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 faculty in both the Wellness and Sociocultural Dimensions. 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. The assessment tools were revised to reflect the Wellness and Sociocultural objective updates. The program structure remains the same with focus placed on assessment results and engaging faculty in course consistency.

There are several areas within Cluster Five that should be highlighted.

Wellness

- Christina Rohrbaugh was hired as instructor in GHTH 100 Personal Health with half-time responsibility of coordinating the Wellness Passport. This has been, and will continue to be, a major Health Sciences and Cluster Five contribution to the General Education program.

- GKin 100 faculty met in August for a pre-service workshop discussing pedagogy and other course-related material.

- The Wellness Passport and GKin 100 place emphasis on physical activity. Cluster Five is committed to providing students with ideas for establishing healthy lifestyle habits through exercise. During the fall and spring semesters, over 43,305 participation hours were logged at the UREC by GHTH 100 students. In addition to participation hours, UREC provided 236 (196 in 2006-2007) Wellness Passport events for GHTH 100 (information provided by UREC).

- Along with the highlight on physical activity, most notable is the Energy Capture Systems being purchased and installed on new equipment for the 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. Selected UREC equipment will also have the systems installed.

- 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.

- Cluster Five is integrated into the campus universal alcohol prevention strategy. Every JMU student must take a General Education/Cluster Five/Wellness domain course. Every section of GKin 100 incorporates a lecture delivered by the Reality Educators Advocating for Health (R.E.A.C.H.) and multiple alcohol-related events are included as Passport events.

- A Wellness sub-committee including Dena Pastor, Deb Sutton, Jana Walter and Jeanne Martino-McAllister submitted a manuscript to the Journal of General
Education titled ‘A Quality General Education Wellness Program takes Commitment, Collaboration and Assessment.

- A workshop proposal of the same title was submitted by Sutton and Martino-McAllister to the Association of General and Liberal Studies conference to be held in St. Louis in October.

**Sociocultural**

- Dr. Charles Harris, Professor of Psychology, from Cluster Five coordinated the Sociocultural faculty inservice on Wednesday, August 20. Using summer grant funds, the core of the training was implementing instruction in information literacy within the sociocultural area courses of GPSYC 101, GPSYC 160, GSOCI 240 and GEIC 102.

- Drs. Charles Harris, Herb Amato, Jeanne Martino-McAllister and Ms. Lynn Cameron presented the same project, titled ‘Displacing Wikipedia: Information Literacy for First-Year Students’ at the Association for General and Liberal Studies (AGLS) conference in September, 2008 in Asheville, NC.

- Dr. Dena Pastor, CARS compiled a document titled ‘Studies of Diversity & Multiculturalism’ that summarizes studies conducted by faculty and graduate students in the Center for Assessment and Research Studies for the purposes of exploring: (a) the attitudes, feelings, behaviors, beliefs, and thought process of JMU students as they relate to diversity and multiculturalism and (b) the psychometric properties of instruments used to measure such characteristics. Some of the studies were completed for the purposes of Cluster 5 assessment in the sociocultural domain or to examine the appropriateness of using certain instruments for assessment in the sociocultural domain. The document was shared with the General Education Diversity Task Force.

- The GPSYC 160 course objectives were revised to better align with the Exceptional Education program per their APR. There did not impact the Cluster Five objectives.

- GSOCI 240 Individual in Society course modification was approved to become GSOCI 140 Microsociology: The Individual in Society

- 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

- GEIC 101: Offered in fall and spring by part-time faculty Cannie Campbell. No course evaluations have been received as of this writing.

- GEIC 201: Offered in fall and spring by part-time faculty Hillary Wing-Richards. Through course evaluations, the students had a remarkable, personal experience.

- GEIC 202: Offered spring and summer in conjunction with Madison International, the living and learning community for international and U.S. students in Ashby Hall.
"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). The students reported that learned a great deal from the experience and faculty evaluations were quite positive. The course is taught by Craig Shealy and Devi Bhuyan. They requested specific day, time and room location for the course meetings, which was different from past years.

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

- The total workload of the Cluster Five faculty remain heavy, but with some relief this past year. The faculty- to-student ratios are as follows:
  - **Wellness Dimension – total of 4277 students taught**
    - Fall 2008 1:54 compared to Fall 2007 – 1:57
    - Spring 2009 1:41 compared to Spring 2008 – 1:50
    - Overall 2008-2009 -1:49 compared to Overall 2007-2008 – 1:54
  - **Sociocultural Dimension – total of 4918 students taught**
    - Fall 2008-1:66 compared to Fall 2007 - 1:65
    - Spring 2009- 1:62 compared to Spring 2008 – 1:68
Overall 2008-2009 1:64 compared to Overall 2007-2008 – 1:66

Cluster Five has the highest faculty-to-student ratio in the General Education Program and faculty are constantly challenged to meet the student learning demands of large classes. Several sections of Cluster Five summer courses, and all of GHTH 100, are offered online.

These courses allowed over 200 students each summer to complete General Education credit while not on campus.

<table>
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<th>Course</th>
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<tr>
<td>GSOCI 240</td>
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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. They changes were approved by the Cluster Five Committee in October 2008 and GEC in October 2008. The approved goals (not objectives) are listed above.

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

C. Assessment Report – see separate attachment
a. 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
b. Include full report as an attachment
c. 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

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, then submitted them to the Cluster Five Committee for approval in October 2008. They were approved by GEC on October 17, 2008.
   c. Outcome: New objectives are on website, in catalog and on faculty syllabi and addressed in assessment.
   d. Obstacles: None

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: Wellness: A subcommittee met in May & June 2008 to revise the KWH3 AND HWQ2. They re-convened on May 1 to review results and make additional improvements.
   c. Outcome: Faculty removed or revised items on the KWH3 that were unclear or did not align with the goals and objectives, thus KWH4 was born. HWQ3-Part 1 was created from the HWQ2-Part1.
   d. Obstacles: Getting faculty engaged in using the results for program improvement.

   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 SDA6. Faculty committee also met on April 3 to score the newly created STPA.
   c. Outcome: No items were revised on the SDA6. The STPA was created to better assess Goals 1 and 2. STPA being scored by faculty.
   d. Obstacles: Getting faculty engaged in using the results for program improvement.
   e. Develop a larger test bank of question to be used for assessment in the areas of Wellness and Sociocultural Dimension.
      a. Reevaluate the Wellness Dimensions questions based on the modification to the Cluster Five Learning Objectives
b. Purpose: Keep current on instrumentation to obtain the best assessment data

c. Activities implemented: Sub committees meet with CARS as requested. Faculty are good about responding and participating with enthusiasm.

d. Outcome: New objectives, better assessment questions and instruments

e. Obstacles: None

f. 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
   b. Activities implemented: Wellness: Christina Rohrbaugh is the only Wellness faculty utilizing this technology for testing. Charles Harris in GPSYC 160 uses a number of other web-based technologies including blogs and wikis for class engagement.
   c. Outcome: Technology utilization to the level of comfort for faculty
   d. Obstacles: None

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

   a. Purpose: Reduce classroom space, increase technology
   b. Activities implemented: Discussed the Online Course Standards committee and best practices at Cluster meetings. Encouraged participation in CFI events.
   c. Outcome: Online offerings increased in summer 2009. Hybrid is mainstay for GPSYC 160 with Charles Harris.
   d. Obstacles: None

h. Explore assessment of the Wellness Passport and health behaviors of students.

   a. Purpose: Utilization of health attitude and behavior change per goal 4
   b. Activities implemented: None
   c. Outcome:
   d. Obstacles: The wellness faculty and CARS are continuing to improve the assessment instruments that may lead to this activity in the future.

i. 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: Course consistency
   b. Activities implemented: Wellness: A subcommittee met in May & June 2008 to revise the objectives, then submitted them to the Cluster Five Committee for approval in October 2008. They were approved by GEC on October 17, 2008.
   c. Outcome: New objectives are on website, in catalog and on faculty syllabi and addressed in assessment.
   d. Obstacles: None

j. Re-visit GEIC 202 for committee approval.
a. **Purpose:** Keep current on instrumentation to obtain the best assessment data

b. **Activities implemented:** Wellness: A subcommittee met in May & June 2008 to revise the objectives, then submitted them to the Cluster Five Committee for approval in October 2008. They were approved by GEC on October 17, 2008.

c. **Outcome:** New objectives are on website, in catalog and on faculty syllabi and addressed in assessment.

d. **Obstacles:** None

k. Remain in touch with faculty in GEIC 101, 102 for full time status continuation and part-time interests.

a. **Purpose:** Keep current on instrumentation to obtain the best assessment data

b. **Activities implemented:** Wellness: A subcommittee met in May & June 2008 to revise the objectives, then submitted them to the Cluster Five Committee for approval in October 2008. They were approved by GEC on October 17, 2008.

c. **Outcome:** New objectives are on website, in catalog and on faculty syllabi and addressed in assessment.

d. **Obstacles:** None

**Other Significant Accomplishments (Faculty, Student, Other)**

**The following activities are Cluster Five faculty in the Department of Psychology.**

**Service/Accomplishments**

Ulas Kaplan was appointed a Madison Teaching Fellow for 2008-2009 and will be a member of a program that will focus on General Education.

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

Todd Sabato conducted a study abroad May session to Guam

Debra Sutton developed her fourth summer study abroad program to the Eastern and Western Capes of South Africa

**Publications**


Presentations


Barron, K.E. (2008, December). What motivates JMU students to learn? A workshop presented by the James Madison University Center for Faculty Innovation.


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.


Summary of Cluster Activity/Highlight significant Accomplishments
Cluster Five is stable with a strong core of faculty and energetic new faculty in both the Wellness and Sociocultural Dimensions. Through the use of assessment results and discussions within the Cluster Five Committee, goal and objective changes were approved for the Socio-cultural objectives in December 2007. Likewise, goal and objective updates have been made by the Wellness faculty and will be submitted for approvals in fall 2008. The assessment tools are currently being revised to reflect the objective updates. The program
structure remains the same and the new Cluster Five Coordinator will place emphasis on engaging faculty in course consistency and meeting general education and cluster objectives, especially in the large class sections and continuing to improve assessment instruments and student outcomes.

F. Other Significant Accomplishments
   i. Faculty:

   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.

   ii. Student:
      1. Students attended Cluster Five committee meetings in fall to emphasize interest in diversity in coursework.
      2. GPSYC 160 students in Charles Harris’ fall sections participate in the General Education Student Conference

G. Statistical Profile
   - Current data (see Attachment F)
   - Specific resource needs (see Attachment G)

H. Cluster Activities planned for next academic year (Cluster Five)
   1. Conduct APR.
   2. C5 Honors
   3. GKin capture & equipment
   4. Stewardship benchmarking
   5. 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.
6. Develop a larger test bank of question to be used for assessment in the areas of Wellness and Sociocultural Dimension.
   a. Reevaluate the Wellness Dimensions questions based on the modification to the Cluster Five Learning Objectives

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

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


10. 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.

11. Remain in touch with faculty in GEIC 101, 102 for full time status continuation and part-time interests.