Academic Council Minutes
July 18, 2018
Midwestern State University

The Academic Council did not meet on Wednesday, July 18, 2018. An electronic vote was requested from the voting members of the council. Agenda item #1 was an information item with no vote required. (closed) Voting members of the council requested agenda item #2 be pulled and moved to the next Academic Council meeting in August for further review and discussion. (open)

New Business

1. Notification of Acceptance to MSU

    Removal of Catalog Item – information item; no vote required.

    The Office of Admissions recommends that the catalog line "A student must meet transfer admission criteria and have a minimum cumulative grade point average of 2.0 on all collegiate transfer work to meet admission criteria." *regarding the GPA requirement for incoming freshman who have dual or concurrent credit be removed. The Admissions Office was created in 2001 and after conducting research in the undergraduate catalogs beginning with 2002-2004, this sentence was not in the catalog until the 2006-2008 printing through the present catalog.*

    Ms. Hickman reached out to the Office of the Provost to see when this statement went to Academic Council for approval and it could not located in any minutes from 2005-2009. It appears that it was an internal policy that was implemented by the previous Director of Admissions.

    With a new Director and VP of Enrollment Management, this statement no longer fits the needs of the institution. For example, if a high school senior takes a college level class for dual/concurrent credit and makes a grade of "D", has a 26 on the ACT and a 3.5 high school GPA, we do not deny their admissions based on the dual credit GPA. We accept this student for admission.

    Early Notification of Acceptance: A beginning freshman student desiring early notification of acceptance to the University may submit an application by the printed priority deadline, ACT or SAT scores, and an official high school transcript reflecting grades through the sixth semester of the junior year. A projected date of graduation and class rank should be indicated on the transcript. Pending admission status may be given if all necessary information is not available to MSU Admissions. Early notification of acceptance may be advanced to full acceptance for admission after graduation from high school is verified with MSU Admissions by submission of an official high school transcript showing date of graduation and student's class rank. Date of graduation must be prior to the applied term reflected on the application for admission. If a high school or other beginning freshman applicant enrolls in dual credit or concurrent enrollment courses at another university or college prior to enrollment at MSU,

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the student must inform MSU Admissions of all institutions attended. ~~A student must meet transfer admission criteria and have a minimum cumulative grade point average of 2.0 on all collegiate transfer work to meet admission criteria.~~ Failure to disclose this information will be treated as falsification of records. If official credentials are not received within three weeks from the first day of classes during the long term or two weeks during a summer term, or if the student does not meet the admission requirements when the credentials arrive and are evaluated, he/she may be automatically withdrawn from the University. A registration hold may be placed on the student's record blocking future enrollment at MSU.

2. General Education Assessment Plan and Comprehensive Core Assessment Rubric

General Education Assessment Plan and Comprehensive Core Assessment Rubric endorsed by the Core Curriculum Committee

General Education Assessment Plan

April 2018

General Education Assessment Plan

The following Assessment Plan seeks to both satisfy SACSCOC and THECB requirements for continuous improvement, as well as to create an efficient and effective measurement of student learning at MSU. In turn, it is also an attempt to retrieve this vital information while decreasing burden on faculty. These proposed initiatives are aimed toward a fall 2018 implementation.

1. Direct Measure of Student Performance: Core Objectives

Per THECB core curriculum guidelines, each core course must assess a prescribed set of core objectives, and the institution must report on the overall performance per objective (not course). THECB has approved rubrics to assess these objectives for each core course. At the end of each semester, faculty teaching core courses will create a master tally of their students' performance on pre-selected assignments, using a generalized rubric based upon the AACU Value Rubrics previously prescribed. Faculty teaching specified courses will be asked to assess the sample using only the outcomes specifically requested by the University Assessment Committee (UAC). The IRA office will then compile the tallied data and then report back to the UAC and the Core Curriculum Committee.

The data derived from these instruments will satisfy THECB core course reporting as well as SACS general education reporting requirements.

Action To Be Completed

Core Curriculum Committee

    a. Develop Comprehensive Core Assessment Rubric (CCAR) derived from AACU Value Rubrics (see attached);
    b. Vet proposed CCAR with Faculty Senate, Provost and Deans' Council, and University Assessment Committee.
    c. Propose General Education Assessment Plan to Academic Council

University Assessment Committee – Determine appropriate samples and develop viable course assessment rotation.

2. Direct Measure of Student Performance: Standardized Test

A standardized assessment will be administered to all students enrolled in English 1143 during the fall semester; of which, only the data from first-year students will be used as a pre-test of writing, reading, and quantitative skills. During the identified students' junior year, they will take the post-test. Each of these students will receive yet to be determined incentives as appreciation for their participation in the assessment. It is anticipated that approximately fifty percent of the original pre-test will be available to take part in the post-test phase of the study.

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Comprehensive Core Assessment Rubric

Right click on attachment below to open full Acrobat document below

Comprehensive Core Assessment Rubric

This rubric identifies specific rows (values) from AACU Value Rubrics; each evaluator will be asked to assess a sample of artifacts for one THECB core objective. Evaluators will be directed to assess only those values relevant to the assignment.

Communication Skills -to include effective development, interpretation and expression of ideas through written, oral, and visual communication.					
Value (from Written Communication and Oral Communication Value Rubrics)	**Performance/point value**				
	Capstone/4	**Milestone/3**	**Milestone/2**	**Benchmark/1**	**0**
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not meet benchmark criteria
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Does not meet benchmark criteria
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Does not meet benchmark criteria
Organization	Organizational pattern (specific introduction	Organizational pattern (specific introduction	Organizational pattern (specific introduction	Organizational pattern (specific introduction	Does not meet benchmark criteria

Respectfully submitted.

Deb Schulte
Assistant to the Provost

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