

**CCRC Approved Minutes: September 10, 2008**  
**Raynor 301R 3.30-5.00**

**Present:** Audi, Bond, Curran, Factor, Johnson, LaBelle, Robinson, Sobush, Taylor, Zeps, Krueger (chair)

**Excused:** Coan, Kristan, Peterson, Mynlieff

1. Meeting was called to order at 3.35; Reflection by Said Audi
2. Minutes of August 27, 2008 approved unanimously as corrected
3. Announcements and Updates
  - 3.1 Richard Robinson was welcomed to the CCRC representing the College of Business Administration

**Old Business**

4. UCCS Assessment report

**4.1 Motion:** "To accept assessment report on learning outcome 1 as amended"

**Moved by Factor; 2<sup>nd</sup> by Curran**

**Learning Outcome:** Pursue the integration of knowledge into a comprehensive, transcendent vision of life.

**Measure 1/Number of Students: N=783**

Senior survey: After completing courses in Marquette Core of Common Studies how much has your ability to enhance your understanding of life's purposes improved?

	Markedly	Moderately	Marginally	Did not improve	NA
Understanding life's purposes	28%	35%	21%	15%	1%

**Interpretation:** The CCRC considers student attainment of this learning outcome to be satisfactory, although reservations were expressed over the 36% of respondents who reported marginal or no improvement. Further investigation and refinement of the assessment instrument are called for

**Learning Outcome 1 Actions:**

- Publicize core learning outcome through *Pathways to a Life that Counts* mission guidebook for incoming students, faculty and the MU community
- Develop direct measures to get beyond student perception
- Pursue conversations between the CCRC and College of Engineering regarding lower than average Senior survey responses to understanding life's purposes question.
- Develop a senior survey question with greater validity (language more directly related to learning outcome language).

**Vote: Unanimously approved**

**4.2 Motion:** "To accept assessment report on learning outcome 2 as amended"  
**Moved by Factor; 2<sup>nd</sup> by LaBelle**

**Learning Outcome:** Apply the perspectives, concepts and traditions of multiple disciplines to personal, professional, intellectual, and societal challenges.

**Measure 1/Number of Students: N=66**

Integrated Core Learning Outcomes Assessment (pilot) questions 1-6 on interpretation and application of multidisciplinary evidence to global resources argument.

**Data:**

2 quantitative reasoning questions x 66 students: 83% Proficient (110 correct answers/132 possible)  
 3 qualitative reasoning questions x 66 students: 69% Proficient (136 correct answers/198 possible)

**Measure 2/Number of Students: N=783**

Senior Survey question: After completing courses in Marquette Core of Common Studies how much has your ability to deal with life and work challenges improved?"

**Data:**

	Markedly	Moderately	Marginally	Did not improve	NA
Meet challenges	28%	39%	21%	11%	1%

**Interpretation:**

Consistency between measures 1 and 2 is of interest, suggesting association between student performance and perception. The CCRC considers student attainment of this learning outcome to be satisfactory, although reservations were expressed over the 32% of respondents who reported marginal or no improvement. Further investigation and refinement of the assessment instrument are called for.

**Learning Outcome 2 Actions:**

- Implement full-scale administration of Integrated Core Learning Outcomes assessment for more reliable direct measure of student learning.

**Vote: Unanimously approved**

**4.3 Motion:** "To accept assessment report on learning outcome 3 as amended"  
**Moved by Taylor; 2<sup>nd</sup> by Audi**

**Learning Outcome:** Communicate in modes appropriate to various subjects and diverse audiences.

**Measure 1/Number of Students: N=66**

Integrated Core Learning Outcomes Assessment communications tasks A-C.

	Outstanding	Proficient	Developing
Task: Present your view on consumption of global resources to a Chinese University student newspaper from the perspective of a foreign exchange student studying in China N=11	1 (9%)	6 (54%)	4 (36%)

Task: Graph data from article for PR campaign to general audience N=13	3 (20%)	4 (30%)	6 (50%)
--	---------	---------	---------

**Measure 2/Number of Students:** N=783

Senior Survey: How much has your ability to communicate orally improved?

	Markedly	Moderately	Marginally	Did not improve	NA
Oral comprehension	16%	41%	31%	11%	1%
Oral communication	14%	46%	31%	8%	1%
Written comprehension	26%	41%	26%	7%	1%
Written communication	22%	42%	28%	7%	1%
Mathematical comprehension	14%	29%	32%	23%	2%
Mathematical communication	14%	27%	32%	25%	2%

**Interpretation:** The CCRC considers student attainment of this learning outcome to be satisfactory overall (combining data from two measures on written and mathematical communication and one measure on oral communication). Consistency between measures 1 and 2 is of interest, suggesting association between student performance and perception. However, Mathematical comprehension and communication did not improve for 23% and 25% of respondents, respectively. The question does not allow distinction between students who came to college already having attained a high level of mathematics skills, which were not improved by a core math course, and those who came to college with weaker math skills, which were not improved by a core math course. Correlated with the '07 senior survey data by college on math confidence, however, it is reasonable to infer that the high percentages responding “did not improve” or “improved marginally” indicate strong math skills in ENGN and BUAD, and need for improved math skills in COMM, A&S, HEAL, NURS, and EDUC. Additionally, Engineering students reported significantly lower levels of improvement in oral and written communication and comprehension than students from other colleges. Further investigation and refinement of the assessment instrument are called for.

**Learning Outcome 3 Actions:**

- Implement full-scale administration of Integrated Core Learning Outcomes assessment for more reliable direct measure of student learning.
- Pursue conversations between the CCRC and College of Engineering regarding lower than average Senior survey responses to oral and written communications questions.
- Monitor assessments of Math Across the Curriculum project to determine impact on students' abilities to communicate mathematically
- Evaluation categories should be reviewed
- Scoring rubric should be refined

**Vote: Unanimously approved**

**4.4 Motion:** “To accept assessment report on learning outcome 4 as amended”  
**Moved by Audi; 2<sup>nd</sup> by Johnson**

**Learning Outcome:** Act as responsible members of the global human family, with knowledge of, and respect for, individuals and cultures in their diversity.

**Measure 1/Number of Students:** N=66

Integrated Core Learning Outcomes Assessment (pilot) questions 1-6 on interpretation and application of multidisciplinary evidence to global resources argument.

**Data:**

2 quantitative comprehension questions x 66 students: 83% Proficient (110 correct answers/132 possible)  
 3 qualitative comprehension questions x 66 students: 69% Proficient (136 correct answers/198 possible)  
 Integrated Core Learning Outcomes Assessment communications tasks A-C.

	Outstanding	Proficient	Developing
Task: Present your view on consumption of global resources to a Chinese University student newspaper from the perspective of a foreign exchange student studying in China N=11	1 (9%)	6 (54%)	4 (36%)
Task : Graph data from article for PR campaign to general audience N=13	3 (20%)	4 (30%)	6 (50%)

**Measure 2/Number of Students:** N=783

Senior Survey: ... how much has your ability to respect different people and different cultures improved?

	Markedly	Moderately	Marginally	Did not improve	NA
Respect difference	26%	36%	25%	12%	1%

**Interpretation:**The CCRC considers student attainment of this learning outcome to be satisfactory. As with the 07 senior survey, the CCRC is cautious regarding the reliability of an indirect measure using a question with high social approval incentive. The CCRC awaits data on diversity from the AAC&U global learning survey administered in five MU Shared Futures (4 core, 1 non-core) last spring.

**Learning Outcome 4 Actions:**

- Implement full-scale administration of Integrated Core Learning Outcomes assessment for more reliable direct measure of student learning.
- Compare Senior Survey, ICLO, and AAC&U global learning survey data
- Continue workshops for diverse cultures teaching faculty
- Promote use of *Pathways to a Life that Counts* for integration of core learning and application to social justice issues.
- Develop a senior survey question with greater validity (language more directly related to learning outcome language).
- Scoring rubric should be refined

**Vote: Unanimously approved**

**Meeting Adjourned at 5.00 PM.**