FORT WAYNE SENATE AGENDA
MONDAY
October 19, 2015
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of September 14, 2015
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
   a. Indiana University – J. Badia
   b. Purdue University – M. Masters
5. Report of the Presiding Officer – A. Downs
6. Special business of the day – Memorial Resolution (Senate Reference No. 15-7) –K. Pollock
7. Committee reports requiring action
   a. Curriculum Review Subcommittee (Senate Document SD 15-3) – K. Pollock
   b. Budgetary Affairs Subcommittee (Senate Document SD 15-4) – C. Gurgur
   c. Library Subcommittee (Senate Document SD 15-5) – S. Lavere
   d. Educational Policy Committee (Senate Document SD 15-6) – J. Leatherman
8. Question Time
   a. (Senate Reference No. 15-8) – L. Wright-Bower
   b. (Senate Reference No. 15-9) – R. Hile
   c. (Senate Reference No. 15-10) – J. Badia
9. New business
10. Committee reports "for information only"
    a. Executive Committee (Senate Reference No 15-11) –K. Pollock
11. The general good and welfare of the University
12. Adjournment*

*The meeting will recess or adjourn by 1:15 p.m.

Approving	Non Voting	Absent
J. Casazza	J. Malanson	J. Badia
A. Downs		M. Masters
K. Pollock, Chair		A. Schwab
N. Younis		

Attachments:

"Memorial Resolution –Wade A. Fredrick" (SR No. 15-7)
"Approval of replacement member of the Curriculum Review Subcommittee" (SD 15-3)
"Approval of replacement members of the Budgetary Affairs Subcommittee" (SD 15-4)
"Approval of replacement member of the Senate Library Subcommittee" (SD 15-5)
"Restatement of 98-22 Assessment of Student Academic Achievement" (SD 15-6)
"Question Time – re: Role of Baccalaureate Framework" (SR No. 15-8)
"Question Time – re: Reducing the appointments of Continuing Lecturers" (SR No. 15-9)
"Examining USAP process" (SR No. 15-10)
"Report on Designated Items" (SR No. 15-11)

Senate Reference No. 15-7

In Memoriam

Wade A. Fredrick

April 21, 1933 – September 5, 2015

Wade A. Fredrick was Executive Director Emeritus of Continuing Studies at IPFW. A gifted athlete and outstanding student he graduated from Churubusco High School in 1950. He attended Wabash College on a four year academic-athletic scholarship. Majoring in Latin and the Humanities, he played varsity baseball and basketball before graduating with honors in 1954. From 1955 to 1957 he served in the military in Japan and Korea. Returning from Korea in January of 1957 he taught English and coached basketball at North Side High School, while earning his Master's degree from Ball State University in 1958. In May of 1963, while teaching, he became a representative of the Columbus Life Insurance Company and completed the Chartered Life Underwriter (CLU) designation.

In 1966 he accepted a position in administration from Indiana University with the newly created Division of General and Technical Studies (known as DGTS). When DGTS merged with the campus in 1982, he worked in development at IPFW until 1983 when he became the Executive Director of what would become, the Division of Continuing Studies. Under Wade's leadership, enrollment in continuing education grew to 13,000 (225% increase from '82), and courses were taught in the TV studio, while others followed with video, PBS, and Comcast Cable 56-aired programming. Training programs for GM and Indiana Michigan employees were developed. Wade will always be remembered for a quick joke, a caring attitude for his employees, and his professional dedication to IPFW. Wade Fredrick retired from IPFW in 1997 as Executive Director Emeritus of Continuing Studies.

During his retirement, he and his wife of 22 years, Shirley, traveled and he played a lot of golf. His parents and younger brother preceded him in death. He is survived by his loving wife, children, Mark (Peggy) Fredrick and Valerie Null (an IPFW employee); stepchildren, Frank Leto, John (Christine) Leto, and Mary (Sergio) Pareja; 11 grandchildren; 2 great-grandchildren; and many nieces and nephews and dear friends.

Senate Document SD 15-3

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: David Liu, Chair
Curriculum Review Subcommittee

DATE: September 15, 2015

SUBJ: Approval of replacement member of the Curriculum Review Subcommittee

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "… Senate Committees … shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is one vacancy on the Curriculum Review Subcommittee with no representation from the Doermer School of Business; and

WHEREAS, The chair of the Curriculum Review Subcommittee has invited Dr. Swathi Baddam of the Doermer School of Business to serve as a replacement member for the 2015-2016 academic year;

BE IT RESOLVED, That the chair of the Curriculum Review Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

Senate Document SD 15-4

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Jeff Malanson, Chair
Budgetary Affairs Subcommittee

DATE: September 28, 2015

SUBJ: Approval of replacement members of the Budgetary Affairs Subcommittee

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "Senate Committees . . . shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There are three vacancies on the Budgetary Affairs Subcommittee; and

WHEREAS, The Budgetary Affairs Subcommittee voted on August 31, 2015 to appoint Dr. Hui Di of the Department of Accounting and Finance in the Doermer School of Business to serve as a replacement member for the 2015-2016 academic year; and

WHEREAS, The Budgetary Affairs Subcommittee voted on August 31, 2015 to appoint Dr. Jordan Marshall of the Department of Biology in the College of Arts and Sciences to serve as a replacement member for the 2015-2016 academic year; and

WHEREAS, The Budgetary Affairs Subcommittee voted on September 28, 2015 to appoint Dr. Nurgul Aitalieva of the Department of Public Policy in the College of Education and Public Policy as a replacement member for the 2015-2016 academic year;

BE IT RESOLVED, That the Budgetary Affairs Subcommittee requests the Executive Committee to forward these appointments to the Senate for approval.

Approving (8/31/2015)	Approving (9/28/2015)
Hosni Abu-Mulaweh	Hosni Abu-Mulaweh
Martha Coussement	Martha Coussement
Cigdem Gurgur	Hui Di
Jeff Malanson	Jeff Malanson
Deb Poling	Jordan Marshall
None Not Approving, Abstaining, or Absent	Absent: Cigdem Gurgur, Deb Poling None Not Approving or Abstaining

Senate Document SD 15-5

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Suzanne LaVere, Chair
Senate Library Subcommittee

DATE: September 28, 2015

SUBJ: Approval of replacement member of the Senate Library Subcommittee

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that "… Senate Committees … shall have the power to fill committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting"; and

WHEREAS, There is a vacancy on the Senate Library Subcommittee due to an elected member leaving the university; and

WHEREAS, The Senate Library Subcommittee has voted unanimously to appoint Prof. Zhongming (Wilson) Liang, College of Engineering, Technology, and Computer Science as a replacement member for the remainder of the 2015-16 academic year;

BE IT RESOLVED, That the Senate Library Subcommittee requests the Executive Committee to forward this appointment to the Senate for approval.

Approving	Absent
T. Bugel	
A. Coffman	
S. Ding	
S. LaVere, Chair	
C. Lee	
P. Mishra	
D. Poling	

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jane Leatherman, Chair
Educational Policy Committee

DATE: September 30, 2015

SUBJECT: Restatement of 98-22 Assessment of Student Academic Achievement

DISPOSITION: To the Presiding Officer for implementation

RESOLVED, That the proposed plan for the assessment of student academic achievement be adopted.

Approved	**Abstention**	**Opposed**	**Absent**	**Non-voting**
Jane Leatherman			Benjamin Dattilo	Patrick McLaughlin
Noor Borbieva			Carl Drummond	
Cigdem Gurgur				
Linda Wright-Bower				
Gang Wang				

TO: Educational Policy Committee (EPC)
Cigdem Gurgur, Chair

FROM: Assessment Council
Michelle Drouin, Chair

DATE: 04-07-2015

SUBJECT: Superseding Senate Document 98-22 and all subsequent amendments

DISPOSITION: To the EPC for review and approval; upon approval to the presiding officer for implementation

WHEREAS, the rigor and specificity of external requirements for programmatic assessment of student learning have increased since the approval of Senate Document 98-22 and subsequent amendments

WHEREAS, the current assessment plan does not provide adequate guidance for academic units to comply with external requirements

WHEREAS, the Assessment Council wishes to create an authentic assessment strategy that integrates assessment, teaching and learning to better support student success and degree quality

BE IT RESOLVED that the Senate approve the attached document, which supersedes Senate Document 98-22 and all subsequent amendments with the new "Plan for the Assessment of Student Academic Achievement".

Members Approving	**Members Abstaining**	**Members Opposing**	**Members Not Present**
Michelle Drouin			
Carolyn Lindquist			
Cigdem Gurgur			
Debrah Huffman			
Julie Hook			
Kevin Stoller			
Kimberly McDonald			
Nancy Jackson			
Nancy Mann			
Prasad Bingi			
Robert Wilkinson			
Andrew Downs			

Proposed Restatement of 98-22 Assessment of Student Academic Achievement

Indiana University – Purdue University Fort Wayne

March 2015

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The Plan for the Assessment
Of Student Academic Achievement

I. Introduction

The plan for assessing and documenting student academic achievement is the result of enabling legislation adopted by the Fort Wayne Senate (SD 98-7), November 9, 1992, upon recommendation of the Educational Policy Committee. The implementation of the plan for assessment of student academic achievement was further defined in SD 94-13 which was adopted 12-12-94 and amended 2- 10-97. The policy included a plan for assessing the general education program, administering assessment programs for degree and certificate programs, and forming an Assessment Council as a successor to the Steering Committee for Assessment of Student Academic Achievement (SCASAA).

SD 98-22 updated SD 94-13 and in May 2003, SD 03-02 was approved to amend SD 98-22. Advances in assessment practice and changes in both Regional Accreditation Requirements and Professional Accreditation Practices since 2003 and changes in responsibility for general education assessment at IPFW require changes the institutional assessment plan.

The assessment plan described in this document reflects best current practices in assessment, emphasizes a strategy that integrates assessment in the teaching and learning process to improve student achievement relative to stated student learning outcomes (SLOs), articulates a consistent assessment framework for all academic programs, and aligns assessment of student learning from the IPFW Baccalaureate Framework through the College and Academic Program Outcomes to course level assessment of student learning.

II. Mission and Goals

Colleges, academic departments and programs define academic goals relative to mission, consistent with academic standards and practices defined by disciplinary, interdisciplinary and professional communities within and outside of the university and aligned with the IPFW Baccalaureate Framework. Student Learning Outcomes (SLOs) operationalize academic learning goals through defining knowledge, skills and values expected of students as specific and measurable statements. Assessment of Student Learning examines how and/or the extent to which students achieve SLOs. Conclusions about the achievement of program goals, obtained through assessment of student learning are expected

to lead to the improvement of academic programs and continual improvement of student learning relative to SLOs defined by colleges, academic departments and programs. The IPFW Assessment Plan provides a common framework for programmatic assessment of student learning for all colleges, academic departments and programs at IPFW.

III. The IPFW Assessment Plan

The IPFW Plan for the Assessment of Student Academic Achievement is a framework for assessing student learning at IPFW. The Plan builds on the stated Mission and Goals to document student academic achievement in all academic programs, including the general education program, certificate programs and degree programs. The IPFW Plan for the Assessment of Student Academic Achievement aligns with "Core Component 4B of Criterion Four. Teaching and Learning: Evaluation and Improvement" of the Higher Learning Commission for the Assessment of Student Learning and with requirements of Professional Accreditor's of Academic Programs. (Appendix A).

All academic programs, including the general education program, certificate programs and degree programs will develop and implement a program level assessment plan consistent with the IPFW Principles of Assessment (Appendix B) that includes:

a. Stated Student Learning Outcomes (SLOs) for the academic program.
b. For Baccalaureate programs, a document detailing the general alignment of stated SLOs with the "Framework for the IPFW Baccalaureate Degree".
c. A Curricular Map detailing the progression of student achievement relative to the SLOs through a core group of courses identified by the academic program.
d. Assessment of SLOs through Interim Internal Measures, External Measures and other measures specific to the academic program (Appendix C).
e. A statement of how assessment findings will be used to improve student achievement in the academic program.

Should individual colleges develop common learning outcomes for all academic programs, the College is responsible for providing their Assessment Plan to the Assessment Council for review.

IV. Annual Reports

Academic programs, including the general education program, certificate programs and degree programs will prepare an annual report of assessment findings (The Academic Department Assessment Report). Each Academic Program will submit a copy of the Academic Department Assessment Report to the office of the College Dean. Each College will establish a College Level Assessment Committee to review the Academic Department Assessment Reports guided by the IPFW Assessment Review Worksheet (Appendix D). The College Level Assessment Committee will provide a summary report detailing departmental means for all sections of the IPFW Assessment Review Worksheet and their recommendations for each Academic Unit and submit all completed IPFW Assessment Review Worksheets and the Academic Department Assessment Reports for all departments to the Assessment Council by January 15. Colleges that establish common learning outcomes for all departments will provide a college-level assessment report to the Assessment Council consistent with the framework presented in the IPFW Assessment Review Worksheet for review.

Consistent with the IPFW Assessment Review Worksheet, the Academic Department Assessment Report will include:

a. Clearly stated Programmatic Student Learning Outcomes (SLOs) defining the knowledge, skills and, where appropriate for specific academic departments, values expected of students completing the academic program.
b. A description of how the SLOs align with the IPFW Baccalaureate Framework.
c. A Curricular Map identifying the level of achievement relative to the SLOs, expected of students in common courses or experiences within the curriculum.
d. A description of assessment activities and measures for the current academic year.
e. A summary of student achievement relative to the expected SLOs for the current academic year including a summary of prior year assessment findings and a description of changes made as a result of assessment findings and feedback from the College Assessment Committee and the Assessment Council.
f. A description of how results are disseminated to faculty and other stakeholders.
g. A description of how assessment results will be used to improve the program.

The Assessment Council will review the completed College Level IPFW Assessment Review Worksheet Means and the College Level Assessment Report guided by the

Assessment Council Worksheet (Appendix E). The Assessment Council will review samples of the Academic Department Assessment Results to evaluate the quality and consistency of the College Level Assessment Report. The Assessment Council reserves the option to refer the College Level Assessment Report back to the College Assessment Committee if the report is incomplete or does not adequately evaluate the quality of the Academic Department Assessment Reports. The Academic Department Assessment Reports, The IPFW Assessment Review Worksheets and the Assessment Council Worksheets will be reviewed and archived to meet internal and external requirements as follows:

a. Each Academic Department will complete The Academic Department Report for the academic year. The Report will be organized to align with the IPFW Assessment Review Worksheets.
b. The College will review all Academic Department Reports and complete the IPFW Assessment Review Worksheet for each Academic Department and produce a College Level Assessment Report following the College Level Assessment Reporting Framework (Appendix E).
c. The Assessment Council will review the College Level Assessment Report, College Level IPFW Assessment Review Worksheets, review a sample of the Academic Department Assessment Reports and provide a Report to each College summarizing findings on the quality and substance of assessment activities and detailing recommendations to improve the overall assessment efforts of the College.
d. The Assessment Council and Director of Assessment will provide a copy of the Assessment Council findings and recommendations to the College Dean, the College Assessment Committee and the Vice Chancellor of Academic Affairs (Appendix F).
e. The Director of Assessment will maintain an electronic archive of the College Summaries, Academic Department Assessment Reports and the completed IPFW Assessment Worksheets.

The General Education Sub-Committee will prepare a General Education Assessment Report of the general education program for review by the Assessment Council. The report will follow the guidelines established for Academic Department Assessment Reports. The Assessment Council will evaluate the General Education Assessment Report guided by the IPFW Assessment Worksheet). The Assessment Council will provide the completed IPFW Assessment Worksheet and recommendations to the General Education Sub-Committee and Vice Chancellor for Academic Affairs.

V. ADMINISTRATION OF THE PLAN

A. Purpose

The administration of the plan for assessment of student academic achievement includes monitoring compliance with the provisions of the IPFW assessment plan, reviewing the translation of assessment data into improved academic achievement in general education and in the academic majors, and proposing revisions in the campus, General Education, and program assessment plans as experience and changing academic goals warrant.

B. Responsibility

1. Responsibility for establishment of a plan for the assessment of student academic achievement is assigned to the Assessment Council by the Fort Wayne Senate.

2. Responsibility for the administration of the campus plan for the assessment of student academic achievement belongs to the Vice Chancellor for Academic Affairs and is assigned by the Vice Chancellor to a Director of Assessment or other Designee as Determined by the Vice Chancellor who shall be advised by an Assessment Council.

3. Responsibility for the department/division/program assessment plan belongs to the chair/director, through the governance processes of the department/division.

4. The College Dean is responsible for ensuring all departments, divisions and programs annually assess student learning, prepare the Academic Department Report organized consistently with and addressing all areas of The IPFW Assessment Review Worksheet. The College Dean will appoint a group of faculty members to review the Academic Department Reports and to complete IPFW Assessment Review Worksheets for all Academic Departments in the College. The Dean will submit completed Assessment Review Worksheets to the Assessment Council according to a timetable determined by the Academic Officers Committee.

5. The Chair of the General Education Sub-Committee is responsible for ensuring the General Education Program is assessed annually. The General Education Sub-Committee is responsible for preparing the Academic Department Report for the General Education Program annually and submitting the report to the Academic Council for review according to a timetable determined by the General Education Sub-committee.

VI. The Assessment Council

A. Responsibilities

The Assessment Council shall review the completed IPFW Assessment

Review Worksheets for each College and complete the Assessment Council Worksheet (Appendix E) for each College. The Council will review a sample of Academic Department Assessment Reports. Based upon the review, the council shall also make recommendations to the Vice Chancellor, the Educational Policy Committee, colleges, academic departments, or other university committees and councils, as appropriate. Recommendations to the EPC should relate to how the assessment plan should be amended and recommendations to the VICE CHANCELLOR FOR ACADEMIC AFFAIRS should relate to how IPFW should allocate resources in the short- and long-term to advance student academic achievement. Recommendations to colleges, academic departments, and to departments/programs that do not report through a college should address possibilities for enhancing the units' assessment activities, overall process, curricular alignment, and progress in improving student achievement relative to stated learning outcomes. In addition, the council shall incorporate its findings and recommendations in an annual report through the Educational Policy Committee to the Fort Wayne Senate about the status of the assessment of student academic achievement and its effectiveness in improving student learning. The Assessment Council will provide training for the College Level Assessment Committees.

B. Composition

The Assessment Council shall consist of the Director of Assessment, a non-voting Academic Affairs staff member designated by the VICE CHANCELLOR FOR ACADEMIC AFFAIRS, the chair of the General Education Subcommittee, a representative from the Educational Policy Committee, a representative from each College of the University and one representative each from General Studies, Helmke Library, and Student Affairs. The College members shall be faculty with responsibility for assessment in their departments or schools, selected for renewable three-year terms by the unit's preferred procedures. In addition, up to three "at large" members may be selected by the VICE CHANCELLOR FOR ACADEMIC AFFAIRS in consultation with the Assessment Council to address university needs.

Appendix A: Alignment of Assessment Plan with HLC Criteria 4B and the IPFW Baccalaureate Framework

1. **Higher Learning Commission Criterion Four, Core Component 4 B.**

   The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

   1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
   2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
   3. The institution uses the information gained from assessment to improve student learning.
   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.

2. **IPFW Baccalaureate Framework.**

The IPFW faculty has identified six foundations of baccalaureate education.

Acquisition of Knowledge
Students will demonstrate breadth of knowledge across disciplines and depth of knowledge in their chosen discipline. In order to do so, students must demonstrate the requisite information- seeking skills and technological competencies.

Application of Knowledge
Students will demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.

Personal and Professional Values
Students will demonstrate the highest levels of personal integrity and professional ethics.

A Sense of Community
Students will demonstrate the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international

communities. In so doing, students will demonstrate a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.

Critical Thinking and Problem Solving
Students will demonstrate facility and adaptability in their approach to problem solving. In so doing, students will demonstrate critical-thinking abilities and familiarity with quantitative and qualitative reasoning.

Communication
Students will demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

These foundations provide the framework for all baccalaureate degree programs. The foundations are interdependent, with each one contributing to the integrative and holistic education offered at IPFW.

APPENDIX B. IPFW Principles of Assessment

The IPFW plan for the assessment of student academic achievement is based upon the principles of assessment established by the North Central Association, principles of sound research methodology, and principles of educational and administrative philosophy that are part of the traditions of the institution. The principles have guided the construction of the plan, are embedded in the administration of the plan, and will guide changes to reflect knowledge gained from assessment and changes in policies and circumstances at the institution.

The underlying principles are:

1. The plan is linked to the mission, goals, and objectives values, and vision of the institution.

2. The plan is institution-wide in conceptualization and scope.

3. The plan is designed to foster institutional improvement, benefiting both students and programs through intentional linkages between institutional goals**,** program goals, and efforts to improve students' achievement of those goals.

4. The plan is designed to ensure institutional improvement and to improve the assessment plan itself.

5. The data and conclusions generated through assessment are intended to improve the institution and programs rather than evaluate individual students.

6. The tasks of developing, administering, and improving the components of the assessment program are delegated to the unit best qualified to consider each component of the plan (See Section IV, Parts A & B for guidelines).

7. Faculty responsibility for assessment is ensured by intentional linkages between the plan and the institution's established patterns of governance and administration.

8. The assessment plan is coordinated integrated with related ongoing institutional practices that promote learning, such as general education assessment, USAP**,** program review and accreditation. Senate Document SD 98-22 Supersedes SD 92-7 Supersedes SD 94-13 (Approved, 4/12/1999) (Amended, 10/16/2000) (Amended, 10/28/2002) (Amended, 9/8/2003).

9. The assessment plan requires multiple measures of student academic achievement in order to overcome the limitations of any single source of evidence about achievement.

10. The assessment plan is considered to be dynamic rather than fixed. Experience with assessment and the effectiveness of the plan will lead to modifications by units of their plans.

APPENDIX C. Examples of Assessment Measures

1. Examples of Interim Measures

a. Review for admission to an advanced stage of the program

b. Assessment of Student Learning Outcomes (SLOs) measured at critical points in the curriculum (e.g. course embedded measures, projects, performances, item analysis, primary trait analysis, etc.).

c. Portfolio reviews

d. Curriculum embedded measures and common assignments linked to program SLOs.

e. Mid-program examinations

2. Examples of Internal Measures at or after Graduation

a. Comprehensive examinations (with items linked to SLOs and performance levels)

b. Senior papers, design projects, or juried performances

c. Portfolio reviews

d. Capstone course measures, linked to program SLOs

3. Examples of External Measures at or after Graduation

a. Evaluations of achievement conducted by visitors

b. Performance on licensing, certification, and registration examinations

c. Performance on standardized examinations

d. Graduate and alumni evaluations of achievement of program goals

e. Employer evaluations of achievement of program goals and of preparation of graduates

f. Graduate and professional school acceptance rates

g. Review of external community council

Appendix D: IPFW Assessment Progress Worksheet (Adapted from JMU Assessment Progress Template)

I. Clearly Stated Programmatic Student Learning Outcomes (SLOs)				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Clarity and specificity	All SLOs are stated with clarity and specificity including precise verbs and rich descriptions of the knowledge, skills and value domains expected of students upon completing the program.	SLOs generally contain precise verbs, rich description of the knowledge, skills and value domains expected of students.	SLOs are inconsistently defined for the program, descriptions of the knowledge, skill and value domains are present but lack consistent precision.	
Student-Centered	All SLOs are stated in student-centered terms (i.e. what a student should know, think, or do).	Most SLOs are stated in student-centered terms.	Some SLOs are stated in student-centered terms.	
Expectation Level	SLOs exceed basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet the basic expectations established by the University and other necessary approving organizations required of the submitting unit.	SLOs meet only a portion of the expectations established by the University or other necessary approving organizations required of the submitting unit.	

II. Alignment with IPFW Baccalaureate Framework				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
IPFW Baccalaureate Framework Alignment	Specific, clearly defined, student-centered Program-Level SLOs are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Generally defined student-centered Program-Level SLOs are aligned to all foundation areas of the IPFW Baccalaureate Framework.	Program-Level SLOs are aligned to some foundation areas of the IPFW Baccalaureate Framework.	

III. Student Learning Outcomes Mapped to Planned Learning Experiences in the Academic Program (Curricular Map)				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Content Alignment	All SLOs are mapped to common classes or learning activities expected of all students completing the program.	Most SLOs are mapped to common classes or learning activities expected of all students completing the program.	Common classes or learning activities are identified for all students completing the program but most SLOs are not clearly mapped to classes or activities.	
Student Learning Development of SLOs (Learning Benchmarks)	Curricular Map clearly identifies the progression of student learning relative to all SLOs at specific points in the curriculum.	Curricular Map identifies levels of expected learning relative to most SLOs at specific points in the curriculum.	Curricular Map identifies expected levels of learning for some SLOs at specific points in the curriculum.	
Student Engagement	Classes and/or activities engage students in the work outlined in the SLOs.	Classes and/or activities engage students in the work outlined by most of the SLOs.	Classes and/or activities do not consistently engage students in the work outlined by most of the SLOs.	

IV. Systematic Method for Measuring Progress Toward Accomplishment of SLO				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Relationship between assessments and SLOs	Detail is provided regarding SLO-to-measure match. Specific items included on the assessment are linked to SLOs. The match is affirmed by faculty subject experts.	Description of how SLOs relate to assessment is general but sufficient to show alignment.	Description of how SLOs relate to assessment is incomplete or too general to provide sufficient information for use in determining progress toward SLO.	
Types of Measures	All SLOs are assessed using at least two measures including at least one direct measure.	Most SLOs are assessed using at least one direct measure.	Most SLOs are either assessed using only indirect measures or are not assessed.	
Established Results	Statements of desired results (data targets) provide useful comparisons and detailed timelines for completion.	Statements of desired results provide a basic data target and a general timeline for completion.	Statements of desired results are missing or unrealistic for completion.	
Data Collection and Design Integrity	The data collection process is sound, clearly explained, and appropriately specific to be actionable.	Enough information is provided to understand the data collection process with limited methodological concerns.	Limited information is provided about the data collection process or includes sufficient flaws to nullify any conclusions drawn from the data.	
Evidence of Reliability of Measures	Methods used to ensure reliability of findings are clearly explained and consistently support drawing meaningful conclusions.	Methods used to ensure reliability of findings are stated and generally support drawing meaningful conclusions.	Methods to ensure reliability of findings are insufficient for drawing meaningful conclusions.	

V. Reporting Results - Communication				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Presentation of Results	Results are clearly present and directly related to SLOs. Results consistently demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are present and related to SLOs. Results generally demonstrate student achievement relative to stated SLOs. Results are derived from generally accepted practices for student learning outcomes assessment.	Results are provided but do not clearly relate to SLOs. Results inconsistently demonstrate student achievement relative to stated SLOs. Use of generally accepted practices for student learning outcomes assessment is unclear.	
Historical Results	Past iterations of results are provided for most assessments to provide context for current results.	Past iterations of results are provided for the majority of assessments to provide context for current results.	Limited or no iterations of prior results are provided.	
Interpretation of Results	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results including an interpretation of how classes/activities might have affected the results.	Interpretations of results are reasonable given the SLOs, desired levels of student learning and methodology employed. Multiple faculty interpreted the results.	Interpretation of results does not adequately refer to stated SLOs or identify expectations for student learning relative to SLOs. The interpretation does not include multiple faculty.	

VI. Reporting Results – Stakeholder Involvement				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Documents and results are shared with faculty	Information is routinely provided to all faculty with multiple opportunities for collaboration to build meaningful future plans.	Information is provided to all faculty through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to all faculty or provides insufficient detail to be meaningful.	
Documents and results are shared with other stakeholders	Information is routinely provided to stakeholders (beyond faculty) with multiple opportunities for collaboration to build meaningful future plans.	Information is shared with stakeholders (beyond faculty) through an effective mode and with sufficient detail to be meaningful.	Information is not distributed to stakeholders (beyond faculty) or provides insufficient detail to be meaningful.	

VII. Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success				
	Exemplary 3	**Acceptable 2**	**Developing 1**	**Score**
Programmatic and Curricular Improvement	Evidence reported demonstrates a consistent pattern of an integrated assessment, pedagogy and curricular approach that assesses student performance relative to SLOs, uses assessment data to make curricular and/or pedagogical changes and re-assesses learning to determine how or the extent to which the change positively influenced student learning.	Evidence reported demonstrates assessment of student learning relative to SLOs and describes curricular and/or pedagogical changes planned or made as a result of assessment of student learning. Some evidence of an emergent pattern of assess/curricular or pedagogical change/ re-assess is demonstrated.	Assessment findings are reported but insufficient evidence of curricular or pedagogical changes are present and limited or no evidence of an emergent pattern of assess/curricular or pedagogical change/re-assess is demonstrated.	
Improvement of Assessment Process (mechanics)	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and specific changes to the assessment process are detailed.	Past and current assessment process are critically evaluated, including acknowledgement of flaws, present and intended improvements to process are identified (when needed) and moderate changes to the assessment process, or general plans for improvement of assessment process are proposed.	Past and current assessment process are sporadically evaluated, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations is proposed.	

APPENDIX E: College Level Report Template for the Assessment Council Report:

The College Level Assessment Report details findings of the College Assessment Council for all Academic Departments in the College. The College Level Report Template details the organization of the report.

Section 1: Summary of Findings

The report will detail scores of each academic department for each section and subsection of the Assessment Progress Worksheet. In addition, means for each subsection across departments are reported as a separate table.

Section 2: Recommendations to the Academic Departments

The report will summarize recommendations made to each academic department as a result of the current year assessment findings.

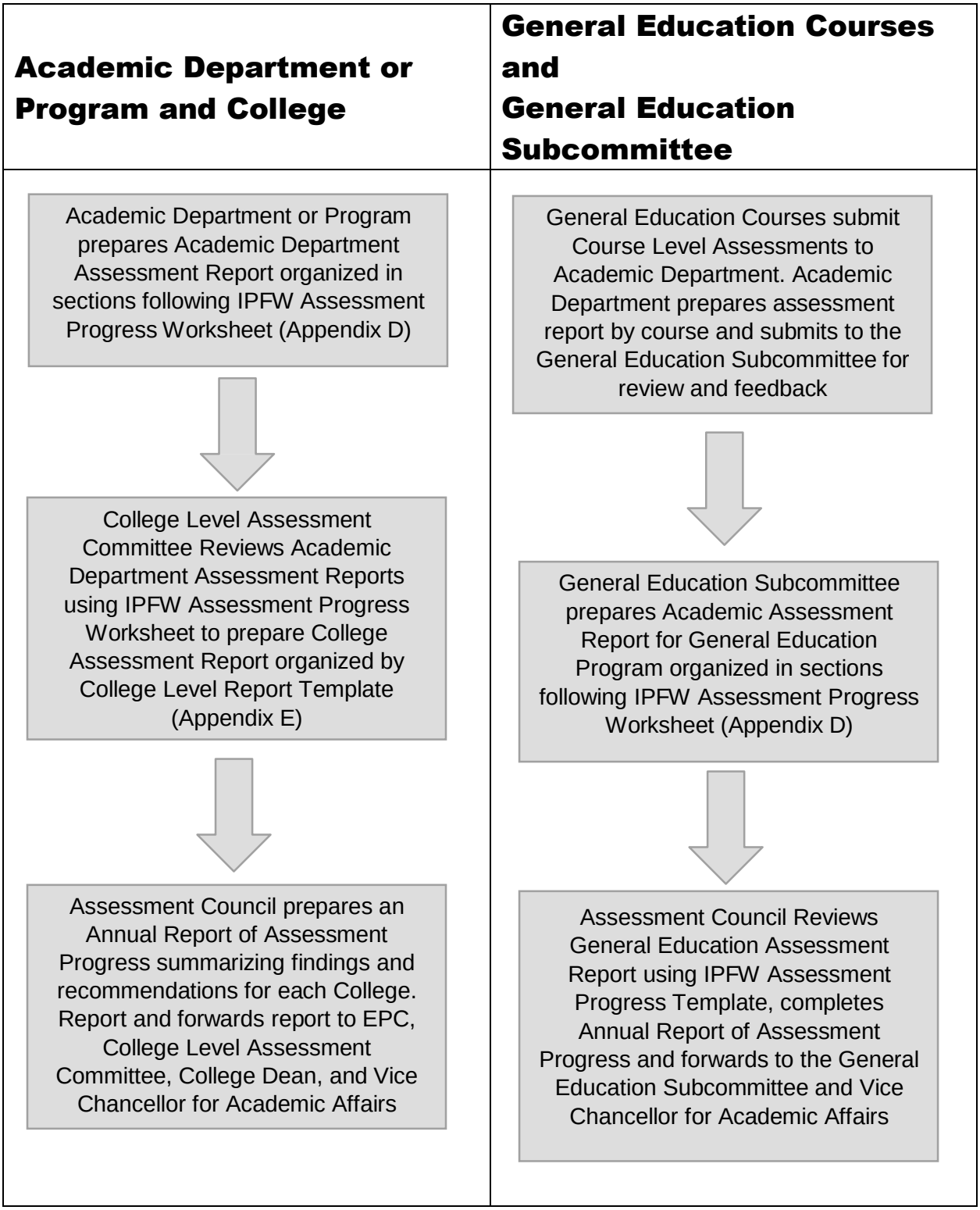
Section 3: Results of Activities related to Prior Year Findings

The report will describe results of changes made to address prior year findings. This section includes results of student learning assessments and a summary of the impact (positive or negative) of those changes in student learning.

Section 4: Conclusions and Future Directions

The concluding section provides an overall evaluation of assessment in the College and a description of any changes in process planned to improve the quality of student learning assessment across departments in the College.

Appendix F: Overview of Assessment Process and Reporting



Senate Reference No. 15-8

Question Time

The Fort Wayne Senate adopted the Baccalaureate Framework in 2005 (SD 05-8). In the last couple of years, IPFW has adopted a new strategic plan, created USAP, and had its designation changed to a Multi-system Metropolitan University. In light of these changes, what is the role of the Baccalaureate Framework?

Baccalaureate Framework SD 05-8 (http://www.ipfw.edu/dotAsset/4fa85db8-2c61-4a42-8c6d-6781445745bd.pdf)

Linda Wright-Bower
Department of Music

Senate Reference No. 15-9

Question Time

Effective Fall 2015, the Division of Continuing Studies involuntarily reduced the appointments of some of their continuing lecturers from 1.0 to 0.75, based on a failure of those specific continuing lecturers to meet enrollment and financial targets. Significantly, these targets have been inconsistent over time, explanations for the targets do not fit the data as affected departments understand it, and the communication related to the targets and DCS's decision to cut the courses of CLs was both one-sided and tardy. The situation of these CLs and the courses that were canceled, courses that were part of the mission and curriculum for the affected departments, highlights the negative impacts of having some continuing lecturers' continuing employment dependent on an entirely different—and strictly profit-driven—set of concerns than those of continuing lecturers salaried out of IPFW's general fund.

1. Taking for granted that it is desirable that faculty members at the same rank should have similar employment circumstances across campus, we should therefore work to alter the current situation in which some CLs have an obligation to contribute to their departments' missions through teaching and service, and other CLs have this same obligation, plus the task of meeting the specific enrollment and financial targets dictated by DCS in order to keep their jobs. What is the administration's view of the best way to standardize the working situations of continuing lecturers across campus?
2. Taking for granted that transparency in budgeting is a key value and goal at IPFW, we should therefore work to move away from the current financial model in which millions of dollars of tuition revenue are diverted from the general fund into a separate account, part of which funds DCS (and therefore the continuing lecturers paid by DCS) and part of which becomes a reserve fund. This diverting of resources creates two transparency problems: (1) there is less oversight over how the money in the reserve fund is spent; and (2) diverting millions of tuition dollars away from the general fund artificially inflates the amount of the shortfall in the general fund. What is the administration's plan and timeline for creating a more transparent budgeting model for IPFW than the current model?

Hardin Aasand, Chair, Department of English & Linguistics
Anne Argast, Chair, Department of Geosciences
Janet Badia, Director, Women's Studies Program
Ana Benito, Chair, Department of International Language and Culture Studies
Bernd Buldt, Chair, Department of Philosophy
Peter Dragnev, Chair, Department of Mathematical Sciences
Ronald Friedman, Chair, Department of Chemistry
Rachel Hile, Interim Chair, Department of Communication
Carol Lawton, Chair, Department of Psychology
James Lutz, Chair, Department of Political Science
Mark Masters, Chair, Department of Physics
Frank Paladino, Chair, Department of Biology
Richard Sutter, Chair, Department of Anthropology
Richard Weiner, Chair, Department of History
Mieko Yamada, Interim Chair, Department of Sociology

Senate Reference No. 15-10

Question Time

While examination of existing programs and units across campus can be seen as necessary and valuable for building on the strengths of IPFW and developing new directions as a comprehensive metropolitan university, there is a perception that the goal of USAP is to collect data that will be used to consolidate some academic programs and cut others in order to focus resources on a few special areas. There also is increasing concern that it may simply not be possible to develop a unified plan from the overwhelming multitude of data that is being collected at the level of individual units, evaluated by people who are not necessarily familiar with the individual units. So the questions are:

1. What is the goal of the USAP process?
2. Would the administration be open to considering an alternative to the USAP process such as that proposed in SD 11-24, which suggests a strategic program review-like process for all units?

Janet Badia
Department of Women's Studies

Senate Reference No. 15-11

TO: The Senate

FROM: Executive Committee
Fort Wayne Senate

DATE: October 9, 2015

SUBJ: Report on Designated Items

Listed below is a list of designated items that Executive Committee has charged other committee/subcommittees with. Executive Committee is distributing this for information only.

1. FAC- DCS Continuing Lecturers
2. URPC and BAS- DCS Budget
3. EPC- Course approval and program approval