

ACADEMIC PLANNING COMMITTEE MINUTES

Chair Joyce Frist-Willis called the meeting to order at approximately 12:10 p.m. Dr. Cynthia Anderson, Assistant Provost for Planning, addressed several of the planning issues to be discussed and resolved over the next several months. She noted that the Committee could be of assistance in providing input to answer "The Five Criteria for Accreditation" for the North Central Association review of the University. The next forty minutes were taken up discussing the first criteria: "The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education." Our next meeting will involve comment on the other four criterion. This assessment must be completed by June, 1995, for submission to the North Central Association.

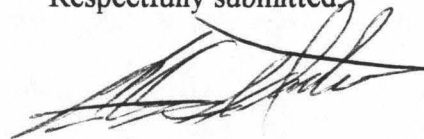
Dr. Anderson also indicated that individual departments should be developing assessment plans. Each plan should:

- (1) Be consistent with and supportive of the department's Mission and Goals Statement.
- (2) Incorporate assessment of both undergraduate and graduate programs in a department.
- (3) Be complete by the time line established by the Dean of the relevant college or December, 1995.

Following Dr. Anderson's departure for another off-campus meeting. Dr. Howard Mettee discussed his memo of January 20, 1995, to the Chemistry Department which was titled: "Statistical Thermodynamic Evaluation of Semester vs. Quarter Modalities of Curricular Organization." It is expected that the content of this memo will be explored in greater detail at a subsequent meeting.

Next meeting to be held on Thursday, February 2, 1995, at a location selected by the Chair. Meeting adjourned at approximately 1:20 p.m.

Respectfully submitted,



Anthony H. Stocks,
Recording Secretary

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OFFICE OF THE PROVOST

MEMORANDUM

TO: P. Granito, H. Mettee, V. Phillips, A. Stocks, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky, M. Janosik

FROM: Dr. Joyce Feist-Willis

DATE: January 24, 1995

RE: Academic Planning Committee Meeting

Just a reminder about the APC meeting on Thursday, **January 26, 1995**. We will meet at noon in **Room 2057, Kilcawley Center**. Agenda items include:

1. Review of the Assessment Task Force Plan
2. Discussion of future meeting topics



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Department of Chemistry

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MEMO

To: Chemistry Department

From: Howard Mettee

Date: January 20, 1995

Joyce - Is this a paper APC agenda item? Howard

Subject: **Statistical Thermodynamic Evaluation of Semester vs Quarter Modalities of Curricular Organization**

It is often said that the quarter system provides additional scheduling flexibility not attainable under a semester regime. The purpose of the present exercise is to probe the question as to **how much?**

To this end, the well recognized equation for the number of ways P of realizing a distribution of (N) distinguishable particles among (i) states is

$$P = N! / \prod_i (n_i!)$$

In this case N represents the number of courses a student takes to achieve a bachelor's degree, in four years. (i) is the year, freshman, sophomore, junior and senior, and (n_i) is the number of courses taken each year.

Under the **quarter plan**, 180 quarter hours are required to graduate, taking 45 quarter hours per year, and 15 quarter hours per each of three ten-week quarters per year. Under the **semester plan** 120 semester hours are required to graduate, taking 30 semester hours per year, or 15 semester hours per each of two fifteen-week semesters per year.

If the student is to actually be in class 15 hours per week under both systems, and if this is broken up into 3 four hour course units and 1 three hour course unit per term, then 4 course units are taken each term, quarters or semesters. Thus 12 course units would be taken per year under the quarter plan, but only 8 under the semester plan. A total of 48 course units would be needed to graduate using the quarter system, but only 32 using semesters.

As a first crude approximation, let us assume these different course units may be taken in any order and in any year, completely at random. In this case

$$P_q = 48! / (12!)^4 \quad \text{and} \quad P_s = 32! / (8!)^4$$

The ratio (P_q/P_s) is 2.4×10^{11} , meaning that there are 100 billion more ways to organize these course units under the quarter system.

The above conclusion may be wildly unrealistic because of the assumption of complete randomness. All right then, let us say **only half** of these course units are random, while the remaining are fixed in both systems as "year long" course that make no difference quarters or semesters, or, depend on prerequisites that cannot be considered random. Then

$$P_q = 24!/(6!)^4 \quad \text{and} \quad P_s = 16!/(4!)^4$$

Here the ratio (P_q/P_s) = 3.7×10^8 , slightly less, only 100 million more ways to realize the distribution under the quarter system.

What if only one-third can be randomly organized?

$$P_q = 16!/(4!)^4 \quad \text{and} \quad P_s = 11!/(3!)^4$$

The ratio (P_q/P_s) = 2.0×10^7 , still 10 million.

Even when one assumes that 90% of the curriculum is fixed under both plans, and only 10% are freely adjustable courses, the approximate numbers are (only one random course per term).

$$P_q = 5!/(1!)^4 \quad \text{and} \quad P_s = 3!/(1!)^4$$

where the ratio (P_q/P_s) = 20, still 20 more ways under the quarter program.

Well what fraction of our present curriculum could be considered essentially random?. Currently our Eng. 550, 551, HPE, HPES, Human. (4), Soc.Sci. (5) and Math/Sci (4), that is the General Education Requirements can be taken rather freely. They make up 17 of the 48 total course units in the curriculum, slightly more than 1/3rd. This fraction would likely not be very different under the semester plan. **Thus we are pretty close to the millionfold advantage of different curricular arrangements offered by the quarter system.**

At a time when we are trying to attract more students, and retain the ones we already have until they graduate, it hardly makes sense to restrict the number of curricular pathways they now enjoy. Nearly all of our students work, either part-time or full-time, many in order to earn the financial resources to attend YSU. We do them and their families a great disservice by condensing our number of curricular units, and then try to force them into fewer pathways. What clear advantage is there that will outweigh this huge problem and that we will no doubt cost enrollment?

Going to semesters might make sense on **residential campuses**, where the captive-audience students are available for any number of curricular variations. It doesn't make sense at YSU.

**North Central Association
The Five Criteria for Accreditation**

Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Evaluative Question:

To what extent has the institution demonstrated that the plan is linked to the mission, goals, and objectives of the institution for student learning and academic achievement, including learning in general education and in the major?

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

Evaluative Question:

What is the institution's evidence that faculty have participated in the development of the institution's plan and that the plan is institution-wide in conceptualization and scope?

Criterion Three

The institution is accomplishing its educational and other purposes.

Evaluative Question:

How does the plan demonstrate the likelihood that the assessment program will lead to institutional improvement when it is implemented?

Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Evaluative Question:

Is the timeline for the assessment program appropriate? Realistic?

Criterion Five

The institution demonstrates integrity in its practices and relationships.

Evaluative Question:

What is the evidence that the plan provides for appropriate administration of the assessment program?

Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. long- and short-range institutional and educational goals;
- b. processes, involving its constituencies, through which the institution evaluates its purposes;
- c. decision-making processes that are appropriate to its stated mission and purposes;
- d. understanding of the stated purposes by institutional constituencies;
- e. efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures;
- f. support for freedom of inquiry for faculty and students;
- g. institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students.

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity;
- b. effective administration through well-defined and understood organizational structures, policies, and procedures;
- c. qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them;
- d. systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making process;
- e. faculty with educational credentials that testify to appropriate preparation for the courses they teach;
- f. a sufficient number of students enrolled to meet the institution's stated education purposes;
- g. provision of services that afford all admitted students the opportunity to succeed;
- h. a physical plant that supports effective teaching and learning;
- i. conscientious efforts to provide students with a safe and healthy environment;
- j. academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purposes;
- k. a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning;
- l. management of financial resources to maximize the institution's capability to meet its purposes.

Criterion Three

The institution is accomplishing its educational and other purposes.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. educational programs appropriate to an institution of higher education.
 - courses of study in the academic programs that are clearly defined, coherent, and intellectually rigorous;
 - programs that include courses and/or activities whose purpose is to stimulate the examination and understanding of personal, social, and civic values;
 - programs that require of the faculty and students (as appropriate to the level of the educational program) the use of scholarship and/or the participation in research as part of the programs;
 - programs that require intellectual interaction between student and faculty and encourage it between student and student.
- b. assessment of appropriate student academic achievement in all its programs, documenting:
 - proficiency in skills and competencies essential for all college-educated adults;
 - completion of an identifiable and coherent undergraduate level general education component; and
 - mastery of the level of knowledge appropriate to the degree granted.
- c. transcripts that accurately reflect student learning and follow commonly accepted practices.
- d. effective teaching that characterizes its courses and academic programs.
- e. ongoing support for professional development for faculty, staff and administrators.
- f. student services that effectively support the institution's purposes.
- g. staff and faculty services that contributes to the institution's effectiveness.
- h. if appropriate:
 - evidence of support for the stated commitment to basic and applied research through provision of sufficient human, financial, and physical resources to produce effective research;
 - evidence of support for the stated commitment to the fine and creative arts through provision of sufficient human, financial, and physical resources to produce creative endeavors and activities;
 - evidence of effective delivery of educational and other services to its community;
 - evidence of development and offering of effective courses and programs to meet the needs of its sponsoring organization and other special constituencies.

Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. a current resource base - financial, physical, and human - that positions the institution for the future;
- b. decision-making processes with tested capability of responding effectively to anticipated and unanticipated challenges to the institution;
- c. structured assessment processes that are continuous, that involve a variety of institutional constituencies, and that provide meaningful and useful information to the planning processes as well as to students, faculty and administration;
- d. plans as well as on-going, effective planning processes necessary to the institution's continuance;
- e. resources organized and allocated to support its plans for strengthening both the institution and its programs.

Criterion Five

The institution demonstrates integrity in its practices and relationships.

In determining appropriate patterns of evidence for this criterion, the Commission considers evidence such as:

- a. student, faculty, and staff handbooks that describe various institutional relationships with those constituencies, including appropriate grievance procedures;
- b. policies and practices for the resolution of internal disputes within the institution's constituency;
- c. policies and practices consistent with its mission related to equity of treatment, non-discrimination, affirmative action, and other means of enhancing access to education and the building of a diverse educational community;
- d. institutional publications, statements, and advertising that describe accurately and fairly the institution, its operations, and its programs;
- e. relationships with other institutions of higher education conducted ethically and responsibly;
- f. appropriate support for resources shared with other institutions;
- g. policies and procedures regarding institutional relationships with and responsibility for intercollegiate athletics, student associations, and subsidiary or related business enterprises;
- h. oversight processes for monitoring contractual arrangements with government, industry, and other organizations.

MEMORANDUM

TO: J. Granito, H. Mettee, V. Phillips, A. Stocks, J. Zupanic, B. Brothers, J. Scanlon, C. Anderson, P. Kasvinsky, M. Janosik

FROM: Dr. Joyce Feist-Willis



DATE: January 4, 1995

RE: Meeting time for Winter Quarter

Everyone has returned the Winter Quarter Schedule Forms sent to you in December. Thanks for the quick response. Believe it or not, there is one hour in the entire week in which none of us has scheduled commitments. Please block out **Thursdays from 12:00 to 1:00** as the meeting time for the Academic Planning Committee during Winter Quarter.

I just spoke to Dr. Anderson about her progress on the Assessment Task Force Plan, the document we will be reviewing as our first committee responsibility. She indicated that the best time to schedule our first meeting will be **January 26, 1995**. This meeting will be held in **Kilcawley, Room 2057**. Please mark your calendar. The agenda will include reviewing of the Assessment Task Force Plan and discussing of future meetings.