

Minutes from Curriculum and Teaching Committee Meeting
Wednesday, September 9, 2020 at 11:00 am
Zoom Conference Call

Those present: James Babanikos (chair), Moni Basu, Roxanne Coche, Marcia DiStaso, Robyn Goodman, Judy Hunter, David Ostroff, Ted Spiker, Kasey Windels

Babanikos started by making a few announcements from this month's ACUA meeting:

- UF enrollment numbers for this fall were 6,319 admits, down slightly from the year before. However, the number of UFO admits was up by about 30%, to 852.
- CJC enrollment numbers as a whole were 139 fewer this fall than the fall of 2019; 2,413 this fall as opposed to 2,552 in the fall of 2019. The number of CJC UFO students remained the same, which is disconcerting seeing that we're offering two new programs starting this fall – Advertising, and Sports and Media.
- UF still requires ACT/ACT for incoming freshmen as per BOG. That may change, as other peer institutions don't require it, and UF is concerned that top athlete recruits will go elsewhere!
- UF students are becoming better cheaters, especially online, so UF is looking to see what they can do about it. One answer is having two cameras installed in the room – one that's from the camera, and the other is from the room that shows the student in full with the computer.

ACEJMC Assessment. Most of the discussion was taken up by what we need to do to comply with ACEJMC Assessment. Babanikos went through in some detail what ACEJMC is looking for, and made a case for utilizing the following direct and indirect measures through which we can assess the 12 ACEJMC Student Learning Outcomes (SLOs):

Direct Measures:

- Senior examination
- Capstone project evaluated by professionals (Advisory Council members, in our case)
- Aggregate Internship or experiential learning / immersion experiences evaluations

Indirect Measures:

- Graduating seniors surveys – Katrice has already put this in place, and we have a couple of semesters data already.
- Student awards
- Employment data (through the new Office of Careers and Career Development)
 - o We can also include here: alumni surveys, course evaluations, conversations with Advisory Councils.

Babanikos proposed that the senior examination be given to each senior in their graduating semester in a capstone course. However, Ted Spiker suggested that the exam be given online to students in their graduating semester as a condition for graduation, in the same way that exit surveys are being administered. That was a really good idea because it could all be managed in the same way, and many classes would not need to be disrupted. Bravo Spiker!

SACSCOC Certificate Assessment. There was a little discussion on SACSCOC Assessment for the College's two certificate programs – International Communication from PR and Media Sales from Advertising. Apparently, certificates need to have at least 50 students enrolled to require Assessment, and ours are not quite there yet. However, both Marcia DiStaso and Robyn Goodman have Assessment criteria in place should that become necessary.

Two-Year Plan for transfer students. The two-year plans for transfer students in the college seem daunting, in that the students will need to take from 67 to as many as 81 credit hours for them to get their degree. The committee discussed how we can reduce that number. One way is to accept a third English elective that would replace ENC3252. Another is to maybe see if we can reduce the Outside Concentration from 12 to 9 hours. Still another would be to make SPC2608/ORI2000 and INR2001/CPO2001/POS2112 pre-reqs for transfer students (in the same way that ENC1102, STA2023, ECO2013, AMH2020, POS2041/PSY2012 are – students need to have already taken these classes before being considered for admission).

High/Highest Honors. Spiker said his Dept. of Journalism wants to have two faculty members sign off on a high/highest honors student packet, instead of one. The department agreed to think about this and we'll discuss it in the next meeting.

Contingencies in case Zoom fails. The CJC Faculty Senate asked the committee to think about what faculty should do should their internet fail in the middle of a class, or should Zoom crash altogether. The committee members agreed that it would be up to the individual instructors to use common sense and do what's necessary to make sure... the teaching goes on.

Meeting was adjourned at 12:15.

Minutes submitted by James Babanikos.