PRESENT: Marvin Keene, Kay Keels, Mark Mitchell, Tom Secrest, Srin Venkatraman, Nancy Ratcliff, Judy Engelhard, Greg Martel, Colleen McGlone, Sherer Royce, Nancy Gallenstein, Brent Lewis, Maria Bachman, Steve Earnest, John Navin, Bob Oliver, Philip Whalen (for Julinna Oxley), Aneilya Barnes, Paul Peterson, Jim Henderson, Terri Sinclair, Susan Slavik, Renee Smith, Sharer Stewart, Holly Tankersley, Maria Torres, Deb Walker, Dan Abel, Karen Aguirre, Darlene Slusher, Kevin Godwin, John Goodwin, Chris Hill, Keshav Jagannathan, Bill King; Kerry Swantz, Jason Eastman, Jarnes Solazzo, Susan Webb, Lisa Hartman, Jennifer Hughes, Barbara Buckner

ABSENT: Bob Burney, Yoav Wachsman, Lisa Barboun, Lee Bollinger, Eric Hall, Ken Martin, Erin Burge, Terry Fries, Craig Gilman, John Stamey, Donald Yessick

APPROVAL OF MINUTES: A motion was made by John Navin, seconded by Keshav Jagannathan to accept the July, 2008 minutes with the correction that Darlene Slusher was attending the July meeting as a Senator. The motion to accept as corrected passed.

EXECUTIVE COMMITTEE REPORT:

Webb reported that at the July meeting there was a discussion on an Administrative Action in the May minutes of Senate. Would the University Administration endorse the Senate's legislative authority over all the areas listed in the Faculty Manual that have traditionally been within the Senate's authority? The University Administration did in fact sign off on this allowing the authority, as well as the concomitant responsibility.

Secondly, Webb reported that the voting on Post Tenure revisions is over. 257 eligible voters with 151 voting (58.8%); 132 voted yes, while 19 voted no. The faculty has endorsed the Post Tenure revisions to the Faculty Manual.

Thirdly, regarding the Faculty Senate Committee appointments, specifically a Senator that will serve on the University Retention Committee, there were no volunteers. In addition a candidate is needed for the Library Advisory Committee and 2 candidates for the Student Life Committee. Webb asked that everyone seriously consider service on these committees and to notify someone on the Executive Committee if interested.

Those Senators, which during the AY 2007/08, served on a Board of Trustee Committee and wish to continue to serve on that committee, should contact Susan Webb. Others that wish to sit in as a "faculty non-voting representative" to BOT Committee meetings should also contact Webb with their interest.
The Facility Senate Chair represents the facility in many capacities, including football games. Recently Webb represented Faculty Senate at the Penn State game. This opportunity should be opened to the whole Senate. Don Millus, as the senior faculty member, has been invited to travel to Monmouth College in New Jersey for the next away game. As these events come up, others will be invited to participate.

Webb turned the meeting over to Michael Ruse, Senate Parliamentarian. Webb has invited Ruse to address the Robert's Rules of Order. As a review of correct procedures, Ruse made available a hand-out addressing Robert's Rules. A copy of this report/primer is attached to the minutes. (attachment 1)

No Presidents Report

No Provost Report

No other Administrative Reports

The Vice President for Enrollment, Dr. Judy Vogt, has been asked to address the Senate giving an overview of enrollment practices and where the University stands on enrollment numbers. Vogt introduced the Admissions staff then reviewed the Admissions packets that are provided to prospective students. Each Senator was provided with a complete packet. Included in the packet are charts representing: Enrolled Students by Type of Enrollment, Admissions Deposits by Major and Freshmen Retention by State. A copy of this report will be attached to the minutes.

COMMITTEE REPORTS:

Barbara Buckner, Associate Provost for Assessment and Accreditation, presented the Executive Summary of the Assessment System Report. Buckner has requested that everyone make an effort to review the entire document prior to next month's meeting. It can be seen at www.coastal.edu/assessment. The Assessment System will be voted on at the October Senate meeting. There are three major components to the assessment system: student learning, student development and administrative unit operations. An important aspect of the plan is the Glossary of Assessment Terminology. For the University to work together on assessment efforts everyone must speak the same language. Another important part of the system is creating a taxonomy of change which is identified through assessment results. In the past all assessment reports were done in June by the department chair. Under the new plan, the reports will be due in October allowing for participation of facility in looking at resiliency of the assessment data. Attached to the Senate minutes is the Executive Summary of the Assessment System Report. (attachment 4)

PENDING BUSINESS:

Renee Smith addressed the Senate regarding Family Friendly Policies. In the May meeting there was a proposal which was tabled by Yoav Wachman. Webb has spoken with Tom Hoffinan, chair of faculty Welfare and Development. FWD will be bringing forth to the Senate a Family Friendly Policy at the October meeting. This motion cannot be piloted off the table at this meeting.
NEW BUSINESS

John Navin asked for update on the ROTC program. Without a motion the Senate cannot address this question. A motion was presented that there be an administrative report from the appropriate person on ROTC. Motion carried.

ANNOUNCEMENTS

Michael Ruse said the Faculty Manual Rewrite Committee will be posting a survey on the appropriateness of external review of tenure/promotion files. This should be online soon. The manual rewrite is scheduled for the end of December. Ruse encouraged everyone to check the Faculty Senate website for the topics of review.

Renee Smith presented that the local chapter of AAUP would be hosting the fall forum on October 10, 2008 with a panel discussion with representative across the campus. The official title is "Designing a Family Friendly University: Where are we and where are we going?"

GOOD OF THE ORDER

Webb stressed the importance of getting a corrected list of committees. A list of the committees and the members was handed out. Senators were encouraged to contact the Executive Committee with any corrections/additions/deletions. All committees should meet within the next couple of weeks.

Introduction of the two student representative on the Senate: Trevor Arrowood and Caitlin Dorman of the Student Government Association.

Webb directed to committee chairs, the Strategic Plan lays out a University level strategic planning committee which is no longer part of the Faculty Senate but does include the Senate chair, vice chair and committee chairs.

A motion to adjourn the meeting was made by Renee Smith and seconded by Deb Walker.

ADJOURNMENT: 6:00 PM

Respectfully submitted,

Approved by Susan Slavik
Faculty Senate Secretary

Susan Talbot Faculty Senate Recorder (Interim)
Parliamentary Procedures

Parliamentary procedure enables members to take care of business in an efficient manner and to maintain order while business is conducted. It ensures that everyone gets the right to speak and vote.

Basic Principles

- Takes up business one item at a time
- Promotes courtesy, justice, impartiality, and equality
- The majority rules, but the rights of individual, minority, and absent members are protected. Motions
  - Main motions are the way the Senate conducts business. Any action requires a motion.
  - Without a second, a motion is not before the Senate.
  - The Chair is required to restate the motion—which places it in the record. Friendly amendments
    - A friendly amendment must be made before the Chair restates the motion. If the mover (and seconder if the second precedes the Chair’s restatement of the friendly amendment) agrees to the friendly amendment, the original motion is so amended. A friendly amendment is not voted upon as an amendment.

* All other proposed amendments to the motion must be made from the floor, restated by the Chair, and voted upon.

Motions

- The mover identifies herself/himself by name for the recording secretary.
- The mover always has the first opportunity to discuss the motion.
- In debate, the Chair recognizes members wishing to speak to the motion.
- Members may speak to the motion twice, but the second time must be after everyone has had a chance to speak to the motion the first time.

* All discussion on the motion is addressed to the Chair, not to the member proposing the motion.
* Members are encouraged to preface their remarks in advance as either favoring or opposing the motion.

Amending Motions

Subject to the same rules as making a main motion.
Requires a majority vote.
Substitute motions are treated like amending motions. Point of Order
The purpose is to correct a breach of the rules (Facility Handbook, Roberts Rules)
A second is not required, the point is not debatable, and the Chair rules on the point. Objecting to Consideration of a Question
Prevents the main motion from being considered.
A second is not required, the objection is not debatable.
Requires a two-thirds vote in the negative not to consider.
This motion must be made before any discussion of the main motion. Division of the Question
Requires a second, is amendable, is not debatable, and requires a majority vote. Motion to "Lay on the Table"
Sets aside the main motion temporarily but not to kill it for this meeting
Requires a second, is not amendable, is not debatable, and requires a majority to adopt.
Motion to "Take from the Table"
Requires a second, is not debatable, and requires a majority vote.
Must be proposed before the next meeting, or the tabled motion dies. Postpone Indefinitely
*Kills the main motion for the duration of this meeting.

*Requires a second, is debatable, and requires a majority vote.
Postpone to a Certain Time (make a motion Pending Business)

* Puts off or delays a decision

Requires a second, the time element is debatable, and debate must be for the merits of postponing.

Requires a majority vote. Motion to Reconsider

Only a member who voted on the prevailing side can make the motion.

Requires a second, and is debatable (if the original motion was debatable).

Requires a majority vote.

If adopted, the original motion (including any previously adopted amendments) is placed on the floor as if it had not been previously voted upon.

Consider Informally (Committee of the Whole)

Requires a second and is debatable, requires a majority vote

Enables the Senate to act as a committee and removes the restriction of debating the main motion.

By a two-thirds vote, members can limit debate. Limiting or Extending the Limits of Debate

Requires a second, the time element is debatable, the motion itself is not debatable.

Requires a two-thirds vote to adopt. Call the Question (Close Debate)

Requires a second, is not amendable, not debatable, and requires a two-thirds majority.

Applies only to the immediate pending motion, but the previous question can be applied to all pending questions or to consecutive pending questions.

* This motion is not in order before everyone has had the right to debate. Quorum

* A quorum is a majority of the membership (one-half plus one). Once a quorum is present, a majority is based on the members present.
Assessment System

Executive Summary

Attachment 4

COASTAL UNIVERSITY CAROLINA

Office of the Associate Provost For Assessment and Accreditation

August 2008
Executive Summary
Coastal Carolina University
Assessment System

Introduction

The primary means for an institution of higher education to demonstrate institutional effectiveness is to determine and assess the effectiveness of all units in meeting the institutional mission. Student learning is at the heart of Coastal Carolina University’s mission, goals, and values. However, we do not limit our assessment efforts to only student learning. Uniquely the assessment of student learning, student development and administrative unit operations, are the major components of assessment for institutional effectiveness at our university. In order to effectively measure student learning and development, the curiosity of faculty and staff becomes an internal motivator that determines questions and guides decision making and assessment efforts. We define these areas as:

1. **Student Learning** - refers to the measurable outcomes of what students should know and are able to do as a result of their course work and educational experiences at our institution;
2. **Student Development** - refers to the assessments within our division of student affairs and other administrative units that promote out-of-class student learning, growth, and development outcomes through structured programs and services; and
3. **Administrative Unit Operations** - refers to the assessments based on objectives within administrative units that enhance areas of the university in support of student programs and services.

Working together, the academic colleges and the library, the division of student affairs, and the administrative units annually use assessment for continuous improvement and accountability. Using aggregated data for informed decision making allows us to assess for accountability based on our strengths, while at the same time, assess for improvement based on our weaknesses.

The practice of assessment is the collective responsibility of all individuals across our campus community. Faculty, librarians, student affairs personnel, administrators, field-based supervisors and students determine if student learning outcomes and administrative objectives are appropriate and being met. We take pride in the collective effort and the use of ongoing assessment to determine the fit between institutional and programmatic effectiveness as well as to discover the achievement patterns that define our student and institutional success. Using the results of assessment of student learning, student development, and administrative unit operations enables our institution to determine how to advance student performance and institutional improvements that are continuous and ongoing. Ultimately the use of assessment results is the vehicle by which we measure our capacity for continuous improvement and quality assurance. It is through our assessment practices that we assure that we meet the goals and values of our institutional mission and values; and that we are transparent and accountable to our students and stakeholders.

Components of the Coastal Carolina University Assessment System

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Evidence of Commitment

We have assigned the responsibility of assessing student learning to our academic units; student development to our division of student affairs and other service units; and administrative unit operations to administrative units. Triangulating assessment data from these three areas allows us to: 1) demonstrate the effectiveness of current teaching and learning efforts, 2) improve teaching and learning, 3) demonstrate the effectiveness of our institutional environment, 4) improve the environment within which students interact, 5) demonstrate the effectiveness of administrative services, 6) improve the administrative services provided by the institution, 7) establish a culture of assessment across the Coastal Carolina University community, and 8) provide fmandal resources for assessment of initiatives.

Dialogue became a collaborative practice across campus in fall 2007 with the establishment of the University-Wide Assessment Committee (UWAC). This committee guides the university in its assessment and accountability practices, and is comprised of members from all three institutional areas: academic colleges and library, division of student affairs, and administrative units. The committee was responsible for establishing common institutional assessment language by creating a University-wide Glossary of Assessment Terminology. Most importantly, the UWAC contributed to establishing the assessment channels that investigate institutional curiosity using multiple lenses of all individuals who contribute to student learning: faculty, staff, and administrators.

A realized goal of the UWAC during the spring 2008 semester was to establish a continuous assessment schedule. The schedule allows for institutional assessment to take place systematically and systematically to ensure that results are used for continuous improvement and accountability. An assessment schedule for academic and administrative units was established that links report writing to yearly planning and to making budgetary requests. This new schedule begins during the 2008-2009 academic year.

To assist development of a sustainable culture of inquiry concerning student learning, new positions were funded in spring 2008 to assist with institutional assessment efforts. The position, Assessment Coordinator, was established for each of the four Colleges, the Kimbel Library, and the Division of Student Affairs. These individuals work collaboratively with the Associate Dean or Director, Department Chairs, and with faculty of their respective unit. The Assessment Coordinators in the academic colleges also chair the newly formed College Assessment Committees and represented their respective unit on the 2007-2008 University-Wide Assessment Committee (UWAC).

In order to assess the Core Curriculum, the position of Director of Core Curriculum was created to begin fall 2008. This individual will work collaboratively with the Associate Provost for Assessment and Accreditation, the Director of Institutional Research and Assessment, and the Core Curriculum Committee to assess the goals and student learning outcomes of the Core Curriculum.

Other funded initiatives for assessment which have taken place that represent institutional commitment towards assessment are the following:

- Additional funding for the Office of Institutional Research and Assessment to build and sustain assessment practices.
• Financial support to establish an annual Assessment Day each fall.
• Development of mini-grants that support assessment efforts across campus.
• Creation of an electronic repository for administrative unit reports and plans.

Systemic and Systematic Processes

Systemic and systematic processes of examining outcomes of student learning, and student development and objectives of administrative unit operations enable us to determine the impact Coastal Carolina University has on students, faculty, staff, and the community. When integrated, these processes produce an assessment system that enables us to determine if the nature of our work adds value to our students' performance and the impact our institution has on our local community. The four processes of the Assessment System are described below.

Assessing student learning, student development, and administrative unit operations

The Office of Institutional Research and Assessment works with all members of our university community to coordinate the collection and analysis of data across all units. It is the responsibility of all faculty and staff to ensure that: appropriate assessment takes place in a timely fashion; data is collected, analyzed, interpreted, and evaluated; and results are used for continuous improvement.

Analyzing and reporting results

In their annual reports all academic and administrative units identify areas of strength and weakness to guide future planning. Prior to 2008 all annual reports were due during the summer once all data had been collected and analyzed from the recently concluded academic year. For many colleges and departments this was a nonproductive process because reports were written without faculty input. However, this process will now change with the advent of the new reporting cycle starting October 1, 2008. This new process will allow for ample discussion and use of data so that faculty can engage in extended conversations before analyses, conclusions, and recommendations are finalized.

Using results for planning and budgeting

Planning involves using the results of assessment to determine the future of programs, departments, or student activities; while budgeting provides the resources to put in place changes that are needed based on assessment results. While some changes based on assessment results do not warrant budgeted dollars, others need to be prioritized and funds allocated. This change in the reporting cycle transforms institutional commitment to institutional assessment maturation. Changing the reporting process recognizes that the information gathered about student learning and development, as well as information on the health of administrative units, should systematically guide decision making at the highest level.

Aligning assessment with the university-wide strategic plan

Coastal Carolina University's aim is to clearly differentiate itself from among the various comprehensive higher education institutions of choice in South Carolina and become known for providing excellent value and outstanding quality educational programs. To deliver on this focus,
in fall 2007, President DeCenzo appointed a Strategic Planning Steering Committee comprised of internal and external university stakeholders to examine and refine the University's mission, establish values and priorities, and link strategic direction to budgeting and assessment.

Guided by the three major component areas of our assessment system, student learning, student development and administrative unit operations, the key and supporting strategies of the strategic plan will be assessed. The assessment results of these strategies will be used to measure our capacity for continuous improvement, institutional effectiveness, and quality assurance.

**Creating a Taxonomy of Change**

Working together, the academic colleges, the division of student affairs, and the administrative units use the data collected from internal assessments for continuous improvement and accountability. Internal assessments are either commercially purchased, or locally developed by our faculty and staff. The systematic use of measurement procedures, analyzing and summarizing results, and evaluating and interpreting information from our internal assessments brings change to the institution and lays the foundation for Coastal Carolina University's assessment system. Members of the Coastal Carolina University community view assessment as a well-defined process that turns data into valuable information and uses the evidence and interpretation for future planning, budgeting, and prioritizing for quality improvement initiatives.

Our assessment process is faculty and staff driven and focuses on institutional initiatives that raise questions and issues on our campus. These initiatives are identified through the challenges faced by a growing campus and the results of internal assessments that recognize needed and necessary changes.

Therefore, our assessment system calls for some if not all of these changes to be guided by data, especially data that are linked to our three major components of assessment: student learning, student development, and the operations of our administrative units. Linking data to change forces us to understand how the nature of change impacts the university. The task of constructing a *Taxonomy of Change* is to make available a framework for the analysis of the types of change that can occur across all units on our campus. The first step was to begin to categorize changes in such a way that a meaningful taxonomy can be created and referenced. We began by establishing focus groups and asking individuals who work in the divisions of academic affairs, student affairs, and various administrative units to identify categories of change that result from the use of assessment data.

The taxonomy of change created for Coastal Carolina University corresponds to the types of work faculty and staff engage in on a daily basis. Taxonomic schemes were developed by examining the answers that were given when members of the focus groups of faculty and staff were asked the question, "Where and how does change happen within your unit?" By using the answers to this question we were able to group the types of changes across all units in schemes for the purpose of comparison and to capture change. Results of the focus groups indicate that commonalities regarding categories of change exist across all units.

The seven common areas that form the foundation for our taxonomic schemes are:

- use of assessment results,
- community outreach,
In order to move toward a more mature system of assessment, the University-Wide Assessment Committee will be restructured in the fall of 2008 to also include the establishment of three assessment oversight committees composed of members from each of the three major components of assessment. The University-Wide Assessment Committee and the three oversight committees will work together to triangulate data, integrate assessment inquiry outcomes, and build channels of communication that characterize our institutional commitment to assessment as a core institutional process. Compelling questions that drive faculty and staff toward a process of using assessment to discover how best to meet the needs of student learning, student development, and administrative unit operations, will lead to innovative practices, procedures, policies and ultimate change. This process will assist Coastal Carolina University in the further development of a Taxonomy of Change that propels the university forward.

**Closing the Assessment Loop**

Faculty, staff and administrators at Coastal Carolina University are committed to working together as we embark upon a new tomorrow at this institution. Implementing the university-wide assessment system and closing the assessment loop will guide decision making, improve our programs and graduates, and impact our local community. It will enable us to demonstrate institutional effectiveness and be accountable to our constituencies. Finally, it will help Coastal Carolina University deliver on its vision of becoming the public comprehensive university of choice in South Carolina.
University-Wide Assessment Flow Chart for Reporting

Board of Trustees

President

Provost

Associate Provost of Assessment and Accreditation

Institutional Research and Assessment

University-Wide Assessment Committee

Student Learning Outcomes Oversight Committee

(Research, CETL, TEAL, Honors Program, International Programs, Library, University Academic Center)

Student Development Oversight Committee

(Athletics, Division of Student Affairs, Honors Program, International Programs)

Administrative Oversight Committee
(Business Affairs, Enrollment Services, Facilities, Human Resources, Information Technology Services, Institutional Research and Assessment, Marketing and Communications, Public Safety, Registrar, University Advancement, University Relations)

Colleges & Directors of Assessment

Core Coordinators
Curriculum
Assessment Coordinator

Faculty & Staff
Assessment Committees for each College

Directors and Staff

Directors and Staff