

**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**March 11, 2016
10:15 a.m., University Center, Room 215**

Agenda

1.0 Action Items

1.1 Resolution ASA04-16

Approval of Policy 3.21Rev, Assessment of Student Learning Outcomes

Dr. Jeffrey Bauer, Acting Provost and Vice President of Academic Affairs, will present Resolution ASA04-16, Policy 3.21Rev, Assessment of Student Learning Outcomes.

1.2 Resolution ASA05-16

Rescission of Policy 2.13, Misconduct in Scientific and Scholarly Research

Dr. Bauer will present Resolution ASA05-16, Rescission of Policy 2.13, Misconduct in Scientific and Scholarly Research.

2.0 Information Items

2.1 Academic Affairs Executive Report

Dr. Bauer will discuss recent activities in Academic Affairs.

2.2 Annual Open House

Dr. Anne Marie Gillespie, Vice President for Enrollment Management & Student Affairs, will report on the Annual Open House.

2.3 Student Affairs

Dr. Gillespie will report on recent highlights in Student Affairs.

2.4 Student Government

Mr. Scott McCormick, Treasurer of the Student Government, will report on the activities of the SGA.

3.0 Education

Dr. Bauer will discuss “The Murky Middle Plan”.

RESOLUTION ASA04-16

APPROVAL OF POLICY 3.21REV ASSESSMENT OF STUDENT LEARNING OUTCOMES

WHEREAS, a systematic review of institutional policies has been undertaken at the direction of the President in order to remove outdated policies, and to modify and update policies; and

WHEREAS, Policy 3.21Rev, Assessment of Student Learning Outcomes, was last reviewed and approved by the Board of Trustees on September 1, 2004, and requires updating; and

WHEREAS, a modification of the policy is recommended in order to provide a more comprehensive and effective assessment of student learning; and

WHEREAS, Revised Policy 3.21Rev, Assessment of Student Learning Outcomes, has been recommended by the President for Board of Trustees approval; and

WHEREAS, revised procedures are provided for information;

THEREFORE BE IT RESOLVED, that the Board of Trustees of Shawnee State University hereby approves revision of Policy 3.21Rev, Assessment of Student Learning Outcomes.

(March 11, 2016)

Shawnee State University

POLICY TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
POLICY NO. :	3.21REV
ADMIN CODE:	3362-3-13
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	03/11/16
NEXT REVIEW DATE:	03/2019
RESPONSIBLE OFFICER(S):	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 INTRODUCTION

Assessment of student learning outcomes is the systematic and ongoing method of gathering, analyzing and using information from various sources about an academic program to measure program outcomes in order to improve student learning.

2.0 PURPOSE OF ASSESSMENT OF STUDENT LEARNING OUTCOMES

- 2.1 Multiple assessments are used to inform SSU faculty members and students of student progress in the program to support continuous improvement.
- 2.2 Assessments are linked to the program's mission and purpose.
- 2.3 Faculty develop and define the expected outcomes for the program, determine whether the assessments are valid measures of SLOs, and whether the objectives are achieved.
- 2.4 Student performance on professional credentialing exams, when available, should be used as one measure of achievement.
- 2.5 Faculty and administrators regularly review the effectiveness of the assessment system, including student performance in courses, labs and clinical experiences, and alumni performance in the workforce.
- 2.6 Assessment results are available to stakeholders, including faculty members and students.
- 2.7 Multiple formative assessments (e.g., pre-collegiate; course examinations; lab, practicum and internship evaluations) are used at various points throughout the student's program.
- 2.8 Summative assessments (e.g., capstone projects, portfolios, comprehensive examinations) provide feedback to students and faculty.

2.9 Assessment as part of SSU Accreditation: The Higher Learning Commission (HLC), SSU's regional accrediting agency, has been using the accreditation process to introduce and promote a culture of learning outcomes, assessment, and institutional effectiveness within its member institutions. Higher Learning Commission (HLC) policy on Criteria for Accreditation standards defines in Criterion Four. Teaching and Learning: Evaluation and Improvement: *The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.*

2.9.1 A core component of Criterion Four (CRRT.B.10.010 4B) states: *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

2.9.2 These criteria are as follows:

2.9.2.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2.9.2.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

2.9.2.3 The institution uses the information gained from assessment to improve student learning.

2.9.2.4 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

3.0 DEFINITIONS

3.1 Academic Program refers to any and all coherent instructional activities of Shawnee State University and includes degree and certificated programs, and other non-degree entities, such as Honors, General Education and Developmental programs.

3.2 Degree Program refers to any prescribed course of study which constitutes an area of specialization leading to a recognized degree.

- 3.3 Learning Outcomes are the knowledge and skills expected of the program completers. These are not general but are to be specific, measurable, attainable, relevant and time-based.
- 3.4 Certification Tests are important assessment measures of student knowledge relative to the expectations of a professional program.
- 3.5 Capstone Courses offer evaluative assessment of the performance of students on a cumulative rubric to view the skills and knowledge learned during the program.
- 3.6 Course Assessment is useful in assessment of program outcomes whenever embedded in course work. Course assessments can be collected and evaluated as a way of answering program level questions about student learning.
- 3.7 Portfolio Assessment is useful for assessing courses where students need to produce a body of work.
- 3.8 Comprehensive Exams and Tests are effective in providing an analysis of student performance on the key areas of program outcomes.
- 3.9 Pre and Post Project assessment using the same rubric provide a measurement of gains by the students in the areas targeted in the course/program outcomes.
- 3.10 Final Projects or Papers can be designed to synthesize the expectations of the course/program outcomes.

4.0 DEVELOPMENT & TIMELINE OF ASSESSMENT

- 4.1 Every degree or certificate-granting program, Honors, General Education and Developmental Education programs will develop and implement an assessment plan with identified student learning outcomes, program goals and appropriate assessments.
- 4.2 Programs will provide assessment results for student learning outcomes to the University and academic department for continuous improvement purposes.
- 4.3 Data collected from the assessments are to be aggregated and trended over time to provide a graphic representation of programs' outcome achievements.
- 4.4 Timeline for campus-wide assessment: The Provost's office will provide results of national standardized assessments to the campus as received from the assessment entity for continuous improvement purposes.
- 4.5 Assessment will occur at various stages in the student's progression through his/her selected program.

4.6 SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of instruction.

5.0 RETENTION OF ASSESSMENT RESULTS

The Provost and his/her designee will ensure the assessment results are collected and available for continuous improvement purposes for the institution. Each department or program (Honors, General Education, and Developmental Education Programs) will house its assessment data and provide such assessment data to the Office of the Provost.

6.0 PROCEDURES

The President or his/her designee will ensure the establishment of procedures necessary to effectively implement this policy. These procedures will be revised and developed based upon the recommendations of the University Faculty Senate.

History

Effective: 09/01/04

Revised: 03/11/16

INFORMATION ONLY

Shawnee State University

PROCEDURE TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROCEDURE NO.:	3.21:1
RELATED POLICY:	3.21REV
PAGE NO.:	1 OF 4
RESPONSIBLE ADMINISTRATOR(S):	PROVOST
EFFECTIVE DATE:	03/11/2016
NEXT REVIEW DATE:	03/2019
APPROVED BY:	PRESIDENT

1.0 INTRODUCTION

- 1.1 Assessment of Student Learning Outcomes at Shawnee State University (SSU) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical examination with the aim of program improvement. SSU engages in on-going, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs that (a) results in continuous improvement and (b) demonstrates that the institution is effectively accomplishing its mission.
- 1.2 Student Learning Outcomes are the knowledge and skills expected of the program completers. These are not general but are specific, measurable, attainable, relevant and time-based. Student learning outcomes are written in statements that describe significant and measurable change occurring in students as a direct result of their interaction with the institution and its programs. Assessment is a process with dual purposes: accountability and continuous improvement (Suskie, 2009).
- 1.3 To support the assessment of student learning outcomes, each academic program will follow their assessment plan. An assessment plan is defined as "intentionally developed sequence of activities that ensures coherence from program planning through implementation and assessment of outcomes" (Barham & Dean, 2013, p. 7).

2.0 GOALS OF ASSESSMENT OF STUDENT LEARNING OUTCOMES (SLO)

- 2.1 Provide supportive evidence of student learning so the institution can speak with authority about the value of an SSU education.
- 2.2 Support the efforts of the faculty and staff to identify those activities that have the greatest potential for success in fostering student learning.
- 2.3 Develop a process for encouraging and maintaining a culture of data-based decision making.

2.4 Establish an on-going system to demonstrate institutional effectiveness of the type required by internal and external programmatic constituents.

3.0 OVERVIEW OF PROGRAM-LEVEL STUDENT LEARNING OUTCOMES PROCESS

3.1 Every degree (includes majors and concentrations) or certificate-granting academic program, and other non-degree programs such as Honors, General Education and Developmental Education programs will develop an assessment plan with assessment methods with benchmarks, metrics and a monitoring schedule for all program-level student learning outcomes.

3.1.1 Program-level Student Learning Outcomes (SLO) shall be determined for all academic programs.

3.1.1.1 Department/program faculty identify and develop a description of the SLO to be assessed.

3.1.1.1.1 SLOs specify what students should know, do, and/or value upon successful program completion.

3.1.1.1.2 SLOs are meaningful and feasible to assess.

3.1.1.1.3 SLOs use verbs that express an action and the grammatical subject is *students*.

3.1.1.1.4 SLOs are published and available to students and faculty on Provost and department webpages.

3.1.1.2 Multiple assessment measures, including direct and indirect assessment measures for the SLOs, are required in the assessment plan for each academic program.

3.1.1.2.1 Direct measures include performance assessments that require students to demonstrate their competence in one or more skills. Examples of direct measures are examinations, projects, oral presentations, demonstrations, case studies, portfolios, juried activities with outside evaluations of a students work (internships, etc.). Direct measures that are benchmarked for comparison with peer institutions are especially encouraged.

3.1.1.2.2 Indirect measures are students' reflections on what they have learned and experienced. Examples of indirect measures include surveys, focus groups and

may include entering and current students or alumni.

- 3.1.1.3 Programs may seek out peer reviewers prior to implementation of SLOs.
- 3.1.2 Each SLO is addressed in one or more of the required courses/activities for an academic program.
 - 3.1.2.1 Students have sufficient learning opportunities so they can meet exit-level standards of performance.
 - 3.1.2.2 SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of instruction.
- 3.1.3 Assessment of SLOs by programs
 - 3.1.3.1 Assessment - is linked to the program's mission (which is linked to the university's mission).
 - 3.1.3.1.1 Assessment instrument is a valid measure of SLO being evaluated.
 - 3.1.3.1.2 Evidence collected is reliably and fairly evaluated.
 - 3.1.3.1.3 Multiple types of evidence are collected over time.
 - 3.1.3.1.4 Assessment will occur at various stages in the student's progression through their selected program.
 - 3.1.3.1.5 Assessment is to be used for review of the SLOs of a program as a whole, not individual courses or faculty.
 - 3.1.3.2 Student performance on professional credentialing or standardized examinations, when available, should be used as a measure of student achievement.
- 3.1.4 Results and Use of Results
 - 3.1.4.1 Assessment results will be reviewed annually by the responsible program and reported based on the schedule established for the Program Review Procedure.

- 3.1.4.2 Campus-wide assessment: The Provost office will provide results of national standardized assessments to the campus.
- 3.1.4.3 Results are summarized in a clear, concise manner.
- 3.1.4.4 Criteria for success with identified standards of performance are available, e.g., samples of unacceptable, acceptable, and exemplary student work for review.
- 3.1.4.5 Data collected from the assessments are to be aggregated and trended over time to provide a graphic representation of programs outcome achievements.
- 3.1.4.6 Programs will identify actions plans for continuous improvement with follow-up implementation items and timelines are based on assessment findings.
- 3.1.4.7 Assessment reports with a brief summary of strengths and weaknesses and opportunities for improvement are to be sent to the Dean of the appropriate College for degree, non-degree or certificate-granting programs.
- 3.1.4.8 A copy of the assessment report is to be maintained in the Program Director/Department Chair office and a copy of the report sent to the Provost office for review and record keeping (accreditation).

4.0 REVISION OF PROCEDURES

The President and his/her designee will ensure revision of the procedures necessary to effectively implement the assessment policy. These procedures will be revised based upon the recommendations of the University Faculty Senate.

5.0 REVIEW SCHEDULE

- 5.1 SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of offer or learning mode.
- 5.2 The assessment report timeline will follow the Program Review timeline.

History

Effective: 03/11/16

RESOLUTION ASA05-16

RESCISSION OF POLICY 2.13 MISCONDUCT IN SCIENTIFIC AND SCHOLARLY RESEARCH

WHEREAS, a systematic review of institutional policies has been undertaken at the direction of the President in order to remove outdated policies, and to modify and update policies to reflect current needs; and

WHEREAS, Board Policy 2.13, Misconduct in Scientific and Scholarly Research, was found to be outdated;

THEREFORE BE IT RESOLVED, that the Board of Trustees of Shawnee State University hereby approves the rescission of Policy 2.13, Misconduct in Scientific and Scholarly Research, effective March 11, 2016.

(March 11, 2016)

**Spring Open House Report
Board of Trustees Meeting
March 11, 2016**

February 20, 2016	February 28, 2015	February 17, 2014
RSVP- 334	RSVP - 299	RSVP – 271
Attend – 210 (62%)	Attend – 169 (56%)	Attend – 173 (64%)

Each student in attendance had the opportunity to observe a Q&A session, attend an academic session of their choosing, browse student groups on campus, browse additional minors and majors, take housing tours or attend presentations for Athletics and Housing. The Admissions office was open for questions and the Housing office was open for housing deposits and questions.

Summer and Fall 2016 students	2017 Students	2018/2019...
Accepted Students – 137	Inquired Students – 34	Inquired Students – 8
Applied Students – 15		
Withdrawn Applicants – 1		
Inquired Students – 15		

With feedback from the Academic Deans and Provost we added a “Minors and Majors Browse” after the academic sessions to meet the needs of students interested in multiple majors or minors. Several active student groups were available for a browse. More than 40 prospective students visited the student groups.

In an effort to encourage students to join our social media sites and interact with our pages we provided all guests with a WiFi login. To make the event special we also gave the students opportunities to download SSU themed smart phone wall papers. Shawn E. Bear was scheduled to be in the University Center for pictures and to visit with students and families. We also provided complimentary tickets for the Women’s basketball game at 4pm on the day of the event.

This is the largest number of guests we have hosted on campus for an Open House event (556). In the future we are looking to offer additional dates for the program in the Spring and the Fall.

Student Government Association Report
Board of Trustees Meeting
March 11, 2016

- **Student Organization Approval & Funding**
 - 60 organizations/clubs approved for status
 - \$150 for funding with opportunities for additional funds (Spring 2016)
 - Assisted Sociology Club in funding a concrete ping pong table.
- **Committee Projects**
 - **Student Life**
 - Addressing concerns about the scale and weight selections in the James A Rhodes Athletic Center.
 - Working with facilities to incorporate more bike racks in key locations on campus.
 - Addressing concerns about Massie being closed during basketball games when it is a key pathway out of the cold.
 - **Academic Affairs**
 - Planning the annual Evening of Honors celebration of student academic achievement.
 - Continuing to address student concerns about midterm grades.
 - Heading the Visitation proposal which seeks to eliminate a gender restriction within the guest policy.
 - **Budget and Finance**
 - Identifying maintenance issues around campus and reporting issues to Facilities.
 - Heading the Campus Legacy Project which is looking to unify school signs and bring about more sidewalks and flowers where needed.
 - Looking into establishing an SGA scholarship opportunity to promising future student leaders that play an active part in SGA.
 - **Club Coordinator**
 - Continuously provide opportunities for student organizations to recruit new members.
 - Homecoming carnival where over 15 clubs were represented and four hundred student government homecoming t-shirts were distributed.
 - Advertisement televisions are working and operational.
- **Other Projects**
 - Visitation proposal to Housing and Residence life.
 - Graduation fee proposal in the evaluation process.
 - Improve interactions between students and Sodexo dining services.

Student Government Association Report
Board of Trustees Meeting
March 11, 2016

Approved Student Organizations

History Club	Art Club
Rotaract	Delta Phi Epsilon
Geology Club	Tau Kappa Epsilon
Floppy Discs	Revive Club
Student Peer Club	Revolution on Campus
Theta Phi Alpha	Sigma Tau Delta
Dungeon Crawlers	Sociology Club
Student Veterans of America	SRT 02
Athletic Training Club	SCIEP
Slow Pitch Softball	Chemistry Club
Gay Straight Student Alliance	International Game Developer's Association
Shawnee State Students for Christ	Alpha Phi Omega
Innermission Campus Ministry	College Republicans
Pre-med Club	Society of Plastics Engineers
Beta Beta Beta Biological Honor Society	AHANA
Master of Occupational Therapy Association	International Forum
Blue Crew	Shawnee State University
BBQ Club	College Democrats
WISE	Castoffs
Shawnee State Catholic Association	Shawnee State University PanHellenic Council
Student Physical Therapy Association	Social Work Club
Shawnee State Student Nurses Association	
Psi Chi Psychology Honor Society	
German Club	
The Mana Dorks	
SSU Jedi Order	
SSU Cheer	
Fantanime	
HEALS	
Phi Mu Delta	