

Committee Name: UDM North Central Steering Committee

Date: November 28, 2005

Present: J. Baiardi, E. Bell, L. Bossman, K. Caprio, V. Dicks, S. LaGrassa, E. Roberts-Kirchhoff, N. Surma, OSF, J. Thomson, M. (Leonard) Williams, S. Wilson, P. Zarkowski & K. Zimmerman-Oster

Location: 119 C&F, 1:00 - 3:00 p.m.

Handouts: Criterion 3 - 2004-05 Program Assessment Plan Update Form, Indirect and Direct Measures

Prepared by: J. Thomson

Agenda Item	Discussion / Issues	Decisions / Future Action
1. Call to Order	Meeting called to order. Since K. Zimmerman-Oster was going to be late, L. Bossman started his Criterion 3 presentation.	
2. Revised Self-Study Schedule		
3. Survey Feedback		
4. Subcommittee Outlines Criterion 3 Criterion 4	CRITERION 3 - L. Bossman & S. LaGrassa Core Component 3a L. Bossman's reviewed 3a, 1, B, historical overview, saying that they are trying to account for a time gap in assessment after the last NC visit. Reasons for the gap may center around enrollment shortfall, a constrained financial environment and prioritization. After the formal UAC assessment process disappeared, assessment responsibility went back to the colleges/schools. Comments: - During prioritization, departments were asked about assessment. N. Surma indicated that she has the formal reports. - This should be initially addressed in the Introductory Chapter under Transforming Challenges with a reference to Criterion 3. - No more than one paragraph should be used to explain the gap. L. Bossman distributed and reviewed two handouts, the 2004-05 Program Assessment Plan Update Form which his subcommittee will use to complete the Indirect and Direct Measures Form which will provide an assessment snapshot. He is optimistic since a review of the CLAE showed that most departments have done assessment and that ¾ of the colleges/schools comply with accreditation standards. Comments: - One failing is the core curriculum and it was due to shared governance. - The shared governance core curriculum committee has an aggressive timeline. By the time NC comes, we will have a lot to illustrate. L. Bossman's comments/response to questions: - Communication Studies will be cited as an exemplar. - III - Bolded entries indicate areas where further research is needed. - Subteams addressed the different core components. - C, 3 - The committee is now called the MFA Core Curriculum Task Force. Core Component 3b Comments: - p. 2 - I, A - Add - Faculty awards, Fulbright Scholarships and faculty attending workshops. - p. 3 - Other items that should be addressed: - Responding to diverse learning needs. - Laboratories may be used to address teaching methods used. - IDS technical support for the faculty.	Chapter writing should address core components.

- Computer, mathematic and English placement tests have been thoroughly reviewed.
- Computer based versus non-computer based mathematics courses.
- Use of student portfolios.
- D - Add - University Tenure & Promotion Committee is creating university-wide criteria.
- D/E - The HERI Survey indicates we are not doing a good job in these areas.

Comments:

- A post script of updates should be made available to the site visitors.
- The first page of some self-studies adds a new snapshot.
- Attach the update to the basket of fruit given to each site visitor.
- It needs to be stated that UDM is in a transformation.
- How is the Resource Room tied into the report?
- Some of the self-studies have indexes that listed all of their reports.
- There should be a "breaking news" section that gives up-to-date information.

- F - Peer review needs an explanation. The colleges/schools should be surveyed to see who does what.
- II, A - General scholarly efforts - How do you collect the information?
 - The faculty annual reports clearly state that its information can be used for NC.
- I, A, 4 - Add - Research
- p. 4 - II, B, 5 Campus locations
 - Add - University Center at Macomb Community College
 - Focus Hope
 - Aquinas College (CHP)
 - The MSON has 2 programs completely on-line.
- III, C./D - All formal mentoring and formal peer review narrative should be incorporated into one section, p. 3 - I, E and F.

Comment:

- At the end of each report, Loyola provides a list of action items they are working on.

K. Zimmerman-Oster stated that chapters for each of the five criteria should contain evidence, exemplars, learning and conclusions and recommendations. She noted that exemplars should be a subcategory of evidence.

Core Component 3c

Comments:

- p. 4 - I, A - Add - Engineering programs
 - Honors Program
 - UAS
 - Shiple Floors
 - Women in Science in Engineering
 - Intensified Study Floors - 24 hour quiet hours
 - Honors
 - LDI - 2 components - service learning and leadership development.

- B - Add - Radio Station
 - *Varsity News*
 - Audio and video studios

- 1, b - Delete - Ford Motor Co / MPD Program
 - Add - Video Conferencing
- 2 - Include - 2 State of Michigan Grants - See N. Surma
- 4 - Add - Psychology and Counseling Clinic
- 5 - Add - 5. Global Networking
 - FuJen University - CBA
 - Poland - SOA

- p. 4 - II, C - Add - GIFTS - Great Ideas for Teaching

Comments:

- Student learning and effective teaching needs to be addressed in each of the various programs.
 - When the criteria outlines appear on-line, departments will have a chance to add things.
- p. 5 - I, B - Add - List of multi-learning evidence
- p. 6 - II, A, 1 Stats - Means the number of courses and number of faculty using blackboard.
- Add - E-mail technology, wireless technology and increase in bandwidth.
- C - Add - Learning and Writing Center.

Core Component 3d

Comments

- p. 6 - I, A Library - Add - 24/7 Reference hours
 - Librarians
 - Liaison to all colleges/schools
- Place page numbers on all pages. Date all materials.

CRITERION 4 - V. Dicks & S. Wilson

Core Component 4a

Comments:

- p. 1 - 2 - The travel allowance is also covered in Criterion 2. b.
 - 3 - Add - Staff development - contact HR.
 - See Criterion 3 for faculty development
 - There is nothing about administration development. Check ACCRO and MACRO.
- p. 2 - 4 - List more student awards.
 - See Honors Convocation booklets.
 - Add - Scholarships and fellowships.
 - Some of the scholarships are listed in the *Catalog*. (V. Dicks will contact the Deans.)
- 5/6 - Are troublesome.
 - UDM is changing because society is changing, e.g., technology.
 - 5 - Add - *S/C*.
 - Student One-Act Plays
 - Retention would be a good exemplar for 6.
 - Scholarship does not equal research.

Core Component 4b

Comments:

- p. 3 - Criterion 3 should reference criterion 4.
 - 1 - Add - Undergraduate and graduate program review committees.
 - Delete - Learning/Writing Centers - Place in Criterion 3.
- p. 4/5 - Learning Outcomes - See NESSE.

	<p>Comments:</p> <ul style="list-style-type: none"> - Should the writing be done in terms of numbers and letters or in terms of paragraphs? - Loyola uses marginal references to connect the paragraph to the component. <p>K. Zimmerman-Oster stated that the writing is to be done by core components.</p> <p>Core Component 4c</p> <p>Comments:</p> <ul style="list-style-type: none"> - p. 5 - 4, C - There is a lot of overlap with C. 1. <ul style="list-style-type: none"> - This is an assessment question. - Add - Alumni Boards. - There is overlap with Criterion II, A. - This component has a workforce rather than an academic bent. - Add competencies. <p>Core Component 4d</p> <p>Comments:</p> <ul style="list-style-type: none"> - p. 7 - The first survey question will help in answering this question. <ul style="list-style-type: none"> - Overlaps with C. 1. E. 	
5. Other		
6. Next Steps		
7. Adjournment/ Next Meeting		<p>Upcoming Meetings - 1:00 - 3:00 p.m. - 119 C&F</p> <ul style="list-style-type: none"> - Wednesday, December 7 <ul style="list-style-type: none"> - Criterion 2 - Desired Competence of Site Visitors - Scheduling of Future Meetings <p>Future Agenda Item - K. McLonis</p> <ul style="list-style-type: none"> - Resource Room