

General Education Committee
Minutes of July 22, 2008 Meeting
Provost's Conference Room, 1:30 p.m.

Present: Sarah Blackwell, Maurice Eftink, Richard Forgette, Charles Gates, Margie Hobbs, Glenn Hopkins, Iwo Labuda, Paul Lago, Johnny Lott, Jeanette Martin, Karen Raber (for Patrick Quinn)

Guests: Steven Monroe, Holly Reynolds, Amy Marks

1. The minutes of the May 9, 2008 were distributed.
2. SACS Reports: The SACS Reports dealing with General Education (2.7.3 and 3.5.1) were distributed to the Committee and these reports were summarized by Drs. Eftink, Reynolds, Hopkins, and Hobbs. This included a distribution of recently received assessment results for Math 115 and Math 121. The assessment results for writing in Engl 101, 102, and Liba 102 should be available in about a month.

The Committee commented favorably on the SACS reports and how they summarized the numerous General Education activities and assessment results.

3. Assessment goals: The Committee discussed the acceptable results for achieving goals for the MAPP; other course embedded assessment tools developed by departments; instruments for assessing ethical reasoning/responsibility, writing, and mathematical skills; graduating student and alumni surveys. The Committee considered the acceptable scores for these various instruments. The following statement was moved by Dr. Martin, seconded by Dr. Hopkins, and unanimously approved.

A result of 70% or above being the positive (e.g., achieving the learning objective) is considered acceptable, unless a higher target is set for the instrument.

For the MAPP instrument (and other nationally normed instruments), an acceptable result is that the majority of students demonstrate proficiency at or above the national mean.

4. Proposal to develop an online tutorial for academic integrity: Amy Mark, representing the Library and the Information Literacy Committee, presented an overview of concepts of information literacy and a proposal for the development of an online tutorial and quiz. The suggestion was for the Information Literacy Committee to oversee the development of this tutorial and to then promote the incorporation of this as a requirement in selected courses. The General Education Committee expressed general support for this proposal and Dr. Eftink indicated that he would follow up with Ms. Mark on the next steps.

5. Plans for further refinement of General Education delivery and assessment: Dr. Hopkins presented an outline of the following next steps:
 - Mathematical reasoning: extend the current assessment routine to Business Calculus and Calculus

- Writing: develop a more analytic rubric for assessing writing, recruit additional departments to include the assessment of writing in major's courses
- Oral communication: work on making more uniform the means of assessing oral communication in major's courses and reporting these consistently, consider requiring (and delivering) speech courses in more programs
- Critical thinking/analytical reasoning: continue to use MAPP and refine the administration groups, develop some assessment measures within courses in the majors, particularly those having capstone courses
- Ethical reasoning: continue to require goals and assessment within the majors and consider developing other campus-wide tools

A memorandum from Dr. Hopkins, describing these plans, is attached.

The Committee adjourned at 3:00 p.m..

Submitted by:

Maurice Eftink

Glenn Hopkins

Attachments:

Assessment results for Mathematics courses

Powerpoint report on Information Literacy and Student Learning

Proposal to develop a tutorial on Academic Integrity

Memorandum from Dr. Hopkins summarizing next steps in General Education

Math 121 College Algebra Objective	# missed	# correct	% correct	expected % correct
1. Subtract polynomials	42	299	87.68	60
2. Multiply binomials	21	320	93.84	60
3. Solve a linear equation	61	280	82.11	60
4. Solve a linear inequality	174	167	48.97	60
5. Solve a quadratic equation by factoring	32	309	90.62	60
6. Solve a quad. eqn. by completing the square	100	241	70.67	60
7. Simplify a rational expression	149	192	56.3	60
8. Divide algebraic fractions	129	212	62.17	60
9. Add algebraic fractions	61	280	82.11	60
10. Simplify a complex rational expression	155	186	54.55	60
11. Solve a rational equation	75	266	78.01	60
12. Solve a radical equation	219	122	35.78	60
13. Find intercepts for a linear function	27	314	92.08	60
14. Find the slope of a line (two points)	43	298	87.39	60
15. Find the slope of a line (equation, diagonal)	46	295	86.51	60
16-17. Find the slope of a line (vertical/horizontal)	187	495	72.58	60
18. Find the equation of a line through two points	54	287	84.16	60
19. State the domain of a radical function	176	165	48.39	60
20. State the domain of a rational function	137	207	59.82	60
21. State the domain of a polynomial function	106	235	68.91	60
22. Simplify the expression $f(x + a)$	96	245	71.85	60
23. Find vertex for a quadratic function	163	178	52.2	60
24. Find intercepts for a quadratic function	55	286	83.87	60
25. Find the inverse of a rational function	158	183	53.67	60
26. Solve a 4th degree polynomial equation	89	252	73.9	60
27. Solve a polynomial inequality	110	231	67.74	60
28-30. Find asymptotes of a rational function	309	714	69.79	60
31. Solve a rational inequality	122	219	64.22	60

32. Solve a system of equations	71	270	79.18	60
33. Solve an exponential equation (like bases)	71	270	79.18	60
34. Evaluate a logarithm	104	237	69.5	60
35-36. Solve a simple logarithmic equation	155	527	77.27	60
37. Use properties of logarithms to expand.	42	299	87.68	60
38. Use properties of logarithms to condense.	100	241	70.67	60
39. Solve an exponential equation (taking logs)	116	225	65.98	60
40. Solve a logarithmic equation using properties.	229	112	32.84	60

Math 115 Elementary Statistics

Topic	Objective Description	Expected % Correct	Spring 08
Sampling Basics	Identify population or sample in a sampling situation	70%	79%
Sampling Basics	Identify parameters and statistics	60%	67%
Sampling Basics	Identify type of sampling method	70%	71%
Scales of measurement	Classify a value as qualitative or quantitative	70%	83%
Scales of measurement	Identify level of measure for data	70%	66%
Scales of measurement	Classify a value as discrete or continuous	70%	89%
Displaying Distributions	Identify part of a frequency distribution: class width, sample size, etc.	70%	90%
Measuring Center or Average	Calculate the mean of a sample	60%	88%
Measuring Center or Average	Calculate the median of a sample	60%	96%
Measuring Center or Average	Choose the most appropriate measure of center	60%	74%
Measuring Spread or Variability	Computing five-number summary	60%	73%
Measuring Spread or Variability	Compute the standard deviation given data	60%	80%
Normal Distribution	Properties of normal distribution	60%	71%
Normal Distribution	Compute area under a normal curve	60%	91%
Normal Distribution	Compute probability using a normal curve	60%	78%
Normal Distribution	Word problem: find x when given a percentile	60%	58%
Confidence Intervals	Compute a confidence interval for proportions	60%	78%
Confidence Intervals	Calculate the minimum sample size	60%	69%
Confidence Intervals	Calculate the minimum sample size for proportions	60%	60%
Confidence Intervals	Compute a 95% confidence interval	60%	81%
Central Limit Theorem	Determine the mean of a distribution using the CLT	60%	85%
Central Limit Theorem	Determine the standard deviation of a distribution using the CLT	60%	55%
Central Limit Theorem	Use the CLT to calculate probability for sample means	60%	53%
Central Limit Theorem	Use the CLT to calculate probability for sample Proportions	60%	64%
Hypothesis Testing	State the null and alternate hypothesis	60%	83%
Hypothesis Testing	Determine the appropriate test statistic	60%	84%
Hypothesis Testing	Calculate the test statistic in a hypothesis test	60%	90%
Hypothesis Testing	Calculate a p-value for a hypothesis test	60%	54%
Hypothesis Testing	Determine conclusion of a hypothesis test using p-values	60%	73%
Hypothesis Testing	Determine the value of the critical t	60%	79%
Correlation	Compute correlation coefficient	60%	93%
Correlation	Determine if a correlation is significant	60%	75%

Correlation
Correlation
Statistical Process
Normal Distribution
Normal Distribution

Calculate the line of best fit
Use a linear regression model to make a prediction
Application of the process of the steps in a statistical study
Compute area under a normal curve between z_1 and z_2
Find data value given area to the right

60%
60%
60%
60%
60%

78%
93%
73%
96%
78%

Information Literacy & Student Learning

Challenges and Solutions

Amy E. Mark
Coordinator of Library Instruction and Associate Professor

Information Literacy Defined

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm>

OR

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An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information
- Access and use information ethically and legally

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Challenges

- Information comes to students in unfiltered formats, raising questions about its authenticity, validity, and reliability
- Because of rapid technological change and proliferating information resources, students are faced with overwhelming information choices
 - In their academic studies
 - In their personal lives
 - In the workplace

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Developing lifelong learners is central to the mission of higher education institutions

- In order to attract and retain students, the University of Mississippi must provide students with the foundation
 - For continued growth throughout their careers
 - For their role as informed citizens and community members
- Information literacy forms the basis for lifelong learning
 - Enables student to become more self-directed in their studies
 - Helps students to assume greater control over their own learning

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Why Look to the General Education Committee?

- Information Literacy is a form of Ethical Reasoning that is easy to implement and assess through the tutorials proposed
- The General Education Committee can enforce information literacy skills to guarantee that students have
 - Intellectual abilities of reasoning and critical thinking
 - Ability to construct a framework for learning how to learn

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Relevant to General Education

Information Literacy is a general education skill, common to:

- All disciplines
- All learning environments
- All levels of education

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Ease of Implementation

- Challenge: ethical reasoning, critical thinking and other information literacy skills are only successful when they are incorporated and integrated across curricula
- Solution: the online tutorial and rubric system offer curricular change without disrupting the current system

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Overview of Proposals

- Tutorial Topics & Goals
- Curricular Implementation
- Data Gathering
- Assessment
- Cost Analysis

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Information Literacy Standing Committee

- The content of the six tutorials were identified by the UM Libraries Information Literacy Committee
- Members of the Committee include teaching faculty from business, science, social sciences and the humanities
- Faculty identified outcomes that are crucial for students to develop for life-long learning

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Tutorial Topic 1: Plagiarism Tutorial

- Goal: All incoming students will take an interactive, online tutorial with a scored quiz component
- As part of the tutorial, students will submit an electronic signature stating that they understand what plagiarism is and will abide by the code of the University "M Book"

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Tutorial Topic 2: Ethical Use of Information

- Goal: Upper-division undergraduates will take an interactive, online tutorial with a scored rubric component
- Students will be able to distinguish between the concepts of intellectual property, public domain, copyright and fair use
- Students will submit an electronic certificate to their professor confirming the completion of the tutorial
- Students will complete a project demonstrating the ability to legally obtain, copy/store and disseminate copyrighted materials
- Sample projects could include posting permissions and citations for text, audio & images

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Tutorial Topics 3: Recursive Searching Tutorial

- Goal: lower-division undergraduate will take 2 complementary, interactive, online tutorial with a scored rubric component
- Tutorial 3a: Developing a research topic
- Tutorial 3b: Basic search techniques
- Students will submit an electronic certificate to their professor confirming the completion of each tutorial
- Students will complete a 5-7 page research paper based on what they have learned in the tutorials
- Students will attend a hands-on library instruction session as part of the recursive searching process

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Tutorial Topics 4: Discipline-Based Learning

- Goal: upper-division undergraduate will take 2 complementary, interactive, online tutorial with a scored rubric component
- Tutorial 4a: discipline-based, advanced search techniques
- Tutorial 4b: Using primary source materials.
- Students will submit an electronic certificate to their professor confirming the completion of each tutorial
- Students will complete a 10-15 page research paper based on what they have learned in the tutorials

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Content and Design: All Tutorials

- Content will be created by the Information Literacy Committee with input from faculty representatives from all Schools and Colleges
- The web interface and database will be created by the Web Services Librarian
- Tutorial will be dynamic and interactive with a Flash component

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Implementation & Integration:

All Tutorials

- The General Education Committee will identify the courses in which the tutorials will be integrated including off-camps and online courses
- A link will be created that instructors can insert into BlackBoard/Angel
- The instructor will determine when in the semester the tutorial will be completed and can build lectures and coursework around it to give the tutorial context

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Faculty Friendly

Certificate-Based Plagiarism Tutorial

- **Step 1:** The professor determines when the tutorial will be completed during the semester
- **Step 2:** The professor can choose to build lectures and coursework about plagiarism around the tutorial.
- **Step 3:** Students take the tutorial on their own time
- **Step 4:** No grading is required by the professor
- **Step 5:** The professor can use this tutorial as part of the grading process

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Faculty Friendly

Tutorials with Rubric-Based Results

- **Step 1:** The professor determines when the tutorials will be completed during the semester
- **Step 2:** The professor can choose to build lectures and coursework around the tutorials
- **Step 3:** Students complete a research project related to the tutorials but already part of the course
- **Step 4:** The professor grades the project
- **Step 5:** The professor also evaluates the project using a pre-determined rubric
- **Step 6:** The professor submits the scored rubrics to the "Center" (TBA)

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Data Gathering: Plagiarism Tutorial

- When a student completes the plagiarism tutorial, an email will be sent to the instructor with the student ID number
- The student ID and score will be picked up from the server and automatically entered into a database
- The database will store the score, the student ID, and course information

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Data Gathering: Rubric-Based Assessment Tutorials

- The data from the completed rubrics will be gathered and stored in two places:
 - By the faculty member.
 - A print copy of the rubric will be sent to the "Center" and filed for a full SACS accreditation cycle
- Eventually rubrics will be submitted electronically by the professor to a database at the Center

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Plagiarism Tutorial Assessment, cont. University-Based Assessment

- The Academic Discipline Committee will work with the Information Literacy Committee to establish a uniform definition of plagiarism
- A comparison will be made of students who have and have not taken the plagiarism tutorial
- The Academic Discipline Committee chair will submit a report to the General Education Committee

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Plagiarism Tutorial Assessment, cont. School-Based Assessment

School-Based Assessment

- The Information Literacy Committee will annually submit a report to the Deans and the General Education Committee that details:
 - An item analysis of each question which includes the percentage of students who answered each question accurately
 - Data sorted by individual major, provided that 5 students per major have taken the tutorial
 - Aggregate data will be provided to the Deans for comparison of each departments and the University as a whole

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Assessment Methods: Tutorials with Rubric-Based Results

- A purposeful random sample of the scored rubrics will be pulled annually by staff from the Center
 - The samples will be entered into analysis software by staff from the Center
 - The Information Literacy Committee will run the analysis create an assessment report
- School-Based Assessment
 - The Committee will annually submit a report to the Deans and the General Education Committee that details an item analysis of each rubric question which includes the percentage of each rubric line
 - Aggregate data will be provided in addition to data sorted by individual major, provided 5 students per major have scored rubrics

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Assessment of Tutorials with Rubric-Based Results, cont.

- Longitudinal Data
 - Scores can be compared between the same student for the lower-division recursive searching tutorial and the upper-division discipline-based tutorial
- Student Portfolio Opportunity
 - Students can include their projects and rubric score in their online portfolios

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Improvements Based on Assessment Data

- The Information Literacy Committee will be responsible for revising the tutorials based on the item analysis

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Assessment: Accreditation

- Information literacy is now considered by many regional and discipline-based accreditation associations as a key outcome for college students
- Accreditation agencies have lent their support to information literacy by including language in their Standards that stress the importance of teaching these abilities
- Agencies that require Information Literacy include:
 - MSACS (Middle States Association of Colleges and Schools)
 - NCACS (North Central Association of Colleges and Schools)
 - NEASC (New England Association of Schools and Colleges)
 - WASC (Western Association of Schools and Colleges)

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The Future of Assessment

- SACS and NWCCU (Northwest Commission on Colleges and Universities) are the only accrediting agencies that do not directly refer to the phrase "information literacy" as required in their standards, though SACS does cite information literacy as important
- By the next SACS cycle, demonstrating student learning in information literacy is likely to be required
- Working on assessment methods collaboratively is productive in planning a systematic, comprehensive information literacy program

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Distance Education

- The online tutorials proposed are equally available to students not on traditional campuses and permit teaching and learning to occur when the teacher and the student are not in the same place at the same time
- The proposed tutorials meets assessment and accreditation standards and develop a comparable range of experience

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Cost Comparison

- Recent projects outsourced by the University include:
 - CITI training from the Office of Research and Sponsored Programs is **\$1,250** per annum
 - The sexual harassment component of the EEOC tutorial is **\$5,000** per annum; the employment discrimination portion is **\$7,800** per annum
 - The initial cost of the Alcohol EDU program for Student Health Services was **\$35,000** the first year; its cost is increasing yearly as FTE rises and as modifications are made

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In-House Design Costs

- The web interface and database will be created by the Web Services Librarian outside of working hours
 - Compensation will be through travel money in a faculty overhead account
 - Payment for first tutorial:
 - \$4000 spring 2009 semester
 - \$2000 full summer 2009 semester
- Remote hosting, if space not available @ UM
- Staffing to maintain database management

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In-House Design Benefits

- No annual fees, compared to an outsourced product
- The University will own the intellectual property of the tutorials
 - License to other universities -or-
 - Offer to the academic community as a model for student learning assessment

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Why is Information Literacy Essential?

As stated by our SAC 2010 goal:

The University will provide excellent, student-centered undergraduate academic and co-curricular programs. Our vision is to produce graduates who have the breadth and depth of knowledge to be lifelong learners, to be successful in their discipline, and to be good citizens

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DISCUSSION

7/12/2009

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Proposal for Academic Integrity: Plagiarism Tutorial

Goal

All incoming students—freshmen and transfer—will take an interactive, online tutorial followed by a scored quiz on plagiarism. Upon completion of the quiz, students will submit an electronic signature stating that they understand what plagiarism is and will abide by the code of the University “M Book.”

In-House Content & Design

- Content will be created by the Information Literacy Committee with input from faculty representatives from all Schools and Colleges.
- The web interface and database will be created by the Web Services Librarian outside of working hours; compensation can be through travel money in a faculty overhead account.
- The plagiarism tutorial will be dynamic and interactive, possibly with a Flash component.
- The tutorial and database can be hosted cost effectively on either a UM or commercial server.

General Education Integration

- The General Education Committee will identify the courses in which the plagiarism tutorial will be integrated.
- A link will be created that instructors can insert into BlackBoard, creating double authentication: first by logging into BlackBoard, then through entering their student ID number.
- The instructor will determine when in the semester the tutorial will be completed and can build lectures and coursework around it to give the tutorial context.

Cost Analysis

- Creating the plagiarism tutorial in the library will be the most cost-effective method. Recent projects outsourced by the University include:
 - CITI training from the Office of Research and Sponsored Programs is \$1,250 per annum.
 - The sexual harassment component of the EEOC tutorial is \$5,000 per annum; the employment discrimination portion is \$7,800 per annum.
 - The initial cost of the Alcohol EDU program for Student Health Services was \$35,000 the first year; it’s cost is increasing yearly as FTE rises and as modifications are made.
- Once the initial cost for creating the web interface and database are completed, there will be no annual fees, compared to an outsourced product.

- The University will own the intellectual property of both the content and the method of implementation of the plagiarism tutorial, generating the possibility of licensing it to other universities.
- The time line for roll out of the tutorial would be as follows:
 - August-December 2008: Information Literacy Committee creates content with faculty input;
 - January-May 2009: web interface and database design development and testing;
 - Fall semester 2009: first implementation for general education course participation.

Data Gathering

The data from the tutorial will be gathered in two places:

- When a student completes the plagiarism tutorial, an email will be sent to the instructor with the student ID number and the score; the instructor determines whether or not the score will be included as a grade.
- When a student completes the tutorial, the student ID and score will be picked up from the library server and automatically entered into a database.
- The database will store the score, the student ID, and course information with which the student is associated.

Assessment

University-Based Assessment

- The Academic Discipline Committee will work with the Information Literacy Committee to establish a uniform definition of plagiarism.
- The Information Literacy Committee will determine if the students found to have committed plagiarism have completed the plagiarism tutorial; the Academic Discipline Committee chair will submit a report to the General Education Committee with a comparison of the number of the students who have been found to have committed plagiarism to the number of students who took the plagiarism tutorial.

School-Based Assessment

- The Information Literacy Committee will annually submit a report to the Deans and the General Education Committee that details an item analysis of each question including the percentage of students who answered each question accurately. Aggregate data will be provided in addition to data sorted by individual major, provided 5 students per major have taken the tutorial.

Improvements Based on Assessment Data

- The Information Literacy Committee will be responsible for making modifications and improvements to the plagiarism tutorial based on the item analysis.



The University of Mississippi

Interoffice Memorandum

COLLEGE OF LIBERAL ARTS

University, MS 38677

Phone: (662) 915-7178 Fax: (662) 915-5792

TO: General Education Committee Members
FROM: Glenn Hopkins
DATE: July 22, 2008
SUBJECT: Proposed Next Steps for Assessment of General Education

The General Education committee proposes the following next steps for assessing the four general education competencies:

- Mathematical reasoning
- Written and oral communication
- Analytical reasoning/Critical Thinking
- Ethical reasoning or responsibility

Written communication and oral communication are listed separately below, and so there are five sections.

Mathematical Reasoning

- Continue to use MAPP;
- Continue to use the assessment of Statistics and College Algebra;
- Implement the redesign of Business Calculus, MATH 267;
- Ask the department to begin systematic assessment of MATH 261, Introduction to Calculus and MATH 267, Business Calculus

Written Communication

- Continue to use MAPP;
- Ask the Director of Freshmen English to refine the rubric used for assessing writing in ENGL 101, ENGL 102, and LIBA 102 as well as use a graded course essay for the assessment;
- Begin working with the committee appointed to implement the Quality Enhancement Plan;
- Implement pilot projects in some majors that include systematic assessment of writing as related to the major.

Oral Communication

- Incorporate oral communication into ENGL 101 or LIBA 102, using a common evaluation form.
- Those programs that do not require a speech course (SPCH 102, 105, BUS 271) will be required to have an assessment plan for oral communication skills as related to the major.

Critical Thinking

- Continue to use MAPP;
- Require each undergraduate program to have an assessment plan for critical thinking skills as related to the major.

Ethical Reasoning/Responsibility

- Continue to embed questions on MAPP;
- Continue to assess plagiarism in ENGL 101, LIBA 102, and Honors 101. Consider using the online plagiarism exam discussed at the last General Education meeting by Amy Mark.

The committee also recommends that a schedule be set for program assessment of general education outcomes. This schedule should be coordinated with the schedule of assessment in the major.