



Academic Quality Meeting

2012-2013 Academic Year

Meeting Date: Oct. 2, 2012

Time: 12:30pm

Chair: Veronica (Ronni) Tichenor

Secretary: Valerie Fusco

Present: Ronni, Valerie, Ron, Mary, Atlas, Rafael, Kazuko, Narayan, Ildiko, Russ, Joanne

Absent: Mohamed, Doug, Doneilous, Suzanne

- I. As some members have conflicting meetings, plan to report out the following at the next meeting,
 - a. Sue S. - Update on disabilities as running an assessment.
 - b. Marybeth L. - Update on EWS feedback and follow-up. Valerie provided an unofficial update of the EWS for this semester. Currently joining the EWS for freshman, athletes and EOP updates into one piece with a link available on the website.

II. Writing task force - Mary - distributed a handout to the committee.

Writing task force to pilot writing portfolios, both electronic and paper. All Eng 101 sections are participating. They have same texts, similar course structure, common assignments, same set of grammar mechanics exercises. Recommendation is to have a writing person in the learning center much like they have a math specialist. Using adjunct monies to have students in the learning center. This pilot will have the writing adjunct to shadow a writing faculty member tentatively this spring. Situate themselves in the learning center in the library and be available for certain time blocks. This writing adj/individual will review their respective faculty's writing assignments prior to handing in. Looking for six faculty/sections in total, already have Mason and Ronni volunteered.

III. Assessment Cycle - handout for committee review.

We now have folded the graduate programs into the assessment cycle. Will put the grad programs in alignment with the UG programs, where feasible. Discussion if we should have all the grad programs assessed before middle states regardless of where they may fall with the UG programs. May be too much in the time frame have especially the added time for write up. The Dept. representatives, that have both UG and GRAD programs, will discuss with their respective faculty for preferred time frames in consideration of the workload for the assessments and respond back to this group. Two assessments, programs reviews which is programmatic level, is the program delivering what it says is it going to deliver. The other is course level assessments which correspond with program level assessments. This centers around the syllabi providing the overall goals. Are the course outcomes derived from the objectives and are they met? If no, alter the course or revise the objective if cannot deliver. Believe currently being done, just not documenting it. The learning outcomes are the behavioral indicators of the objective stated. Developed a brown bag that will meet monthly regarding the "excellence in teaching" that is a continuation of what was done at the start of the academic year.

This provides a forum for faculty and will include student learning outcomes. the graduate programs can model the same template as the UG programs. Valerie to correct some of the dates on the previously hand out assessment cycle and redistribute to the committee.

Planning and budgeting set its agenda for the academic year and the first project they are working on is the policy of online learning.

IV. Middle States Self Study - Ronni and Joanne

The Academic Quality Committee will be the team working on Middle States Self Study for academic programs (standard 14). Joanne will make copies of the plans and distribute to this group. Any program that has an accredited program has a plan to be utilized already. Non-accredited programs have basically the same features, so review program goals and data using to assess the goals. Then can make adjustments as needed. Faculty should also look at the faculty assembly guide they previously distributed that may be beneficial. There is also a link on the provost's website that has a template for program goals on the syllabi that is available to use. We should all make sure we are doing for every course for spring, if not doing already. Can adapt some of the standards from your respective program's national site. Need to also have the goals correspond to the curriculum which is he mapping. Everything should then culminate in the capstone course. The goals at the program levels do not necessarily need to be just student learning outcome goals, but could have items such as recruitment goals, consulting with your respective advisory board, track the success of graduates over time, add retention goals, etc. Use this fall as the planning stage and start this spring for program reviews for non-accredited programs.

The meeting adjourned at 1:41 p.m.