

Minutes of the  
Second Regular Meeting of the Thirty-Fifth Senate  
Indiana University-Purdue University Fort Wayne  
October 19, 2015  
12:00 P.M., Kettler G46

Agenda

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) – G. 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 adjourn or recess by 1:15 p.m.

Presiding Officer: A. Downs  
Parliamentarian: J. Malanson  
Sergeant-at-Arms: G. Steffen (absent)  
Secretary: S. Mettert (absent)

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Attachment:

“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)  
“Composite Financial Index” (Attachment A)

Senate Members Present:

T. Adkins, A. Argast, J. Badia, S. Bischoff, S. Carr, V. Carwein, J. Casazza, C. Chen, B. Dattilo, S. Ding, C. Gurgur, Q. Hao, R. Hile, M. Jordan, D. Kaiser, S. LaVere, J. Leatherman, E. Link, M. Masters, D. Miller, Z. Nazarov, A. Obergfell, W. Peters, G. Petruska, K. Pollock, M. Qasim, R. Rayburn, D. Redett, N. Reimer, G. Schmidt, A. Schwab, B. Valliere, A. De Venanzi, L. Vartanian, N. Virtue, G. Wang, D. Wesse, M. Wolf, L. Wright-Bower, N. Younis

Senate Members Absent:

T. Adkins, S. Carr, Q. Hao, G. McClellan, J. Niser

Faculty Members Present:

B. Bernd, J. Burg, M Coussement, M. Dixson, M. Drouin, J. Hook, K. Johnson, C. Lawton, F. Paladino, R. Sutter, R. Weiner

Visitors Present:

C. Kuznar, P. McLaughlin, J. Oxtoby, C. Sternberger

Acta

1. Call to order: A. Downs called the meeting to order at 12:00 p.m.
2. Approval of the minutes of September 14, 2015: The minutes were approved as distributed.
3. Acceptance of the agenda:  
  
K. Pollock moved to approve the agenda as distributed.  
  
The agenda was approved as distributed.
4. Reports of the Speakers of the Faculties:
  - a. Indiana University:

J. Badia: I was struck by a question that is on the agenda today. I am really struck that we need to make cuts. Take for example, the document about assessment on our agenda today, which explains principles of assessment under principles three and four. The IPFW 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. The plan is designed to ensure institutional improvement. I just cannot get over how much of that content of that statement keeps getting used to describe USAP.

To sum up my point, clearly many of us are still looking for meaningful articulation of USAP's goals of how it differs from existing processes, such as, assessment and program

reviews. I just want to understand that. I feel strongly about articulating those connections.

b. Purdue University:

M. Masters: First off, there has been a lot of discussion about continuing lecturers. Purdue is now conducting an audit to determine how many CL's are on all the campuses. Then there has also been a tremendous amount of time on my time to figure out the combination of Purdue North Central and Purdue Calumet, and how they were stuck together and are now merged. There is a tremendous amount of arguing through Faculty Senate to merge those together. They have different traditions so it is a difficult process to merge those two together. If they do not get their act together that could have negative ramifications for all faculty and shared governance.

I have two concerns. One is linked to the continuing lecturers. This was discussed at the Intercampus Faculty Council meeting. There needs to be some sort of career trajectory for them. Right now they are a continuing lecturer so there is nowhere to go, so why should you stay? Indiana University uses senior lecturers and maybe that is our moto. We have also had the tenure instructor position, and that is also maybe something we have to consider. So, those are things we should think about as possibilities.

Finally, I agree with Janet on USAP. I think there is a tremendous amount of concern about it. There is no clear description of what the purpose of what USAP is, and that is worrisome to people. We need to have some clarity.

5. Report of the Presiding Officer – A. Downs:

A. Downs: Speaking privileges have been given to Kent Johnson and Michelle Drouin.

Also, you should have received, and will receive again those training videos. Please do those, and remind those in your departments to do those as well.

Finally, this year's version of the legislative study committee is making substantial progress. There is a draft version of a report that will be examined by a subcommittee tomorrow, October 20, 2015. That will then go to the full group and get discussed, and then through some more channels and we hope to still meet the middle of December deadline.

6. Special business of the day:

a. Memorial Resolution (Senate Reference No. 15-7):

K. Pollock read the memorial resolution for Wade A. Fredrick. A moment of silence was observed.

7. Committee reports requiring action:

- a. Curriculum Review Subcommittee (Senate Document SD 15-3) – K. Pollock:

K. Pollock moved to approve Senate Document SD 15-3 (Approval of replacement member of the Curriculum Review Subcommittee).

Motion to approve passed on a voice vote.

- b. Budgetary Affairs Subcommittee (Senate Document SD 15-4) – C. Gurgur:

G. Gurgur moved to approve Senate Document SD 15-4 (Approval of replacement members of the Budgetary Affairs Subcommittee).

Motion to approve passed on a voice vote.

- c. Library Subcommittee (Senate Document SD 15-5) – S. LaVere:

S. LaVere moved to approve Senate Document SD 15-5 (Approval of replacement member of the Senate Library Subcommittee).

Motion to approve passed on a voice vote.

- d. Educational Policy Committee (Senate Document SD 15-6) – J. Leatherman:

J. Leatherman moved to approve Senate Document SD 15-6 (Restatement of 98-22 Assessment of Student Academic Achievement).

Motion to approve passed on a voice vote.

8. Question Time:

- a. (Senate Reference No. 15-8) – L. Wright-Bower:

Q: 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?

Linda Wright-Bower  
Department of Music

Senate Reference No. 15-8 was postponed until the November 9, 2015 meeting.

- b. (Senate Reference No. 15-9) – R. Hile:

Q: (For full question please see Senate Reference No. 15-9)

Senate Reference No. 15-9 Question 1 was postponed until the November 9, 2015 meeting.

Senate Reference No. 15-9 Question 2:

Q2: Taking for granted that transparency in budgeting is a key value and a 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?

Department Chairs and Interim Chairs of College of Arts and Sciences

D. Wesse: Starting with the current fiscal year all net Continuing Studies revenue goes to the general fund. Surplus net Continuing Studies revenues are transferred to the General Fund to be used as normal student tuition dollars.

R. Hile: How does this affect the way athletics is budgeted?

D. Wesse: All of athletics budget now comes out of the general fund account.

R. Hile: I am still concerned about the academic implications of having two different set of values and priorities for online and face-to-face classes. I feel they should be integrated more. I think this could solve some problems, but still creates some problems. Has there or will there be a discussion of really treating online and face-to-face education the same, and will be funded from the same source?

D. Wesse: There has been certainly been discussion of that, and Dr. Drummond would be better at addressing that a little more.

S. Bischoff: Just to clarify, there was a change in the process from last year? Is that change permanent?

D. Wesse: It is definitely permanent.

S. Carr: Also, when these changes go into effect then how are those publicized?

D. Wesse: We have met with the Budgetary Affairs Subcommittee, and they have communicated with their own faculty.

A. Downs: The Budgetary Affairs Subcommittee takes a look at the budget and reports to URPC. Typically what happens more negative things are brought to the attention of senate than positive things. We have actually gone through enough changes that it might not be a bad idea to have a summary of the updates.

D. Wesse: When we think of a positive financial investment it takes a lot of different numbers. It boils down to a Composite Financial Index (CFI). Our Plan 2020 goal is to have our CFI at 3.0 by 2020. As of June 30, 2015, our IPFW CFI is 2.99 (See Attachment A).

M. Wolf: So, is this a product of the Great Recession or is this something that has changed, or both?

D. Wesse: Certainly last year it was under decision, which did not occur. Also, the salary decreased. These things add up, and have a significant impact on us. I do not want to give a misconception; we still have significant challenges, but we did have a good CFI last year.

c. (Senate Reference No. 15-10) – J. Badia:

Q: 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

V. Carwein: The goal of the University Strategic Alignment Process (USAP) process is to align our resources with our strategic plan. As you will recall three years ago, we started on a journey to develop a strategic plan. It took us about a year and half to get input from our campus community, and we collected comment from our external community. That plan was approved about a year and half ago. Also, you may recall I also said money follows the plan. That was true a couple of years ago, and is still true today. The purpose of the strategic alignment process is to align our resources with the goals of our strategic plan. As you know, there are four major goals; student success being the number one goal. So, that is the purpose of the process.

Regarding the second question, I would say this body has the ability to develop committees, and develop review processes. The vice chancellors and I would be pleased to hear any input.

S. Bischoff: Just to clarify, the perception of USAP is to collect data that will be used to consolidate some academic programs and cut others, that is a misconception?

V. Carwein: That is not correct. The goal is to align our resources with the goals of our strategic plan.

S. Bischoff: In the process of aligning those resources with the goals, there is no indication at all that any academic programs will be consolidated, and none will be removed to do that?

V. Carwein: There is no preconceived hit list in doing that. The USAP process will result in recommendations, and recommendations only to the vice chancellors and myself relative to aligning the resources with the goals of the strategic plan.

S. Bischoff: So, in that process it could be in order to align there could be some consolidation. That is not the intention of USAP, but it could be a result?

V. Carwein: That could be a result.

9. New business: There was no new business.

10. Committee reports “for information only”:

a. Executive Committee (Senate Reference No. 15-11) – K. Pollock:

Senate Reference No. 15-11 (Report on Designated Items) was presented for information only.

11. The general good and welfare of the University:

A. Argast: I rise to share my opinion about the current state of this university, and though these comments are mine alone, I know others share my concerns.

IPFW is a special place. For most of the 30 years I have been on this campus, our faculty and local administration have aspired for IPFW to be more than it is. We have never set one against the other to advance our goals. We are family.

The current environment seems different. You may have known or just learned through question-time about the cavalier way we have treated continuing lecturers because of an arbitrary profit-margin demanded by administration. USAP is an exploitive and praetorian process, built on faulty premises, and inexpertly administered to achieve an end that seems to be predetermined at the outset. And there is at least the appearance of an existential threat to some programs, departments, and the core values at the very heart of our liberal arts university.

It is true that there has been a recent, partial, roll-back to the staff-defined metrics by which academics were to be evaluated in the USAP process. This is cold comfort. How was it ever thought to be a good decision to get us to this point in the first place?

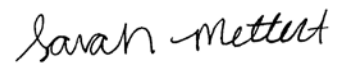
I do not imply that we should fail to respond as the mission evolves, and I understand that resources may ebb, flow and be directed in new ways. But we must respect the vital contributions from all units of this university, we must embrace our core values, and we must acknowledge the importance of each individual member of our family.

S. Carr: I wanted to thank Anne for her comments. I also wanted to say I share many of the same concerns. In the abstract there might be some useful things that come out of the

USAP process, but the practical administration process is very much forcing one size fits all model.

J. Badia: I also wanted to thank Anne for her comment. I also wanted to observe something that I felt was present wind throughout her statement, which was emphasis on the cost of this process. Not only in terms of money, which I know we share hours alone, but also morale. I know I have not been here as long as others, but the morale here has changed dramatically in the last few years and I think that is a shame. So, I do think that we do have to start asking questions hard questions about cost.

12. The meeting adjourned at 1:15 p.m.



Sarah Mettert  
Secretary of the Faculty



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

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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.

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

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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.

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

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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.

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.

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".

# 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)

<b>I. Clearly Stated Programmatic Student Learning Outcomes (SLOs)</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>II. Alignment with IPFW Baccalaureate Framework</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>III. Student Learning Outcomes Mapped to Planned Learning Experiences in the Academic Program (Curricular Map)</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>IV. Systematic Method for Measuring Progress Toward Accomplishment of SLO</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>V. Reporting Results - Communication</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>VI. Reporting Results – Stakeholder Involvement</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.	

<b>VII. Use of Results for Programmatic Change to Improve Student Learning, Achievement and Success</b>				
	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Developing 1</b>	<b>Score</b>
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.

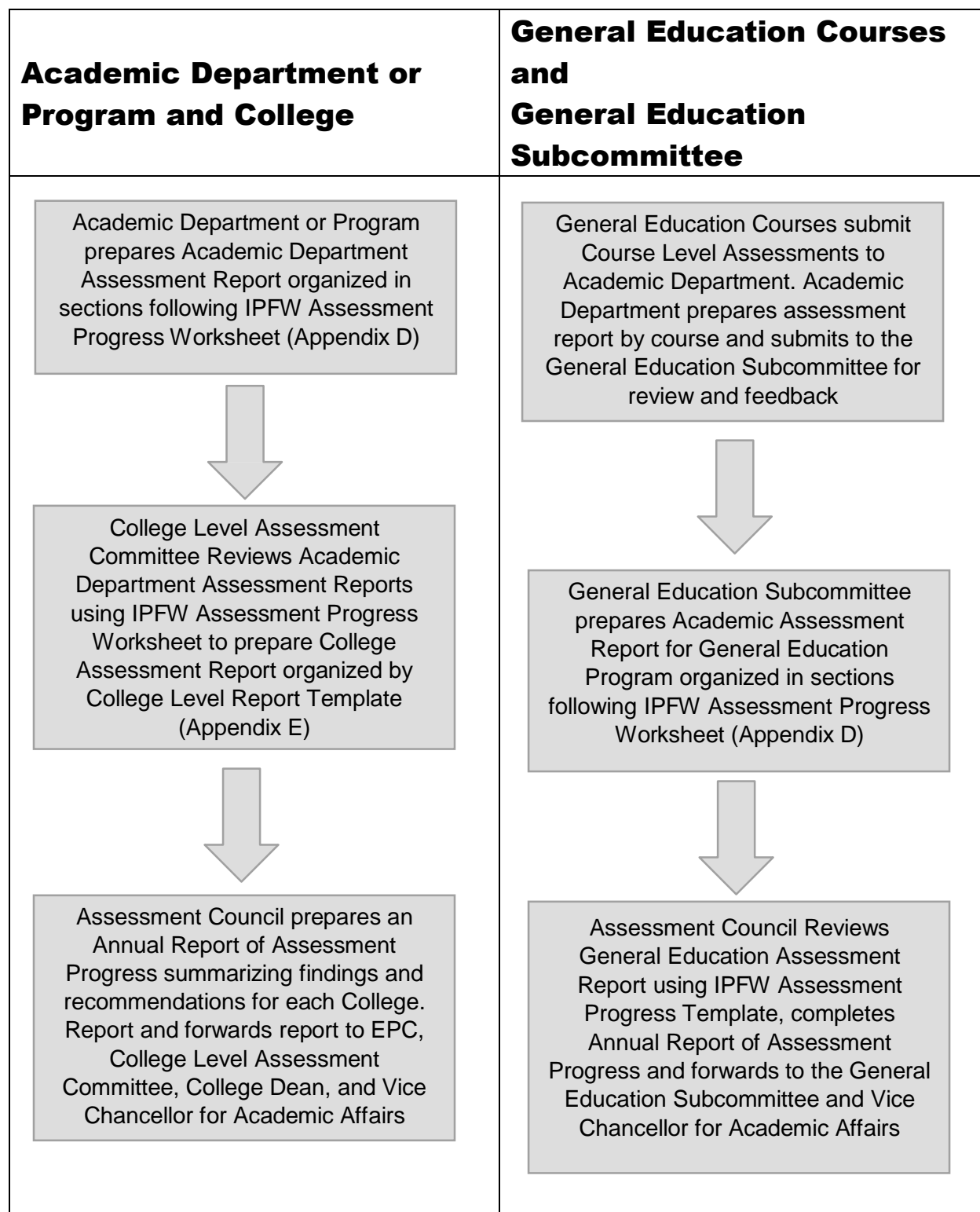
### Section 3: Results of Activities related to Prior Year Findings

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



Composite Financial Index – Ratio Analysis

Good news on our IPFW Composite Financial Index (CFI). Our Plan 2020 goal is to have our CFI at 3.0 by 2020. As of June 30, 2015, our IPFW CFI is 2.99.

Prager, Sealy & Co., LLC, and KPMG LLP (one of my former employers) have worked with numerous higher education institutions and other public-sector organizations over many decades. Based on this work, and in conjunction and affiliation with the National Association of College and University Business Officers (NACUBO), they determined that there are several basic common attributes, or financial ratios, of successful higher education institutions. Accreditation organizations often require the reporting of these ratios as part of their ongoing review of higher education colleges and universities. As such, the Composite Financial Index is used by the Higher Learning Commission, and other accrediting bodies, as a measure of an institutions financial health. These attributes, forming a framework for strategic financial analysis, are applicable to all types of higher education institutions.

Four measures can provide insight into the financial health of a higher education institution:

- Primary Reserve Ratio
- Net Income Ratio
- Return on Net Assets Ratio
- Viability Ratio

From these four ratios, an overall financial measurement of an institution's financial health can be determined. Using the four ratios it is possible to calculate the Composite Financial Index (CFI). The CFI is useful in understanding an institutions financial position and in assessing the future prospects of the institution. A key feature of the CFI is that a single score allows weaknesses in individual ratios to be quantitatively offset by strengths in other ratios. The result is the ability to look at overall financial health, not just individual components of financial health, between institutions.

A CFI of at least 3 indicates that an institution is financially healthy in that approximately 140 days of annualized expenses are retained in expendable resources; the net income generated is sufficient to keep pace with, and will likely exceed the growth of, moderate expense levels; the return on net assets is reasonable for the overall investment activity of the institution; and expendable net assets exceed the institutional debt level.