

October 2014

Friday, October 03, 2014 1:11 PM

Attendees:

- Jeanne Tunks
- Kathryn Raign
- Robert Insley
- Robert Renka
- Karen Harker

Agenda:

- Review requests for addition to the core curriculum. Please review the requests sent on Friday, 9/26 and prepare to discuss the requests.
 - There were concerns about the lack of example assignments for assessment purposes for the Business Chinese course.
 - All 3 requests for addition were for capstone courses.
 - Due to the uncertain status of capstone courses as part of the Core Curriculum (see update below), the OCCC agreed to table discussion of these requests until November meeting.
- Membership
 - The Graduate Student Council had requested that a graduate student be appointed to our committee in either a voting or non-voting role. This is to increase leadership experience in academia.
 - We agreed to invite a doctoral student/candidate to participate in a non-voting role only.
 - Specifically, we will invite Christina Herrera in the College of Education (Higher Education program), due to her emphasis on assessment in higher education.
 - Proposals for invitations to join OCCC:
 - Daniel Alemneh, Librarian - for one of the At-Large seats.
 - Brian Lain, Communication Studies - for Region IV
 - **The chair will send invitations to these individuals.**
 - Policy regarding including only tenured faculty on this committee
 - The OCCC agreed to approach the Faculty Senate with a request to change the tenured requirement for membership, emphasizing these issues:
 - Difficulty finding members.
 - Opportunity to include input from newer faculty who may also have heavier loads.
 - Need to include the faculty input from Region VI (History & Education).
 - **The chair will contact Jim Conover to start requesting this change.**
- Status of the capstone courses (Jeanne)
 - The OCCC requested are full review of the issue regarding UNT capstone courses and the Core Curriculum:
 - UNT has had a history of allowing capstone courses to be used in the count of courses from the Core Curriculum (since 2008?). This is effectively "double-dipping" - allowing a course to count for two purposes: major, and core.
 - Because the total number of core hours required by UNT *exceeds* the minimum required by SACS, this was not a concern with SACS review.
 - When UNT re-submitted the core courses to the state HECB, however, there was an indication that the state would not allow these capstone courses to be included in the core curriculum.
 - But, when the state returned the *unapproved* capstone courses, the recommendations from the state did not reference this issue, but rather issues associated with information in the justification.

- Jeanne modified a selection of these capstones to meet the state's concerns and re-submitted to the state.
 - Status of resubmissions
 - So far, Jeanne has not received formal reply. She hopes to get a reply by the end of October.
 - The possible outcomes are:
 - State accepts the modifications made, thus implying that it would accept capstones in the core curriculum.
 - ◆ If this is the outcome, then Jeanne will approach the course developers for the remaining capstone courses to ensure these are revised to meet the state's concerns.
 - OR
 - State rejects the courses *because* they are capstone.
 - ◆ If this is the outcome, then all the programs will need to adjust their requirements to ensure that all degree programs require no more than 120 hours, including the capstone.
- Assessment process: selecting assignments to be assessed, convening the communal assessment groups, using the rubrics, and training the communal assessment members to use the rubrics consistently.
 - Outline of process to be developed:
 1. Select assignments
 - 1) Jeanne will send to the OCCC members a selection of about 10 or so assignments of the 90 she has received. OCCC members will review these to consider the criteria we want to use to select assignments.
 - 2) At the November OCCC meeting, we will discuss and set the criteria.
 - 3) Jeanne's office will use these criteria to cull the assignments into a more manageable set, that she will then send out to members.
 - 4) At the December meeting, we will select the final set of assignments.
 2. Between now and early December, Jeanne will be cultivating the communal assessment groups through good, old-fashioned shoe-leather (and email) networking.
 3. After the assignments have been selected, Jeanne will contact the corresponding course developers to access the student work for these assignments.
 4. The communal groups will be trained to use the rubrics already developed and released on the OCCC's Web site, with the support of OCCC members, when possible.
 - The goal is to have the Fall 2014 objectives (critical thinking and personal responsibility) fully assessed by early 2015.