

Meeting Notes

Accreditation Advisory Committee Meeting

April 9, 2012, at 10 am, President's Conf Room, 19th Floor, IIT Tower

Participants: Siva Balasubramanian (Stuart School of Business, Committee Chair), Matt Bauer (College of Science & Letters), Anthony D'Amato (General Counsel's Office), Carol Emmons (Staff Lead, Institutional Research), Mike Gosz (Undergraduate Affairs), Noreen Kozak (Provost's Office), Anijo Mathew (Institute of Design), Scott Morris (College of Psychology), Sudhakar Nair (Graduate Academic Affairs), George Schipporeit (College of Architecture), Kristin Standaert (Galvin Library), Margaret Stewart (Chicago-Kent College of Law), Ray Trygstad (School of Applied Technology), Ophir Trigalo (Office of Technology Services), David Ulaszek (Finance).

1. Meetings

- a. Siva Balasubramanian reported on his presentation at the Spring University Faculty Meeting on March 27, 2012. In his presentation, Siva focused on the Accreditation Advisory Committee's work to date on the Quality Improvement Initiative and Student Learning Assessment.
- b. Highlights from the HLC Annual Meeting

Siva Balasubramanian discussed his conversations with leaders from the Pioneer Institutions at the HLC Annual Meeting, and with accreditation software vendors. The Pioneer Institutions encourage bold thinking in selecting a Quality Improvement Initiative.

Noreen Kozak asked how the tasks accomplished by our committee thus far compared with the accomplishments of the Pioneer Schools. Siva responded that such a comparison would indicate that our committee is progressing well. We are on target for IIT to complete the process of identifying the quality initiative by Fall 2012. In the next academic year, we will focus on launching assessment programs on a campus-wide basis. This will help us to complete three to four annual outcome assessment cycles before the NLA team visits our campus in 2016.

Matt Bauer reported on his conversation with BlackBoard at the meeting. The next version of BlackBoard (which IIT is in the process of implementing) includes some assessment functionality. Matt also mentioned that he was struck by how many other institutions are measuring student learning that is taking place outside the classroom, such as in clubs and other activities.

Carol Emmons attended mainly sessions on student learning assessment. She shared two websites that contain a treasure trove of material about student learning assessment (www.csc.edu/assessment and <http://tinyurl.com/osuassessment>) and a graphic (see Attachment 1 at end of these minutes) that superimposes Bloom's taxonomy on a standard curriculum map. This is a useful way to see whether learning opportunities become more sophisticated as the student progresses through the curriculum.

(Siva has uploaded several handouts from the HLC Annual Meeting to the committee's Google website under the folder titled "HLC 2012 Conference Handouts." The url for

the Google website follows: <https://sites.google.com/a/iit.edu/open-pathway-accreditation-process/?pli=1>

2. Subcommittee Reports

a. *Assessment Subcommittee:*

Carol Emmons reviewed the proposed Program Assessment Checklist developed by the Assessment Subcommittee and distributed at last meeting (see Attachment 2). There were no questions or comments. Carol encouraged committee members to send their comments and questions to Matt Bauer, Scott Morris or Carol Emmons.

Siva Balasubramanian requested the Assessment subcommittee to organize a meeting of faculty members from various academic units who were identified in our earlier survey as contact persons regarding assessment tasks. Such a meeting was previously discussed in the committee. It is desirable that this meeting is scheduled in Spring 2012 semester, because that would prepare us well for in-depth meetings with faculty at each School/College during Fall 2012. The focus of these in-depth meetings is to develop a limited number of measurable program-specific goals for each academic program (say two-four goals per program) in each School/College, and to launch the collection of assessment data at the student level each year.

Siva Balasubramanian also mentioned an email he had just received from Provost Alan Cramb conveying President Anderson's interest in collecting and reporting assessment data that captures student learning that is not measured by grades. For example, such data may capture the human development of the student while on campus, including the acquisition of critical thinking, leadership, communication, global awareness and entrepreneurial skills. President Anderson also seeks a process to measure such development for certain subgroups of students, such as Camras, Collens and Duchossois and Leadership scholars. Provost Cramb indicated that this assessment could be administered (perhaps in essay or other format) twice i.e., when such scholars enter the university and when they leave the university.

Carol Emmons noted that one of the recommended items on the proposed Program Assessment Checklist is that the "Assessment strategy results in evidence that can be used to examine differences in performance among significant subgroups of students, such as minority groups, first-generation, and nontraditional-age students." Anijo Matthew thought it would be good to examine differences between high-achieving and low-achieving students as well.

b. *Technology Subcommittee:*

Ophir Trigalo suggested that configuring an assessment system might be a good way to get faculty engaged in documenting learning objectives and creating curriculum maps.

A document tracking/management system may be useful as the committee work progresses/evolves over the next four years. Carol Emmons presented screenshots of the HLC Pathways Assurance System for Reaffirmation of Accreditation (see attachment 3). This system is designed to simply store evidence files (in pdf format), capture the institution's Assurance Argument, and link the evidence to the Assurance Argument. It allows for easy document sharing, and creates a mechanism to track changes to documents and to share messages. It does not do other things provided by assessment software on the market, such as capture and store curriculum maps, capture detailed data from learning assessments, and generate reports based on learning assessment data.

Carol, Siva and Matt visited with a few technology vendors represented at the recent HLC meeting including BlackBoard, tk20, and Campuslabs.

c. *Administrative Criteria Subcommittee:*

Anthony D'Amato mentioned that this subcommittee is looking forward to the new criteria for accreditation from NLA.

(Carol Emmons has since uploaded the new NLA Accreditation Criteria document – Criteria_Book_Final.pdf - to the committee's Google website).

3. Quality Improvement Initiative

- a. My Perfect IIT website (can be accessed via myiit.com or at <http://www.iit.edu/zyx5f7a259/>)

Siva Balasubramanian noted that ideas for the Quality Improvement Initiative can be submitted at this website until April 21, 2012. Committee members are encouraged to submit their own ideas for the Quality Improvement Initiative.

Carol Emmons described the process she is using for reviewing and censoring submissions. There was general agreement that Carol should publish all suggestions, even those that deal with very small issues.

There was general agreement that the Committee should respond to suggestions in a public way.

- b. Quality Improvement Initiative Subcommittee

Ray Trygstad and Anijo Mathew volunteered to help Carol Emmons review the ideas that have been submitted to identify those the Committee may want to develop into more detailed proposals. Any Committee members who are interested in joining this subcommittee should contact Carol Emmons.

4. Agenda for May meeting

- a. Siva Balasubramanian announced that he will identify a few objectives for each subcommittee to try to accomplish over the summer and present these at the next meeting.
- b. Committee members who will not be returning in the Fall should contact Siva Balasubramanian.

Attachment 1

Bloom's Taxonomy superimposed on a curriculum map.

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

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

Source: Hatfield, S. (2012). *Laying the Groundwork for Success: Infrastructures to Support Assessment*. HLC Annual Meeting, Chicago, IL.

Attachment 2

Program Assessment Checklist

Identify Key Learning Outcomes	What should students be able to do after successfully completing the program?	*Statements of learning outcomes describe in explicit, observable terms what students should be able to do, achieve, demonstrate or know upon completion of the program.
		*Learning outcome statements are presented in prominent locations and in ways that are easily understood by interested audiences.
		+Institutional practices, such as program review, are in place to ensure that course learning outcomes are aligned with program learning outcomes.
		+The learning outcomes reflect appropriate higher education goals, address a broad range of knowledge and skills needed by the professional practitioner of the discipline, and are stated in a way that allows levels of achievement to be assessed and compared against an externally-informed or benchmarked level of achievement.
		+Institutional practices, such as program review, are in place to ensure that intended learning outcomes are aligned with the university's mission as well as with external standards or marketplace needs. .
Create Outcome-Opportunity Mapping	What class work and assignments help students learn this? In which courses?	*The academic unit has identified and documented places in its curriculum where students have the opportunity to achieve the stated outcomes.
		+The academic unit takes steps to ensure that the curriculum affords every student a sufficient number of opportunities to achieve each learning outcome.
Develop and document an Assessment Strategy	How are you assessing how well your students have learned this? How often do you assess this?	*Policies and procedures are in place that describe when, how, and how frequently learning outcomes will be assessed.
		+The assessment strategy results in evidence that can be evaluated against local standards and targets, as well as externally-informed or benchmarked levels of achievement, or compared with those of other institutions and programs.
		+ (New) The assessment strategy includes multiple assessment methods for each learning outcome, and makes use of both internal and external sources of information.
		+The assessment strategy results in evidence that can be used to examine differences in performance among significant subgroups of students, such as minority group, first-generation, and non-traditional-age students.
Identify Benchmarks for Interpreting Results	What kind(s) of benchmark or standard do you use to interpret your results?	+Local standards for individual performance, supported by rubrics that describe different levels of performance, have been established for each opportunity to achieve a learning outcome.
		+Local targets for students' collective performance on each learning outcome have been established.
		+Whenever feasible, external standards or benchmarks have been identified for each learning outcome to help evaluate the evidence of student learning being collected.
Gather Evidence of Student Learning	What process do you use to assure that your assessment strategy is being implemented in an ongoing, consistent and efficient way?	*Assessment processes are ongoing.
		+Assessment processes are, sustainable.
		+Assessment processes are efficient, i.e., integrated into the work of faculty and staff.
Document that Results are Used to Improve the Program	How have you used the results and benchmark comparisons to help your students?	*Evidence is used to make recommendations for improvement of the academic program.
		*There is an established process for discussing and analyzing these recommendations and moving from recommendation to action.
		+Where feasible and appropriate, key recommendations for improvement are implemented and documented.
		+The impact of evidence-based changes in programs and process is continuously reviewed and evaluated.

*Meets expectations + Recommended

Attachment 3



This screenshot shows the Assurance System dashboard with a table of components. The table includes columns for Number, Title, Status, Due Date, Assigned User, Checked Out, and Word Count. The total word count is 1500.

Number	Title	Status	Due Date	Assigned User	Checked Out	Word Count
1	Mission	Not Started				0
1.A	Core Component 1.A	Not Started				0
1.B	Core Component 1.B	Not Started				0
1.C	Core Component 1.C	In Process				273
1.D	Core Component 1.D	Not Started				0
1.S	Criterion 1 - Summary	Not Started				0
2	Integrity, Ethical and Responsible Conduct	Not Started				0

This screenshot is identical to the previous one, but with a red rectangular box highlighting the header row of the table, including the columns: Number, Title, Status, Due Date, Assigned User, Checked Out, and Word Count.

This screenshot is identical to the previous one, but with red annotations. A red bracket on the left side groups rows 1 through 1.S. Red text "Links to Core Component pages" is placed between rows 1.A and 1.B.

This screenshot is identical to the previous one, but with a red circle highlighting the header row of the table, including the columns: Number, Title, Status, Due Date, Assigned User, Checked Out, and Word Count.

This screenshot is identical to the previous one, but with a red circle highlighting the "Total Word Count: 1500" text located at the top right of the dashboard area.

4/9/2012

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

As is clear from the preceding sections, Homestead University offers a rich array of academic experiences and co-curricular activities to a diverse set of learners from a wide spectrum of communities, states, countries, and cultures. The university also has a long-standing national reputation for providing access to the disabled through a comprehensive set of support services provided by the Office of Disability Services (ODS) an underground tunnel system that connects almost all buildings on campus, and the provision of services to students with documented physical and learning disabilities. Through its mission document, including its strategic and operational plans, the university establishes expectations for diversity in its enrollment, retention, and hiring goals, in the curriculum of its learning communities, its general education and degree programs, and in its co-curriculum. It also provides, through the Center for Teaching and Learning, ongoing professional development opportunities for faculty to learn more about the demographics, academic profiles, and diverse learning styles of students and how to create effective teaching and learning environments that maximize the success of these diverse learners [Fact Book \(Page 26-30\)](#)

This same commitment to diversity is also reflected in the university's current 2003-2008 Strategic Plan which states in its objectives that the university will pursue

- the recruitment and retention of a diverse group of students from the region and beyond,
- the recruitment and retention of a diverse faculty and staff and

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Evidence File Sources | Add Source

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