



ACADEMIC SENATE AGENDA

Wednesday, December 1, 2010, 4:00 P.M.
Room 132 DeBartolo Hall

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AGENDA

1. Call to Order.
2. Approval of minutes [Minutes for November 2010 meeting](#).
3. Senate Executive Committee Report; report from the Chair; Ohio Faculty Council (OFC) report.
4. Report from Provost Ikram Khawaja and Vice President for Finance and Administration Eugene Grilli on Strategic Planning.
5. Report from Sharon Stringer on Assessment -- [Attachment 1](#).
5. Report of the Charter and Bylaws Committee.
6. Report of the Elections and Balloting Committee.
7. Reports from Other Senate Committees.
 - A. Academic Standards Committee -- [Attachment 2](#).
 - B. Academic Programs Committee.
 - C. Undergraduate Curriculum Committee.
 - D. Academic Planning Committee.
 - E. General Education Committee -- [Attachment 3](#).
 - F. Integrated Technologies Committee.
 - G. University Outreach Committee
 - H. Library Committee.
 - I. Academic Research Committee
 - J. Student Academic Affairs Committee.
 - K. Student Academic Grievance Committee
 - L. Honors Committee
 - M. Academic Events Committee -- [Attachment 4](#).
13. Unfinished Business.
14. New Business.

15. Adjournment.

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For further information, e-mail [Bob Hogue](#).

Update on Assessment Activities 2010-11

Accomplishments 2010

As a result of findings during the 2008 Higher Learning Commission (HLC) Accreditation visit, YSU chose to participate in the HLC's Academy of Student Learning in lieu of a focused site visit. During its third year of participation in the HLC Academy (with completion in 2012), YSU continues to make progress on two university-wide projects:

1. Institute assessment of general education at all levels; institute changes to address longstanding issues, such as non-compliance with the general-education program; and undertake revisions of the general-education program based on evidence.
2. Engage all campus constituencies in analyzing teaching and learning at YSU; actively encourage faculty, staff, and students to provide recommendations for improving education at YSU.

A progress report will be prepared and sent to the HLC Assessment Academy mentors in January 2011. The progress report will include descriptions of the following accomplishments for 2010-11.

Project Area	Accomplishments, 2010
General Education	Two initiatives are underway to improve assessment of general-education outcomes: first, to create a repository of student writing and rubrics to evaluate the quality of the writing; second, to revise the organizational structure of courses within the general education model. Creating groups of courses that cover similar content and use similar methodology will make it easier to assess whether the learning objectives of general education are being achieved.
Voluntary System of Accountability (VSA)	Summaries of the key findings from the 2010 National Survey of Student Engagement (NSSE) are being prepared by the offices of Assessment and Institutional Research and Policy Analysis.
The Council on Teaching and Learning (CTL)	Beginning in fall 2010, the CTL implemented four learning communities as part of a two-year series of programs to help faculty and staff learn effective use of technology to promote student learning. Additional information about this program is available at http://ysuteach.wordpress.com/better-learning-through-technology/ .
E-Portfolio System	One of the CTL Learning Communities (chaired by Sue Leson) is focusing on the use of electronic portfolios to enhance student learning.
Campus-Wide Assessment Dialogues—Roundtable Sessions	Ongoing sessions are to encourage communications across different divisions and to reduce duplication of effort. The most recent session, in May 2010, focused on what role university education has in preparing students for their lives. The session included discussion about the challenges students commonly face in acquiring the knowledge, skills, and experiences that they need.
Systematic Assessment Processes for Non-Academic Units	<ul style="list-style-type: none"> • Reports submitted to the Assessment Council— 63 % for 2010-11. • The Office of Assessment substantially revised forms for planning and reporting of learning data for academic and non-academic units. These reporting revisions have created a more inclusive and user-friendly process and have placed greater emphasis on critical assessment issues, such as use of data in decision-making. Workshops during summer and fall 2010 were well attended by faculty and staff. Additional information about assessment processes and workshops is available at http://www.ysu.edu/assessment/directions.html.
Academic Program Assessment	<ul style="list-style-type: none"> • Reports submitted to the Assessment Council—56% for 2010-11 to date (see Table below). • Over 15 faculty have volunteered to assist the Assessment Council in reviewing the 2010 reports/plans. • The Office of Assessment is working directly with colleges and deans to keep communication open regarding departmental assessment activities and to develop college-specific action plans for quality and participation improvements. • College-level assessment councils have also been building support for increased participation.

Update on Assessment Activities 2010-11

Academic Programs: Assessment Plan & Report Submissions as of November 12, 2010

College	BCHHS	BCOE	CLASS	FPA	STEM	WCBA	All Colleges
Plans Submitted	8	1	11	1	2	1	24
Reports Submitted	16	2	5	4	27	2	56
Total Submitted	24	3	16	5	29	3	80
Not Submitted	12	4	16	8	17	6	63
Total Programs	36	7	32	13	46	9	143
Percent Submitted	67%	43%	50%	38%	63%	33%	56%

Next Steps

Evidence Inventory

On February 3 and 4, 2011, two mentors from the HLC Academy will visit campus, in a process called an Assessment Evidence Inventory, where information on assessment practice is gathered from academic and non-academic units, and then summarized to provide feedback to YSU's Academy Team. This visit will be a critical part of ensuring our success in the HLC Academy by helping YSU identify areas of strength and remaining challenges. In preparation for this visit, the following initiatives will continue during fall of 2010:

General Education

The General-Education Committee is focusing on revising YSU's thirteen general-education learning outcomes and the general-education domains. Departments will include periodic assessment of students' critical thinking, oral communication, and writing skills in their annual program assessment reports.

Voluntary System of Accountability

The HLC Academy team will place a priority on reviewing, discussing, and disseminating NSSE and Collegiate Learning Assessment (CLA) results to the campus community.

Council on Teaching and Learning

The CTL will be sponsoring a one-day institute on teaching with technology on January 13, 2011.

Campus-Wide Assessment Dialogues-Roundtable Session

The fourth "roundtable" session of YSU Committees is planned for December 10, 2010. The topic for discussion centers on explaining the purpose of the Evidence Inventory; this will be accomplished through a presentation on the visit structure as well as the multiple dimensions considered critical to establishing and supporting a healthy assessment culture on campus.

Program Assessment

The Office of Assessment, the Assessment Council, the General-Education Committee, and the Council on Teaching and Learning will continue to collaborate to align activities. This alignment meets YSU's goal to reframe assessment as meaningful improvement in teaching and learning and to build a more systemic process for enhancing educational programs at YSU.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date 11/24/10 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Standards

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)
Appointed chartered

Names of Committee Members Charles Singler, Denise Walters Dobson, Hae-Jong Lee, Julia Gergits, Joseph Mosca, Louise Pavia, Tess Tessier, Rachael Paras, Rebecca Curnalia, Bill Vendemia, Evan Bell, Rachael Paras

Please write a brief summary of the report the Committee is submitting to the Senate:

The committee met on 10/22/10, 10/28/10 and 11/22/10 to discuss several pending issues. Two motions were approved at the 10/28/10 meeting (see attachments)
The issues still pending include the STEM admission policy, Deans list criteria, suspension policy and status.

Do you anticipate making a formal motion relative to the report? YES

If so, state the motion: _____

Motion 1- On behalf of the Academic Standards Committee, I move for approval the following language on CERTIFICATES and grade requirements to take effect Fall term 2011.

Motion 2- On behalf of the Academic Standards Committee, I move for approval to set a one year limit on the time to file a petition for late withdrawal, to take effect immediately, as described in attachment.

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? YES

Other relevant data: _____

Garv R. Walker

Chair

Motion 1- On behalf of the Academic Standards Committee, I move for approval the following language on CERTIFICATES and grade requirements to take effect Fall term 2011.

Notes on this issue from the committee deliberations (unanimously approved)
Defining “Certificates” and grade requirements.

2010-2011 undergraduate bulletin pg 46.

Current policy for grades in the major and minor requires a grade of “C” or better in all courses counting toward the major and minor. There is no equivalent policy or guideline stated in the bulletin for “certificates”.

Insert the following on pg 46 after the section on MINORS :

“CERTIFICATES. A certificate identifies a concentration of study in an academic area. There are a limited number of academic areas where certificates are available, and students should consult the program descriptions for available study areas. All grades for the certificate must be ‘C’ or better.”

Motion 2- On behalf of the Academic Standards Committee, I move for approval to set a one year limit on the time to file a petition for late withdrawal, to take effect immediately, as described in attachment.

Notes on this issue from the committee deliberations (unanimously approved)

Undergraduate Bulletin P. 40

Proposed language

W represents a withdrawal properly processed at any time from the end of the full-refund period through the last day to withdraw with a W (as published in the Academic Calendar for each semester). For courses involving foreign travel, the last day to drop a course with a W shall be the date at which the student first leaves the campus to begin the travel. Withdrawal after the designated date (or an improper withdrawal) is recorded as F. Withdrawal thereafter (or improperly done, at any time) is recorded as F. Petitions for late withdrawal must be submitted within one year from the time a grade in the course was earned. If the grade resulted from circumstances over which the student had no control, the student may petition the appropriate dean for a late withdrawal.

Proposal for Assessment of Writing

Version as of 11/23/10

One of the primary goals of the General Education program is to ensure that students write effectively. This is a shared responsibility of the English composition program and academic departments, which are responsible for helping their students become proficient in the types of writing specific to their discipline. To assess whether this goal is being achieved students will be required to upload writing samples to the Repository of Assessment Documents. Prior to graduation students seeking a bachelor's degree will be required to upload at least four samples of their writing.

The first document will be from an assignment given in the second English composition course (ENGL 1551). The assignment will be selected by the Composition Program Director. The other documents will be samples of writing related to the student's major. Departments or programs will determine from which courses assignments will be uploaded. By the start of each Fall semester, starting in 2011, departments or programs must have determined which assignments will be uploaded. The General Education Coordinator will report annually to the Academic Senate on each major's rate of compliance with the policy.

All of the writing samples must have been written to complete a graded assignment for a course; no more than two assignments can come from a single course. The writing samples should be between 1,200 and 4,000 words and should demonstrate the use of critical thinking. It is recommended that in baccalaureate programs one of the documents be related to a capstone or senior-level project. Any guidelines or assignment prompts related to the writing sample should be provided in an electronic format to the students so they can copy and paste those directions into the document being submitted. Students will be asked to remove any information from the writing sample that could be used to identify them or their instructor.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date November 19, 2010 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Events Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

Names of Committee Members _____

Jill Tall Gifford (Chair), Bryan DePoy, Faramarz Mossayebi, Jeffrey Tyus, Maureen Vendemia, Victor Wan-Tatah, Alyssa DiBernardi, Betty Jo Licata, Renee Egers, Thomas Wakefield, Evan Beil

Please write a brief summary of the report the Committee is submitting to the Senate:

Our committee is forwarding six nominees and three alternates for the Mace Bearers for 2011-2012 academic year. This information has been provided to the Chair of Academic Senate, Office of Alumni and Events Management, and the Office of the Provost.

Our committee has amended the Mace Bearer selection criteria to include the following: "7. In cases when none the selected Mace Bearers are able to serve, then an Academic Senate Officer, Chair, Vice-Chair, Secretary or Parliamentarian, will be asked to serve as Mace Bearer."

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? Yes

Other relevant data: _____

Jill Tall Gifford
Chair