I. CALL TO ORDER – Susan Webb

II. ROLL CALL – Susan Slavik

Darlene Slusher was omitted from the list of senators attending the July 2, 2008 meeting.

III. APPROVAL OF July 2, 2008 Minutes.

IV. EXECUTIVE COMMITTEE REPORT

Senate appointee to Committees
Parliamentary Procedures

V. PRESIDENT REPORT

VI. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VII. COMMITTEE REPORTS

1. Barbara Buckner, presents update regarding Coastal Carolina University Assessment System
2. Renée Smith, Chair, Core Curriculum Committee presents proposed changes to the Core Curriculum, Core Goal 8

VIII. PENDING BUSINESS

IX. NEW BUSINESS

X. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XII. ADJOURNMENT
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 (Faculty 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

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:

- **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;

- **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

- **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

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 financial 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 systemically 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 engages 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,
- customer service,
- organizational structure,
- recruitment/retention,
- resources, and
- technology initiatives.

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.
To: Susan Webb, Chair, Faculty Senate
From: Renée Smith, Chair, Core Curriculum Committee
CC: Robert Sheehan, Barbara Buckner, Teresa Burns, Janet Straub
RE: Senate Agenda Item, Proposed Change to the Core Curriculum, Core Goal 8
Date: July 16, 2008

The following proposal to change core goal 8 passed unanimously at the April meeting of the Core Curriculum Committee

Summary and Justification: In the process of developing an assessment tool for core goal 8, the faculty found that it would be beneficial to split the goal into two parts with separate student learning outcomes. Part A focuses on knowledge, understanding and experience of creative expression whereas Part B focuses on understanding the historical developments, means of evaluating and producing creative expression. There have been no changes to the requirements or courses.

Current Catalog Language:

8. Knowledge of Creative Expression. Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture’s highest aspirations. (3 credit hours)

Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105 History of Western Art I: Ancient to Medieval (3)
ARTH 106 History of Western Art II: Renaissance to Modern (3)
ARTS 103 Fundamentals of Art I (3)
ARTS 104 Fundamentals of Art II (3)
ENGL 201 Introduction to Creative Writing (3)
MUS 110 Introduction to Music (3)
THEA 101 Introduction to Theater (3)
THEA 201 World Performance Traditions (3)

Proposed Revision:

8. Knowledge of Creative Expression. Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture’s highest aspirations. Students may fulfill this goal with a course from either Part A or Part B (3 credit hours)

Part A Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105 History of Western Art I: Ancient to Medieval (3)
ARTH 106 History of Western Art II: Renaissance to Modern (3)
MUS 110 Introduction to Music (3)
THEA 101 Introduction to Theater (3)
THEA 201 World Performance Traditions (3)

Part B Student Learning Outcomes
1. Demonstrate an understanding of historical movements and professional practices as they relate to creative projects.
2. Understand and apply formal principles to creative production and aesthetic evaluation.
3. Gain experience in the formation and implementation of the processes of creative production, including idea development, creative expression and responsive action.

ARTS 103 Fundamentals of Art I (3)
ARTS 104 Fundamentals of Art II (3)
ENGL 201 Introduction to Creative Writing (3)

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**Motion:** On behalf of the Core Curriculum Committee, I, Renée Smith, move that we accept the proposed changes to core goal 8.