ACE Program Review

1. Mission

ACE Mission Statement: The Andrews Core Experience Program aims to develop students notable for their culture, civility, integrity, and intellect within a Christian milieu.

Review Question #1: How does the program contribute to the mission of Andrews University and the Seventh-day Adventist Church? How does the program fulfill the stated mission?

The Andrews Core Experience program aligns with the mission of Andrews University and the Seventh-day Adventist Church. The ACE program contributes to the mission of Andrews University by developing students notable for their culture, civility, integrity, and intellect within a Christian milieu. The mission statement identifies the stakeholders as the students and employers. The mission statement describes the ACE program as it is currently provided and clearly indicates the aim of the program. We have benchmarked against general education programs with Andrews peer institutions as well as industry standards by ACE staff and faculty attending general education and higher education conferences.

2017 Conference Attendees
https://drive.google.com/open?id=0B8l5_NnHW4a5S29KdjFqSmZGYkU

The current Andrews Core Experience Program at Andrews University includes an explicit emphasis on multiculturalism and diversity. This emphasis recognizes the historical development of various cultures and groups in the United States, the global nature and mission of the Seventh-day Adventist Church, and the diverse student body and faculty of the university with more than ninety countries from around the world represented on campus. The focus on multiculturalism and diversity includes specific emphasis in some courses (History, Communication and English Writing). Diversity at Andrews is a distinction and implementing our international advantage requires a global component of our ACE curriculum. We thus differentiate our general education program from other GE programs by emphasizing diversity as an added advantage.

In addition, ACE could be enhanced with learning experiences that occur outside of the classroom, such as field trips, tours, service activities, co-curricular experiences, etc.

ACE continues to examine whether the major courses are served well through assessment and mapping of learning outcomes and skills. ACE learning outcomes also continue to be taught throughout the majors. Additional monitoring in ACE learning outcomes being considered within the major would make the connections clearer between ACE and employer-desired skills.

2. History

Review Question #2: How does the history of the program define the contributions of the program to Andrews University? When and how was the program established? What were the motivations that led to the establishment of the program? What major changes in the program's curriculum, focus, and/or constituency have occurred since its establishment?

The history of the ACE program has defined its contributions to Andrews University through central coordination and reform of the General Education (GE) program. A unified approach to GE began in 1994, which marked a major change from a Cafeteria approach in the 1960's to a Modified Core. By 1998 assessment was introduced as a requirement, which included the senior exit survey, alumni survey, and evaluation of course objectives and syllabi. During this time a revision was also made to account for the change from quarter to semester.

As an addition to the traditional GE program, May Express was created in 2007 to encourage students to take their GE courses from our institution in order to reduce the volume of GE courses being taken from other institutions. In 2008, the harmonization of the GE requirements for professional programs resulted in three distinct tracks with a common core (BA/BS/Professional).

From 2010 to 2014, General Education focus was given from moving the GE requirements to an ACE program. In 2014, a pilot of the Explore Andrews Program began to help students find a desired academic plan, career and life goals through intentional support and personal advising (ACE courses primarily taken by Explore students). The 2016 school year began with a comprehensive review of the ACE (GE) program in preparation for the HLC visit. This year was also the first time that a team of faculty and administrators attended the AAC&U conference.

Overview of Andrews General Education 1994-2017
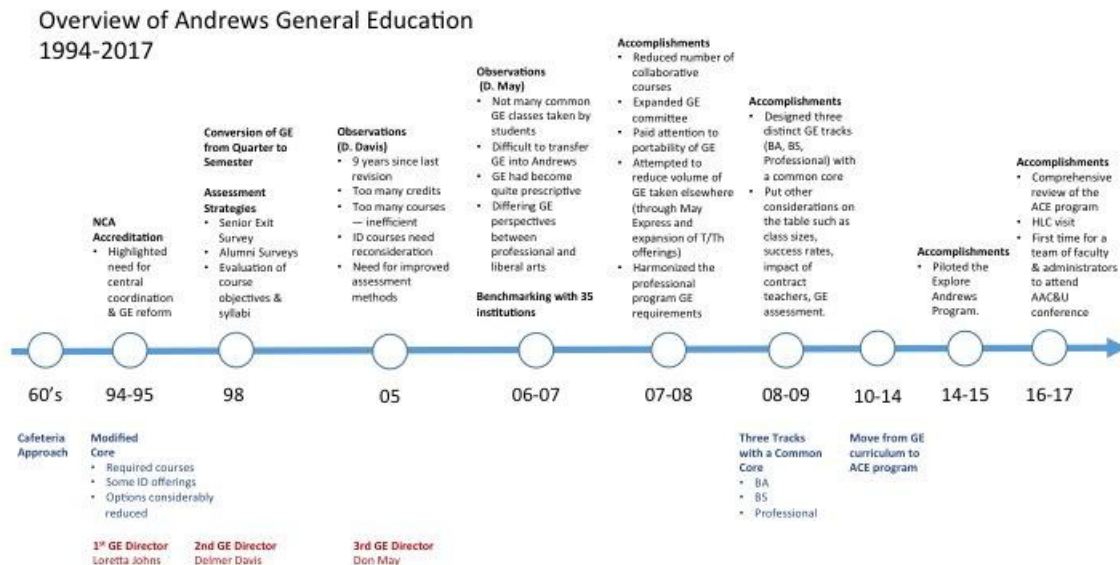
3. Impact

Review Question #3: How does the program contribute to the academic success of Andrews University?—Students?

Currently, work is being done on UFOs to bring mapping and goals together. This will assist in how GE impacts majors and academic success. For many majors, it is assumed that the General Education courses start students down a path that the major courses can build upon. For example, college writing will be used by most majors on campus to prepare students for major writing requirements.

Presently, there are some generally stated contributions for general education, one of them is breadth and academic skills. Both foundational and breadth courses must coordinate in order to achieve successful outcomes for students.

The work on the AU Unified Framework of Outcomes will inform additional improvement on the alignment between foundational courses, breadth courses, majors, and student success in employment and graduate work.

4. Demand

Review Question #4: What is program enrollment and state of demand for graduates of the program? What institutions do we compete with for students in this program?

ACE is preparing students with some of the required skills for employment or graduate studies; and ACE also prepares students for their major work.

The competition for ACE as a program is broad and varied. General education is turning into a commodity. Within the university, varied programs may be seen as competition to full tuition ACE courses: May Express, Seize the Summer, online courses, Early College, Dual Enrollment, etc. These programs are designed to recapture Andrews registrations that are going elsewhere - community colleges, etc. But they are still seen by many as challenges.

Externally to the university, students have multiple options to address their scheduling and financial concerns for completing their degree in a timely manner. Community colleges, sister institutions, online opportunities, industry disruptions such as StraighterLine, all provide financially attractive options to students. In addition, family emergencies that cause them to turn to external options.

Regarding demand, the package price for tuition at Andrews encourages students to take 16 credits since the price of 12-16 credits are the same, and this increases the likelihood that students would take Andrews ACE courses. Presently, general education is taken primarily within the student's first two academic years. However, we have not designed our total curriculum based on the 2+2 academic model, thus students tend to take a minimum of two general education all four years. Regarding departments' demand for ACE offerings, it is not clear that the majors require the Andrews general education courses.

Additional assessment may provide an understanding of the differences in student skills when they take Andrews ACE courses vs. courses from another provider. Additional assessment would help us understand how well general education courses serve as

preparation for upper division major courses; and how ACE supports other programs' goals as they work to support their graduates. It would be helpful to have data to better understand the percentage of general education courses taken at Andrews University vs. other institutions; which courses they are taking at other institutions; and when students take their GE courses. With assessment and further alignment, the demand for ACE courses by majors may increase.

Figure 1 shows the number of sections offered for the demand of foundational courses.

Fall Semester 2012

GE Course	# of sections offered
God & Human Life	5
College Writing I	8
College Writing II	6
Communication Skills	8
Civ & Ideas I	3
Civ & Ideas II	1
Philosophy of Service	3
Intro to Psychology	2
Reasoning with Functions	2

Fall Semester 2013

GE Course	# of sections offered
God & Human Life	4
College Writing I	9
College Writing II	5
Communication Skills	8
Civ & Ideas I	3
Civ & Ideas II	1
Philosophy of Service	3
Intro to Psychology	3
Reasoning with Functions	2

Fall Semester 2014

GE Course	# of sections offered
God & Human Life	3
College Writing I	7
College Writing II	4
Communication Skills	7
Civ & Ideas I	2
Civ & Ideas II	0
Philosophy of Service	3
Intro to Psychology	3
Reasoning with Functions	2

Spring Semester 2013

GE Course	# of sections offered
God & Human Life	3
College Writing I	5
College Writing II	8
Communication Skills	10
Civ & Ideas I	1
Civ & Ideas II	3
Philosophy of Service	3
Intro to Psychology	2
Reasoning with Functions	2

Spring Semester 2014

GE Course	# of sections offered
God & Human Life	5
College Writing I	4
College Writing II	6
Communication Skills	8
Civ & Ideas I	1
Civ & Ideas II	3
Philosophy of Service	2
Intro to Psychology	2
Reasoning with Functions	2

Spring Semester 2015

GE Course	# of sections offered
God & Human Life	5
College Writing I	3
College Writing II	5
Communication Skills	4
Civ & Ideas I	0
Civ & Ideas II	2
Philosophy of Service	3
Intro to Psychology	2
Reasoning with Functions	2

2012-2013 TOTALS

GE Course	# of sections offered
God & Human Life	8
College Writing I	13
College Writing II	14
Communication Skills	18
Civ & Ideas I	4
Civ & Ideas II	4
Philosophy of Service	6
Intro to Psychology	4
Reasoning with Functions	4

2013-2014 TOTALS

GE Course	# of sections offered
God & Human Life	9
College Writing I	13
College Writing II	11
Communication Skills	16
Civ & Ideas I	4
Civ & Ideas II	4
Philosophy of Service	5
Intro to Psychology	5
Reasoning with Functions	4

2014-2015 TOTALS

GE Course	# of sections offered		
God & Human Life	8		-- flat
College Writing I	10	77%	down
College Writing II	9	64%	down
Communication Skills	11	61%	down
Civ & Ideas I	2	50%	down
Civ & Ideas II	2	50%	down
Philosophy of Service	6		-- flat
Intro to Psychology	5	25%	up
Reasoning with Functions	4		-- flat

Criterion 2: Program Quality

1. Inputs and Processes

a. Human & Physical Resources

Review Question #5: Describe how the available human and physical resources relate to what is necessary to have a strong program of high quality that mentors students to succeed. How many faculty, staff, and student workers are assigned to the program? What are the degrees/qualifications of the faculty to teach in the discipline (how many have discipline appropriate terminal degrees)? What percentage of instruction is offered by full-time faculty? Is the number of faculty sufficient to mentor students adequately? What are the equipment, facilities, and other resources used by the program? Are there sufficient resources of high enough quality to maintain an excellent program? Where might resources be strengthened and/or reallocated to strengthen the program?

The following documents shows the top ten ACE courses by course registrations from 2016-2017, which faculty taught the courses, their rank, and their qualifications for teaching the course.

Top ACE Courses
https://drive.google.com/open?id=0B8l5_NnHW4a5N2dlLVgwUHZUQ0U

Faculty Rank and Qualifications
https://drive.google.com/open?id=0B8l5_NnHW4a5V1dpZ1ZiZGxNYjg

(091 needs to be here)

Average student evals for this set

The following documents shows the top ten ACE faculty by credits generated and their qualifications, and rank.

Top Ten ACE Faculty by Credits Generated
https://drive.google.com/open?id=0B8l5_NnHW4a5Z0F5OW9hRGU3Vmc

Faculty Rank and Qualifications
https://drive.google.com/open?id=0B8l5_NnHW4a5aFJkZjRzcGtDblE

Average student evals for this set

Currently, departments are responsible for hiring faculty and staffing ACE courses. In order to provide a high quality program, careful consideration must be given when departments hire new faculty and who instructs our ACE courses. Tension may exist between the needs of ACE and the needs of departments. Oftentimes, departments may hire faculty/staff with a priority towards growing individual programs and a successful graduate rate of students in those programs. Possibly, the faculty skill in teaching ACE isn't a top criteria. Students have identified their favored faculty for ACE; but that data isn't always used to assign faculty for teaching ACE courses.

Sample set of courses that fill quickly for ACE. This data isn't the only measure of quality - rigor, access, etc are others to be considered. But this provides a snapshot.

DATA HERE [GINA].

Note: Physical resources required for ACE courses are generally the responsibility of the department offering the course.

b. Library Resources

Review Question #6: Are library holdings adequate for the program, and to what extent are they available and utilized?

It is our opinion that library holdings are requested through program/department specific oversight, thus the question of adequacy for the ACE program is not applicable. However, with the UFO work, an information literacy component will in the future allow

for assessing the extent library resources are taught and used within ACE courses.

c. Curriculum & Technology

Data	Source
Review bulletin documentation for accuracy	Academic Records
Program Guides and Handbooks	
Curriculum map, showing required courses and sequencing	(For assistance, call the Office of Institutional Effectiveness X3308)
Other documents describing the program	
Comparisons with benchmarked programs	
External accreditation reports	

Review Question #7: How rigorous is the curriculum for the preparation of graduates with skills necessary for a global workplace, who are able to adapt to changing environments and technology within their field? How well does the program engage students in collecting, analyzing, and communicating information, and in mastering modes of inquiry or creative work? (Please note if the program is taught online or off-campus)

For Discussion: What is the nature of your program's curriculum? How does it compare with similar or competing programs? What is the scope of the program (its breadth and depth)? Are the curricula current and appropriate for preparing graduates for their careers? How adaptable is the program to anticipated changes in technology and in other areas? Does the program successfully provide for the intellectual, social and spiritual development of students?

The first part of the review question are best applied to specific programs and how they fit into the programs curriculum. The nature of the ACE program's curriculum is shown within the ACE mission statement and UFOs for ACE. The ACE program has not yet identified a tight set of global workplace skills that is achieved by each Andrews undergraduate student.

In comparison with similar programs, the ACE program covers the same curriculum plus additional when compared to other institutions [GINA add data?].

A twelve credits requirement in Religion, makes it comparable to other Adventist universities, however our ACE total credit requirements (BA/BS) is significantly larger than most general education packages throughout the nation.

The scope and sequence of the ACE program may be determined by its breadth and depth and will be measured through UFOs of ACE. Careful consideration must be taken in the sequencing of ACE courses. Certain courses should be taken in the first year; other courses can be fit in as appropriate; however this distinction isn't consistently implemented. Coordination among first year courses would strengthen the total first year experience.

There are concerns about the current measures of NSSE and the senior exit exam to measure whether ACE successfully provides intellectual, social and spiritual development of students. It does allow for benchmarking against other institutions; however, a tighter mapping between the ACE outcomes and measures such as NSSE and the senior exit exam; or a different assessment measure would better provide knowledge of how ACE provides intellectual, social and spiritual development of students. Sequencing is being addressed in the next year with the pilot First Year Experience; and scheduling is being addressed, first with math. Other departments are still in progress of aligning with proposed coordinated scheduling.

2. Outputs and Outcomes

a. Outputs

Review Question #8: How do the various measures of outputs demonstrate the quality of the program?

Current measures of outputs are varied across courses and sections, and driven by departmental curriculum guidance. Individually, ACE courses may have objectives, but as a program ACE does not have a set of measurements. ACE is a collaboration between the department and the ACE program to benefit students across the whole campus. The department ownership of courses makes it difficult for ACE as a program to design the equipment and set the outcomes. This program review process, as well as work on initiatives such as the Freshmen Experience and coordinating scheduling of courses, are moving ACE towards design a program.

b. Student Learning Outcomes

Program goals connect the mission statement to the student learning outcomes. Goals should convey the focus and expectations of the program, and give direction for implementation of the mission. The program has clearly stated, meaningful, and measurable learning outcomes. Assessment data is used to inform decision making and improve student learning. (HLC Criteria 3 & 4)

Data
- Curriculum Map: ACE does not have a curriculum map yet; but AU UFO will inform the creation of it in the future.
- ACE program goals and student learning outcomes are listed below. Currently they are not annually assessed.
- ACE student learning outcomes mapped to the University Goals https://drive.google.com/open?id=0B8l5_NnHW4a5UjRaT1FUSUN2NWs
- Later in this document the pilot assessment of select ACE courses using the VALUE rubrics is included.

Andrews Core Experience Learning Outcomes

Seek Knowledge
• Strengthen the ability to communicate effectively. Oral and Written.
• Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems.
• Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity.
• Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognizes the learning outcomes foundational to developing thoughtful citizens of the world.

Affirm Faith
• Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth.
• Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession.
• Understand the heritage and mission of Andrews University in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Andrews University.
• Exhibit compassionate behavior towards other individuals and show respect for the dignity of all people, affirming the Biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background.

Change the World
• Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community.
• Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities.
• Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community.

Review Question #9: How well are students meeting the program's learning outcomes?

For Discussion: How do student learning outcomes compare with benchmark programs? How appropriate are your program's student learning outcomes to the degree level(s)? Are multiple assessment measures used? Is there external validation of quality? Evaluate the strengths of the processes for assessment of learner outcomes and use of data for program improvement.

Currently student success in the ACE outcomes is not assessed in a systematic manner. If students are missing their targets (learning outcomes), there is less accountability compared to how majors/programs operate. If a student is not learning effective communication skills, for example, it is more difficult to fix the deficit compared to addressing it within a departmental program. The current outcomes need revision.

Work on the AU UFO will help clarify outcomes for all Andrews students to achieve upon graduation. The ACE committee next needs to review the AU UFO outcomes and narrow them to the UFO outcomes that will apply to every Andrews undergraduate [LINK to a draft comparison of ACE and UFO outcomes], as well as add specific content as appropriate. Then a process needs to be developed where a department can apply for a course to meet the outcomes; and the ACE committee will review how the course meets the outcomes using criteria such as qualifications, expertise, experience, benchmarking, fiscal viability, transferability, and other criteria as appropriate. The ACE committee

would also decide on the method used to assess each outcome (i.e. the piloting of VALUES rubrics).

Benchmarking is currently occurring by reviewing VALUES rubrics and the Degree Qualification Profile (DQP). The DQP is being used to analyze the ACE Associate's level requirements.

Currently, we are unable to evaluate the strengths of the processes for assessment of learner outcomes and use of data for program improvement. There is not any formal external validation of quality.

A Preliminary Analysis of the ACE and UFO Outcomes
https://drive.google.com/open?id=0B8l5_NnHW4a5Y0V2WHJ0S1JrQUk

The following examples show faculty reflection and evaluation on using the VALUE rubrics to assess their ACE course from the 2016-2017 school year pilot program.

ACE Assessment Report: End of Semester—Spring 2016
August 2, 2016

Semester: Spring 2016
Course: ENGL 115 (*College Writing I*)
Instructor: Ivan Davis

Target: Written Communication VALUE Rubric

| Context of and Purpose for Writing | Milestone 2 |
| Control of Syntax and Mechanics | Milestone 2 |

Target: Inquiry and Analysis VALUE Rubric

| Analysis | Milestone 3 |

Formative Assessment: During the semester, students complete three major writing assignments: Literacy Sponsorship Analysis, Activity System Analysis, and Research Accommodation Analysis. These assignments build on course readings, which expose students to research and scholarship in Writing Studies. Students receive feedback in person—during one-on-one writing conferences—and in writing, as I comment on final projects. The class rubric for each assignment includes criteria related to purpose and focus, analysis (use of evidence, insightfulness of claims), and editing and proofreading. Students received feedback while working on and after submitting their final written projects.

Summative Assessment: The VALUE Rubric criteria listed above were used in assessing the final writing assignment of the semester, the Research Accommodation Analysis. In this assignment, students complete a rhetorical analysis of a report in the popular media (i.e. CNN, *Time*, etc.) of an original research study found in a scholarly journal. Students use evidence from both the original research study and the popular "accommodation" to develop observations about the rhetorical dimensions of each. I converted my class rubric scores to correspond to the VALUE rubrics (an 80% on the class rubric is equivalent to "Context and Purpose" and "Control of Syntax," Milestone 2 on the Written Communication rubric, while an 87.5% on the class rubric is equivalent to "Analysis," Milestone 3 on the Inquiry and Analysis rubric).

Outcomes:

Criteria	Results
Context of and Purpose for Writing (Milestone 2)	83% met target
Control of Syntax and Mechanics (Milestone 2)	94% met target
Analysis (Milestone 3)	67% met target

Comments: I am generally satisfied with the VALUE rubrics and the criteria I chose to pair with the class rubric I have been using. I am also fairly satisfied with the assessment overall and the class's ability to meet the targets.

In the future, it would appear reasonable to target Milestone 3 for "Control of Syntax and Mechanics" in the course. This would undoubtedly drop the percentage meeting the target, but the class's structure facilitates opportunities for considerable time spent in editing (if acted upon). Additionally, aiming for a 75% target rate on "Analysis" (Milestone 3) would seem a reasonable goal and one that may result in slight adjustments to the course.

Assessment Rubric for HIST 204-205

Stephanie Carpenter, Department of History & Political Science

	Not present	Fails to meet standard (Benchmark)	Barely meets standard (Milestone)	Meets standard (Milestone)	Exceeds standard (Capstone)

Analysis and/or Synthesis
  Critical thinking/analysis/logic
  Synthesis, complexity of ideas
  Use of Primary sources
  Presentation of thesis/argument
	0	1	2	3	4

During the 2015-2016 Academic Year, HIST 204 and HIST 205 primary source analytic papers were assessed to determine students' abilities to complete course's objectives that emphasized strong analytic writing; whereas the student should be able to:

- engage in independent thought, analysis, and evaluation;
- use primary sources to examine history;
- present sources and information effectively in oral and written communications.

These course objectives align with the AACU WRITTEN COMMUNICATION VALUE RUBRIC. By combining two categories on the AACU rubric (specifically: Genre & Disciplinary Conventions and Sources & Evidence); I expected that my papers would fall within the Milestones markers of 2 & 3, when assessed using historical writing methodology.

The paper assignment for both courses asked students to use at least five primary documents to "tell" the story of history and to analyze events as to their significance. If requested, sources were provided, otherwise students chose their own. The assignment required students to write a paper of 5-8 pages in length, to spell check, footnote, and edit their work before final submission.

The enrollment for the courses are as follows:
Fall 2015: HIST 204 -- 30 students
Spring 2016: HIST 205 – 35 students
May 2016: HIST 205 – 4 students

The rubric data is as follows:

Rubric category (please refer above for corresponding AACU ratings)	AACU rankings	Number of responses
Not present (includes no submission, plagiarism, and incorrect assignment)	0	10
Fails to meet standard (short paper; fewer sources than required)	1	9
Barely meets standards (5 sources; summarizes rather than analyzes)	2	11
Meets standards (attempts to analyze and make historical connections)	3	22
Exceeds standards (analyzes and makes connections, well-written, and uses critical thinking)	4	17
Average score (including the non-responses)		2.4

My expectation was that the students would fall within the Milestones ranking on the AACU rubric and the score of 2.4 places them in that range. In terms of class and program outcomes, 72.4 percent of the responses achieved a grade greater than 70 percent for the assignment. While this meets the target for the class, the percentage of non-responders and unacceptable papers is greater than 14.4 percent for the 3 semesters, a future action plan will work to achieve a smaller percentage of students who do not adequately complete the assignment and to strive for 100 percent participation rather than 85.6 percent.

ACE Assessment Report
August 2016

Semester: Spring 2016
Course: MATH145 Reasoning with Functions
Instructor: Robert C. Moore
ACE Learning Outcome: The Mathematics requirement addresses the following outcome:

Seek Knowledge: "Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems."

Target: AACU Quantitative Literacy VALUE Rubric

Criterion	Target
Interpretation	Milestone 3
Representation	Milestone 3
Calculation	Milestone 3
Application / Analysis	Milestone 2

Formative Assessment: MATH 145 is a college algebra course taught with a mathematical modeling approach. Throughout the semester we examine many situations with real-world data and focus on the trends in the data. Linear, exponential, logistic, and logarithmic functions are used to describe the trends and model data. One significant assignment requires students to examine the extent of polar ice over a period of many years, make a scatter plot of the data, calculate the linear regression equation that best fits the data, predict when the polar ice will be gone, and consider how confident they are about their prediction.

Summative Assessment: The summative assessment was part of the final exam. For this exam item I provided the Olympic gold medal times for the men's 100 meter freestyle swimming event from 1960 to 2004. I asked the students to do the same kinds of calculations and interpretations that they did for the polar ice assignment: make a scatter plot of the data, describe the trend in the data, do calculations and explain their meaning, calculate the linear regression equation, use the regression line to predict the gold medal time in the future, and consider whether the linear trend in the gold medal times will continue in the future.

Results: Thirty students took the final exam. The table shows the percentage of students who achieved the indicated rubric scores, along with the average score for each of the four criteria.

Criterion	Target	score ≥ 3	score ≥ 2	average score
Interpretation	Milestone 3	7%	60%	1.9
Representation	Milestone 3	20%	97%	2.6
Calculation	Milestone 3	20%	73%	2.1
Application / Analysis	Milestone 2	17%	73%	1.9

Comments: My target of milestone 3 for the first three criteria was too ambitious, whereas my target of milestone 2 for the fourth criterion was more realistic. In the future, for each criterion I will aim for 80% of the students achieving milestone 2. It's clear that students need more experience describing and interpreting trends in data and explaining the meaning of calculations. In particular, students need more practice with giving the units for average rate of change and explaining the meaning of the slope of the regression line. Additional assignments like the one about the polar ice would be helpful.

ACE Assessment Report: End of Semester—Spring 2016
June 8, 2016

Semester: Spring 2016
Course: PSYC180 (Dealing with Your Mind—57 students)
Instructor: Karl G. D. Bailey
Proposed University Outcome: Information Literacy

Target: Information Literacy VALUE Rubric

Determine the Extent of Information Needed	Milestone 3
Access the Needed Information	not implemented yet
Evaluate Information and its Sources Critically	Milestone 3
Use Information Effectively to Accomplish a Specific Purpose	Milestone 3
Access and Use Information Ethically and Legally	not implemented yet

My target is 80% of students with scores at Milestone 3 or above.

Formative Assessment

During the first unit of the class, I introduced the assignment and gave the students low-stakes in-class and take home assignments. The purpose of these assignments was to give practice on the above elements while providing an estimate of student's initial abilities. I scheduled a mid-semester assignment (Advice Letter) that I used to gauge growth in ability on the above elements prior to the final unit (with lighter demands on effective use of information for content development). The grading checksheet that I used for this assignment is functionally the same as the one that I used for the final essay apart from reduced requirements for integration (irrelevant to this proposed university outcome).

Summative Assessment

I graded the final writing assignment (Church Essay) using a grading checksheet that includes the above elements. I converted components of that checksheet to a score on each of those elements for each of the students (an A is equivalent to performance at or above Milestone 3).

Outcomes (57 students):

	mid semester	end semester
Determine the Extent of Information Needed	79%	87%
Evaluate Information and its Sources Critically	64%	83%
Use Information Effectively to Accomplish a Specific Purpose	89%	91%

Numbers reflect the percentage of the class meeting criterion on that component of the rubric.

Comments:

I met my targets for the 3 areas assessed this semester. My plan for the next school year is to revisit the structure of the assignment and the low-stakes teaching assignments in order to implement the rest of the components in the value rubric.

c. Student & Employer Satisfaction

Review Question #10: How successful are program graduates in seeking graduate and professional admission? What is the level of satisfaction among students, alumni, and employers of alumni with the program and its outcomes?

For Discussion: Do alumni records and placement data give insights into program success?

ACE is a building block for successful programs and the success of ACE needs feedback from the programs it feeds into. Programs may collect employer satisfaction data. The program is currently the intermediary between ACE and the graduate's success in their workplace.

Student satisfaction is measured by course evaluations. Further evaluation on student's understanding of how ACE is part of their holistic learning experience could provide additional insights on the value of ACE.

Another aspect of student satisfaction is the change to general education becoming a commodity. Due to the increasing costs of higher education students are motivated to take their general education requirements elsewhere. It is increasingly difficult to make the case to students that ACE is an extremely vital part of their Andrews education. This ties directly into the level of satisfaction students feel about general education as a whole, when it is viewed more as a benchmark to get past, as opposed to a foundation to their major.

d. Program Improvement

Review Question #11: How have the above data contributed to decisions for program improvement? What impacts have these evidence-based changes had on student learning and student success?

For Discussion: In what innovative ways is the program responding to changes and needs?

In the past we have not significantly used outcome data to make decisions for program improvement. However, with the establishment of the ACE Comprehensive Review committee, we are identifying areas of need for data, and beginning to collect and analyze the data so that it can be used to make decisions about the future of the ACE program. Currently, this is the starting point to review and improve the ACE program and there is a pressing need for additional data about the effectiveness of ACE.

A few innovative ways the program is responding to changes and needs is through May Express, Seize the Summer and Early College Experience. These are all initiatives intended to address the loss of ACE course registrations to multiple sources.

Criterion 3: Financial Analysis

1. Cost & Income

Review Question #12: What is the relationship between the cost of the program and its income and how has that been changing over time?

For Discussion: Does the revenue from tuition, fees, and other sources of income such as entrepreneurial activities associated with the department offering the degree cover the direct costs of the program as well as an appropriate contribution to institutional overhead?

The landscape of higher education has changed significantly; there are many modalities and opportunities for acquiring college credit, particular general education credits. Currently, Andrews appears to emphasize majors over ACE when analyzing the tools used to measure curriculum productivity (credits generated, number of majors, student-teacher ratios, and hiring practices) within departments serving ACE needs.

It is difficult to consider ACE as a money-making venture for the university.

Within the last 10 years several GE initiatives have been started to provide Adventist education alternatives to competing opportunities for general education courses, such as:

- Online courses
- Very low cost online courses
- Intensive courses
- Early college
- Dual enrollment
- Major/Program scholarships

ACE has not been expected to track finances nor is ACE provided with financial information regarding its offerings.

A sampling of the most frequently taken ACE courses over the past five years providing a snapshot enrollment.
The data would suggest, fewer students are taking some of these foundational ACE courses at Andrews [GINA add data here]:

- o   RELT 100
- o   MATH 145
- o   ENGL 115
- o   ENGL 215
- o   COMM 104
- o   PSYC 101
- o   HLED 120
- o   PHYS 115

However, we are confident the 30 most frequently taken ACE courses at Andrews are covering direct costs and contributing to the institution's overhead. The administration has recently set a target for service courses to contribute to overhead. Courses beyond these 30 may not be meeting the direct costs but primarily are taught for the purpose of

the major (and satisfy ACE requirements).

30 most frequently taken ACE courses
https://drive.google.com/open?id=0B8l5_NnHW4a5T0djUkptQ3pVVzQ

Major capital and operating expenses, such as lab and research costs are currently supported by the department, and used both for ACE and for majors. ACE uses existing infrastructure, physical, and technical and personnel resources.

The paragraphs above answer the questions for program review; however, there are many other financial questions surrounding ACE.

The ACE Program Review Committee recommends that the ACE Program manage scheduling and teaching assignments for a subset (say 5-10) core ACE courses; but the productivity (and implied fiscal viability) for those courses are primarily the department's responsibility.

Departments offering both ACE and major course requirements - a percentage should be determined to describe the contribution of a department toward majors and service courses it teaches. This would inform the administration the focus of a department and the primary role it serves to the university.

Considering scheduling, frequency courses being offered and reducing the list of ACE courses per term would improve efficiency of our ACE offerings.

[GINA] Can we any data on ACE courses getting transferred in. Is there any kind of data on how we much we lose with that? (Transfer courses are likely to make up a larger and larger portion of student records/transcripts, ways of fulfilling ACE).

2. Overall Financial Health

Review Question #13: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

See review question #12

Criterion 4: Strategic Analysis

Program faculty have a clear understanding of their program's strengths and weaknesses, opportunities and capacity for growth and/or prestige, and changes in market or customer base that may threaten the health of the program. They have benchmarked similar programs and have considered changes within the discipline as well as emerging technologies and the global marketplace. Areas for improvement have been identified by a thorough analysis of program objectives, student learning outcomes, and market data. A strategic plan has been developed, in accordance with the strategic goals of the university, which will maintain or bring the program into a position of strength in the coming five years that supports the mission of Andrews University. (HLC Core Component 5.C.)

1. Strengths

Review Question #14: Describe the strengths of the program.

For Discussion: What examples of exemplary performance does the program demonstrate? Consider academic strengths, financial strengths, and the holistic development of student potential. What positive impacts does the program have on the University? What positive impacts does the program have on students?

The ACE program has a solid impact on students within its core courses, which are personal, integrated, and faith-based. We offer three distinct tracks, which are flexible portable and transferable; BA/BS, Professional and Honors/SAGES packages. A significant number of the courses are taught by full professors. Andrews has not chosen to have its own ACE with a dean.

ACE courses are smaller than state schools providing a good student teacher ratio. However, they still represent the largest classes we offer at Andrews. Our courses also allow students to learn, study, and grow with others outside their major. We need to be more intentional about these interactions (professors offering the courses and students taking these courses).

Knowing that a significant number of our GE credits are in Religion, students have a positive response to the <u>outstanding</u> religion professors, which emphasizes the core mission of the University.

We offer a hybrid General Education program--Core and distributed.

2. Weaknesses

Review Question #15: Describe the weaknesses of the program and the plans that are in place to address them.

For Discussion: In what areas could the program be improved? Consider weaknesses in academic and financial areas as well as weaknesses in student development.

Bullet Point Response

- Sizable number of teachers instructing General Education courses are contract teachers. Can contract teachers be mentored by full time tenure track professors and/or creatively include them in the academic community?

- Perceived by some advisors and students as "something to get out of the way"

- Departments not generating sufficient credits seek to offer ACE courses to increase their credits generated.

- Consider changing how credits are "credited" to a department

- Currently, GE is not constructed as a component of an overall freshmen

experience.

- We have ACE course requirements, thus we are not student learning driven

- Generally the idea of a "GE teacher" at Andrews is based on who actually teaches an ACE course.

- For faculty, advancement opportunities revolve around research, not teaching pedagogy

- Student/Teacher ratio

- Disjointed...No common theme? Look at a set of skills needed. Concerns with basic skills (writing, verbal, communication, etc)

- Not yet mapped. To AUUFO? SLO?

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- Consider being prescriptive (i.e., Notre Dame's first year plan), a trend in education

- Evaluate total credit counts (professional vs. regular BS/BA) for ACE requirements
    - Can we institutionally reduce to the more streamlined professional plan?

- What about online gen ed? An opportunity or threat?

- Determine Purpose, rebranding (why ACE at Andrews?)

- Develop a First Year Experience

- Diversity/Global Studies

- Employability- ready for a job.

Andrews is in the process of reviewing itself for the future. The ACE program should be a part of this initiative, based on discussions from recent Blue Ocean meetings.

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Using adjunct faculty with ample FTE Andrews faculty -cost and quality.

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Team taught or collaboration across courses could add to interdisciplinary opportunities.

Courses in Global Thinking would add to our Core.

We have considered the First Year Experience and what that might that look like. It is a way to make a more cohesive student experience. Challenges include difficulties with varied student needs and what different students bring in when they come to Andrews.
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.
- Faculty hired for service oriented departments take into account ACE needs when hiring

- Reduce total credits required for ACE. Our recommendation is a maximum of 39 credits….perhaps this answers the ***financial question*** above

ACE Learning Outcomes by Discipline & AUUFO

Religion	Language / Communication	History	Fine Arts / Humanities	Life / Physical Science	Mathematics	Global	Social Sciences	Fitness / Wellness	Student Life
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Holistic Wellness and Life Skills At Andrews University, we define wellness broadly, including spiritual, mental, physical, financial, environmental, emotional, and social well-being. IS.FND.8a. Describes the ideas, theories, skills, and practices for each component of personal wellness. IS.FND.8b. Prioritizes and practices the components of personal wellness. IS.FND.8c. Practices care and concern for the wellness of others. IS.FND.8d. Sets personal wellness and life skills goals, and identifies skills or modifications of lifestyle that may be needed to pursue those goals.	*Communication* IS.FND.7a. Writes organized, logical, coherent, substantially error-free, and well-sourced and cited works targeted for general and specialized audiences. IS.FND.7b. Chooses and cites visual representations that effectively communicate ideas targeted for general and specialized audiences. IS.FND.7c. Delivers organized, logical, and coherent oral presentations to general and specialized audiences. 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18 July 2017

Proposal: ACE & AU UFO

	Religion	Language/ Communication	History	Fine Arts/ Humanities	Life/Physical Science	Mathematics	Global	Social Sciences	Fitness/ Wellness	Student Life
1. Information Literacy		X	X					X	X	
2. Academic Reading Skills	X	X	X							
3. Quantitative Literacy					X	X			X	
4. Engaging Diverse Perspectives			X	X			X			X
5. Ethical Reasoning	X			X	X		X			X
6. Analytical Inquiry					X	X		X		
7. Communication		X		X		X	X			
8. Holistic Wellness and Life Skills	X							X	X	X

and BS degrees (Policy no. 5-2:1, 2003 Manual).	
2nd, Ahlberg	MOTION CARRIED
A motion that each of the core fields have at least three credit hours of content in order to satisfactorily meet the ACE learning outcomes.	MOTION (Moushon)
2nd, Zork; 1, opposed	MOTION CARRIED

Donald May, Andrews Core Experience Chair

Gina Gutierrez, Recorder

ACE Comprehensive Review Committee Minutes
June 23, 2017

Don May; Lisa Ahlberg, Sherine Brown-Fraser, Harvey Burnett, Ivan Davis, Janine Lim, Aaron Moushon, Ruben Perez-Schulz, Ralph Trecartin, Steve Yeagley, Susan Zork	PRESENT
Daniel Gonzalez, Paul Kim, Lynelle Weldon	REGRETS
Don May	WELCOME & PRAYER
Karl Bailey presented a handout he provided regarding The AU UFO –Visual Guide to Mapping.

Yeagley raised the point, If we reduce ACE credits who will guard the total number of credits for majors and minors leaving credits for electives?

By reducing the ACE requirements it may allow for more flexibility.

Electives need to come from outside of the major.

ACE may not meet all components of the AU UFO—but the rest will be covered by the programs. | |
| | |
| Move that we have one ACE package, which would imply a reduced number of credits—something like the professional package.

2nd, Davis | MOTION (Ahlberg)

MOTION CARRIED |
| | |
| Recommendation that UGC review the existing policy regarding the limit of the maximum number of credits required by programs (Policy no. 5-2:2.2, 2003 Manual).

**It should be clear to UGC that we are protecting elective space. | RECOMMENDATION (Yeagley) |
| | |
| Accept the newly formed table as the ACE learning outcomes. (See table below).

2nd, Ahlberg | MOTION (Burnett)

MOTION CARRIED |
| | |
| The ACE requirements do not dictate whether a BA or BS degree is earned.

2nd, Moushon ; 1, opposed | MOTION (Ahlberg)

MOTION CARRIED |
| | |
| The UGC review the UGC Policy Manual as it pertains to the distinction of BA | MOTION (Moushon) |

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For Discussion: What are the opportunities for growth or expansion of the program? In what ways might the program need to change to address trends or future opportunities? What external factors will affect the program and demand for its graduates? Can restructuring and/or technological innovations be implemented that will more effectively utilize educational best practice and the newest information technology while containing costs? What is the relationship of the program to emerging trends in distance and asynchronous learning? How might cooperative or collaborative relationships with other programs/institutions contribute to future opportunities, service, and effectiveness? Is this program poised to transform itself in new and different ways in order to meet the needs of twenty-first century learners? What resources would be necessary to take advantage of opportunities?

- Consider being prescriptive (i.e., Notre Dame's first year plan), a trend in education

- Evaluate total credit counts (professional vs. regular BS/BA) for ACE requirements
    - Can we institutionally reduce to the more streamlined professional plan?

- What about online gen ed? An opportunity or threat?

- Determine Purpose, rebranding (why ACE at Andrews?)

- Develop a First Year Experience

- Diversity/Global Studies

1. Strengths

Review Question #14: Describe the strengths of the program.

For Discussion: What examples of exemplary performance does the program demonstrate? Consider academic strengths, financial strengths, and the holistic development of student potential. What positive impacts does the program have on the University? What positive impacts does the program have on students?

The ACE program has a solid impact on students within its core courses, which are personal, integrated, and faith-based. We offer three distinct tracks, which are flexible portable and transferable; BA/BS, Professional and Honors/SAGES packages. A significant number of the courses are taught by full professors. Andrews has not chosen to have its own ACE with a dean.

ACE courses are smaller than state schools providing a good student teacher ratio. However, they still represent the largest classes we offer at Andrews. Our courses also allow students to learn, study, and grow with others outside their major. We need to be more intentional about these interactions (professors offering the courses and students taking these courses).

Knowing that a significant number of our GE credits are in Religion, students have a positive response to the <u>outstanding</u> religion professors, which emphasizes the core mission of the University.

We offer a hybrid General Education program--Core and distributed.

2. Weaknesses

Review Question #15: Describe the weaknesses of the program and the plans that are in place to address them.

For Discussion: In what areas could the program be improved? Consider weaknesses in academic and financial areas as well as weaknesses in student development.

Bullet Point Response

- Sizable number of teachers instructing General Education courses are contract teachers. Can contract teachers be mentored by full time tenure track professors and/or creatively include them in the academic community?

- Perceived by some advisors and students as "something to get out of the way"

- Departments not generating sufficient credits seek to offer ACE courses to increase their credits generated.

- Consider changing how credits are "credited" to a department

- Currently, GE is not constructed as a component of an overall freshmen

the major (and satisfy ACE requirements).

30 most frequently taken ACE courses
https://drive.google.com/open?id=0B8l5_NnHW4a5T0djUkptQ3pVVzQ

Major capital and operating expenses, such as lab and research costs are currently supported by the department, and used both for ACE and for majors. ACE uses existing infrastructure, physical, and technical and personnel resources.

The paragraphs above answer the questions for program review; however, there are many other financial questions surrounding ACE.

The ACE Program Review Committee recommends that the ACE Program manage scheduling and teaching assignments for a subset (say 5-10) core ACE courses; but the productivity (and implied fiscal viability) for those courses are primarily the department's responsibility.

Departments offering both ACE and major course requirements - a percentage should be determined to describe the contribution of a department toward majors and service courses it teaches. This would inform the administration the focus of a department and the primary role it serves to the university.

Considering scheduling, frequency courses being offered and reducing the list of ACE courses per term would improve efficiency of our ACE offerings.

[GINA] Can we any data on ACE courses getting transferred in. Is there any kind of data on how we much we lose with that? (Transfer courses are likely to make up a larger and larger portion of student records/transcripts, ways of fulfilling ACE).

2. Overall Financial Health

Review Question #13: What is the (financial and other) impact of the program on the University and, based on trends, how is that likely to change in the future? How adequate is University support to maintaining the health of the program?

See review question #12

Criterion 4: Strategic Analysis

Program faculty have a clear understanding of their program's strengths and weaknesses, opportunities and capacity for growth and/or prestige, and changes in market or customer base that may threaten the health of the program. They have benchmarked similar programs and have considered changes within the discipline as well as emerging technologies and the global marketplace. Areas for improvement have been identified by a thorough analysis of program objectives, student learning outcomes, and market data. A strategic plan has been developed, in accordance with the strategic goals of the university, which will maintain or bring the program into a position of strength in the coming five years that supports the mission of Andrews University. (HLC Core Component 5.C.)

Criterion 3: Financial Analysis

1. Cost & Income

Review Question #12: What is the relationship between the cost of the program and its income and how has that been changing over time?

For Discussion: Does the revenue from tuition, fees, and other sources of income such as entrepreneurial activities associated with the department offering the degree cover the direct costs of the program as well as an appropriate contribution to institutional overhead?

The landscape of higher education has changed significantly; there are many modalities and opportunities for acquiring college credit, particular general education credits. Currently, Andrews appears to emphasize majors over ACE when analyzing the tools used to measure curriculum productivity (credits generated, number of majors, student-teacher ratios, and hiring practices) within departments serving ACE needs.

It is difficult to consider ACE as a money-making venture for the university.

Within the last 10 years several GE initiatives have been started to provide Adventist education alternatives to competing opportunities for general education courses, such as:

- Online courses
- Very low cost online courses
- Intensive courses
- Early college
- Dual enrollment
- Major/Program scholarships

ACE has not been expected to track finances nor is ACE provided with financial information regarding its offerings.

A sampling of the most frequently taken ACE courses over the past five years providing a snapshot enrollment.
The data would suggest, fewer students are taking some of these foundational ACE courses at Andrews [GINA add data here]:

- o RELT 100
- o MATH 145
- o ENGL 115
- o ENGL 215
- o COMM 104
- o PSYC 101
- o HLED 120
- o PHYS 115

However, we are confident the 30 most frequently taken ACE courses at Andrews are covering direct costs and contributing to the institution's overhead. The administration has recently set a target for service courses to contribute to overhead. Courses beyond these 30 may not be meeting the direct costs but primarily are taught for the purpose of