

Chair's Council Meeting 17 July 2007

I. Welcome

- Training development efforts, this fall (will include legal issues in higher education)
- MyFSU Chair's Council Group has had two questions posted; please look at the message board for responses.

II. Assessment Activities

- Levels of Assessment: Institution, College, Department, Program
- What do you use/how?
 - CAS – NSSE data.
 - Corporate & Professional Development - Assessment with Business and Industry (i.e., Industry Certification).
 - CIS – Industry trends/standards/certifications (e.g., Net1).
 - COB – field test/exam (assesses core college) (Question – how do you get students to take exams seriously? Built into class, however currently removing from class to online-based to change faculty approach).
 - COB – removed EBI from 499 and the numbers have seemed to improve (a grade percentage is attached to taking the exam).
 - COB – students posting resumes online are finding prospective employers are requesting the ETS scores.
 - OPT – ACOE accreditation; students must pass a National board exam (given in three parts), this is used for assessment (outcomes).
 - Social Sciences - portfolios
 - ISYS 105 – pre/post test (National Test databank) compared to orientation student's test results.
 - COT – require internships (feedback is received from employer, student, and instructor visits); Capstone course also has final presentation to Industry and feedback is received then as well.
 - AHS – patient satisfaction survey on clinical portion.
 - COB – accreditation agency recommends putting aside \$500,000 for accreditation/assessment activities.
 - SOE – MTTC scores, MDE annual review/progress report.
 - UCEL – administer services related survey.
 - Williams Aud. – attendance/cost data compared to NSSE data.
 - Counseling – administers “how are we doing” surveys to students with Barnes & Noble gift certificate drawing for incentive.
 - Student Advisory group provides feedback to college.
 - Industry Advisory board meetings provide feedback.
 - National competing Universities/College/Programs.
 - Use assessment log with timelines, results, etc.
 - Some colleges give release time to faculty (i.e. 2-3 contact hours per semester for 2 semesters to prepare reports).
 - Accreditation bodies are also now looking for continuous improvement plans.

- Soon it will be necessary to publish assessment data online so prospective students may review it prior to attending.
- Centralized Assessment? St. Louis software.
-
- Concerns
 - Efficiency, Cost, Time
 - No standardized syllabi/outline/required information, etc.
 - Banner – tracking data (use Access Db?)
 - Difference in assessment in differing programs (e.g., qualitative/quantitative data).
 - Assessment can lead to curriculum changes, how is this tracked? (Form A's?)
- Comments from Robbie Teahen
 - Digital Measures (electronic assessment/collaboration system) will be coming to campus along with other companies for review. A review team will be convened.
 - There will be more assessment professional development, including additional invitations to Indiana University -- Purdue University – Indianapolis in November to the assessment workshop.
 - Sharable data is being requested to share on the assessment website.
 - Need to focus more on how data is being used.
 - Can't teach without knowing the students are learning what faculty is intending to teach.
 - Need outcomes of courses, intended assessment plans, and these need to be visible (online).
 - Recent learning outcomes/syllabi have been largely un-measurable (e.g., use of "students will *understand*").
 - Jennifer Fager, SVSU, will be giving an assessment workshop on 8/22 at the Faculty Professional development Day.
 - Marilee Bresciani, San Diego State, will be invited to provide an assessment workshop for faculty and others in late September – tentatively September 27.
 - Ferris' Higher Learning Commission Assessment Academy team headed up by Tom Oldfield, includes Robert von der Osten and Todd Stanislov. An e-mail has been sent to the Dean's requesting faculty representation.

III. On-line Course Practices

- Standards for, caps, how using, etc.
 - Language and Literature Dept. – cap 15, no rationale.
 - Humanities – cap 15-18 based on past (History online learning committee formed and to begin this Fall).
 - AHS – cap 20-25 (face to face 30/40/60); reduced cap by ½.
 - COB – 20, no pedagogical reason; seems online is approximately two times work than face to face.
 - COT – no standard cap, only a few programs use on-line and they hover at a cap around 20.

- Opt – 4th year students use online/web community. 36 in two terms and the last term broken down into smaller groups.
- SOE – have same as face to face (although online seems 2-3 times more work and students seem more demanding), question in regards to mixed delivery also.
- Would like committee to establish online criteria/standards; discuss Fairness/Load (i.e. face to face faculty member has 120 students and online faculty has 60 students... pay? Efficiency?).
- Humanities limits the number of online courses a faculty member can teach.
- Discussion regarding university engagement when faculty teach all online courses (i.e. working from home).
- Clarification – faculty can not choose delivery method of courses.
- UCEL funds development and intellectual property rights – this has caused some friction.
- FerrisConnect – new system; faculty member must go through two hour training to get a new course put up (beginning Fall 08, the old system will disappear).
- Concern – courses are not required to use WebCT. There is increasing concern regarding assurance of safety of students and integrity of courses). A policy is being develop that indicates Ferris does not offer classes we do not have physical control over. Bandwidth, etc. may need to be addressed for things such as streaming data, podcasting, etc.
- Suggestion – include minimum online requirements for online course users (or put in pre-requisites)
- Recent survey data has suggested students are more concerned with quality of product, clarity of expectations, assignments, feedback, etc.
- A HVAC cohort includes a one week orientation prior to the beginning of the cohort (including how to attach to an email, etc.), this year it will be changed to one month.
- Regarding the future of online courses – the President is interested in the growth of online delivery
- How do we monitor and sustain quality control?

IV. Future Meetings

- Post or E-mail suggested discussions/topics prior to meeting.