

# University Senate

## October 24, 2012

Christa Walck  
Associate Provost

# ACCREDITATION

## Higher Learning Commission

Received reaffirmation of accreditation  
August 2012 -- THANK YOU!

Next step: Open Pathway or AQIP?



# 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
<b>Systems Portfolio</b> <ul style="list-style-type: none"> <li>- 125 pp. (app. 62,500 words)</li> <li>- new format aligned with new Criteria</li> <li>- can be on our AQIP website, open access</li> <li>- every 4 years</li> </ul> <b>Quality Program Summary</b> <ul style="list-style-type: none"> <li>- 10 pages every 7 years</li> </ul>	<b>Assurance Argument and Evidence File</b> <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: 3 projects annually	Quality Assurance: One big project ( years 5-9)
Participants - community colleges, some 4-year and PhD granting	Participants – universities with long history of accreditation

# AQIP vs. Open Pathway: Pros and Cons

AQIP	Open Pathway
<ul style="list-style-type: none"><li>+ focus on improvement and quality</li><li>+ open access to accreditation materials</li><li>+ familiarity</li></ul>	<ul style="list-style-type: none"><li>+ longer cycle</li><li>+ less work (one action project)</li><li>+ university peers</li></ul>
<ul style="list-style-type: none"><li>- shorter cycle</li><li>- more work (action projects)</li><li>- few peers</li></ul>	<ul style="list-style-type: none"><li>- focus on Criteria</li><li>- unfamiliar (assurance argument)</li><li>- evidence file will be closed access, a lot of unnecessary work (pdf not URL)</li></ul>

# AQIP 2012-2013

- [New Criteria for Accreditation](#) as well as “guiding values.”
- [New Systems Portfolio](#) (significantly revamped) is due June 2013.
- [Three new AQIP projects](#) begin this year.

# 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

# New Systems Portfolio (Revised Format)

Due June 2013

1. Helping Students Learn → Assessment
2. Accomplishing Other Distinctive Objectives
3. Understanding Students' and other Stakeholders' Needs
4. Valuing People
5. Leading and Communicating
6. Supporting Institutional Operations
7. Measuring Effectiveness
8. Planning Continuous Improvement
9. Building Collaborative Relationships

# AQIP Projects Completed in 2012

- Create a Systematic Employee Development Process
- Increase Gender Diversity of Faculty and Students
- Improving Undergraduate Student Success

Final reports are available at

<http://www.mtu.edu/aqip/action-projects/completed/>



# AQIP Projects New for 2012-3

- Building the Assessment Structure
- Reforming General Education
- Building Data-Driven Decision-Making

Declarations are available at

<http://www.mtu.edu/aqip/action-projects/active/>

# Building the Assessment Infrastructure

The goal of this project is to build infrastructure for annual assessment of student learning. This includes the 8 University Student Learning Goals (USLGs) and degree program and co-curricular learning goals. It will include the selection/development and implementation of a software system to manage the process and improve monitoring by the Assessment Council.

Category 1 – Helping Students Learn

# Reforming General Education

The goal of this project is to reform our decade-old General Education program to support the [university's student learning goals](#) (7 are general education goals). In 2012, we revised the 4-course core to align with USLGs. This project takes the next step to align general education electives with the USLGs, and develop a robust program of assessment for general education program as a whole.

Category 1 – Helping Students Learn

# 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.
- (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*.

Category 7 Measuring Effectiveness; Category 6 Supporting Institutional Operations

# ASSESSMENT COUNCIL 2012-3

Chair	Christa Walck, Associate Provost
COE	Leonard Bohmann <i>Brian Barkdoll</i>
CSA	Karla Kitalong (Humanities) <i>Brian Fick (Physics)</i>
SBE	<i>Dean Johnson</i>
SOT	John Irwin
SFRES	<i>Andrew Storer</i>
StAff	Beth Lunde
Lib	Ellen Marks

# Assessment of Student Learning

- Assessment is a process for continuous improvement
  - Identify student learning goals/outcomes/objectives
  - Gather evidence: direct measures and indirect measures
  - Collectively analyze evidence
  - Use analysis to create actions
  - Assess whether actions improved student learning =  
“close the loop”
- Faculty do it implicitly and individually in individual courses
- Need to do it **explicitly** and **collectively** across the university
  - Institutional level – [University Student Learning Goals](#)
  - Program Level – Student Learning Goals for General Education and **each degree program**
  - Course Level – every course has learning goals

# 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”

# Michigan Tech's Assessment Program

- [University Student Learning Goals](#) – tied to strategic plan
- [General Education Learning Goals](#) (subset of USLG)
- [Professional Accreditation](#)
  - 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 goals 2012/3
- Senate - Course Syllabus requirement includes learning outcomes/objectives and IRB assessment language
- [Student Affairs Learning Outcomes](#)



# University Student Learning Goals

1. Disciplinary Knowledge
2. Knowledge of Human Cultures and the Physical and Natural World
3. Global Literacy
4. Critical and Creative Thinking
5. Communication
6. Information Literacy
7. Technology
8. Values and Civic Engagement

# Michigan Tech's Assessment **Process**

- Oversight: Assessment Council and General Education Council (Chair = Associate Provost)
- **New: Annual assessment reporting for *all degree programs*** will be implemented in 2012-13.
  - Colleges, schools and departments form assessment committees and submit results to Council for review.
  - Emphasis on **embedded, direct** assessment of USLGs.
- Build infrastructure for documentation & monitoring of assessment results → Canvas?
- Tag every Michigan Tech course with USLG and/or program learning goals
  - curriculum map, syllabus
  - coded by registrar

# Annual Assessment Report

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	<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					

# GENERAL EDUCATION COUNCIL

Chair - Christa Walck, Associate Provost

Matt Seigel (HU)

*Patty Sotirin (HU)*

Susan Martin (SS)

*Steve Walton (SS)*

*Tom Merz (SBE)*

John Jaczczak (Physics)

*Mark Gockenbach (Math)*

Linda Nagle (SFRES)

*Jean Kampe (Engineering Fundamentals)*

*Margaret Phillips (Library)(ex-officio)*

Theresa Jacques, Registrar (ex-officio)

# General Education Council

- 2013-4 New Gen Ed Core implementation
- **New:** Gen Ed Council focus = **Gen Ed Learning Goals**
  - How best to achieve Gen Ed goals in Gen Ed Program (learning goals for every course)
  - How Gen Ed goals can be integrated with degree programs to achieve goals
  - How co-curricular programs enable students to achieve goals
- Structure:
  - HASS group & STEM group
  - Communication & Global Learning Committees

# General Education Assessment

Where do students learn **Communication Skills** and **Information Literacy** 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)

# General Education Assessment

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)

# ADVISING SYLLABUS

*Mission: Advisors and students working together to develop an individualized academic plan for accomplishing student goals*

## **Student Learning Outcomes**

- Knowledge of university degree requirements
- A thorough understanding of your academic plan
- Ability to find and use advising resources
- Increased and improved self-awareness and decision-making skills



# Tech Talks Research & Scholarship

## 2012-13

**Location:** East Reading Room, Van Pelt & Opie Library

### **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

# THANK YOU!

- AQIP webpage: [www.mtu.edu/aqip](http://www.mtu.edu/aqip)
- Provost webpage:  
[www.mtu.edu/provost/office/vice-president/](http://www.mtu.edu/provost/office/vice-president/)
  - Programs, Policies & Services
  - Resources for Faculty & Administrators
- Canvas courses: Assessment, General Education, Advising Syllabus – coming soon
- Christa Walck [cwalck@mtu.edu](mailto:cwalck@mtu.edu)