015 as the general education program for all four of its undergraduate colleges, namely, the College of Arts & Sciences, the College of Nursing, the College of Professional Studies, and the Heider College of Business. Degree-seeking undergraduate students who matriculated at Creighton University in Fall Semester 2014 or later must complete the Magis Core Curriculum as an essential part of their baccalaureate degree programs. The following ten components of the Magis Core Curriculum were implemented for the first time in 2014-2015:

1. Contemporary Composition
2. Critical Issues in Human Inquiry
3. Oral Communication
4. Mathematical Reasoning
5. Philosophical Ideas
6. The Christian Tradition
7. Fine Arts (College of Arts & Sciences only)
8. Foreign Language (College of Arts & Sciences only)
9. Understanding Natural Science
10. Understanding Social Science

The first six of these components make up the Foundations level of the Magis Core Curriculum, which most undergraduate students are normally expected to complete in the first year of study. In 2014, the University Core Curriculum Committee, which oversees the Magis Core Curriculum, decided to begin to assess student learning in the Magis Core Curriculum by assessing student learning in the six Foundations components of the curriculum during 2014-2015. To that end, the committee charged Dr. Kevin Graham, Director of the Magis Core Curriculum, to collect a selection of student work that is designed to measure each learning objective in each Foundations component from a small random sample of students in each course that satisfies one Foundations component. Dr. Graham did this with the assistance of Mr. Andrew Burton of the Center for Academic Innovation, Dr. Mary Ann Danielson of the Office of Academic Excellence & Assessment, and Dr. Ying Vuthipadadon of the Office of Institutional Research.

Dr. Graham then recruited six members of the university faculty to help lead a large group of faculty members through the calibration of assessment rubrics and the application of those rubrics to pieces of student work that were designed to provide evidence of student learning with respect to certain Magis Core Curriculum learning objectives:

- Dr. Randall Crist, Associate Professor and Chair of Mathematics;
- Dr. Julia Fleming, Professor and Chair of Theology;
- Dr. Tracy Leavelle, Associate Professor and Chair of History;
- Dr. Jay Leighter, Associate Professor of Communication Studies;
- Dr. Amy Wendling, Professor and Chair of Philosophy; and
- Dr. Robert Whipple, Professor and Chair of English.

These six faculty leaders in turn helped Dr. Graham to recruit fifty-five members of the university faculty and staff to participate in the first annual Magis Core Curriculum Assessment Day on May 21, 2015. The participants helped to calibrate the assessment rubrics to ensure inter-rater reliability. Thirty-seven of the fifty-five participants also took responsibility for scoring twenty pieces of student work each. The assessment data that resulted from the scoring process appear in appendices to this report.

During 2015-2016, Dr. Graham met with groups of faculty members who are responsible for instructing courses that satisfy each of the Foundations components in which student learning was assessed in 2014-2015. The purpose of each meeting was to show the assessment data from 2014-2015 to the faculty members with relevant disciplinary expertise and to get their responses to the following questions:

1. How do you interpret the assessment data?
2. What conclusions do you draw from the quantitative assessment data?
3. What do the quantitative assessment data fail to reveal about the student work that was assessed?
4. What do you want to do differently in teaching courses that satisfy this component as a result of the assessment data?
5. What further questions about student learning in this component do you want to ask as a result of reviewing the assessment data?

The following recommendations about each Foundations component of the Magis Core Curriculum are based on the suggestions made by members of the university faculty who teach courses that satisfy the component in question.

## **Recommendations about Specific Foundations Components**

### **Contemporary Composition**

The Department of English provided written feedback about the assessment data for Contemporary Composition rather than meeting with Dr. Graham in person. The department's feedback noted that student performance was predictably better on identifying and describing good arguments than on constructing good arguments and using technology in writing. Members of the English faculty who participated in the assessment of some student work in this component indicated that student performance on these last two objectives, LO 4.I.1 (w) and LO 4.R.1, would be improved if instructors would take more care in constructing assignments that are aligned to each of the learning objectives. With better alignment between assignments and learning objectives, the English faculty expressed confidence that over time they could help students to fulfill each of these learning objectives more fully.

### **Critical Issues in Human Inquiry**

Dr. Graham met with members of the university faculty who teach courses that satisfy Critical Issues in Human Inquiry to discuss the assessment data from 2014-2015 concerning student learning in Critical Issues in Human Inquiry. The faculty members who instruct Critical Issues in Human Inquiry courses expressed concern that they have a hard time helping their students to fulfill all of the learning objectives for Critical Issues in Human Inquiry because there are so many learning objectives (eight). Some of them indicated that they felt confident that some of their course assignments were well-designed to measure some of the learning objectives, but they were less confident about other

assignments. They suggested that Dr. Graham create on the Magis Core Curriculum web site an archive of assignments that are well-designed to measure specific learning objectives for Critical Issues in Human Inquiry. Dr. Graham agreed to do so.

### **Oral Communication**

Dr. Graham met with the communication studies faculty on Sept. 9, 2015, to discuss the assessment of student learning in Oral Communication. With respect to learning objective 2.I.2, “Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts,” the faculty members thought that different types of quiz questions might be better suited to address the two halves of the learning objective: short-answer questions for “describe” and multiple-choice questions for “recognize”. With respect to learning objective 4.I.1 (o), “Students will construct and effectively deliver well-structured and supported arguments in ... oral [form],” the faculty members thought that the results were reasonably good and that instructors should be encouraged to assess student learning using classroom speeches rather than online practice speeches because students performed at a higher level in these speeches. Assessment of learning objective 4.R.1, “Students will research, choose, and use appropriate technologies to communicate effectively,” was difficult because technical problems made the student work difficult to access through the learning management system. The faculty members wondered whether the right sort of assignments are being used to measure student learning with respect to 4.R.1 and requested a chance to rethink how they are addressing and measuring this objective in courses that satisfy the component.

### **Mathematical Reasoning**

Dr. Graham met with members of the mathematics faculty to discuss the assessment of student learning in Mathematical Reasoning on Apr. 1, 2016. At the outset, mathematics faculty members noted that the assessment data for Mathematical Reasoning are skewed by the facts that over 100 students annually satisfy Mathematical Reasoning with exam credit or transfer credit and that the students who satisfy Mathematical Reasoning in this way are the students with the strongest mathematical skills. They also observed that student performance was strongest on learning objective 2.R.3, “Students will interpret and present quantitative information verbally, mathematically, ... and graphically,” and weakest on learning objective 4.I.1, “Students will construct and effectively deliver well-structured and supported arguments in ... mathematical [form].” They noted that this is only to be expected because students’ prior learning in mathematics equips them well to communicate quantitative information, but poorly to construct and deliver mathematical arguments. The faculty members suggested that they could help improve student performance on learning objective 4.I.1 by providing students in Mathematical Reasoning courses, and especially MTH 205, more practice exercises to help students get comfortable with the course concepts before they have to construct and deliver arguments employing those concepts.

### **Philosophical Ideas**

Dr. Graham met with members of the philosophy faculty to discuss the assessment of student learning in Philosophical Ideas on Nov. 12, 2015. After discussing the interpretation of the assessment data at some length, the philosophy faculty referred the data to the Philosophy Curriculum Committee for further deliberation and action. The Philosophy Curriculum Committee subsequently recommended on Dec. 3, 2015, that the philosophy faculty charge each instructor of a Philosophical Ideas course examine the suitability of the assignments designed to measure each of the learning objectives for the course,

and particularly 3B.R.1, “Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life,” and 3B.P.1, “Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.” The philosophy faculty approved this recommendation.

### **The Christian Tradition**

Dr. Graham met with members of the theology faculty to discuss the assessment of student learning in The Christian Tradition on Sept. 25, 2015. The theology faculty members expressed general satisfaction with the level at which students satisfied the learning objectives, but they were concerned about poor student performance on learning objective 3A.I.3, “Students will identify and describe the key elements of the Jesuit intellectual tradition in its more specific religious sense, its historical foundation and its spirituality.” Those who had helped assess some pieces of student work at Magis Core Curriculum Assessment day on May 21, 2015, observed that students seemed to be able to fulfill this learning objective provided that they were given an assignment that actually asked them to fulfill it. The theology faculty charged a group of instructors of courses that satisfy The Christian Tradition to develop guidelines for assignments that are designed to measure learning objective 3A.I.3.

### **Feedback from College & University Oversight Committees**

Dr. Graham shared the above recommendations during Apr. 2016 with several college- and university-level faculty bodies that have oversight responsibilities for the undergraduate curriculum, including:

1. University Assessment Committee (Apr. 12, 2016);
2. College of Arts & Sciences Faculty Senate (Apr. 19, 2016);
3. College of Nursing Curriculum Committee (Apr. 22, 2016);
4. College of Professional Studies Adult Learning Council (Apr. 25, 2016); and
5. Heider College of Business Undergraduate Program Committee (Apr. 29, 2016).

The feedback that Dr. Graham received in discussing the recommendations with each of these faculty bodies was that they found the initial assessment data to be encouraging and the recommendations to be a reasonable approach to beginning to improve student learning in each of the Foundations components of the Magis Core Curriculum.

### **Conclusion**

The University Core Curriculum Committee endorses as reasonable these specific recommendations of the faculty members who teach the relevant components of the Magis Core Curriculum. The committee charges the following persons to oversee the implementation of these recommendations and to provide the committee with a written status report about their implementation by Apr. 1, 2017:

- Contemporary Composition: Dr. Brent Spencer, Chair, Department of English;
- Critical Issues in Human Inquiry: Dr. Tracy Leavelle, Associate Dean for Humanities & Fine Arts, College of Arts & Sciences;
- Oral Communication: Dr. Chad McBride, Chair, Department of Communication Studies;
- Mathematical Reasoning: Dr. Randall Crist, Chair, Department of Mathematics;

- Philosophical Ideas: Dr. Amy Wendling, Chair, Department of Philosophy; and
- The Christian Tradition: Dr. Julia Fleming, Chair, Department of Theology.

The committee anticipates assessing student learning in each of these Foundations components again in 2019-2020. In the meantime, the committee is preparing to assess student learning in four Explorations components of the Magis Core Curriculum beginning on May 19, 2016, when the committee will sponsor the Second Annual Magis Core Curriculum Assessment Day. All members of the university faculty are invited and encouraged to participate in this assessment event, which will be crucial to the university's preparation of the assurance argument for its institutional accreditation site visit from the Higher Learning Commission (HLC) in Apr. 2017.

**Assessment Data (2014-2015)**  
**Contemporary Composition**

<b>Performance Level</b>	<b>LO 2.I.2</b>	<b>LO 4.I.1 (w)</b>	<b>LO 4.R.1</b>
<b>ADVANCED</b>	25%	4%	2%
<b>COMPETENT</b>	55%	24%	36%
<b>PROGRESSING</b>	20%	52%	43%
<b>BEGINNING</b>	0%	20%	19%
<b>TOTAL STUDENTS</b>	20	25	58

**Learning Objectives**

LO 2.I.2: "Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts."

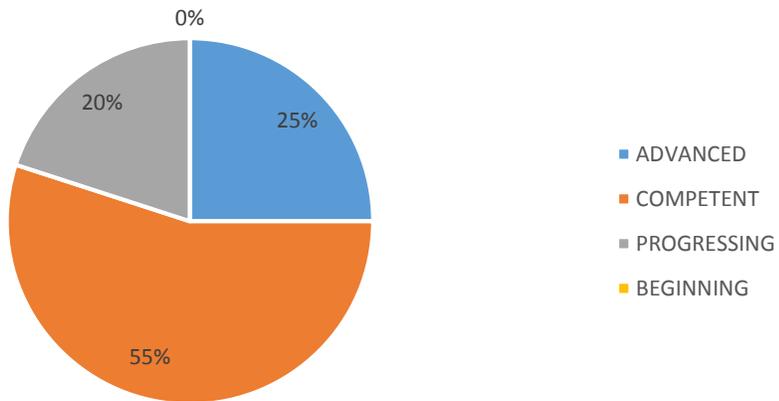
LO 4.I.1 (w): "Students will construct and effectively deliver well-structured and supported arguments in written [form]."

LO 4.R.1: "Students will research, choose, and use appropriate technologies to communicate effectively."

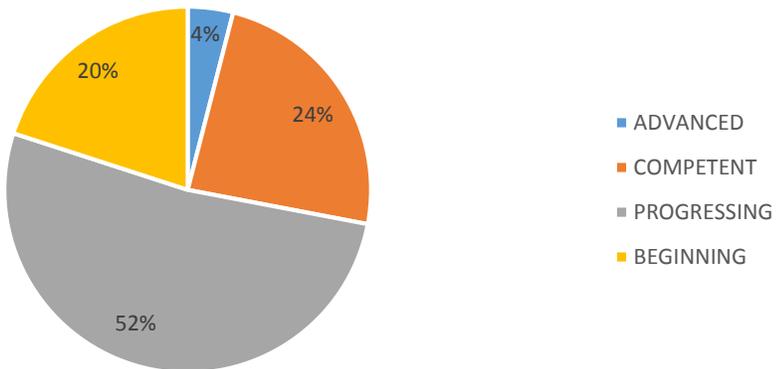
**Discussion Questions**

1. How do you interpret the quantitative data?
2. What conclusions, if any, do you draw from the quantitative data?
3. If you assessed some of the student work, what, if anything, do the quantitative data fail to reveal about the student work?
4. What do you want to do differently in future sections of Contemporary Composition as a result of reviewing the data?
5. What further questions do you want to ask about student learning in Contemporary Composition as a result of viewing

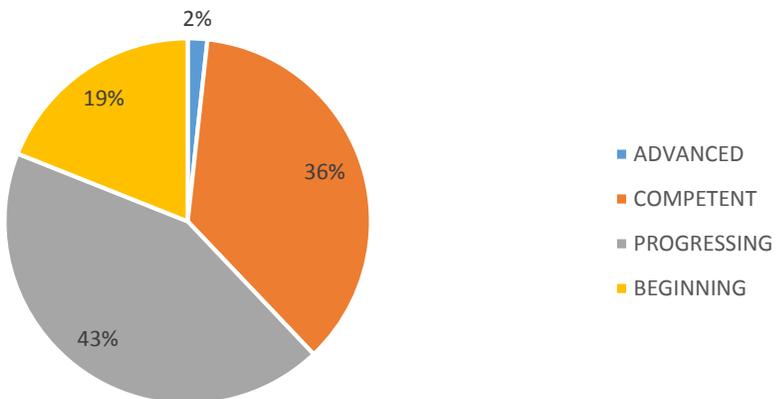
LO 2.I.2



LO 4.I.1 (w)



LO 4.R.1



**Assessment Data (2014-2015)**  
**Critical Issues in Human Inquiry**

<b>Performance Level</b>	<b>LO 2.I.1</b>	<b>LO 2.R.1</b>	<b>LO 3E.I.1</b>	<b>LO 3E.R.2</b>	<b>LO 6.I.1</b>	<b>LO 6.I.2</b>	<b>LO 6.R.1</b>	<b>LO 6.R.2</b>
Advanced	0%	9%	0%	17%	0%	ND	0%	25%
Competent	14%	34%	12%	27%	44%	ND	25%	35%
Progressing	44%	25%	53%	13%	39%	ND	40%	40%
Beginning	32%	31%	35%	30%	17%	ND	25%	0%
Total	59	32	17	30	18	ND	20	20

**Learning Objectives**

LO 2.I.1 Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information.

LO 2.R.1 Students will demonstrate self-knowledge, including knowledge of their own biases and perspectives, and be able to evaluate the strengths and weaknesses of varying points of view.

LO 3E.I.1 Students will explain the concepts of “service” and “social justice” as they are understood within the Catholic and Jesuit traditions.

LO 3E.R.2 Students will explain how one or more disciplines identify social ideals and analyze actual societal conditions in terms of social justice.

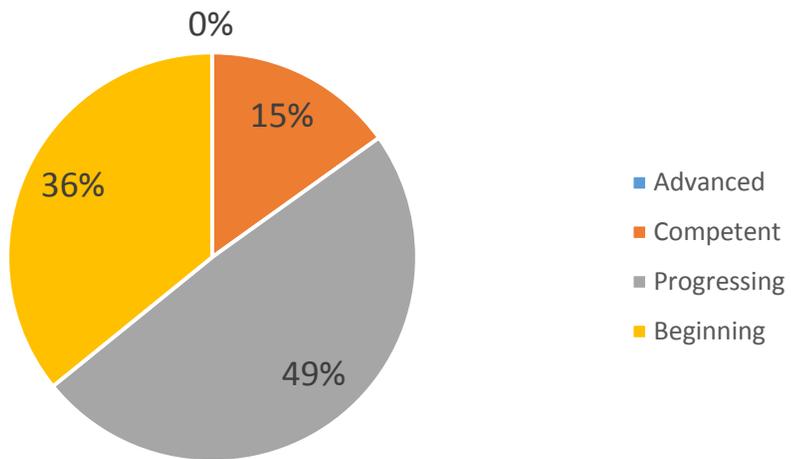
LO 6.I.1 Students will describe the range and types of human identities and cultures in contemporary or historical terms and identify what constitutes “difference” (or what has constituted “difference”) within the United States and throughout the global community.

LO 6.I.2 Students will state the meaning of “human dignity” as articulated within the Catholic, Jesuit, and other intellectual traditions and how “human dignity” is influenced by systems of social differentiation and by relative power and privilege.

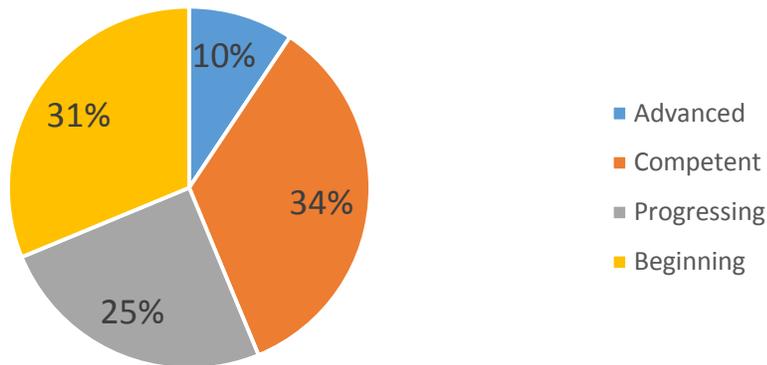
LO 6.R.1 Students will identify their own social locations and analyze a controversial issue by articulating their own values and perspectives and those of an unfamiliar community.

LO 6.R.2 Students will evaluate and critique ideologies of social differentiation and the way systems of relative

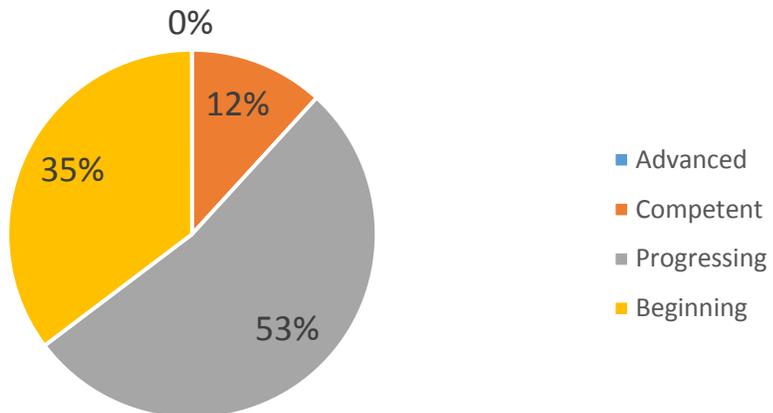
LO 2.I.1



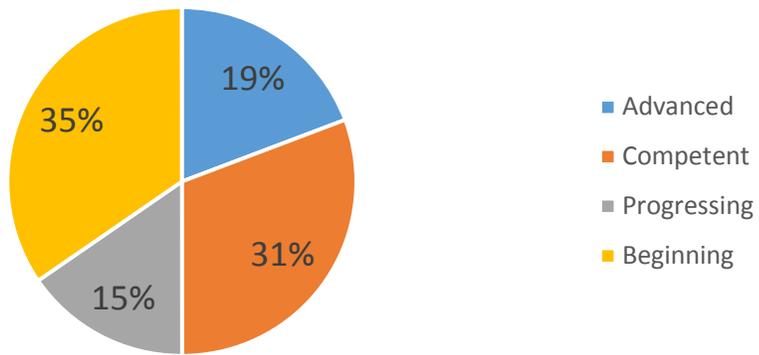
LO 2.R.1



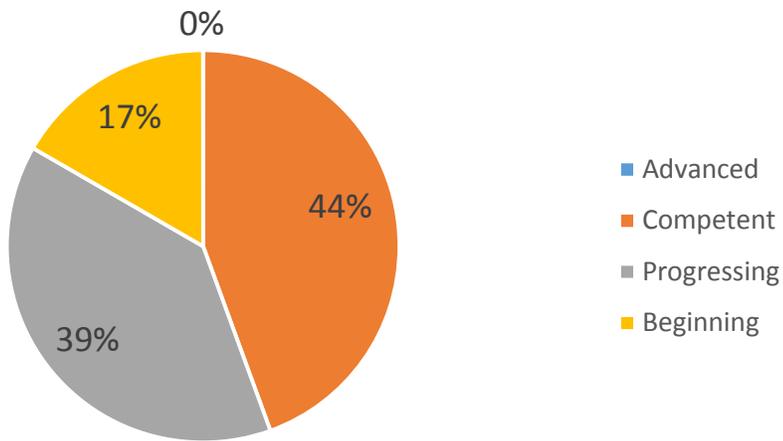
LO 3E.I.1



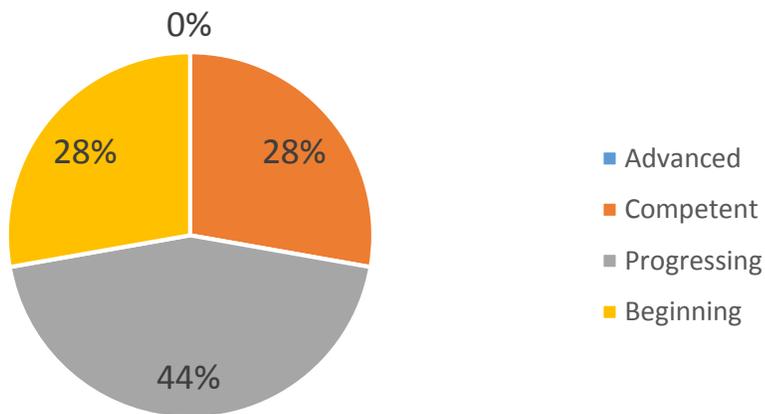
LO 3E.R.2



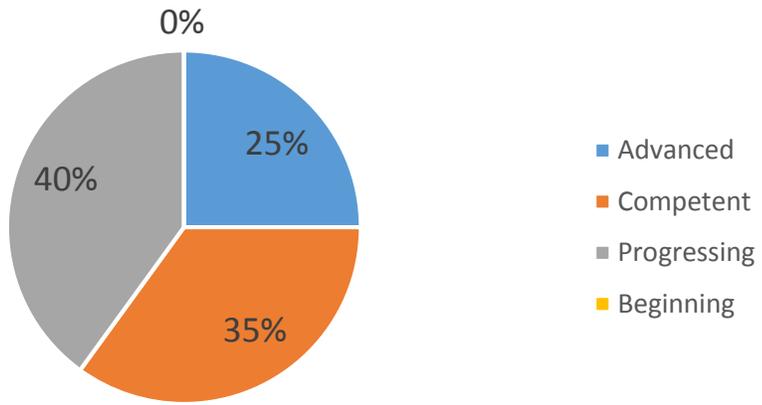
LO 6.I.1



LO 6.R.1



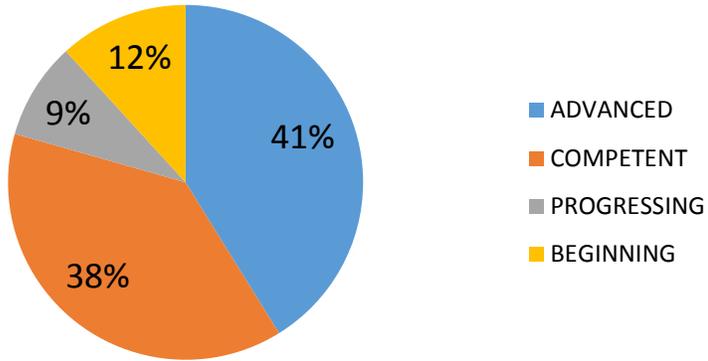
LO 6.R.2



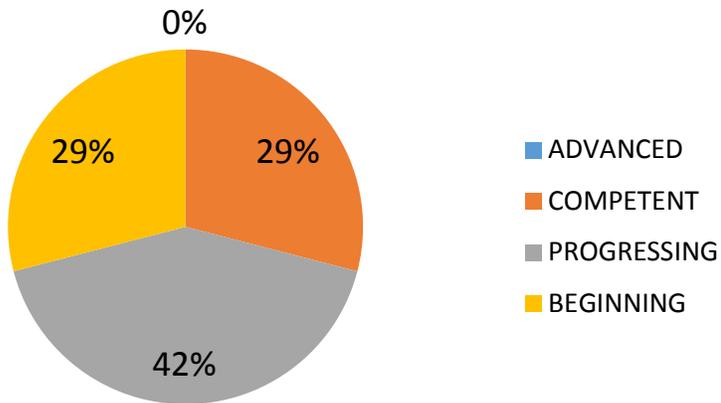
**Oral Communication Assessment  
Magis Core Curriculum, 2014-2015**

<b>Performance Level</b>	<b>LO 2.I.2</b>	<b>LO 4.I.1 (o)</b>	<b>LO 4.R.1</b>
ADVANCED	41%	0%	0
COMPETENT	38%	27%	0
PROGRESSING	9%	39%	3
BEGINNING	12%	27%	0
TOTAL	34	33	3

### LO 2.I.2



### LO 4.I.1 (O)



**Assessment of Student Learning in  
Mathematical Reasoning (2014-2015)**

<b>Performance Level</b>	<b>LO 2.R.3</b>	<b>LO 4.I.1 (m)</b>	<b>LO 4.P.2 (m)</b>
ADVANCED	5%	0%	5%
COMPETENT	55%	35%	40%
PROGRESSING	40%	45%	40%
BEGINNING	0%	20%	15%
TOTAL	20	20	20

Learning Objectives

**LO 2.R.3:** Students will interpret and present quantitative information verbally, mathematically, ... and graphically.

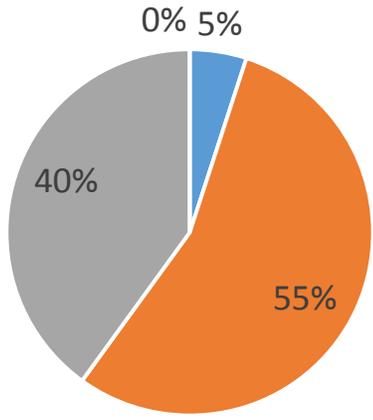
**LO 4.I.1 (m):** Students will construct and effectively deliver well-structured and supported arguments in ... mathematical [form].

**LO 4.P.2 (m):** Students will effectively use ... mathematical ... language appropriate to the audience, occasion, and context.

Discussion Questions

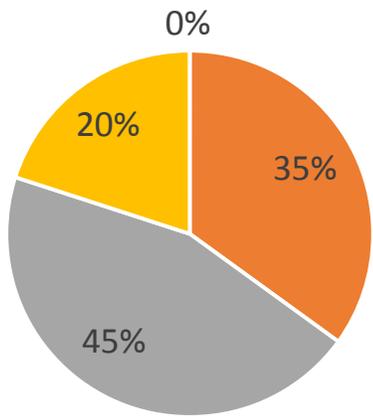
1. How do you interpret these data about student performance in courses that satisfy Mathematical Reasoning?
2. What conclusions, if any, do you draw from these data about student performance in courses that satisfy Mathematical Reasoning?
3. If you assessed some student work, what did you see in the work that is not revealed by these data?
4. What, if anything, do you want to do differently in future offerings of Mathematical Reasoning courses in light of these data?
5. What further questions, if any, about student performance in

**LO 2.R.3**



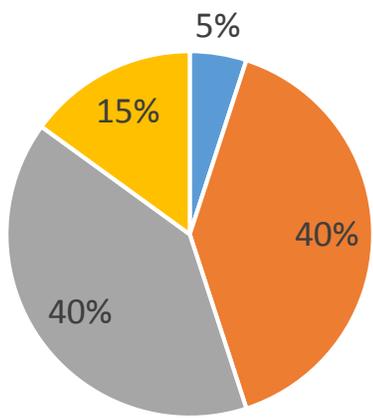
- ADVANCED
- COMPETENT
- PROGRESSING
- BEGINNING

**LO 4.I.1 (m)**



- ADVANCED
- COMPETENT
- PROGRESSING
- BEGINNING

**LO 4.P.2 (m)**



- ADVANCED
- COMPETENT
- PROGRESSING
- BEGINNING

**Assessment Data Summary  
Philosophical Ideas (2014-2015)**

<b>Performance Level</b>	<b>LO 3B.I.1</b>	<b>LO 3B.R.1</b>	<b>LO 3B.P.1</b>
<b>Advanced</b>	6%	12%	6%
<b>Competent</b>	39%	24%	41%
<b>Progressing</b>	39%	29%	24%
<b>Beginning</b>	6%	35%	29%
<b>Total students</b>	18	17	17

**Learning Objectives**

**LO 3B.I.1:** "Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life."

**LO 3B.R.1:** "Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life."

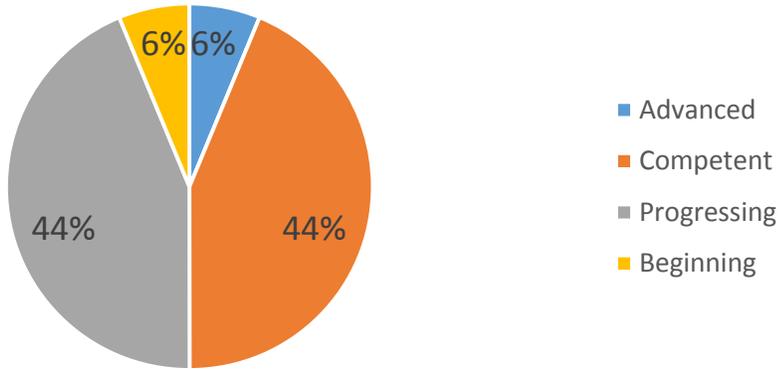
**LO 3B.P.1:** "Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life."

**Discussion Questions**

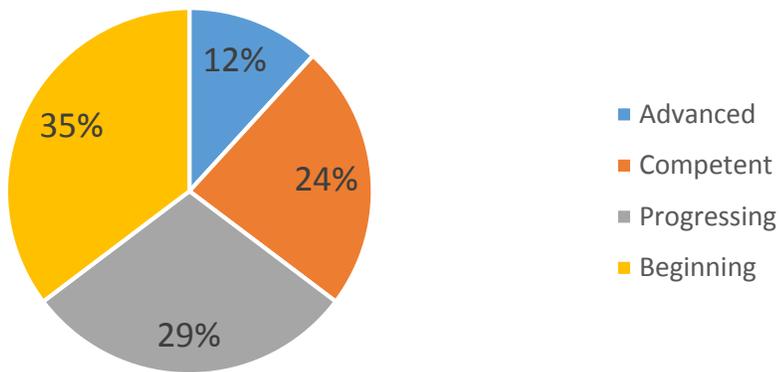
1. How do you interpret these data about student performance in courses that satisfy Philosophical Ideas?
2. What conclusions, if any, do you draw from these data about student performance in courses that satisfy Philosophical Ideas?
3. If you assessed some student work, what did you see in the work that is not revealed by these data?
4. What, if anything, do you want to do differently in future offerings of Philosophical Ideas courses in light of these data?
5. What further questions, if any, about student performance

**Assessment Data Summary  
Philosophical Ideas (2014-2015)**

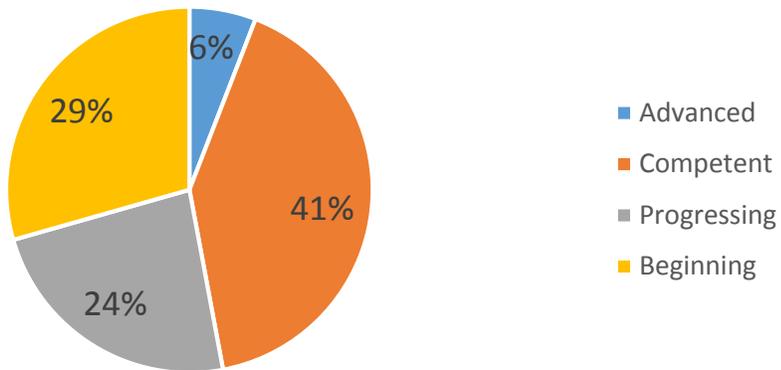
**LO 3B.I.1**



**LO 3B.R.1**



**LO 3B.P.1**



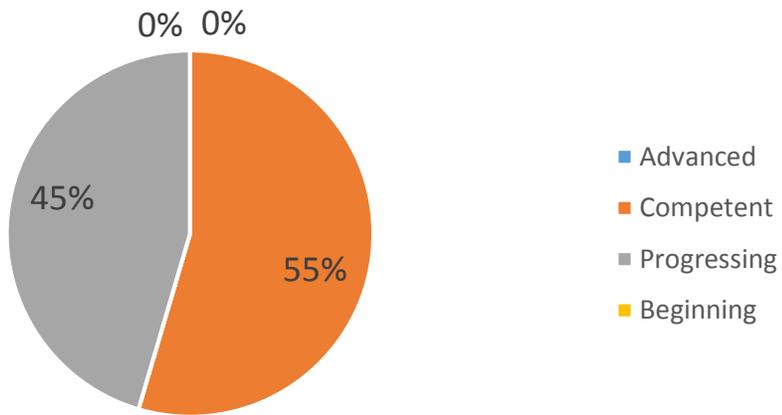
**Assessment Data (2014-2015)**  
**The Christian Tradition**

<b>Performance Level</b>	<b>LO 3A.I.1</b>	<b>LO 3A.I.2</b>	<b>LO 3A.I.3</b>	<b>LO 3A.R.1</b>
Advanced	0%	0%	29%	ND
Competent	55%	50%	14%	ND
Progressing	45%	50%	21%	ND
Beginning	0%	0%	36%	ND
Total	11	12	14	0

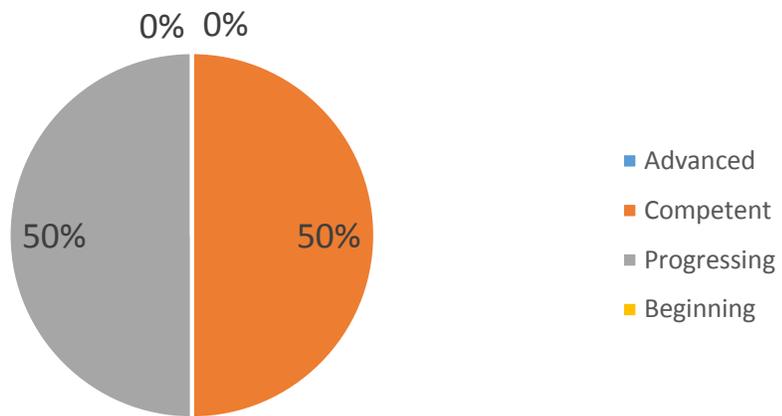
**Discussion Questions**

1. How do you interpret these data about student performance in courses that satisfy The Christian Tradition?
2. What conclusions, if any, do you draw from these data about student performance in courses that satisfy The Christian Tradition?
3. If you assessed some student work, what did you see in the work that is not revealed by these data?
4. What, if anything, do you want to do differently in future offerings of The Christian Tradition courses in light of these data?
5. What further questions, if any, about student performance in The Christian Tradition do these data make you want to ask?

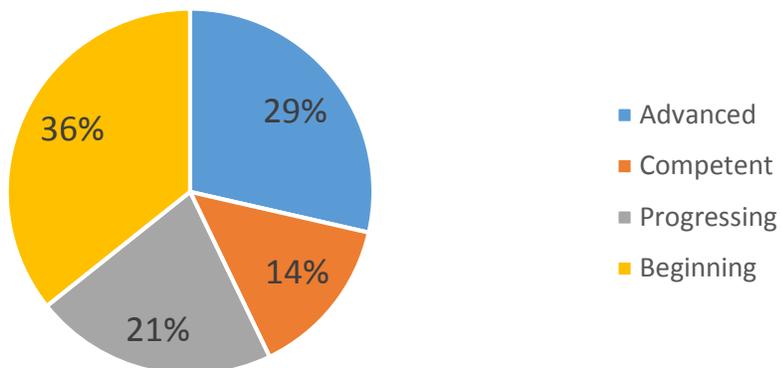
LO 3A.I.1



LO 3A.I.2



LO 3A.I.3



Report on Assessment Data (2014-2015)  
Contemporary Composition  
Department of English

Discussion Questions

1. How do you interpret the quantitative data?

For LO 2.1.2 (“Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts”), we see a roughly equal number of students at either end of the scale, mirroring a traditional bell curve—with 25% “advanced,” 20% “progressing,” and 55% “competent.” We’re satisfied with this breakdown (80% in “advanced” and “competent”) to the extent that we know that analyzing writing is a difficult skill to develop in one semester. We’re especially pleased to see 0% in “beginning,” which means to us that no students are being left behind. Of course, we plan to work to reduce the number of students (20%) in the “progressing” category for future assessment cycle.

For LO 4.1.1 (“Students will construct and effectively deliver well-structured and supported arguments in written [form]”), we see a similar breakdown, though with more students (4%) in the “beginning” category. Recognizing an argument (LO 2.1.2) is a great deal easier than constructing and delivering one, and so it isn’t surprising that a small percentage of students have not yet moved out of the “beginning” category. It takes a years to become a good writer—to learn the skills necessary for producing clear, effective, and persuasive writing, to overcome what might be called “writing anxiety,” and to learn that every occasion for writing requires its own approach. This last factor in particular can make some students extremely uncomfortable. They believe in the sanctity of the five-paragraph theme and need time to learn the flexibility required for each writing occasion. Of course, we will work to reduce the number of students in the “beginning” category. We are pleased, however, that a large majority of the students (76%) are in the “advanced” and “competent” categories.

For LO 4.R.1 (“Students will research, choose, and use appropriate technologies to communicate effectively”), we see a higher percentage in the “advanced” category (36%) and a slightly lower percentage in “progressing” (19%), with 2% in “beginning.” This breakdown, too, reflects a standard grade spread, though of course we’ll work to move all students toward “advanced.” It seems to use that the anxiety we sometimes see in traditional writing courses is mitigated by technology, a more natural medium (or set of media) for students and one that makes (or seems to make) the writing process easier and more appealing. This may account to some extent to the higher numbers (79% in “advanced” and “competent”). Still, at 2%, we’ll need to work on not losing students in the

“beginning” category.

2. What conclusions, if any, do you draw from the quantitative data?

The results confirm our general impression—that we’re able to reach most of our students and that we still need to work on reaching all of them and bringing them forward at least into the “competent” category.

3. If you assessed some of the student work, what, if anything, do the quantitative data fail to reveal about the student work?

The data fail to reveal how many students enrolled in the classes with already highly developed writing skills and what degree of progress students made over the course of the term.

4. What do you want to do differently in future sections of Contemporary Composition as a result of reviewing the data?

One thing noticed by the raters on Assessment Day last May was that not all artifacts collected matched the learning objectives as delineated. This may be a result of the newness of the assessment structure. In the future, we plan to make sure faculty give at least one assignment touching each objective (although one assignment might reach more than one objective). We think this will produce more accurate assessment results. We may also have to revisit the learning objectives to move them into closer alignment to the actual writing assignments made in classes. This was our first go at this form of assessment. We expect to get better at it in the future. However, we think our results are respectable, though we recognize room for growth. We are committed to making that happen.

5. What further questions do you want to ask about student learning in Contemporary Composition as a result of viewing.

No question, but a comment: We believe that it is possible to use these learning objectives while still retaining significant instructor autonomy in crafting assignments. We will work to make these two goals happen.

# Critical Issues in Human Inquiry Assessment (2014-2015)

*December 15, 2015*

Holly: Is it realistic to expect freshmen to hit an advanced learning objective?

Will: 2.i.1: Asking things that the assignment might not directly target. Would not let a student demonstrate advance or competent performance.

Kathy: Service learning - How does this apply? My data might mess up the results (outliers). Kevin: Course assessment might be more telling. For individual course assessment. Kathy: They have to have a critical element when they do reflections - different than scholarly journals.

Max: Rubric that committee is using. We're looking for something different in our rubrics for individual classes. Examples from other academic departments. What are you inviting students to do that would demonstrate proficiency.

Kevin: Magis Core contains the rubrics. You can look those up. Section of critical issues resources on the magis page. Add items that instructors have developed that do a good job of measuring the learning objectives well to use as an example.

Mike: Student thinks, what do i have to do to score points? Crafting them in a way that i can craft them in my dsiciple, grading presentations strictly as a historian, not as a com professor. time limit, dress, etc. (Guy's preentation will address this.). Mike doesn't want to play a com studies professor. Harm your credibility as a speaker while delivering historical content.

Sam: As long as they're conforming to the guidelines, i don't care about the time limit. You are teaching com and you just don't know it.

Sheri: Social justice and humann dignity are things you do throughout the semester, so it's difficult to come up with discreet artifacts something you've doing all semester. Crafting specific, discreet artifacts for assessment.

Kevin: add test questions to the resources page

# Mathematical Reasoning Assessment

*Apr. 1, 2016*

PRESENT: Crist, Pennington

- 1) Not surprised to see 2.R.3 highest and 4.I.1 lowest -- arguments are really hard
- 2) One factor is that 100-150 place out of MR, we're missing the best MTH students
- 3) The MR demands a shift from algorithmic calculation to real quantitative reasoning
- 4) The 4.I.1 is the heart of MTH 205, but it is seriously challenging
  - a) flipped classroom
  - b) Small group work
  - c) Papers generated out of group work
  - d) Hard projects in MTH 249
  - e) Big improvement from early papers to late
- 5) MTH hopes to move more in the pedagogical direction of MTH 205
- 6) Integrate more project-oriented exercises to prep for papers

# Oral Communication assessment (2014-2015)

*Sept. 9, 2015*

PRESENT: McBride, Senda-Cook, Shuler, McHendry, Leighter, Gill, Kirby

## 1. LO 2.I.2

- A. Perhaps short answer questions should supplement MC, at least for assessment purposes
- B. Recognize fallacies: MC
- C. Describe components: discussion

## 2. LO 4.I.1 (o)

- A. The results are not terrible
- B. COM is collecting data about which courses are doing multiple speeches
- C. COM surveys students about public speaking anxiety pre and post: no stat significance yet
  - i. More detailed instrument
  - ii. Multiple assignments were popular
- D. Consistency of speech assignment is a challenge
  - i. Should this be examined in OC or CIHI?
  - ii. Which artifact, the practice speech or the classroom speech?
  - iii. Classroom speeches were generally better, so stick with these
- E. Trade LOs

## 3. LO 4.R.1

- A. Access unauthorized in BL
- B. Measure has been redesigned
- C. Maybe quiz questions instead
- D. COM will rethink how they address this

# Philosophy Faculty Meeting

Nov. 12, 2015

## Minutes

PRESENT: Wendling (chair), McPherson, Romero, Brown, Abrams, Schuler, Graham, Feezell, Murray, White

1. The minutes of the meeting of Oct. 15, 2015, were approved as circulated.
2. Dr. Wendling gave an overview of the new Campus Labs interface for the online IDEA course evaluation.
3. Dr. Graham presented a summary of the assessment data about Philosophical Ideas which was generated from Magis Assessment Day in May 2015. Those present discussed what we could learn about our Philosophical Ideas courses from the data. Dr. Wendling referred the issue to the Philosophy Curriculum Committee.
4. Dr. White presented a report about philosophy faculty teaching load in order to frame a discussion of the Philosophy Faculty Teaching Load Policy that was adopted in 2008. Dr. Wendling opened a discussion about the issues raised by Dr. White's report. After discussion, Dr. Wendling charged Dr. White to strike a committee to develop a teaching load policy.
5. Fr. Romero reported on the Faculty and Academic Council meeting of Oct. 29, 2015.
6. Dr. Wendling reported on the CCAS Council of Chairs meeting of Nov. 10, 2015.

Here is a concise report of the Curriculum committee meeting held yesterday, Tuesday, at 3:30 with Randy, Michael, and myself (Murray) participating.

We focused on two issues, the bibliography issue and the recertification of PHL 110. We had a short discussion of courses that should be going into the Magis Core.

On the bibliography issue, we recommend dropping bibliography and citation from the department's assessment rubric for two reasons: 1) it better reflects the departmental culture, which—with exceptions—does not see these matters as priorities and 2) because this is work that machines now do and will do increasingly in the future. Of course our students will still be citing and creating bibliographies, so we recommend a) calling their attention to what services such as the Philosopher's Index Full Text can do for them and b) working up and distributing a very concise Chicago stylesheet for citations and bibliographies.

On the recertification of PHL 110 issue we recommend that we respond—by way of “closing the assessment loop,” as we will be expected to do—with three measures: 1) Put the three core objectives for PHL 110 in front of all teachers of PHL 110 for them to have a good grasp of; 2) pose the question to all teachers of PHL 110: Does your course address all three Magis Core objectives? 3) pose the question to all teachers of PHL 110: Have you chosen the most appropriate artifacts—the PHL 110 application allows for quite a range of artifacts—for each of the three objective—in particular the second two; and 4) pose the question to all teachers of PHL 110: Can you tweak the language of the assignments for your artifacts to make them line up more clearly with the language of the objectives—in particular the second two objectives?

Regarding applications for the Magis Core, Michael Brown plans, in the future, to apply for Technology designation for

Philosophy of Mind, which would give us at least two options for that designation. We also talked, but very generally, about getting courses approved for Integrations.

We did not talk at all about applying for oral and written communication designations for Senior Seminar. Question: Won't the need for that start first a year from this spring, 2017?

# Christian Tradition Assessment 2014-2015

*(Sept. 25, 2015)*

- 1) Interpretation of Data
  - a) In a fair number of cases, no artifact was submitted
- 2) Conclusions about Student Performance
  - a) When the assignment asked for what the LO was looking for, students tended to do pretty well on 3A.I.3
- 3) What the Data do not Show
- 4) Things to do Differently
  - a) Entire LOs, such as LO 3A.R.1, cannot be left out of the course
  - b) A single super-artifact is overwhelming to students
- 5) Further Questions to Ask
  - a) Focus on 3A.I.3 for 2015-2016: THL 11X faculty meeting soon about this
  - b) Timetable for course review needs to be longer