Cluster Five

A. Introduction: Overall Summary of the Cluster
   a. Year-End Executive Summary – Cluster Five

Cluster Five is stable with a strong core of faculty and energetic new and part-time faculty in both the Wellness and Sociocultural domains. Faculty are instructionally, globally and technologically engaged, scholarly productive and rich in service to the university. The program structure remains the same with large enrollment sections being taught in both areas. GEIC 202 contributes to the global competency of students in Madison International while meeting their Cluster Five sociocultural requirement. One course modification took place with GSOCI 240 Individual in Society being renamed and renumbered to GSOCI 140 Microsociology: The Individual in Society. Varied instructional technologies are used across the courses to enhance student learning and engagement.

Collaboration is key to the success of the Wellness courses, with UREC heavily involved in the Wellness Passport requirement of GHTH 100 and the REACH peer educators contributing to the alcohol component of GKIN 100. During the fall and spring semesters, 46,208 participation hours were logged at the UREC by GHTH 100 students, compared to 43,305 in 2007-2008. In addition to participation hours, UREC provided 223 2008-2009 Wellness Passport events for GHTH 100. Graduate assistants assist greatly with the lab portion of GKIN.

Through the use of assessment results and discussions within the Cluster Five Committee, goal and learning objective changes were approved in the Wellness area in October 2008. Additionally, the assessment tools were revised to reflect the new Wellness and Sociocultural objectives, in particular, the SDA and KWH, and, most notably, the HWQ Part 1 and Part 3 and the new Social Thought Process Assessment (STPA). Moderate positive results are being obtained from all assessment processes while continuing to improve upon the instrumentation.

The teaching workloads of the Cluster Five faculty remain heavy, but with some relief this past year in regard to faculty-to-student ratio. Overall in 2008-2009, the Wellness faculty to student ratio was 1:49 compared to 1:54 in 2007-2008. In the Sociocultural area the overall faculty to student ratio was 1:64 compared to 1:66 in 2007-2008. When requested, funds were awarded to support faculty and classroom enhancements to General Education and Cluster Five. Course consistency is addressed via pre-service and in-service faculty meetings.

Several sections of Cluster Five summer courses are offered online. These courses allowed over 200 students each summer to complete General Education credit while not on campus, which helps with space usage.

During 2009-2010, our focus will be on the Cluster Five Academic Program Review (or self-study). Other areas that Cluster Five will address are the exploration and addition of at least one Honors section in the Wellness area, integrating stewardship initiatives across the Cluster, especially in GKIN 100 and UREC with the energy capture systems and ongoing emphasis on promotion and integration of assessment results for campus and program improvement.
B. Cluster Five Objectives

Wellness:

- Understand the dimensions of wellness, the various factors affecting each dimension, and how dimensions are interrelated.
- Understand the relationship between personal behaviors and lifelong health and wellness.
- Assess their own levels of health and wellness and understand how these levels impact their quality of life.
- Identify and implement strategies that improve their wellness.

Sociocultural:

- Identify factors that affect individual and group behavior in social contexts
- Identify factors that lead an individual or group to adopt a particular position on social and behavioral issue
- Discern the extent to which sources of information about the socio-cultural dimension are reputable and unbiased
- Evaluate the extent to which the approach to, and uses of, psychosocial research are ethical and appropriate

Have any changes been made to the Cluster objectives since the last Cluster review? If so, provide information on the changes.  
Yes

A sub-group from the Cluster Five Committee worked on the Wellness Domain objectives during the 2007-2008 academic year. The changes were approved by the Cluster Five Committee and GEC in October 2008.

Are there plans to add, delete, and/or modify the Cluster objectives? No

C. Assessment Report – (see Attachment C)
   b. Assessment Progress Template
      i. Mapping cluster objectives to curriculum
      ii. Mapping cluster objectives to assessment methods
      iii. Matrix of six key elements in cluster assessment template
   c. Include full report as an attachment
   d. Summary Page

   SCHEV Report (if applicable)  NA

D. Cluster Activities and Accomplishments
   a. List and state purpose of the planned and unplanned cluster activities
   b. How were these cluster activities implemented
   c. State the outcome of each cluster activity
   d. What obstacles prevented completion of the cluster activities
Planned Activities

1. Obtain Cluster Five and General Education Council approval for the changes to Wellness Dimension Learning Objectives.

a. Purpose: Keep current on course direction and student learning expectations
b. Activities implemented: Wellness: A subcommittee met in May & June 2008 to revise the objectives. They were submitted to the Cluster Five Committee for approval in October 17, 2008. They were approved by GEC.
c. Outcome: The new objectives are on the General Education website, in the academic catalog and appear on course syllabi.
d. Obstacles: There were no obstacles

2. Refine and finalize current assessment tools in the areas of Wellness and Sociocultural Dimension based on their performance in areas pertaining to difficulty, reliability and validity.

Wellness

a. Purpose: Keep current on instrumentation to obtain the best assessment data
b. Activities implemented: A subcommittee met in May & June 2008 to revise the KWH3 AND HWQ2-Part 1. As follow up, they re-convened on May 1, 2009 to review fall 2008 results and make additional improvements suggested by CARS.
c. Outcome: Faculty removed or revised items that were unclear or did not align with the goals and objectives. The newest versions are the KWH4, HWQ3-Part 1 and HWQ3-Part 3 were administered to the fall 2008 cohort.
d. Obstacles: Getting faculty engaged in using the results for program improvement. This will continue to be a Cluster activity.

<table>
<thead>
<tr>
<th>WELLNESS</th>
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<tr>
<td>Pre-FALL 2008</td>
<td>Pre-Fall 2007</td>
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<tr>
<td>Post Spring 2010</td>
<td>Post-SPRING 2009</td>
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<tr>
<td>Assessment Tools</td>
<td>Assessment Tools</td>
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<tr>
<td>KWH4</td>
<td>KWH3</td>
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<tr>
<td>HWQ3-PART 1 – add’l questions on soda, French fry or chip consumption</td>
<td>HWQ2- PART 1</td>
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<tr>
<td>HWQ3-PART 3- a new section in HWQ3 with add’l questions on body weight (BMI), transportation safety (seat belt, helmet use) and tobacco use</td>
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Sociocultural

a. Purpose: Keep current on instrumentation to obtain the best assessment data
b. Activities implemented: A subcommittee met in June 2008 to review goal alignment and SDA5 and create a scenario-based assessment called the Sociocultural Thought Process Assessment (STPA). As follow up, the subcommittee met on April 3, 2009 to review the scoring rubric created for the STPA.
c. Outcome: Several items were revised and the new version is SDA6. The STPA was created to better assess Goals 1 and 2. The STPA is currently being scored by faculty with their feedback due on June 1, 2009. It is also recommended that the MASQUE be eliminated.
d. Obstacles: Getting faculty engaged in using the results for program improvement. This will continue to be a Cluster activity.

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<th>SOCIOCULTURAL</th>
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<td>Pre-FALL 2008</td>
<td>Pre-Fall 2007</td>
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<td>Post Spring 2010</td>
<td>Post -SPRING 2009</td>
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<tr>
<td>SDA6</td>
<td>SDA5</td>
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<tr>
<td>Belief Formation Scale (BFS)</td>
<td>Munroe Multicultural Attitude Scale Questionnaire (MASQUE)</td>
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<tr>
<td>Scale of Ethnocultural Empathy (SEE)</td>
<td>Miville-Guzman Universality-Diversity Scale (M-GUDS)</td>
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<tr>
<td>Sociocultural Thought Process Assessment (STPA)</td>
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3. Develop a larger test bank of question to be used for assessment in the areas of Wellness and Sociocultural Dimension.

a. Purpose: Keep current on instrumentation to obtain the best assessment data to address all goals and objectives.

b. Activities implemented: Subcommittees meet with CARS as requested. Faculty are very responsive to participating in assessment improvement processes requested by CARS. Items were added to the KWH4. Wellness faculty identified cell phone usage, obesity and pedestrian safety as topics they would like to see added to the self-report wellness survey. The new STPA was the product result of needing to better address sociocultural goals 1 and 2.

c. Outcome: More questions and scenarios were added to the assessment process. Assessment continues to improve in both areas to gain better results that address the goals and learning objectives.

e. Obstacles: Getting faculty engaged in using the results for program improvement. This will continue to be a Cluster activity.

4. Where appropriate, move cognitive multiple choice testing within large sections to linear computer-based testing or utilization of Classroom Performance System (CPS clicker technology).

a. Purpose: Use technology for testing and reduce paper use

b. Activities implemented: Wellness: Christina Rohrbaugh is the only Wellness faculty utilizing this technology for testing in the large face to face classes. Summer courses offered online use web-based testing. Charles Harris in GPSYC 160 uses a number of other web-based technologies including blogs and wikis for class engagement.

c. Outcome: Technology utilized and paper use reduced.

d. Obstacles: There is some faculty resistance to using these technologies in the larger classes. While there is some use, any additional use is up to the faculty.

5. Consider course hybrids and online sections to reduce classroom space and increase technological delivery of courses while maintaining student-teacher interactions.

a. Purpose: To reduce classroom space and increase the use of technology

b. Activities implemented: The Cluster Five committee discussed online best practices and space usage report. Faculty were encouraged to participate in the General Education CFI
events. Also, David Daniel from Psychology is very willing to participate in any classroom design or classroom scheduling task force. His area of expertise is teaching large classes.

c. Outcome: Online course offerings increased in summer 2009 while the hybrid GPSYC 160 offered by Charles Harris has been well-received by students via evaluations.
d. Obstacles: There were no obstacles in this area.

   a. Purpose: Utilization of health attitude and behavior change to better address the achievement of Wellness Goal 4 that reads ‘students will identify and implement strategies to improve their wellness’.
   b. Activities implemented: Christina Rohrbaugh was hired as instructor in GHTH 100 Personal Health with half-time responsibility of coordinating the Wellness Passport.
   c. Outcome: Christina is serving on the assessment sub-committee and discussion with Wellness faculty will continue.
   d. Obstacles: There are no obstacles and the Wellness faculty and CARS are continuing to improve the assessment instruments.

7. Implement safeguards that assure consistency between courses and between sections of the same course with regard to General Education Requirements, in particular, summer sections and online sections.
   a. Purpose: Student learning and pedagogy are challenged across the cluster
   b. Activities implemented: GKin 100 full and part-time faculty met in August for a pre-service workshop to discuss pedagogy and other course-related material. The sociocultural area full and part-time faculty held a half-day workshop in August to address information literacy as well as review Cluster 5 and other course objectives. Dr. Charles Harris, Professor of Psychology, from Cluster Five coordinated the Sociocultural faculty in-service on Wednesday, August 20. Using summer grant funds, the core of the training was implementing instructional strategies on information literacy within the sociocultural area courses of GPSYC 101, GPSYC 160, GSOCI 240 and GEIC 102. Additionally, the GPSYC 160 course objectives were revised to better align with the Exceptional Education program per their APR. This did not impact the Cluster Five objectives. Finally, psychology and health sciences faculty received an instructional advisement letter from their respective AUH in regard to expectations for teaching online and summer courses. Rigor is expected with both of these.
   c. Outcome: Academic rigor in all course offerings and student learning is taking place and Cluster Five goals and learning objectives are being addressed across courses.
   d. Obstacles: Two issues/obstacles for this activity are 1) departmental policy on faculty teaching courses in summer who do not traditionally teach the course during the semester, and 2) assuring that adjunct and part-time faculty are including and addressing the Cluster Five goals and objectives.

8. Re-visit GEIC 202 for committee approval.
   a. Purpose: Availability of this service learning/study abroad course to the Madison International Learning Community.
   b. Activities implemented: Notification was sent to the Madison International faculty in September and they were invited to the November Cluster 5 meeting with discussion of the GEIC 202 history and clarification of the C5 responsibility.
   c. Outcome: The GEIC 202 content was approved for spring and summer 2009 in conjunction with Madison International, the living and learning community for international and U.S. students in Ashby Hall. GEIC 202: “Making Sense of Beliefs and Values: A Guided Tour for Global Citizens” brings together an interdisciplinary group of faculty from different JMU
departments to present on a wide range of topics and issues (e.g., from gender art to religion and politics). Devi Bhuhan led the course in India for the summer 2009 section. The students reported that learned a great deal from the experience and course/faculty evaluations were positive. A specific day, time and room location for the course meetings was used, which was different from past years. Course evaluations were submitted in April 2009.

d. Obstacles: There had to be some backtracking and explaining of the purpose of the GEIC 202 template with the Cluster Five committee. We established a procedure for the future. It may be that this section of GEIC 202 will continue without faculty review unless there is a major change.

9. Remain in touch with faculty in GEIC 101, 102 for full time status continuation and part-time interests.
   a. Purpose: To have a full-time faculty member anchoring this GEIC 101/102 courses.
   b. Activities implemented: Wellness: Cannie Campbell, director of the University Health Center, taught one section of GEIC 101 in fall and spring in 2008-2009. Course evaluations were not received as of this writing. Hillary Wing-Richard taught one section of GEIC 102 in fall and spring. Hillary worked most closely with the Cluster Five Coordinator as she does not have a ‘home department’. Thus, the Coordinator must keep this part-time faculty in the communication loop when it comes to securing sections for fall & spring, ordering textbooks, photocopying and conducting and submitting course evaluations. Laura Wilson, Academic Advisor in Health Sciences will be teaching a section of this course in fall 2009. Herb Amato and Jeanne Martino-McAllister are consideration for faculty to teach this course. Terry Wessel in Health Sciences is also a consideration for an honors section. This would allow for the lower enrollment number required for an honors section.
   c. Outcome: We are still operating with part-time faculty teaching this course, but some new developments for 2009-2010 are emerging.
   d. Obstacles: Getting accustomed to the communications needed by part-time faculty is the only minor obstacle.

   e. Other Significant Accomplishments (Faculty, Student, Other)

The University Recreation Center (UREC) contributes greatly to Cluster Five. In fall 2008, (13) GHTH 100 Sections were provided a UREC Orientation through a class presentation consisting of a review of UREC policies and procedures, viewing of the UREC video, an overview of the various programs and services available for participation opportunities, a discussion about the role of UREC in the Physical Wellness Assignment and the Wellness Passport Program and a tutorial for the on-line registration process. The UREC Programming staff provided (120) Wellness Passport programs for GKin 100 students. 27,990 participation hours were logged at the UREC by GHTH 100 students.

In spring 2009, (11) GHTH 100 Sections were provided a UREC Orientation through a class presentation consisting of a review of UREC policies and procedures, viewing of the UREC video, an overview of the various programs and services available for participation opportunities, a discussion about the role of UREC in the Physical Wellness Assignment and the Wellness Passport Program and a tutorial for the on-line registration process. The UREC Programming staff provided (103) Wellness Passport programs for GHTH 100 students. (18,218) participation hours were logged at the UREC by GHTH 100 students.
**GSOCI 240** Individual in Society course modification was approved to become GSOCI 140 Microsociology: The Individual in Society

**Morrison-Bruce Fitness Center located in Godwin Hall** received funding for new equipment through the General Education program to support GKin 100.

Along with the new equipment for the Godwin Fitness Center, **Energy Capture Systems** are being purchased and installed on equipment in UREC and Godwin Fitness Center as part of the Institute for Stewardship of the Natural World initiative. Instructional integration for faculty will be initiated in the fall.

**Cluster Five Funding Requests** were approved for Dr. Kimberly Peabody’s HTH 458 Health Program Planning & Evaluation class for support of Wellness Passport Events ($600); Dr. Deb Sutton received $486 for a special, one-time Spiritual Wellness event; and Ulas Kaplan received $450 travel to Harvard for investigation of general education structure by Ulas Kaplan.

**GPSYC 160 students in Charles Harris’** fall sections participated in the General Education Student Conference

**Alcohol prevention initiative** - Cluster Five is integrated into the campus universal alcohol prevention strategy. Every section of GKin 100 incorporates a lecture delivered by the Reality Educators Advocating for Health (R.E.A.C.H.). Additionally, multiple alcohol-related events are included as Wellness Passport events.

**Workloads** of the Cluster Five faculty remain heavy, but with some relief this past year in regard to faculty- to-student ratio as indicated below:

<table>
<thead>
<tr>
<th>Wellness Dimension – total of 4277 students taught</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>Fall 2008 – 1:54 compared to Fall 2007 – 1:57</td>
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<tr>
<td>Spring 2009 – 1:41 compared to Spring 2008 – 1:50</td>
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<tr>
<td>Overall 2008-2009 - 1:49 compared to Overall 2007-2008 – 1:54</td>
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<thead>
<tr>
<th>Sociocultural Dimension – total of 4918 students taught</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Fall 2008-1:66 compared to Fall 2007 - 1:65</td>
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<tr>
<td>Spring 2009- 1:62 compared to Spring 2008 – 1:68</td>
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<tr>
<td>Overall 2008-2009 1:64 compared to Overall 2007-2008 – 1:66</td>
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**Online offerings** - Cluster Five has a high faculty-to-student ratio in the General Education Program. Faculty are constantly challenged to meet the student learning demands of large classes. Several sections of Cluster Five summer courses, and all of GTHH 100, are offered online. These courses allowed over 200 students each summer to complete General Education credit while not on campus.

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<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>GTHH 100</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>GKin 100</td>
<td>2</td>
<td>3</td>
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<tr>
<td>GPSYC 101</td>
<td>2</td>
<td>3</td>
<td>2</td>
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<tr>
<td>GPSYC 160</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>GSOCI 240</td>
<td>1</td>
<td>0</td>
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Faculty Service/Accomplishments

Dr. Craig Abrahamson, Professor of Psychology was re-elected as Chair of the General Education Council. Dr. Abrahamson has been a key member of the Cluster Five committee in particular for his work on GEIC 101 and 102 and more recently teaches a GPSYC 101 honors section.

Ulas Kaplan was appointed a Madison Teaching Fellow for 2008-2009 with a focus on General Education.

Dr. Beth Eck in Sociology/Anthropology served as a CFI associate and was the 2008 facilitator for the faculty book discussion at CFI using the book, "Enhancing Learning Through the Scholarship of Teaching & Learning: The Challenges and Joys of Juggling"

Judy West received the Provost’s Award for outstanding teaching as a part-time instructor.

Todd Sabato conducted a May study abroad session to Guam for the second year

Debra Sutton developed her fourth summer study abroad programs in the Eastern and Western Capes of South Africa with the help of Amy Zacaroli, a 1988 JMU alumna. Amy is co-founder of 25:40, a faith-based nonprofit organization dedicated to helping the children of South Africa survive the HIV/AIDS epidemic. Amy returned to campus April17 for a special passport event to share her insights on the many ways to enrich spiritual wellness.

Charles Harris completed work on his 2008 Summer Grant for Curriculum Development. A final report was received on November 1, 2008.

Charles Harris served on the General Education Mission committee and General Education Council.

Ulas Kaplan, Deb Sutton and Matt Lee served on the General Education Diversity Council.

Terri Prodoehl served on the university-wide ‘Writing Rubric’ Task Force.

Jana Walters served on the General Education Distinguished Teaching Award committee

Charles Harris was nominated for the General Education Distinguished Teaching Award

Charles Harris and Jana Walters served on an admissions panel for High School Counselor’s Day.
Faculty Publications


Presentations


**Harris, C. M. & Chappell, M. A.** (2009, February). Engaging students with blogs and other free web-based tools. Fifth Teaching and Learning with Technology Conference, Center for Instructional Technology, James Madison University.

f. Summary of Cluster Activity/Highlight significant Accomplishments

Cluster Five is stable with a strong core of faculty and energetic new and part-time faculty in both the Wellness and Sociocultural domains. Faculty are instructionally, globally and technologically engaged, scholarly productive and rich in service to the university. The program structure remains the same with large enrollment sections being taught in both areas. GEIC 202 contribute to the global competency of students in Madison International while meeting their Cluster Five sociocultural requirement. One course modification took place with GSOCI 240 Individual in Society being renamed and renumbered to GSOCI 140 Microsociology: The Individual in Society. Varied instructional technologies are used across the courses to enhance student learning and engagement.

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Several sections of Cluster Five summer courses are offered online. These courses allowed over 200 students each summer to complete General Education credit while not on campus, which helps with space usage.

During 2009-2010, our focus will be on the Cluster Five Academic Program Review (or self-study). Other areas that Cluster Five will address are the exploration and addition of at least one Honors section in the Wellness area, integrating stewardship initiatives across the Cluster, especially in GKin 100 and UREC with the energy capture systems and ongoing emphasis on promotion and integration of assessment results for campus and program improvement.

E. Statistical Profile (see attachment E)

F. Projected Resource Needs (see attachment F)
G. Cluster Activities planned for next academic year (Cluster Five)


2. Refine current assessment tools in the areas of Wellness and Sociocultural Dimension based on their performance pertaining to difficulty, reliability and validity.

3. Identify a Cluster Five Honors course in Wellness for spring or summer 2010 schedule.

4. Promote and integrate stewardship & sustainability efforts in all Cluster Five courses, especially Wellness through GKin 100 energy capture systems and new equipment and GHTH 100 Wellness Passport ‘Environmental Dimension’.

5. Utilize, promote and integrate Cluster Five assessment results, including Passport data, with university health, wellness and sociocultural initiatives.

6. Promote and support Cluster Five faculty through teaching, scholarship and service.

7. Stabilize faculty in GEIC 101, 102

H. Planning Database

CLUSTER FIVE: 2008-2009

Objective (1)
Refine current assessment tools in the areas of Wellness and Sociocultural Dimension based on their performance pertaining to difficulty, reliability and validity.

This objective is continually addressed by the Center of Assessment and Research Studies and is mostly accomplished. More data are needed to effectively make changes to the current assessment tools.

Action Items

- Modify the Sociocultural Dimension assessment tools to match the new Cluster Five Sociocultural Learning Objectives

- Continue to administer a Pre-test / Post-test to students from the same cohort when they have completed 45-70 credit hours.
  *Ongoing

- Write exam questions and further validate the assessment tools and individual items (Assessment Committee of Cluster Five)
  *Ongoing

- Explore & solicit faculty in both areas to set minimum benchmarking standards.
  *Ongoing

- Review the reliability of each item based on Assessment Test data
  *Ongoing
Objective (2)

Develop a larger test bank of questions to be used for assessment in the areas of Wellness and Sociocultural Dimension.

This has been accomplished. Additional test questions in both areas of Cluster Five were a focus of faculty assessment sub-committees.

Action Items

- Continue to develop scenarios and test questions that are appropriate in demonstrating that Cluster Five Learning Objectives have been met.
  *Ongoing

Objective (3)

Where appropriate, move cognitive multiple choice testing within large sections to linear computer-based testing.

Developing ways of administering Cluster Five course exams online will support the university stewardship effort. This has been accomplished by those faculty who want to utilize the CPS but will continue to be an objective.

Action Items

- Move more testing from pencil and paper to testing through the use of Blackboard and/or Clicker Technology
  *Health Sciences & Psychology already in progress. This will be highly encouraged to more faculty.

Objective (4)

Implement safeguards that assure consistency between courses and between sections within the same course with regard to General Education Requirements.

While Cluster Five has addressed this objective within Wellness and the Sociocultural dimension with General Education Summer Grants and/or departmental commitments, this continues to be an overarching objective for General Education. This really has been accomplished in Cluster Five.

Action Items

- Initiate conversation about how course coordinators and departments within Cluster Five address consistency
  *Ongoing
• Invitation to faculty from new Coordinator to review course syllabi as part of the learning
  *Ongoing; by August 2008. All syllabi were received and posted on Cluster Five Blackboard site.

• Revisit and re-emphasize Course Coordinators
  *by August 2008. This was addressed at our Cluster Five committee meetings.

• Reduce class size in the courses with greater than 150 students when appropriate.
  *Ongoing, especially in GHTH 100. The faculty in GHTH 100 report this as their ‘signature’ on General Education and have become accustomed and somewhat see themselves as the ‘experts’ in this area.

• Fund Graduate Assistants at a level to support large sections.
  *Accomplished in the Wellness area.

• Provide technical support and funding to ensure student and teacher interaction within the classroom.
  *Accomplished with graduate assistant support to GHTH and GKin.

• Create greater accountability by individual courses with regard to specific Learning Objectives.
  *Ongoing

Objective (5):

Continue to develop the Portfolio and/or Passport project components to determine the appropriateness for their inclusion as a means of assessment of the various Cluster objectives.

The Passport is required for only GHTH 100. It is believed to be a beneficial assignment; however, little data are available to support funding in order to require the Passport by all students in Cluster Five. The Portfolio is designed to help students in large classes to better meet the Cluster Five objectives as part of the Sociocultural Domain. The Portfolio discussion has ceased due to faculty having other areas of interest. This will no longer be a Cluster Five Planning Data Base objective.

• Fund Graduate Assistants at a level to meet the Passport and Portfolio needs.
  *Graduate Assistantship support for GHTH 100 & Passport continues. An out of state assistantship was swapped in Health Sciences to support the top candidate for 2009-2010.
H. Planning Data Base

CLUSTER FIVE: 2009-2010

Objective (1)
Complete Annual Program Review by Fall 2010.

Defining Characteristic:
The university will offer a wide variety of quality academic programs: general education core, liberal arts, professional programs, and graduate programs of distinction.

Action Steps:
1. Organize sub-committees and leaders.
2. Orient C5 committee, faculty in September
3. Conduct surveys, syllabi review
4. Analyze results
5. Compile report

Objective (2)
Refine current assessment tools in the areas of Wellness and Sociocultural Dimension based on their performance pertaining to difficulty, reliability and validity. This objective is continually addressed by the Center of Assessment and Research Studies and is mostly accomplished. More data are needed to effectively make changes to the current assessment tools.

Defining Characteristic:
The university will offer a wide variety of quality academic programs: general education core, liberal arts, professional programs, and graduate programs of distinction.

Action Steps:
1. Write exam questions and further validate the assessment tools and individual items (Assessment Committee of Cluster Five)
2. Explore & solicit faculty in both areas to set minimum benchmarking standards.
3. Respond to CARS recommendations on reliability issues

Objective (3)
Identify a Cluster Five Honors course in Wellness for spring or summer 2010 schedule.

Defining Characteristic:
The university’s faculty will integrate scholarship, service and teaching to enhance student learning and provide a challenging and supportive environment with a heightened sense of intellectual stimulation.

Action Steps:
1. Contact AUHs in health sciences, kinesiology
2. Identify potential faculty, courses
3. Initiate funding request if necessary
Objective (4)
Promote and integrate stewardship & sustainability efforts in all Cluster Five courses, especially Wellness through GKin 100 energy capture systems and new equipment and GHTh 100 Wellness Passport ‘Environmental Dimension’.

Defining characteristic:
The university will be innovative in its programs and services.
Strategic Emphasis:
Environmental Sustainability – The university will inspire personal and organizational engagement.

The Institute for Stewardship of the Natural World will have an increased presence on campus through curricular and co-curricular activity. Cluster Five is positioned to be a strong contributor in this initiative.

Action Steps:
1. Continue funding Morrison Bruce Fitness Center in Godwin Hall for equipment & Energy Capture systems
2. Continue communications with ISNW, UREC and Kinesiology
3. Convene and contribute to Education Benchmark Sub-Committee
4. Initiate funding support for environmental stewardship track in Wellness Passport as needed
5. Where appropriate, move cognitive multiple choice testing within large sections to linear computer-based testing. Move more testing from pencil and paper to testing through the use of Blackboard and/or Clicker Performance Systems.

Objective (5):
Utilize, promote and integrate Cluster Five assessment results, including Passport data, with university health, wellness and sociocultural initiatives.

As recommended by CARS, the utilization of assessment results for program improvement is a constant challenge. Additionally, data available from the Cluster Five Wellness assessment gives insight into student health behavior (Goal 4). The Wellness Passport is required for only GHTh 100. It is believed to be a beneficial assignment; however, little data are available. Aligning all sources of new and existing assessment data with national data would give the Wellness area a unique contribution to the national healthy campus initiatives.

Defining characteristic
The university will focus on student learning and development through collaboration across all divisions.

Action Steps
1. Convene an academic affairs/student affairs data utilization team
2. Consider a jointly funded summer or graduate assistant to review, compile and report health and wellness data and from multiple campus sources.
Objective (6)
Promote and support Cluster Five faculty through teaching, scholarship and service.

Defining Characteristic
The university’s faculty will integrate scholarship, service and teaching to enhance student learning and provide a challenging and supportive environment with a heightened sense of intellectual stimulation.

1. Continue co-authorship manuscript development teams
2. Consider faculty funding requests
3. Identify faculty for awards and service opportunities

Objective (7)
Stabilize faculty in GEIC 101, 102

Defining Characteristic
The university will offer a wide variety of quality academic programs: general education core, liberal arts, professional programs, and graduate programs of distinction.

1. Continue discussion with health sciences, IHHS, Social Work, Nursing, etc. for collaboration and delivery of this interdisciplinary course.
2. Consider part-time faculty as necessary
3. Consider an honors section
4. Consider funding as needed