

University Senate  
March 6, 2013

Christa Walck  
Associate Provost

# Agenda

- Accreditation – Change from AQIP to Open Pathway
- Assessment
  - Assessing University Student Learning Goals
  - Annual Assessment Reporting 2013-4
  - Becoming a LEAP state
- General Education
  - Changes implemented in 2013-4
  - Plans for additional changes

# ACCREDITATION

## Higher Learning Commission

Received reaffirmation of accreditation  
August 2012

HLC

- new [Criteria](#)
- Decision: Open Pathway or AQIP?



# New Criteria vs. Old

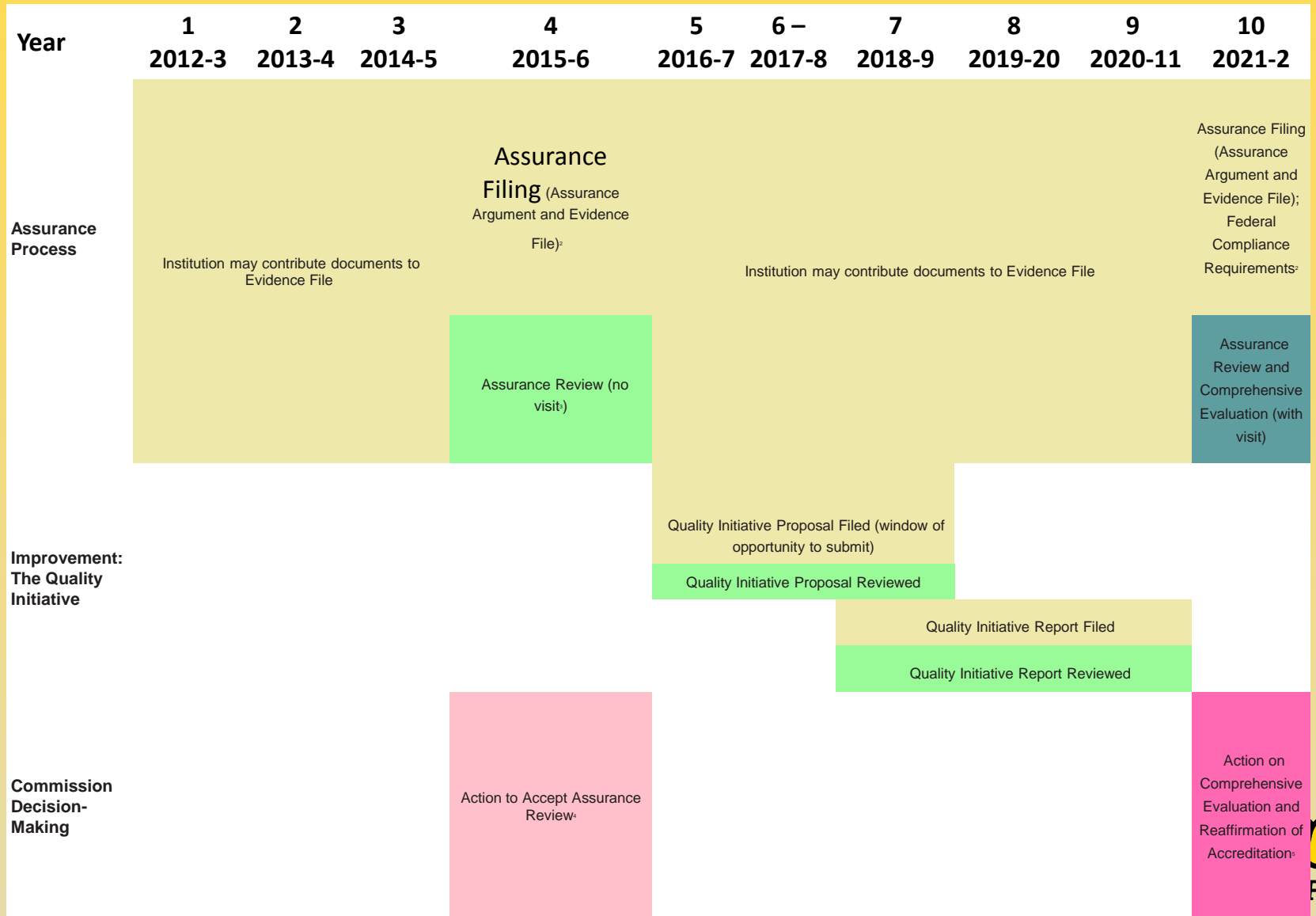
The new [Criteria](#) put more emphasis on teaching and learning (and therefore assessment of student learning and teaching evaluation), as well as integrity and planning.

Old Criteria	New Criteria
1. Mission and Integrity	1. Mission
2. Preparing for the Future	2. Integrity: Ethical and Responsible Conduct
3. Student Learning and Effective Teaching	3. Teaching and Learning: Quality, Resources and Support
4. Acquisition, Discovery and Application of Knowledge	4. Teaching and Learning: Evaluation and Improvement
5. Engagement and Service	5. Resources, Planning, and Institutional Effectiveness

# AQIP vs. Open Pathway

AQIP	Open Pathway
Process improvement is focus	Compliance with Criteria is focus
7 year cycle – 1 visit	10 year cycle – 1 visit
<p><b>Systems Portfolio due June 1, 2013</b></p> <ul style="list-style-type: none"> <li>- 125 pp. (app. 62,500 words)</li> <li>- new format <i>loosely</i> aligned with new Criteria</li> <li>- can be on our AQIP website, open access</li> <li>- every 4 years</li> </ul> <p><b>Quality Program Summary</b></p> <ul style="list-style-type: none"> <li>- 10 pages every 7 years</li> </ul>	<p><b>Assurance Argument and Evidence File Due Fall 2015</b></p> <ul style="list-style-type: none"> <li>- 35,000 words max</li> <li>- organized around new Criteria</li> <li>- on proprietary HLC website, minimal external access</li> <li>- Year 4 in 10 year cycle</li> </ul>
Attend Strategy Forum	
Quality assurance: <b>3 projects</b> annually	Quality Assurance: <b>One big project</b> ( years 5-9)
Participants - community colleges, few 4-year and PhD granting	Participants – universities with long history of accreditation

# Open Pathway Accreditation Schedule



# Task Force (formerly AQIP Project): Building Data-Driven Decision Making

The project goal is to make reliable, valid, appropriate data accessible to decision-makers engaged in planning and decision making.

- (1) Conduct a needs analysis to identify *academic unit user needs* for critical decision making – what decisions are critical, and what data is required to make them.
  - **Task Force established 2-2013: Chair = Terry Sharik, SFRES Dean**
- (2) Identify data custodians responsible for developing and documenting data collection, entry standards and other data protocols for data identified as critical by these users, and assuring data integrity and quality assurance consistent with these standards.
- (3) Improve user accessibility by working with institutional data providers to identify or develop user-friendly data-query and manipulation tools.

Questions about Accreditation?



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# Reminder: Why do we need to do this?

- External accountability – **outcomes** oriented learning
  - U.S. Department of Education
  - State legislatures
  - Regional accreditation agencies: Institutional Effectiveness
- Internal improvement – **process** oriented
  - Develop a culture of assessment
  - Shift from “courses” to “competencies”

# ASSESSMENT COUNCIL 2012-3

- Chair Christa Walck, Associate Provost  
COE Leonard Bohmann, Associate Dean  
Brian Barkdoll (Civil & Env. Eng.)  
CSA Karla Kitalong (Humanities)  
SBE Dean Johnson  
SOT Nasser al Araje  
SFRES Andrew Storer  
St Aff Beth Lunde  
Lib Ellen Marks

# University Student Learning Goals

1. Disciplinary Knowledge (aka Degree Program Goals)
2. Current: Knowledge of Human Cultures and the Physical and Natural World  
Proposed: Knowledge of Mathematics and Physical Sciences
3. Current: Global Literacy  
Proposed: Global Literacy & Knowledge of Human Culture
4. Critical and Creative Thinking
5. Communication
6. Information Literacy
7. Technology
8. Values and Civic Engagement

# Michigan Tech's Assessment Program

- [University Student Learning Goals](#) – tied to strategic plan
- [General Education Learning Goals](#) (subset of USLG)
- Degree Program Goals
  - College of Engineering – ABET
  - School of Technology – ABET
  - School of Business & Economics – AACSB
  - School of Forest Resources & Environmental Sciences - SAF
  - College of Sciences & Arts – new program goals 2012/3
  - [Student Affairs Learning Outcomes](#)
- Course Goals
  - Senate → Course Syllabus requirement includes learning outcomes/objectives and IRB assessment language
  - Should map onto Program Goals or Gen Ed Goals

# Learning Goals

GOALS University USLG	1 Discip- linary	2 Math & Science	3 Global/ Culture	4 Crit/ Creat. Think	5 Comm	6 Info Lit	7 Tech	8 Values & Civic Eng.
Gen Ed Program		X	X	X	X	X		X
Degree Program	X	?				X	X	?
Course	X					X		
Course		X	Gen Ed Goals					

So, if this is where we are going (achieve learning goals),  
how will we get there?  
And, how will we know we got there?

## Assessment Process

# Michigan Tech's Assessment Process

- **New:** Annual assessment report for *all degree programs* will be implemented in **2012-13** for two goals. See <http://www.mtu.edu/provost/assessment/reports/>
  - Emphasis on **embedded, direct** assessment of USLGs.
  - Annual report due to Council by **Sept. 30, 2013**
  - Starting in 2013-4, one University Goal will be assessed **every** year by **each** degree program.
    - 2013-14 Communication
    - 2014-15 Global Literacy & Human Culture
    - 2015-16 Information Literacy
    - 2016-17 Critical Thinking
    - 2017-18 Values & Civic Engagement



# Annual Assessment Report 2013-4

DEGREE PROGRAM LEARNING GOALS	ASSESSMENT ACTIVITY	WHEN?	RESULTS 1	ACTION PLANNED WHEN?	RESULTS 2
1	<b>Type:</b> ___ Course Direct ___ Other Direct ___ Indirect  <b>Brief description:</b>  <b>Target:</b>  <b>University Goal:</b>		<b>Date:</b>		<b>Date:</b>
2 COMMUNICATION	<b>Type:</b> ___ Course Direct ___ Other Direct ___ Indirect  <b>Brief description:</b>  <b>Target:</b>  <b>University Goal:</b>		<b>Date:</b>		<b>Date:</b>
3					
4					
5					

....and so on, until we have completed all USLGs. Of course, you don't assess the goal once. You review your results, make improvements, and assess it again. And again. *Continuous improvement.*

A **curriculum map** will help you determine a schedule for assessment of your goals.

Program Level  
Student Learning  
Outcomes

1xx 1xx 2xx 2xx 2xx 3xx 3xx 3xx 4xx Capstone



1	K		A		A			S	A	S
2		K	A	A			A			S
3	K					K		A	S	
4		K			A			S		
5	K					K	A	S		S
6		K			K	A		A	S	
7		S			A	A		S	S	

K= Knowledge/Comprehension; A= Application / Analysis; S= Synthesis /Evaluation

# Using a Curriculum Map

- We think about degrees in terms of courses, not goals.
- A curriculum map that shows the sequence of required courses is a good place to identify where your program goals are achieved.
- A curriculum map can also help you to identify where other university goals could be supported.
- For some ideas about making a curriculum map, go [here](#) and scroll to bottom of page.

# Assessment Council

## Building the assessment infrastructure:

- Will continue to provide workshops
- May have a half-time position in the Center for Teaching & Learning dedicated to providing assistance with assessment
  - planning
  - writing learning goals
  - designing assessment strategies
  - using rubrics
- Developing a software system to manage the process and improve monitoring - Canvas?

# Becoming a LEAP state

American Association of College & Universities (AAC&U) developed [LEAP](#) program (Liberal Education & America's Promise)

- [Essential Learning Outcomes](#)
  - [VALUE rubrics for assessment](#)
  - [LEAP Campus Network](#)
  - [LEAP States Initiative](#)
- Benchmarking Opportunity

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# GENERAL EDUCATION COUNCIL 2012-3

Chair - Christa Walck, Associate Provost

Matt Seigel (HU)

Patty Sotirin (HU)

Steve Walton (SS)

Tom Merz (SBE)

John Jaczczak (Physics)

Mark Gockenbach (Math)

Linda Nagel (SFRES)

Jean Kampe (Engineering Fundamentals)

Margaret Phillips, Library & Senate rep, ex-officio)

Theresa Jacques, Registrar (ex-officio)

Bonnie Gorman, Deans of Students (ex-officio)



# General Education

In Spring 2012 the Senate

- approved [changes](#) to the Gen Ed Core (12 credits)
- Did *not* approve a proposal to “tag” courses in degree programs for Communication and Global Literacy
- Created two committees (Communication & Global Literacy) to address how we could achieve these goals

# Communication Committee

Where do students learn **Communication Skills** during their 4+ years at Michigan Tech, in both General Education and major coursework?

## → **Communication Committee**

- Patty Sotirin, Chair & Council Member (HU)
- Karla Kitalong (HU)
- Emma Norman (SS)
- Jim DeClerck (ME-EM)
- Nina Mahmoudian (ME-EM)
- Paul Charlesworth (Chemistry, Senate CPC)

# Global Literacy Committee

Where do students learn **Global Literacy** during their 4+ years at Michigan Tech, in both General Education and major coursework → **Global Literacy Committee**

- Sam Sweitz (SS), Chair & Global Issues Coordinator
- Sandra Boschetto (HU) Modern Languages Coordinator
- Kurt Patterson (Civil & Env Eng)
- David Nitz (Physics)
- Margaret Phillips (Library, Senate CPC)

# Committee Approach

In response to these charges, each committees is developing:

- A **rubric** to assess the learning goal in any/all courses with that goal
- “**Pathways**” for degree programs to enable students to continue to develop competencies

Stay tuned for

- Workshop/luncheon sponsored by The Center for Teaching & Learning to present rubrics and pathways:
  - [Communication workshop on March 28](#)
- Canvas course or website with videos, samples, etc.

# Written Communication Rubric (SAMPLE)

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Written communication abilities develop through iterative experiences across the curriculum.

Levels are cumulative so that the Capstone level incorporates achievements at levels 1-3	Beginning Level 1	Developing Level 2	Proficient Level 3	Exemplary Level 4
<b>Context of and Purpose for Writing</b> Level of understanding of context, audience (perceptions, expectations, assumptions), and purpose relevant to the writing task(s) and adjustment of writing to address those considerations	Demonstrates <u>minimal attention</u> to context, audience, purpose, or task	Demonstrates <u>awareness</u> of context, audience, purpose and task	Demonstrates <u>adequate consideration</u> that aligns work to considerations of audience, context, purpose, and task	Demonstrates a <u>thorough understanding</u> that focuses <u>all elements of the work</u> .
<b>Organization and Conventions</b> Clear and consistent organizational pattern and structuring elements including introduction, thesis and main points, conclusion, and transitions; follows formal and informal rules of genre or disciplinary expectations about organization, content, presentation, formatting, and stylistic choices.	Develop <u>unclear or inconsistent organizational pattern</u> ; shows <u>little awareness</u> of genre and disciplinary conventions	Develop <u>organizational pattern unevenly</u> ; follows disciplinary or task expectations at a <u>basic level of understanding</u>	Develop <u>recognizable organizational pattern that structures the whole work</u> ; uses disciplinary or task conventions <u>consistently</u>	Develop <u>organizational pattern that enhances flow and cohesiveness through the whole work</u> ; demonstrates <u>detailed attention to and successful execution of</u> disciplinary or task conventions
<b>Content Development</b> Uses appropriate and relevant content to develop ideas, situate ideas in a disciplinary context, and shape the work	<u>Is simplistic</u> in some parts of the work	<u>Is appropriate</u> through most of the work	<u>Is compelling</u> through the whole work	<u>Demonstrates subject mastery</u>
<b>Sources and Evidence</b> Use of a variety of quality sources and acknowledges different views to support ideas appropriate for discipline and genre of writing (e.g., citation styles).	<u>Minimally supports ideas</u> in the writing.	Demonstrates an <u>attempt to use credible and/or relevant sources</u>	Demonstrates <u>consistent use of credible, relevant sources</u>	Demonstrates <u>skillful use of high-quality, credible, diverse, and relevant sources</u>
<b>Control of Syntax and Mechanics</b> Quality of language use to communicate meaning and control over errors	Language use <u>impedes meaning</u> because of errors.	Appropriate language use that <u>conveys meaning</u> although may have noticeable errors.	Straightforward language use that <u>clearly conveys meaning</u> with few errors.	<u>Skillful language use to communicate meaning</u> with clarity and fluency and virtually error-free.

# Gen Ed\* Role in Achieving USLGs

**DRAFT**

<i>University Student Learning Goals</i>	<i>Beginning Level 1 Entry</i>	<i>Developing Level 2 CORE</i>	<i>Proficient Level 3 GOAL</i>	<i>Exemplary Level 4</i>
1 Disciplinary				<b>Achieved in all majors</b>
2 Knowledge of Mathematics and Science (Physical & Natural World)*		<b>GEN ED</b> STEM	<b>GEN ED</b> STEM	<b>Achieved in some majors</b>
3 Human Culture & Global Literacy*		<b>GEN ED</b> CORE: UN1025 SBS 2000	<b>GEN ED</b> GOAL 3 cr.	
4 Critical/Creative Thinking*		<b>GEN ED</b> CORE: HUFA 2000 STEM	<b>GEN ED</b> GOAL 3 cr	
5 Communication*		<b>GEN ED</b> CORE: UN1015	<b>GEN ED</b> GOAL 3 cr	
6 Information Literacy*		<b>GEN ED</b> CORE: UN1015 UN 1025	<b>Achieved in all majors</b>	
7 Technology			<b>Achieved in all majors</b>	
8 Values & Civic Engagement*		<b>GEN ED</b> CORE: SBS 2000 HUFA2000	<b>GEN ED</b> GOAL 3 cr.	

# Learning Goals

GOALS University USLG	1 Discip- inary	2 Math & Science	3 Culture /Global	4 Crit/ Creat. Think	5 Comm	6 Info Liter	7 Tech	8 Values & CE
Gen Ed Program		STEM 15	CORE + GOAL 3 cr	Core + GOAL 3 cr	Core + GOAL 3 cr	Core		Core + GOAL 3 cr
Degree Program	X	? Pathways? See Degree Program Curriculum Map				X	X	? See Curr. Map
Course	X	See Degree Program Curriculum Map						
Course		X	Gen Ed Goals					

# Implications for Achieving Learning Goals

- **All** Michigan Tech Students should achieve the “proficient” level 3 through
  - General Education Program AND
  - Degree Programs with “pathways” that provide students opportunities to practice and improve their competencies AND
  - Student Affairs providing co-curricular opportunities to practice and improve competencies
- **Some** Michigan Tech students should achieve the “exemplary” 4 level on a particular goal through their Degree Programs



# General Education Council

- Taking on more responsibility for achieving difficult ULSGs
- Trying to align Gen Ed with proposed Michigan Common College Courses – 30 credits for transfer students

# Gen Ed Council emerging consensus on “new” Gen Ed Curriculum

GROUP	COURSE	Cr.	USLG
CORE  Goals 3 4 5 6 8  Level 2	UN1015 Composition	3	5 Communication 6 Information Literacy
	UN1025 Global Issues or Modern Language Option	3	3 Human Culture & Global Literacy 6 Information Literacy
	HU/FA 2000	3	4 Critical/Creative Thinking 8 Values & Civic Engagement
	SBS 2000	3	3 Human Culture & Global Literacy 8 Values & Civic Engagement
<b>GOAL – NEW!</b>  Goals 3 4 5 8  Level 3	Courses that help students achieve level 3 for Learning Goals 3, 4, 5, 8	12	3 Human Culture & Global Literacy 4 Critical/Creative Thinking 5 Communication 8 Values & Civic Engagement
<b>STEM – NEW!</b>  Goals 2 4	Math 4-5 cr Science 7-8 cr, 2 disciplines, 1 lab science STEM 3-4 cr	15	2 Knowledge of Mathematics & Science (Physical/Natural World) 4 Critical/Creative Thinking
CoCurr	FA, AF/AR, PE	(3)	
		39	

# Gen Ed GOAL courses 12 cr.

- GOAL = formerly distribution courses, aka HASS
- Students must take 12 cr. of courses that are designed to achieve “proficient - level 3” competency in *each* of USLGs 3 (H/Global), 4 (Cr/Cr Thinking), 5 (Comm), *and* 8 (Values/CE).
- Due to proposed Michigan Common Core requirements, one of these courses must be in “humanities or fine arts”.
- Courses for these credits must meet the following criteria:
  - As Gen Ed courses, they must be open to any student.
  - Any single course may meet *at most* two learning goals.
  - Any given course can be either GOAL or STEM, but not both.
  - The only pre-reqs allowed are GenEd CORE courses (including SBS-2000 or HUFA-2000)

# Timeline for Gen Ed Implementation

2012-3	2013-4	2014-5	2015-6
Departments plan for new Core	Implement NEW Core		Implement new GOAL & STEM
	Council proposes / <b>Senate approves</b> new GOAL & STEM	Binder Process to approve new courses	
	Depts. develop proposals for courses for new GOAL & STEM	Gen Ed Council approves courses for Gen Ed	

# QUESTIONS ABOUT ACHIEVING USLGs

ASSESSMENT STRUCTURE?

LEARNING GOALS?

ROLE OF GENERAL EDUCATION?

ROLE OF DEGREE PROGRAMS?

# Tech Talks Research & Scholarship 2012-13

## Sustainability

Wednesday Oct 17 3:30-5pm  
Dave Shonnard, Audrey Mayer

## Computational Discovery

Wednesday Oct 31 4-5pm  
Dan Fuhrman, Laura Brown

## Health

Wednesday Nov 14 4-5pm  
Jason Carter, Sean Kirkpatrick

## Energy

Wednesday Dec 5 4-5pm  
William Worek, Joshua Pearce

Slides are available on Canvas: <https://mtu.instructure.com/courses/418280>

# THANK YOU!

- Provost webpage:  
[www.mtu.edu/provost/office/vice-president/](http://www.mtu.edu/provost/office/vice-president/)
  - Programs, Policies & Services
  - Resources for Faculty & Administrators
- Christa Walck [cwalck@mtu.edu](mailto:cwalck@mtu.edu)