HLC Criterion Three Committee

Minutes of the November 8, 2004 meeting

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

The meeting was convened at 1:00 p.m.

The committee suggested that they gather the recommendations under “Assessment of Student Learning” in the Audit & Review reports and then compare them against the self-study templates that each department will submit. The committee will only use the Audit & Review reports through fiscal year 2005.

Steve Friedman asked Tony Truog to review the Audit & Review reports for the departments that have both an undergraduate and a graduate degree program to determine if the objectives for the each of these programs are different.

Per action taken by the Graduate Council at the March 2004 meeting, all syllabi used in 500- and 600-level courses are required to specify the unique expectations of graduate students according to three dimensions:

- Content: e.g., content areas of the course graduate students will explore with greater depth, and/or additional content areas graduate students will examine.
- Intensity: e.g., the unique course requirements for graduate students – in terms of additional readings or assignments, different requirements in assignments, different role expectations, and/or different evaluation methods and/or standards – that reflect greater intellectual intensity and rigor.
- Self-direction: e.g., outside-of-class activities required of graduate students, including research, that reflect a greater degree of self-directed learning.

Tony indicated that there is a process in place.

- Recognize difficulty or weakness (differentiating between undergraduate and graduate for dual listed courses)
- Make a recommendation (3 components of differentiation)
- Take action (Graduate Council Resolution instituting these components)
- Articulated in syllabi (indicates differentiation and shows faculty involvement)

The committee will get a copy of the Graduate Council Resolution to include as an appendix to accompany the evidence provided through examples of syllabi.

The committee indicated outcomes piece for undergraduate/graduate should address the following:

- Are the courses different?
- How are they different?
- Are the graduate outcomes more sophisticated?
The independence criteria for the graduate level can be gleaned from the syllabi from each college of the dual listed courses. Tony Truog indicated the measurement course would be a good example.

Pat Casey recommended that the committee look at the dual listed course syllabi for the Spring 2005 semester for 1) intensity, 2) independence, and 3) content. The Associate Vice Chancellor’s Office could make a list of those courses for the committee. The committee then could select the ones that would provide the best examples.

Tony Truog was asked to review the self-studies from the Audit and Review process for those programs that offer both an undergraduate and a graduate degree for differentiation. The ones he will review are:

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<th>Undergraduate</th>
<th>Graduate</th>
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<tr>
<td>General Business</td>
<td>M.B.A.</td>
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<td>Safety</td>
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<td>Communicative Disorders</td>
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<td>Special Education</td>
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<tr>
<td>Accounting</td>
<td>M.P.A.</td>
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<tr>
<td>Communication</td>
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Larry Schuetz recommended asking departments if there is faculty input for goals and objectives.

Steve Friedman indicated that at the next meeting the committee would consider the following items:

- How to utilize the information in the self-studies and incorporate it into a chart format.
- Tony Truog will review outcomes
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.
- Faculty and administrators routinely review the effectiveness of the organization’s program to assess student learning.

The meeting adjourned at 2:00 p.m.

Respectfully submitted,

Leslie Meyer