Minutes
UCC Meeting
November 29th, 2018
CSS 302 – 11:00 – 12:30 PM

Attendees - Rusty Leonard, Fran Rosen, Michelle Johnson, Leonard Johnson, Dave McCall, Joe Pole, Amy Buse, Roy McLean & Joyce Mudel. Guests are Roberta Teahen and Mandy Seiferlein.

Meeting called to order – 11:08 PM

1.   Approval of Minutes 11/11/18 Meeting. Fran motioned to approve. Dave seconded. Approved.

2.   New Business

Visitor: Robbie Teahen

A number of different issues and questions are arising for the University Curriculum Committee related to course and programmatic outcomes from different colleges around the campus. In addition, with the different HLC subcommittee's operating, there have also been miscellaneous questions about HLC accreditation requirements. We would like the opportunity to meet with you to review these and gain a better understanding about what the accreditation requirements are so that we can implement revisions to the UCC manual and answer questions and concerns that might come up from faculty and college curriculum committees. Some of the topics/questions we would like to follow up with you about include:

1.   What are the accreditation requirement regarding course outcomes associated with each course in the curriculum? This is subject to the interpretation of the visiting teams.
     1.   Do these requirements specify number and type of outcomes?
     2.   Do they specify a process by which they are reviewed and approved? The answer is no. They will talk to faculty groups, but they don't have to. Most visits have 2 open sessions where anyone can come given the amount of time they have.
     3.   How is the UCC involved?
2.   What process will HLC use to review course outcomes requirements?
3.   What process will HLC use to review data contained in Improve/Tracdat? It will depend on the size of the team. Robbie doesn't think they will have time, but we have to put representative examples across the board and they may ask for more. They seek to verify that it's representative.
4.   What are the HLC requirements related to overall outcomes associated with degrees offered by the university (programmatic outcomes)? A good practice that we have outcomes on our website, but given where we are now, we aren't ready for it yet. This would make it available to our stakeholders and there is an expectation that the qualifications of our faculty will be on our website.
5.   What are their expectations regarding how course and programmatic outcomes are made available to students?

Assessment: What did you find and what have you done?

In discussing these and building expectations for colleges and faculty, it would aid the committee in being able to cite specific guidance documents. Any assistance you could give in providing this information when we meet would be greatly appreciated. Robbie provided documents (attached) which can be referenced.

Robbie's/Mandy's comments…The team will have read very carefully, the last report. They will be actively looking for assessment and have the action items been addressed. They expect course level outcomes, program level outcomes and a plan. When HLC looks at assessment, they mean students learning with direct and indirect measures.

On Robbie's Policy handout, she thinks HLC will focus on three things: Assessment, Graduate Education and possibly Faculty & Administrative Relations.

Student Learning is Paramount. We have to should we have a culture of continuous improvement.

Every team will look at clarity of the outcomes, looking for clarity of students and how they will be measured on the outcomes on the course syllabi. Define is really not a good outcome. It a lower level outcomes. Standards are the criteria you use to evaluate. Instruction models are comparable. There may only be a couple of outcomes. A three level course probably won't have more than 6 for that 15 week period. In the Powerpoint handout there is a checklist for outcomes. An outcome should not be down at the bottom level. It's rare that you would see 1 and rare you'd see more then 4. 4 is typical. They expect the institution should know what the right number of outcomes. They want to see that it was well thought out. It's not likely that the HLC will meet with folks to explain their criteria. Their syllabus has to be the explanation. Grades are not enough for looking at how well they are doing. They look at your direct measures of student learning. i.e., the outcomes. They want to know that you are looking to see that you are thoughtful in recognizing your diversity of students. They don't expect that it's everywhere but that they want to see you have documented evidence that it's an issue. It's very much data oriented then people orientated.

The UCC could run a report of the outcomes on random committees and offer suggestions for fixing the outcomes rather than requiring the outcomes on the proposal. This would eliminate them having to do the actual paperwork. Many view assessment as uncomfortable and there needs to be a way to demonstrate how we can help them. Rusty will work with Mandy to pulling the reports and seeing if there is something we can recommend to the SEC.

Proposal Number	Title	Notes
19-002	Modify HIST 361 Racism in the Modern World	Dave motioned to support and Roy seconded it. No issues. Vote: 5-0

3. Old Business

Proposal Number	Title	Notes
19-018	ISYS CCU	Email from Teresa Cook stating support from program. Faculty – no vote Update: Moving it forward to Senate.
19-012	English BA Curriculum Revision	Forms B's sent back including Edu. 15th week changed per request. Update: This should be satisfactory now.

4. Other Business

VPN Training:

This will be incorporated into Rusty's next training.

Connect to Ferris VPN to obtain a Ferris network address. For detailed instructions on how to setup your computer to access the VPN, log into MyFSU>Click the Employee tab > Click the My Workplace tab > Scroll down to the Information Technology Services portlet and click the link for VPN Configuration Instructions.

https://ferris.edu/it/howto/externalvpnaccess.htm