HLC Criterion Three Subcommittee 3a

Minutes of the October 11, 2004 meeting

PRESENT: Pat Casey, Steve Friedman, Linda Hurstad, Mark Lencho, Larry Schuetz, and Tony Truog

Pat Casey convened the meeting at 1:00 p.m.

Pat indicated that Chris Clements would be a resource person on this committee as needed. Barbara Monfils will provide information requested by the committee.

There are two means of information flow:
- D2L account
- HLC self-study website

Pat reviewed the Core Component 3a statement and listed the examples of evidence. She then asked the committee to consider the key questions that would provide information to establish to what extent the University is completing these activities. The committee then addressed this for each of the following examples of evidence.

1. "The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each."

One can find evidence of expected learning outcomes from the syllabi and student coursework. The slash courses also indicate the differential between the graduate and undergraduate components of a course. When evaluating graduate courses, three items should be present for the slash courses: 1) content, 2) intensity, and 3) independence. These are used for differentiation. An example of a post-baccalaureate program would be students returning to pursue teacher certification.

Learning outcomes are measured by:
- Syllabi
- Assessment plans
- Audit & Review
- Accreditation reports

2. “Assessment of student learning provides evidence at multiple levels: course, program, and institutional.”

- (refer to item #1)
- graduation exit surveys
- department exit surveys/interviews
- NSSE data
3. “Assessment of student learning includes multiple direct and indirect measures of student learning.”

(refer to items #1 and #2)

4. “Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.”

The committee asked if the following information was available and what information is accessible to students via the UWW website:

- freshman survey
- graduation exit survey
- NSSE
- Audit & Review

The committee indicated that the exit surveys done by the departments are not available. The committee asked how the colleges feed information to departments and at what levels is information available. The Security Report is available at the State level.

5. “The organization integrates into its processes for assessment of student learning and uses the data reported for purposes of external accountability (e.g. graduation rates, passage rates on licensing exams, placement rates, transfer rates).”

Sources of data for assessment are:

- the report for external accountability
- retention/graduation statistics from the Chancellor’s Report Card
- Institutional Research statistics

6. “The organization’s assessment of student learning extends to all educational offerings, including credit and non-credit certificate programs.”

Regarding credit programs, refer to items #1 and #2

The committee wasn’t aware of any non-credit certificates programs.

7. “Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.”

- Internal governance via the following faculty committees:
  - UCC
  - Assessment
  - Gen Ed

(Larry Schuetz mentioned that in Gen Ed, for each core course, the learning objectives are listed on the syllabus and then reviewed by the Gen Ed committee.)
- Audit & Review
- CCC
- The committee mentioned advisory bodies consisting of faculty and students (e.g. Business Ed).
- Individual courses may indicate strategies in their syllabi.
- Live and Learning may be another example.

Some larger departments have their own curriculum committees while the smaller departments act as a curriculum committee. Tony Truog presented the College of Education process for curriculum review as follows:
- Department level
- College Curriculum Committee
- Licensure (Teacher Education Council)
- University Curriculum Committee
- Faculty Senate

Larry Schuetz indicated that the Diversity and Gen Ed committees look at courses to see how they meet goals.

8. “Faculty and administrators routinely review the effectiveness of the organization’s program to assess student learning.”

Refer to items #5 and #7
- The Dean of the College has to sign off on every curriculum proposal
- Audit & Review looks for internal/external sources, pass/fail rates, drop out and failure rate of a course, grade inflation
- Minutes of department meetings
- Assessment plans
- Letters & Sciences has an informal review
- Education reviews portfolios
- Capstone experiences

The committee then mentioned a number of approaches to the task at hand.
- Review the University mission statement and core values to determine if we are meeting, exceeding, and/or not meeting them.
- Review 4 – 6 course syllabi from each department. For L&S it might be ENGLISH 271, an upper division writing course, an upper division literature course, and a capstone course.
- Obtain the most current assessment plans asking those who provide them to accent or summarize the points the committee is looking for.
- Use as a resource the Audit & Review reports keeping in mind the 8 examples of evidence. The committee could create a template to use in this review process.
- Provide the strengths and weaknesses using a few strong programs and a few weak ones as examples. For the weak programs, identify where the weaknesses lie. For programs that haven’t submitted a self-study for the Audit & Review
process, the committee will need to obtain the necessary information from the program.

The committee then discussed who might be willing to chair the committee. After some discussion, the committee decided to use a convener model where all members share equal leadership rather than have a chair. Conveners of the meetings will be determined on a rotational basis. The committee decided to meet from 1:00 pm – 2:00 pm on the 2nd and 4th Mondays of each month in Hyer 424.

**For the next meeting:**

Review the points of the meeting to determine an approach.
Review the format for the Audit & Review self-study that is attached. The committee should focus on point II to assist in creating a template. (Note: the form has been revised as of 2003/04.)

Steve Friedman offered to convene the next meeting.

Pat Casey adjourned the meeting at 2:00 pm.

The meetings for this subcommittee have been schedule for the following dates from 1:00 pm to 2:00 pm in Hyer 424:

October 25, 2004
November 8, 2004
November 22, 2004
December 6, 2004
December 20, 2004
January 10, 2004
January 24, 2004
February 14, 2004
February 28, 2004
March 14, 2004
March 28, 2004