

**Assessment and Planning Committee
College of Arts and Sciences
ULM**

**Minutes
January 25, 2007**

Members Present:

Dr. Dale Magoun, Chair
Dr. Harold Williamson
Dr. Sharon Cruse
Dr. Pat Hebert
Dr. Charles Holloway
Dr. Donna A. Rhorer, Recording Secretary
Dr. Jo Galle, Director of Assessment

Members Absent:

Dr. Terry Jones
Ms. Joni Noble

Guest:

Dr. David Hare

At this meeting, Dr. David Hare presented assessment efforts in Math. He noted that currently the Math department wants students to master two areas. At the first level, students should learn the essentials of calculus (Math 131, Math 132, and Math 232); and they are expected to be able to construct basic proofs (Math 202 and Math 240). On the second level, students should be able to apply skills learned in earlier courses in upper level courses (Math 380 and Math 386). The suggestion was made that for measurement purposes questions could be embedded in the final exams. The question was asked as to whether or not Math 380 and Math 386 are capstone courses. They are not, but they are courses representing the apex of the Math curriculum. Any program will require these courses.

The committee wanted to know if Math had a capstone course. The capstone course used to be Math 407 (History of Mathematics) because the course contained both oral and written elements which could be measured with rubrics. Dr. Magoun asked how Math 407 was chosen over other courses. It was selected because it had both the written and oral components.

Dr. Galle suggested that what we should want graduates to know is a minimum of three skills for SACS. Provost Richters thinks it should be four. If students go to graduate school, Math 380 and Math 386 will be what they need to know.

The comment was made that perhaps we should not test the lower level if students can perform in the higher level courses. Is there a way to test that students can apply calculus when needed? Dr. Galle noted that we need one SLO and two measures. The following statement might be used:

_____number of students will score _____% on the rubric for _____in Math 380.

And, we need 5 embedded questions in Math 386. Additionally, all test items including such elements as the term paper and the final could be included within one course. Dr. Williamson inquired as to the percentage students should score on the rubric. He asked if it should be 60%. Dr. Galle said the percentage does not matter for SACS. What matters is use of results. We should, however, be realistic with percentages.

Next, Dr. Galle moved on to a discussion of General Education Assessment. Dr. Magoun represented the committee at the meeting held on General Education Assessment. She noted that the core is listed on pages 82 and 83 of the catalog and that General Education Assessment includes foundational courses which are built with outcomes based assessment. SACS explained that we should assess the core, and the core consists of many courses and included many students.

She defined key terms and noted that the areas of General Education Assessment are set by the board. Dr. Hebert added that a speech course should be in the core in terms of writing and speaking. Someone asked if they were revisiting the core.

Dr. Galle distributed examples of General Education Assessment at the University of Nebraska at Kearney, North Carolina State University, and George Mason University. She also gave committee members a list of persons in charge of areas to be assessed at ULM. She was asked if there was a time limit for getting this assessment completed. February 16, 2007 is the target date, and we should collect data by May, 2007.

The meeting was adjourned.

Respectfully Submitted,

Donna A. Rhorer