MINUTES
Kansas State University Faculty Senate Meeting
November 9, 2004   3:30 p.m.   Big 12 Room, K-State Student Union

Present: Ackerman, Adams, Arck, Baker, Behnke, Blythe, Bontrager, Brigham, Cauble, Collins, R. Clark, Clegg, Dubois, Eckels, Erickson, Fairchild, Fallin, Fick, Gehrt, Gormely, Grauer, Griffin, Gwinner, Hedrick, Herald, Hohenbary, Holcombe, Hosni, Jackson, Johnston, Jurich, Knapp, Lehew, Lynch, Marr, McHaney, Nagaraja, Nichols, Prince, Rahman, Ransom, Reeck, Reynolds, Rintoul, Rolley, Ross, Rys, Schumm, Shubert, Shultis, Simon, Smith, Spears, Spikes, Spooner, Stadtlander, Stewart, Stockham, Stokes, Thompson, Trussell, Turtle, Urkevich, Warner, Zabel

Proxies: Stewart for Cox, Stewart for Green, Clegg for Maes, Rintoul for Maata, Rintoul for Michie, Rintoul for Nafziger, Rolley for Sachs, Shubert for Wilkie, Ross for Yahnke

Absent: Anderson, Bhadrirju, Bloomquist, Brockway, Chang, G. Clark, DeLuccie, Dhuyvetter, Dryden, Fritz, Hamilton, Jones, Lee, Rietcheck, Roozeboom, Schultz, Turnley, Willbrant,

Parliamentarian: Jerry Frieman

Visitors: Cia Verschelden, Patricia Marsh, Al Cochran, Ruth Dyer

I.   President Jackie Spears called the meeting to order at 3:35 p.m.
          President Spears announced that Candace Ortega has accepted the position as office secretary for Faculty Senate and will start the end of next week.

II.   The minutes of the October 12, 2004 meeting were approved with the correction of Senators Collins and Johnston listed as present instead of absent.

III.   Report on Assessment Process - Cia Verschelden, Patricia Marsh, and Ruth Dyer
          Patricia Marsh discussed the impending visit of the North Central Association to look at assessment of student learning. **See ATTACHMENT 1.** Cia Verschelden discussed how K-State is now closing the Assessment Loop depicted on the 2nd page of the attachment. She believes that K-State is on the right track and closely following the C. Lopez excerpt in the handout that discusses good student learning assessment programs, as well as the 9 Principles of Good Practice for Assessing Student Learning. Ruth Dyer discussed her role in implementing good procedures on assessing student learning. Questions regarding the assessment process should be referred to any one of the presenters.

IV.   Reports from Standing Committees

     A. Academic Affairs Committee - Fred Fairchild

          1. Course and Curriculum Changes

               a. Undergraduate Education

1. Senator Fairchild moved for approval of undergraduate course and curriculum changes approved by the College of Education September 28, 2004.

   MINOR MODIFICATIONS:
   EDADL 212 Intro to Leadership Concepts

Motion carried.

2. Senator Fairchild moved for approval of undergraduate course and curriculum changes approved by the College of Human Ecology October 6, 2004.

   Department of Apparel, Textiles, and Interior Design
   Changes to the Selective Advancement in Apparel & Production Specialization
   See page 1 of white sheets for rationale.

   School of Family Studies and Human Services
   CHANGE:
   Page 220, Undergraduate Catalog, 2004-2006
   Delete the dual degree: Family studies and human services and social work
   The dual degree of Family Studies and Human Services and Social Work is being eliminated at the request of the Social Work program.
   See page 2 - 3 of white sheets for further details/rationale.

Motion carried.

   b. General Education - none

   c. Graduate Education

   1. Senator Fairchild moved for approval of graduate course and curriculum changes approved by Graduate Council October 5, 2004.

   CHANGE
   ARCH 655 International Field Study
   ARCH 715 Topics in Architecture Seminar
   CS 736   Pleasure Horse Medicine
   EDSEC 620 Principles and Philosophy of Career and Technical Education
   EDSEC 621 Program Planning in Career and Technical Education
   HN 610   Life Span Nutrition
   HN 630   Clinical Nutrition
   HN 718   Physical Health and Aging
   HN 815   Molecular Basis of Nutrient Function
   HN 995   Grantmanship and Publication

   ADD
   ARCH 654 Study Abroad Orientation
   EDCEP 851 Multicultural Aspects of Academic Advising
   HN 735   Energy Balance

Motion carried.

2. Approve graduation list and additions to graduation lists.

    a. Senator Fairchild moved for approval of the August 2004 Graduation List.

Motion carried.

    b. Senator Farchild moved for approval of additions to graduation lists.

> August 2004
> Mark Crabb, Arts and Sciences, BA-Social Science
> Rachel M. Daily, Education - BS-Elementary Education
> Amy D. Kuhl-Roberts, Human Ecology, BS-Human Nutrition-Public Health Nutrition
> (J-1)
> Patrick O'Keefe, Arts and Sciences - BS-Social Science
> Daniel Sanchez, Education - BS-Secondary Education
>
> May 2004
> Tiffany Lee, Arts and Sciences, BS-Theater
> Sivaprakash Natarajan, Master of Science
>
> December 2003
> Brook Centivre, Engineering-Architectural Engineering
> Jonathan D. Philgreen, Arts and Sciences, BS-Speech
>
> May 1992
>
> Bradford J. Salyer, Education - Secondary Education

Motion carried.

3. Approve proposed change to the Standard Class Meeting Times Policy
Senator Fairchild discussed that CAPP had sent the committee three recommendations to act upon.
The first item is included as **ATTACHMENT 2**. This recommendation addresses parents needing
to deal with child care issues. Senator Fairchild moved for approval of a change in Standard Class
Meeting Time from the 75 minute 4:05-5:20 to 3:55-5:10. Motion carried.

The other two issues was a recommendation to continue studying concerns and consideration of
changes for the future. Any thoughts or concerns should be addressed to Ray Hightower for
further consideration by CAPP. Secondly, CAPP reminded Faculty Senate that the 2004 policy
allows for 75 minute class periods on Monday/Wednesday, Wednesday/Friday, and
Monday/Friday. Any concerns on this should also be addressed to Ray Hightower.

4. Senator Fairchild reported that a student and faculty committee has been established to deal
with the 1st day class drop policy and is headed by Jim Hamilton. The group looking at pre-
requisites will be delayed until further information is gathered from department heads and others.

B. Faculty Affairs Committee - Roger Adams
    1. Senator Adams reported that the committee has set a special meeting with four of the university
distinguished professors for this Friday, Nov. 12 from 1:30—3:30 p.m. in Hale 503 to discuss the
university distinguished professor selection process. Any faculty member is invited to attend.
Senators Nafziger and Spooner will be attending the session representing university distinguished
professors.

C. Faculty Senate Committee on University Planning - Walter Schumm
   Nothing to report.

D. Faculty Senate Committee on Technology - Tweed Ross
   Senator Ross reported that the committee had many issues on their agenda at their last meeting. The first item of business was a review of a draft resolution to come forward in support of the University Portal Project. The second item of business was a discussion of faculty interest in electronic portfolio. Dr. Rebecca Gould, Director of ITAC, requested that as rooms are converted to high technology classrooms chalkboards are replaced with white boards. The committee discussed with Dr. Beth Unger the on-line submission of grades. This is one of Provost Nellis' desires to implement. A pilot of this should occur in summer 2005 with implementation in fall 2005. They discussed a policy of not allowing the sending of grades to a student via e-mail because of possible FERPA violations. Distance students should be able to access their grades via KATS. It was pointed out that grades on the last assignment would not be in KATS but could be available in a secure on-line grading tool such as K-State On-line. Traditional methods of mail would of course be viable. Senator Jurich asked if the student could waive their right for privacy. Senator Ross suggested that IRMC will likely develop the policy to not allow a student to waive this privacy. The committee has also been discussing the use of electronic personal devices in the classroom.

V. Announcements

A. Kansas Board of Regents meeting
   See **ATTACHMENT 3**. President Spears announced that the most contentious issue with other institutions is the proposed policy for concurrent enrollment. There is an increased demand from parents and high schools for concurrent enrollment course offerings. Community Colleges are taking a strong stance against the proposed policy. The proposed policy will be on the SCOCAO agenda for the December meeting. Senator Urkevich asked about the minimum requirement for instructors at K-State. President Spears explained that in order to instruct at K-State, Graduate Students meet the minimum requirements. Senator Spikes asked about the consistency with the guidance provided by the Council on Higher Learning. Various community colleges interpret the need for a master's degree differently.

   President Spears reported that Provost Nellis discussed with the Council of Chief Academic Officers a plan to adopt an enabling policy to allow each institution to adopt their own tuition assistance programs. The proposal will go forward and be on the November agenda. He has tentatively identified $500,000 of possible funds to fund tuition waivers here at K-State for next year.

   The Council of Faculty Senate Presidents will be taking up the issue of grade inflation. President Spears requested that faculty provide any comments on this topic to her.

B. Faculty Senate Leadership Council
   The Council will meet with the President's Staff later this week.

C. Report from Student Senate
   Senator Reynolds announced that the Student Senate approved allocation of $15,000 to construct a clock tower for the Bosco Plaza.

D.   Other
1. President Spears announced that she has received a request from the City of Manhattan the to recommend three members to sit on a 9-person board to oversee the use of the City/University Funds. If you are interested, contact her for an application form.

2. President Spears discussed the Crumbling Classroom bonds that were mentioned at the last meeting. See the Executive Committee minutes for a detail of the allocation of these funds. The Crumbling Classroom initiative was passed by the legislature in 1996. The purpose originally was to comply with ADA requirements and elevators, ramps, etc. While the program was called the Crumbling Classrooms, much of the money was allocated to these infrastructure needs.

VI.   Old Business
None.

VII.   New Business - University Calendar   **ATTACHMENT 4**
Senator Dubois moved approval of the Academic Calendar for Fall 2005-Summer 2010. Senator Spikes seconded the motion.   The Boards of Regents has requested this calendar by their January meeting. The committee will normally bring the calendar to Faculty Senate for approval in the fall semester. We will be returning to begin spring semester classes on the Thursday prior to Martin Luther King holiday. Formalized assumptions for preparing the academic calendar will be presented to Faculty Senate in the near future. Senator Rahman inquired on the decrease to one fall break day. This will be addressed in the basic assumptions to be voted on by Faculty Senate. Motion carried.

VIII.   For the Good of the University
Senator Rahman announced that over 100 students showed up for a help session so she needed to find another room for the session. She could not find anyone with authority to open the room without the appropriate approval or reservation. President Spears said she would look into the issue.

IX   Adjournment
Senator Fairchild moved to adjourn the meeting and it was adjourned at 4:40 p.m.

ATTACHMENT 1
Kansas State University
Focused Visit by the North Central Association
Assessment of Student Learning
February 21-22, 2005

What NCA found in 2001 (from HLC, Report of Comprehensive Evaluation Visit, 2001):

- There is not presently a coherent, widespread understanding that the purpose of assessment is the continuous improvement of student learning;
- Moreover, there is not agreement about the types of information that constitute an effective outcomes assessment strategy;
- as a result, the ability to develop effective assessment plans and programs is limited;
- Faculty ownership of assessment in academic programs has not developed consistently across campus, and;
- assessment in graduate education has not begun;
- No plans have been made to assess the effectiveness and equivalency of student learning in distance learning programs;
- Students have not participated in the development or implementation of the University's assessment program.

What NCA will see in 2005:

- University undergraduate and graduate student learning outcomes (SLOs) have been established.
- Most degree programs have identified student learning outcomes for each of their degree programs and have linked them to the university SLOs.
- Departments have submitted three-year plans for the assessment of student learning in each of their degree programs. These plans include direct measures of student learning and strategies for using assessment results to improve student learning.
- Our accredited programs have incorporated their accreditation reviews into the university's assessment process.
- An Assessment Review Committee has been established in each college to monitor the progress of departments in developing and implementing assessment plans.
- An Assessment Facilitation Committee at the university level has been formed that will work to sustain and build on our progress to date.
- Undergraduate and graduate students are involved in many aspects of assessment of student learning across campus, for instance they serve on departmental advisory committees, on curriculum committees, and on the NCA self-study committee.
- Faculty members have attended K-State training sessions and workshops to learn about assessment measures, assessment plans, and how to use assessment to improve student learning. A monthly *Assessment Updates* newsletter provides information on assessment activities at K-State and assessment resources.
- Many administrators and faculty members can have a coherent conversation about the importance of assessment to the continuous improvement of student learning.
- Conversations are underway related to the assessment of student learning in distance learning programs and in distance courses within on-campus degree programs.

- Conversations are also underway for the assessment of learning and services offered through the KSU Libraries, Institutional Advancement, and the Division of Continuing Education.
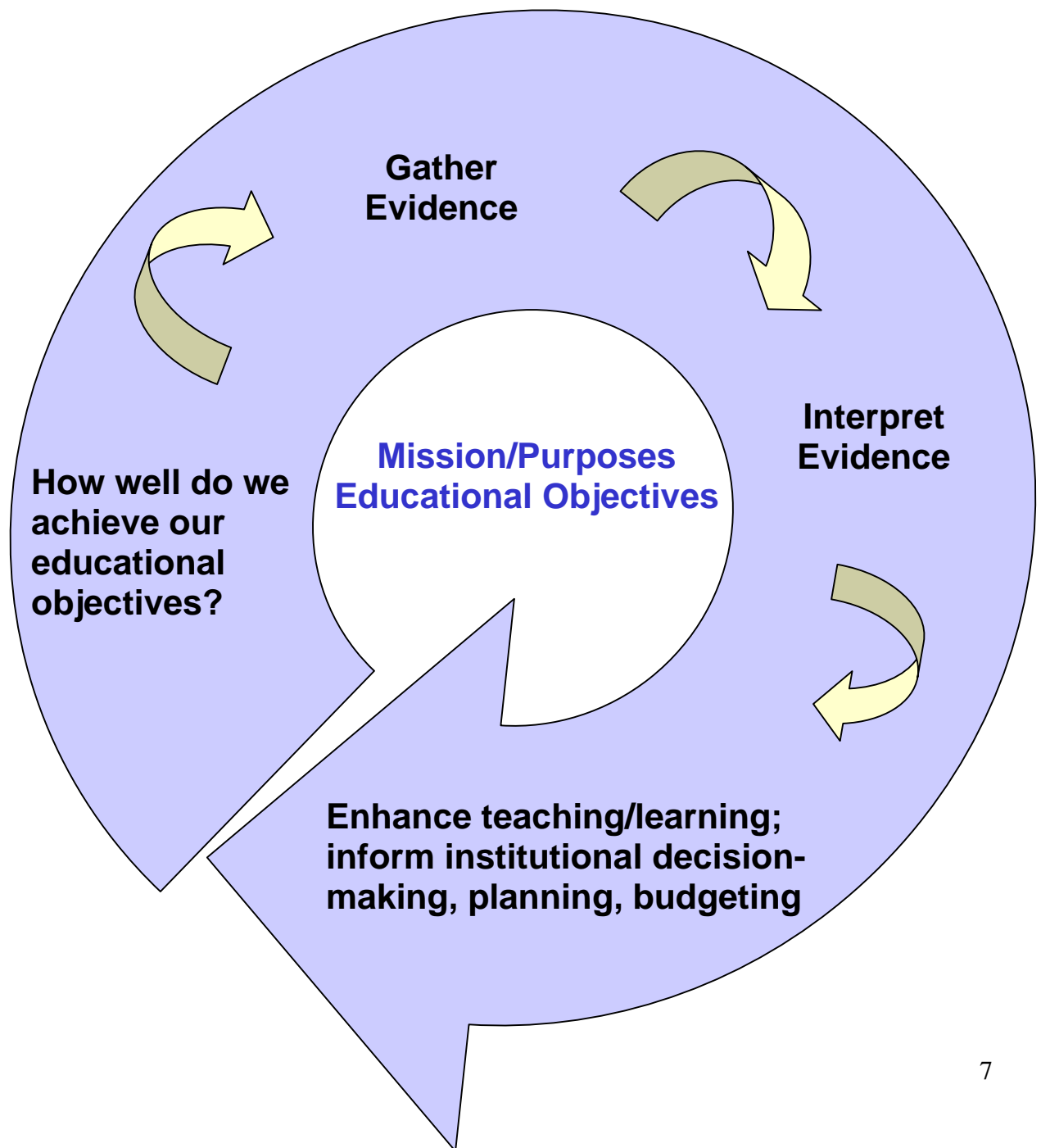
<u>REVIEW NOW:</u> Lopez, C. "A Decade of Assessing Student Learning: What We Have Learned and What is Next" and "9 Principles of Good Practice for Assessing Student Learning"

The self-study report for the focused visit will be available for feedback from the campus community from November 19 to December 3 on the APR office web site:
www.ksu.edu/apr/

<<<<< WATCH FOR FURTHER DETAILS ABOUT THE FEBRUARY VISIT >>>>>

Gather Evidence

Interpret Evidence

Mission/Purposes Educational Objectives

How well do we achieve our educational objectives?

Enhance teaching/learning; inform institutional decision-making, planning, budgeting

9 Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement.** Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility,

and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

From: Lopez, C. "A Decade of Assessing Student Learning: What We Have Learned and What is Next" in Hernon, P. & Dugan, R.E. (2004). *Outcomes assessment in higher education; Views and perspectives*. **Westport, Connecticut: Libraries Unlimited, pp. 61-63.**

Institutions with a strong assessment program have faculty who work collaboratively with the CAO and other academic administrators to:

- Give thoughtful consideration to the reasons for and uses of measuring student academic achievement across entire academic programs, and continue to discuss these in departmental and full faculty meetings and informally with peers

- Take advantage of opportunities and support offered by the administration to be trained in various aspects of assessment of student learning

- Become fully conversant with the institution's total student academic achievement program, including its structure, components, and annual cycle (timetable)

- Participate in their academic units' assessment programs by:

    a. Formulating a rationale to guide assessment activities
    b. Helping to develop goals and measurable objectives for each academic program within the department
    c. Ensuring that the objectives include what the faculty agree students will have learned in knowledge, skills, and attitudes (values) by the program's completion
    d. Stipulating the percentage of students who shall have attained and can demonstrate a particular level of competency in each domain as indicators for the faculty to gauge how well their objectives are being met

- Accept responsibility for ensuring that:

    a. Measures are linked to measurable objectives
    b. Multiple measures are used because no one instrument can successfully measure the range of student achievement
    c. Both quantitative and qualitative measures (including capstone experiences, student senior projects and research, and/or supervised internships are used
    d. Direct measures of student learning are employed
    e. Instruments are reliable and valid
    f. Measures yield useful results
    g. Results of assessment are used to make changes intended to improve student learning

- Investigate instruments or measures other than those currently in use, and suggest any that seem to be a "better fit" in meeting the department's objectives for student learning or could yield more useful information be pilot-tested

- Become engaged in departmental discussions of the data gathered from the administration of measures of student learning and the interpretation of these data

- Contribute ideas for making changes in mode of instruction, curriculum, library holdings, academic support equipment, and personnel and/or introduce innovations that could increase student learning whenever comparison of the results of measuring student learning with the faculty's educational goals and objectives for the program have suggested improvement is needed

- Ensure that procedures are in place for:

    a. Prioritizing proposed changes for inclusion in departmental or program plans and budgets
    b. Determining whether or not the changes introduced correlate with actual improvements in student learning
    c. Documenting the changes that have been recommended, funded (if required), and implemented

- Make provision for external evaluation of all assessment efforts to ensure the best possible process (methodology) and use of results, and to establish a high level of credibility among the institution's internal and external constituents

ATTACHMENT 2

Proposed Change to Standard Class Meeting Times

PROPOSED CHANGE:

With regard to the standard class times summarized in Table 1 of the Policy for Standard Class Meeting Times approved by Faculty Senate on December 10, 2002 (See Revised Standard Class Meeting Times on the Faculty Senate website), the Faculty Senate Academic Affairs Committee recommends the following change under the column labeled 75 minute periods:

FROM: 4:05 – 5:20 PM

TO: 3:55 – 5:10 PM

Effective: Spring 2005

RATIONALE:

The Committee of Academic Policies and Procedures (CAPP) held a special meeting on Wednesday, October 6, to consider continued concerns with the current policy regarding standard class meeting times. At that time, CAPP recommended that Faculty Senate Academic Affairs introduce a motion moving the 75-minute option from 4:05 – 5:20 PM to 3:55 – 5:10 PM. The majority of day care centers close at 5:30 PM. Those who pick up their children later than 5:30 PM are typically charged $1/minute after 5:30 PM. Moving the starting time 10 minutes earlier will allow parents a more reasonable period of time to get from the university to day care centers and still allows 10 minutes between classes.

Board of Regents Report
October 20-21, 2004
(Selected Items of Interest)

SCOCAO/COCAO

Proposed policy for concurrent enrollment was tabled. COFSP has recommended: (1) instructors have a minimum of 18 graduate credit hours in the discipline being taught, (2) students have a 21 ACT score or 980 SAT score and the principal's permission, and (3) no more than 24 credit hours be approved for transfer to a community college or university.

The issue of tuition assistance was again addressed by COCAO. There was agreement that COCOA pursue a policy that would enable individual institutions to develop tuition assistance programs absent BOR support. Options for such a policy will be discussed at the next BOR meeting.

BOR: Items Passed Under Consent Agenda

Approved DeVry University be granted degree-granting authority for BS in Business Administration and Computer Information Systems and M.S. in Accounting and Financial Management, Business Administration, Human Resource Management, Information Systems Management, Project Management, and Network and Communication Management for a period of 5 years.

Approved revisions for the KSU Academic Calendar: Academic Years 2004-2006.

Approved FY 2005 budget totaling $5,814,783 for a mill levy in support of Wichita State University.

Approved design/build and/or final plans for the construction of: (1) Christian Track Locker Room facility, (2) Flour Mill Facility, and (3) Haymaker Hall suite renovation on the KSU Campus. The first two projects are privately financed and the last project is funded through Housing and Dining Services.

BOR: Items Considered Under Discussion Agenda

Centers of Excellence: Revised current BOR policy regarding Centers of Excellence to include Centers of Excellence in Workforce Development, pre-empt additional legislation, and maintain BOR control over the academic portion of workforce development.

Technical Education: Approves Technical Colleges and Community Colleges for awarding a maximum of technical associate degrees and Universities for awarding a maximum of bachelor degrees. All entities can award noncredit courses, customized training, and technical certificates.

Access Us: The Kansas Legislature appropriated $200,000 to support degree programs in southwest Kansas. Funds have supported a Bachelor of Technology Leadership at Pratt Community College and a Bachelor of General Studies at Dodge City Community College, both supported through Fort Hays State University. Plans for a Bachelor of Nursing at Pratt Community College were dropped.

Allocation of $875,000 appropriated by the 2004 Legislature to assist six technical colleges in pursuing accreditation from the higher Learning Commission.

Acceptance of Annual Qualified Admissions Report: The report shows that institutions vary in the extent to which they use the 10% exception window, ranging from 1.4% to 9.5 %. KSU admits 3.5% of its freshman class as exceptions to qualified admissions and denies admission to 0.5% of those who apply. Students can meet the requirements of qualified admissions in three ways: (1) composite ACT of 21 or higher or a score of 980 or higher on the SAT-1 Recentered exams, (2) graduation in top 1/3 of their high school class, or (3) 2.0 GPA in a prescribed qualified admissions curriculum. Nearly 75% of those admitted to a BOR university are students with the requisite test score. Class rank accounts for 7.9%, curriculum accounts for 11.3%, and exceptions account for 6.0%.