



CRITERION 3

PRESENTATION

The organization provides evidence of student learning and teaching and effectiveness that demonstrates it is fulfilling its educational mission.

3a - Cheryl Cluchey, Kim Beistle, Tom Crandell, Liza Ing, Ron Mehringer, Jana Pisani, Jim Woolen

3b - Enid Carlson-Nagel, Ann Breitenwischer, Marcy Parry, Todd Stanislav, Trindy Williams

3c - Fred Heck, Pat Klarecki, Nancy Robinson, Scott Thede, Greg Vanderkooi, Helen Woodman

3d - Ric Underhile, Leonard Johnson, Matt McNulty, Fred Wyman

Co-Chairs – Christine Vonderhaar, Ron McKean



Criterion 3a : The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

(Cheryl Cluchey, Kim Beistle, Tom Crandell, Liza Ing, Ron Mehringer, Jana Pisani, Jim Woolen)

Key Constellations Identified

1. Stated Outcomes

2. Assessment Tools

3. Assessment Measures

4. Use of Assessment for Change and Improvement



Criterion 3a : The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Constellation:	1. Stated Outcomes
Component to Analyze:	Clearly stated program outcomes

Example Evidence Name:	Acquisition / Analysis Status
1. Academic Program Review Reports	• APR – Doug Haneline
2. TracDat	• Academic Affairs • R. VonderOsten



Criterion 3a : *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

Constellation:	2. Assessment Tools
Component to Analyze:	Internal and External tools

Example Evidence Name:	Acquisition / Analysis Status
1. External Accreditations	•Academic Affairs – G. Spedowske
2. Licensure; National/State Exams	•Colleges
3. Portfolios and Internships	•Colleges
4. Capstone Courses	•Colleges
5. Surveys – e.g. SAI/NSSE, Alumni, Graduate, IDEA	•Institutional Research •FCTL
6. Tenure/Promotion	•Academic Affairs



Criterion 3a : *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

Constellation:	3. Assessment Measures
Component to Analyze:	Internal and External measures

Example Evidence Name:	Acquisition / Analysis Status
1. Professional Accreditation Reports	•Colleges
2. Assessment Process	
3. Pass Rates	•Colleges
4. Graduation Rates	•Colleges
5. Certification/Licensure	•Institutional Research •FCTL
6. Academic Program Review Process	•D. Haneline
7. Advisory Boards	•Colleges/Departments
8. University Curriculum Process	•Academic Senate



Criterion 3a : *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

Constellation:	4. Use of Assessment for Change and Improvement
Component to Analyze:	Systems in place for tracking analysis

Example Evidence Name:	Acquisition / Analysis Status
1. Academic Program Review Process	•D. Haneline
2. TracDat	• Academic Affairs, R. VonderOsten,
3. Faculty Center Training	• FCTL



Criterion 3a : The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Greatest Strengths and Needs for Improvement for this Criterion:

Strengths:

1. Extensive assessment occurs at Ferris
2. Academic Program Review
3. Learning Outcomes are significant and evident in co-curricular and extra-curricular. (Birkham, Residential Life, Student Affairs, Student Employment, etc.)
4. Systematic, University wide assessment is in progress (Trac Dat)
5. Curriculum Committee review process

Areas of Improvement:

1. Assessment used to implement change and improvement.
2. Availability of and dialogue on assessment information.



Criterion 3b : *The organization values and supports effective teaching.*

(Enid Carlson-Nagel, Ann Breitenwischer, Marcy Parry, Todd Stanislav, Trinidy Williams)

Key Constellations Identified

1. The University values & supports effective teaching through its recruiting & hiring practices

2. The University values & supports effective teaching through its professional development & innovative teaching

3. The University values & supports effective teaching by evaluating & recognizing formal and informal effective teaching practice.



Criterion 3b : *The organization values and supports effective teaching.*

Constellation:	1. ... through its professional development and by encouraging innovative teaching
Component to Analyze:	Faculty Professional Development

Evidence Name:	Acquisition / Analysis Status
1. Faculty Center for Teaching & Learning services and budget (2007-08 & 2008-09)	Not acquired/in progress
2. Division through program services & budget (2007-08 & 2008-09). Money spent & attendance to conferences.	Not acquired/in progress – Department heads & chairs
3. Colloquiums (2007-08 & 2008-09)-attendance	Not acquired/in progress Doug Haneline



Criterion 3b : *The organization values and supports effective teaching.*

Constellation:	1.... through its professional development and by encouraging innovative teaching
Component to Analyze:	Faculty – innovation teaching

Evidence Name:	Acquisition / Analysis Status
1. Online, blended, and enhanced web based courses	Not acquired – IT & FCTL
2. Learning consultants & assessment coordinators (charges & job descriptions) – service agreements	Not acquired – AA and department heads
3. New technologies (2007-2009)	Not acquired IT & FCTL
4. Fulbright Scholars (2000-2009)	Not acquired – Chris Vonder Haar Not analyzed



Criterion 3b : *The organization values and supports effective teaching.*

Evidence - Entities, Initiatives, Projects, Best to Feature in Report

1. Promotion/merit/tenure - criteria
2. Number of new Fulbright scholars since the last accreditation.
2. New technologies training
3. Number of departments/programs providing money for conferences & faculty training and the number of faculty taking advantage of it.
4. Number of learning communities & Number of faculty participating in learning communities
5. Accelerated Learning effort by the College of Pharmacy
6. Design & development of the MCO building – new technologies?



Criterion 3b : *The organization values and supports effective teaching.*

Plan for completion of analysis:

Survey remaining divisions, departments and programs who have not already responded to identify evidence of professional development and support and encouragement of innovative teaching.

Compile data received to eliminate redundancy and vet it against what other criteria have identified as evidence through Ron and Chris and the Data Group.

Review the data and evidence for key trends.

Write draft summary.



Criterion 3b : The organization values and supports effective teaching.

Greatest Strength in the Criterion:

1. Professional development is afforded to all faculty and made clear that it is expected
2. Innovative teaching is supported through increased investment in technologies

Greatest Needs for Improvements in this Criterion:

1. Lack of articulated professional development or formal professional development for adjuncts and temporary faculty.
2. Lack of support for new technologies, which in many cases renders them under utilized.



Criterion 3c: The organization creates effective learning environments.

(Fred Heck, Pat Klarecki, Nancy Robinson, Scott Thede, Greg Vanderkooi, Helen Woodman)

Key Constellations Identified

- 1. Advising/Mentoring***
- 2. Learning and Teaching Spaces***
- 3. Learning and Teaching Technologies***
- 4. Experiential Learning***
- 5. Faculty***



Criterion 3c: *The organization creates effective learning environments.*

Constellation:	5. Faculty
Component to Analyze:	Number of Faculty with Terminal Degrees

Evidence Name:	Acquisition / Analysis Status
1. <i>Human Resources Report - HR is currently adding this information to the Banner system.</i>	Report available by May 1 st - (Mo Milzarski, VPAA office, 2/6/09)



Criterion 3c: *The organization creates effective learning environments.*

Constellation:	Faculty
Component to Analyze:	Student Evaluations

Evidence Name:	Acquisition / Analysis Status
1. Student Assessment of Instruction (SAI) averages for the faculty as a whole.	I R & T - <i>Mo Milzarski, VPAA office, 2/6/09</i>
2. Survey question to students about quality of instruction.	



Criterion 3c: *The organization creates effective learning environments.*

Constellation:	Faculty
Component to Analyze:	Student /Faculty ratio

Evidence Name:	Acquisition / Analysis Status
1. <i>Fact Book 2008-2009, page 30 - based on FYES divided by FTEF = 15.3</i>	<i>Mo Milzarski, VPAA office, 2/6/09</i>
2.	



Criterion 3c: *The organization creates effective learning environments.*

Constellation:	Faculty
Component to Analyze:	University supported grants for travel, research, development

Evidence Name:	Acquisition / Analysis Status
1. Exceptional Merit Grants; Faculty Research Grants; Professional Development Grants; Timme Travel Grants; <i>Paula Hadley (Academic Senate Office)</i>	<i>Paula Hadley (Academic Senate Office)</i>
2. <i>Timme Grants</i>	<i>(Mo Milzarski, VPAA office, 2/6/09)</i>
3.	



Criterion 3c: *The organization creates effective learning environments.*

Constellation:	Faculty
Component to Analyze:	Number who participate in FCTL offerings

Evidence Name:	Acquisition / Analysis Status
1. <i>FCTL annual report</i> http://www.ferris.edu/fctl/Reports/Index.htm appendixes.	Available – Laurie Daniels, FCTL
2.	
3.	
4.	
5.	
6.	



Criterion 3c: *The organization creates effective learning environments.*

Greatest Strengths and Needs for Improvement for this Criterion:

Strengths:

1. Extensive laboratory and clinical experiences
2. Learning environments strongly relate to Ferris' mission (for career preparation).
3. Low student : faculty ratio
4. University support of professional development (in the form of grants and FCTL) as strengths

Areas of Improvement:

1. Improved On-Line assessment and training.
2. Improved infrastructures to support on-line delivery.
3. Improved coordination in implementation and design of learning spaces.
4. Improved assessment of advising practices



Criterion 3d: The organization's learning resources support student learning and effective teaching.

(Ric Underhile, Leonard Johnson, Matt McNulty, Fred Wyman)

Key Constellations Identified

1. Academic Planning: Recruitment, Retention, and Success

2. Information Services



Criterion 3d: *The organization's learning resources support student learning and effective teaching.*

Constellation:	Academic Planning: Recruitment, Retention, and Success
Component to Analyze:	Student Affiliate of the American Chemical Society

Evidence Name:	Acquisition / Analysis Status
1. Recognition by the national parent body for excellence in student participation	Dr. Pasquale Di Raddo plans, tracks, and synthesizes all data related to this student/faculty professional development effort
2. Student participation in the organization's Spring Meeting	
3. Myriad leadership skill development opportunities for student members	
4. FSU's chapter has been named "Green Chapter" several times	



Criterion 3d: The organization's learning resources support student learning and effective teaching.

Constellation:	Academic Planning: Recruitment, Retention, and Success
Component to Analyze:	Rankin Art Gallery

Evidence Name:	Acquisition / Analysis Status
1. Partnership with the FSU Charter School to host an art contest for high school students	Faculty & staff host winners to give awards and discuss recruitment
2. Facilitation of monthly exhibits enhanced by lectures, hands-on-activities, receptions with the artists and other supporting activities	Participation rates are tracked; more complex assessment is being considered
3. Host field trips for K-12 trips	Participation rates are tracked



Criterion 3d: The organization's learning resources support student learning and effective teaching.

Constellation:	Information Services
Component to Analyze:	Committees and others charged with monitoring on-line learning resources
Evidence Name:	Acquisition / Analysis Status
1. Advancing On-line Learning	"...improve the quality and expand the quantity of fully online offerings for Ferris State University. In making improvements in fully online, blended and web-enhanced instruction should also be enhanced. The focus of this group's work is primarily on the educational process – the courses, faculty support, student readiness, etc.
2. E-Learning Management Team	Sets strategic direction, establishes policies. Prioritizes financial investments, & determines roles and responsibilities
3. Academic Senate Ad-Hoc E-Learning Committee	Senate Ad-Hoc E-Learning Committee Final Report



Criterion 3d: The organization's learning resources support student learning and effective teaching.

Three Greatest Strength in the Criterion:

1. There are numerous examples of how this criterion is met
2. Most of the examples provide evidence for adherence to mission principles: career preparation, citizenship, lifelong learning, partnerships, & broad-based education
3. Examples reported thus far attest to the commitment among faculty to engage students in and out of formal classrooms



Criterion 3d: *The organization's learning resources support student learning and effective teaching.*

Three Greatest Needs for Improvements in this Criterion:

1. While many of the programmatic examples share common delivery traits they could benefit from stronger coordination among those who facilitate them
2. Some programs could have more clearly stated goals, objectives, and learning outcomes
3. Data gathering methods will benefit from being more intentional and rigorous