1. Approve minutes of 12/10/07
Marge move to approve 12/10/07 minutes. Motion was seconded by Carlos. Motion passes.

2. Announcements.
Award funds of $1,000 have been set aside to reward programs that have done a good job on assessment. Most awards across campus require that nominations be submitted. This process can be quite time consuming for the nominator and the nominee. It was suggested that these funds be given to the department(s)/program(s) that had done an outstanding job when reviewed by AOC that academic year. This would bypass the need for a nomination process. AOC will pick the recipient(s) in the late spring semester each year.
Motion to allocate award in suggested manner was moved by Amanda and seconded by Carlos. Motion passes.

3. Music—Dan Fairchild
Report was submitted and presented by Dan Fairchild.

Dan indicated that this program has been successful overall. Due to the nature of performance, students participate regularly in authentic assessments. Faculty are able to view and assess progress because the students are performing regularly. In addition, the program is accredited through the National Association of Schools of Music (NASM). Their reaccreditation process is in progress now.

Dan provided a matrix that outlined the array of activities completed by students that are used by the faculty to assess their program. These included (but were not limited to) juried performances of students, clinical experiences in schools (music education practicum), semester-long internship (music business), Praxis II test scores (music education content test) and a capstone experience.
Dan indicated that there have been some major curriculum revisions in the recent past. These revisions were based on NASM guidelines and a careful self study. Many new courses have been introduced based on deficiencies discovered through their self study. For example, Music Business has been added. Previously students would take business courses separate from music courses. The faculty were also concerned that some upper division students didn’t understand some of the basic music concepts. In response to this, the program decided that sophomores will take a content test. The content test must be completed and passed before a music student can continue with upper level music courses. They feel that the test does a good job of evaluating student understanding of content. Further, the test itself is fair in that students that earn and deserve a C or better in the introductory courses should pass the exam. The test can be retaken and accommodations for students that do not test well are being considered. All changes made were made because the faculty felt they could do a better job in some areas. Room was made in the curriculum by removing or modifying existing coursework. The curriculum revisions did require a fair bit of work and the faculty did meet weekly.

4. General Education/Speech—Shane Drefcinski
Report was submitted by George Smith but presented by Shane. George was not able to come to our meeting because it conflicts with a scheduled class.

Students that have taken speech have an increased ability to empathize with public speakers. On the other hand, speech faculty want students to be able to do a better job at filtering/evaluating what they see/hear in media. It was noted that students are resistant to take speech and often put it off until they are juniors/seniors.

It was also clarified that APC recommended that the speech major be discontinued due to low enrollment. It was not due to understaffing as indicated in the report. Despite the recommendation of discontinuing the major, APC agreed that the speech requirement for general education is still important.

5. General Education/Humanities—Shane Drefcinski
General education was discussed at the Humanities department meeting in December. Faculty and staff were pleased with student progress overall.

Faculty noted that teaching student to read critically continues to be a struggle. Many students will not read from the text. Anecdotally, students are more apt to read materials posted on D2L. Also anecdotally, some faculty have indicated that students are more likely to read when the reading is directly to a grade (participation grade) rather than a test. This issue has not been resolved and will likely continue to

Faculty also noted that assessment is difficult since humanities incorporates more than one discipline.
It was suggested that it may be useful to survey faculty to discover what is working and what is not working with regard to teaching.

6. Adjournment-4:47