

2006 COMPREHENSIVE ASSESSMENT REPORT AND STRATEGIC PLAN

Action	Considering Party	Date
Approved and Submitted	University Assessment Steering Committee	October 2005
Approved	Provost's Council	August 2006
Approved	Faculty Senate Executive Committee	December 2006
Approved	President	January 2007
Approved	President's Cabinet	January 31, 2007

INTRODUCTION

For more than twenty years the higher education environment has discussed the concept of assessment. Benchmarking, course assessment, graduation/pass rates, program assurance, and external licensure have been just a few of the ways that the broader idea of assessment has been implemented since it was deemed important back in the 1980s. Lopez (1999) suggests that the assessment focus of NCA has transformed many institutions, but much remains to be done. In some ways, the identification of assessment as compliance strategy, and embracing the concept of assessment as teaching and scholarship, requires a substantial paradigm shift in faculty, administration, and students.

Peggy Maki, the Director of Assessment for the American Association for Higher Education suggested that historically assessment has been thought of as little more than a necessary evil and often as a distraction rather than a core feature of higher education. Maki (2002) laments:

“Viewed as externally mandated, assessment of student learning typically ebbs and flows within an institution in relation to the timing of accreditation visits. Originating from an external force, namely accreditation, assessment is characterized as “burdensome,” “a chore,” or “an add-on” to faculty responsibilities, arousing resistance to compliance and resulting, oftentimes, in a short-lived commitment.”

Current Minnesota Governor, Tim Pawlenty (2005), provides the ongoing impact of student outcomes assessment in the current higher education marketplace,

“...colleges will need to be more accountable to their customers, more responsive to the marketplace, and more accountable for results.”

Despite the fact that accountability-based systems are more widespread than ever, there is a common perception that measuring student learning outcomes is generally elusive, and sometimes impossible to adequately represent.

“Despite repeated calls for accountability from a variety of sources, including Congress, the higher education community has not found a satisfactory way to measure, report on, and improve performance. Several institutions have designed model assessments of learner outcomes...but most institutions insist that those initiatives cannot be replicated, or that educational outcomes cannot be measured.” (The Futures Project, 2005, p. 4)

The Futures Project, as recent as February 2005, recommends that institutions of higher education immediately implement the following:

- Conduct a comparative student assessment to drive decision-making on improving teaching practice,

- Publicly report student outcomes in a transparent and understandable manner for students, parents, and policymakers, and begin to benchmark student learning in order to assess value added, and
- Participate in national assessments that capture student engagement and value added (like NSSE).

The perception of the “necessary evil” has evolved in the higher education community, as experts have noted, into the need to build a higher education culture that is accountable to its various stakeholder groups. Peterson and Vaughan (2002) echo this perception in stating that student assessment should not be an end in itself, but rather a means to institutional and educational improvement.

Fort Hays State University embraced the assessment movement and began reporting various aspects of campus-wide activities in the late 1980s and 1990s. The current University Assessment Steering Committee (UASC) was created during this time with the charge of studying student learning results and serving as an advocate for assessment campus-wide. Currently, FHSU asks that all students receive intelligible and timely feedback, such that student learning can occur. In most cases, there is standardization in assessment across multi-sectioned general education courses. Most departments, through the process of tenure, help align faculty perceptions about appropriate assessment expectations. Finally, FHSU has committed to the study, reflection, and anticipated change based on university-wide assessment initiatives like the College of Arts and Sciences Senior Survey and the National Survey of Student Engagement (NSSE).

Premised on the importance of assessment in the current accountability culture, and FHSU’s commitment to assessment, this document seeks to do the following:

- Report on the current state of university-wide assessment, and briefly report on the college and departmental level initiatives in assessment; and
- Build a strategic plan for university-wide assessment to guide decision making and resource allocation.

MISSION AND VISION STATEMENTS

Fort Hays State University explicitly commits to the importance of assessment in a variety of ways. Our University Catalog underscores the importance of assessment for active learning by codifying the following,

Fort Hays State University is committed to the use of various kinds of assessment activities as a way of creating or acquiring information about student and faculty progress toward educational goals and the effectiveness of institutional policies and practices. In order to make necessary adjustments in the learning environment which will be effective in developing the talents of students and faculty to the fullest extent possible, assessment activities are conducted on a university-wide basis.

It is the responsibility of students to participate in any and all forms of assessment activity. The knowledge derived from student participation in assessment programming will help faculty and administrators make better choices about how to optimize the impact of the institution's learning environment, processes, and management practices.

In an effort to unify the direction of the Student Learning Assessment Strategic Plan, the UASC approved the following mission statement on October 15, 2003. It reads,

The purpose of assessment activity at FHSU is to implement our assigned mission through the systematic collection and analysis of information which can be used to measure and continuously improve the effectiveness of institutional academic and nonacademic programs, policies, and practices.

Simultaneously, members of the UASC approved the following vision for assessment at Fort Hays State University:

Fort Hays State University will have an assessment program that provides systematic, usable information about the effectiveness of the institution including learning outcomes and support services that helps us fulfill our responsibilities to the students who come to us for an education and to the citizens whose trust supports our work.

The committee asserted that alignment of assessment around these core documents positioned the role of the committee as an analyst of university-level assessment and as an advocate for best practice assessment principles throughout the undergraduate and graduate curriculum.

BEST PRACTICES OF INSTRUCTION

Based, in part, on the findings from the ad hoc Faculty Senate subcommittee on teaching best practices, the assessment community felt the following instructional best practices related closely to assessment of students. These best practices place assessment within the context of excellent instruction rather than holding assessment out as a separate and tangential process. Informally, the subcommittee advocated the adoption of the following teaching best practices based on Chickering and Gamson's research (also see Appendix A). Faculty must:

1. Be accessible and responsive to students.
2. Encourage/facilitate cooperation between students.
3. Encourage active learning.
4. Provide timely and useful feedback.
5. Communicate and commit to course expectations, objectives, and standards.
6. Foster acceptance and respect for others.
7. Be current in discipline-specific knowledge, methodology, and pedagogy.
8. Provide opportunities for reflection and integration.

While these best practices are meant to be inclusive of all instructional activities, the committee readily admits the list is not exhaustive. Other best practices, some discipline specific, will likely emerge. Among them might be other best practices related to assessment. This list should not preclude other best practices that various stakeholders might consider important.

PRINCIPLES OF ASSESSMENT

If there is one point that the best practices teach, within this context, it is that excellent instruction must contain aspects of assessment. Few would disagree with the notion that the assessment process has substantial value for educators. As the committee grappled with the goals of assessment, the following principles of assessment emerged that signify the need for and parameters of assessment on our campus. To that end, the UASC re-affirms the following principles of assessment for Fort Hays State University faculty and students:

- All university stakeholders play a crucial role in effective assessment practice;
- The faculty are responsible for setting and assessing educational goals;
- Student input into the assessment process is essential for understanding and long-term success;
- Student participation in assessment activities is required;
- The focus of assessment is improvement of the educational process and outcomes at FHSU;
- For purposes of institutional effectiveness assessment, the unit of study is the program rather than the individual student or faculty member;
- Assessment activities will be conducted as unobtrusively as possible, using existing points of contact as much as possible;
- Single measures are not as effective as the convergent multiple measures;
- Assessing a large number of goals is not as effective as well-defined core characteristics;
- Assessment results will be reported in aggregate and used for the improvement and development of programs; and
- Academic units *should* include assessment results in their reports, and *must* collect course and program level data.

While the entire committee recommends these principles as “best practices” in guiding decision making and policy, the committee also understands that larger university interests must prevail and reasonability in the application of such principles is paramount to their effectiveness.

LEVELS OF STUDENT LEARNING ASSESSMENT

In 2004, the UASC considered the differentiation of assessment in an attempt to orient ourselves to the task of university-wide assessment. Based on this discussion, four levels of student learning assessment were identified and described as follows:

Assessment Level	Description of Level	Relevant Instruments Used
Institutional	Institutional assessment of graduate outcomes. Assurance of student learning outcomes that evidence quality academic programs. Coordinated at the Provost level.	<ul style="list-style-type: none"> ▪ National benchmarking (NSSE, Noel-Levitz) ▪ Admission exams (ACT, SAT) ▪ Graduate admission exams (GRE, GMAT, LSAT) ▪ Alumni/graduate surveys
College	Broad assessment based on college-level needs. May require college commitment to set of common learning outcomes. Coordinated at the Dean level.	<ul style="list-style-type: none"> ▪ General education survey ▪ Graduate comprehensive exams
Program/ Department	Assessment based on specific learning outcomes required of graduates. Emergent from required affinity diagram. Coordinated at the department level (not under the direct purview of the UASC).	<ul style="list-style-type: none"> ▪ National benchmarking (MCSE, CPA) ▪ Competencies exams (PLT, RN boards, OT boards) ▪ Departmental exit exams/portfolios/senior experiences ▪ Thesis/project defenses
Course	Assessment based on specific objectives of the course and general expectations of the professorate. Coordinated at the department level (not under the direct purview of the UASC).	<ul style="list-style-type: none"> ▪ Student assessment techniques (exams, written assignments, participation)

METHODOLOGY AND GRAND STRATEGY

In order to effectively represent the current state of assessment, the committee recommended a two-pronged approach. First, the UASC affirms the need to regularly inquire about the various campus-wide assessment initiatives that are occurring. While many of these plentiful assessment devices are likely not focused on student learning outcomes, they still provide depth of understanding to the culture of the university, and therefore they must be catalogued. Second, the UASC recognizes that university assessment data is being generated from at least three different sources without the presence of a long-term assessment plan. Those currently implemented tools include the following:

- General Education/Senior Survey (Responsible Party: Dean, College of Arts and Sciences);
- National Survey of Student Engagement and Faculty Survey of Student Engagement (Responsible Party: Provost); and
- Noel-Levitz Student Satisfaction Inventory (Responsible Party: Director of the Virtual College).

The results of this survey information have been widely shared campus-wide for years, and their permanence is relatively secure, yet the committee remains open about their efficacy.

In addition to the two-pronged approach to reporting current assessment findings, the committee supported a multi-step plan for the completion of an assessment strategic plan. First, the committee suggested that an assessment outcomes report and report of existing assessment instruments (considered above) would serve as an appropriate foundation, or environmental scan, for building a long-term strategic plan for university-wide assessment. Second, the UASC suggested that building goals, objectives, and action items based on the environmental scan would prove most effective. Third, the UASC suggested that linking specific action items to the budgeting process (action plans) would be necessary to institutionalize assessment of student learning outcomes. Finally, the UASC considered the long-term implementation of the strategic plan jointly as an issue of management and planning as well as results facilitation.

ENVIRONMENTAL SCAN

In the late 1990s, the UASC completed a full external scan of the higher educational community in relation to assessment activities. In 2005, the UASC affirmed this lengthy list as still being largely accurate.

Environment Characteristics	Implications
Assessment is becoming increasingly important to both internal and external accountability.	Assessment plans will be implemented and results will be used.
The American public is becoming increasingly disconnected and distrustful of American institutions. This “credibility-gap” extends to institutions of higher education.	Institutions will have to respond by providing credible and relevant mission statements; demonstrate relevance to society’s needs.
The current economic environment is not favorable toward increased resources for higher education. It is unlikely that any return to “business-as-usual” will take place in the near future.	Requests for new allocations unlikely to be met.
There is an increasing tendency to wonder why institutions of higher education are not more involved in dealing with the larger problems of American society.	Public service functions should be encouraged with academic programming.
The rate and type of change and complexity creates new demands for education and training to address societal problems.	Societal needs will force institutions to change internally and functionally; may be demand for new institutions.
Competitiveness imperative producing new emphasis on emerging technologies and technological literacy.	Need for familiarizing students with new technologies and curriculum changes to enhance technological literacy.
Students are sensitive to costs, convenience, and quality of instruction and support services.	As tuition and fees increase, students will demand more accountability with regard to the use of these funds.
Assessment is increasingly viewed not only as a device for improving educational quality and accessibility, but as a way of protecting the government’s strategic investment.	Institutions of higher education will need to shape and position themselves to appear as a “good” investment. Assessment is likely to focus on employability and employer satisfaction as opposed to cognitive achievement.
Assessment has been increasingly viewed as a device for selling higher education as a government priority. Assessment plans and results will be used to support these efforts.	Greater need to supply plans and results to meet demands of external accountability and competition for resources among government agencies.
It is important to communicate the need for assessment in terms that are understandable to faculty, students and administrators.	Assessment will be achieved with increased understanding.

Environment Characteristics	Implications
Educational needs of minority populations in Kansas continue to grow.	Opportunity for new programming; need for cultural diversity education and faculty role models; opportunity to establish experimental lifelong educational projects; library will offer special services to complement university programs.
Distance education is an increasingly important mode of delivering educational services.	Continued faculty development is necessary to prepare faculty to deal with new technology.
There remains a degree of difficulty in communicating the results of assessment in terms that are understandable to legislators and the public-at-large.	Institution needs to coordinate and clean data; reports need to be provided in simple/plain language understandable to anyone; move toward employer and alumni satisfaction survey; employment matches educational preparation?
There is a trend toward viewing assessment as an integral part of the education process as opposed to viewing it as an “add-on.” The trend is to embed assessment in the curriculum; capstone courses, comprehensive exams, portfolio review, classroom procedures and other creative assessment techniques.	FHSU needs to provide administrative assistance and faculty/staff/academic development in the form of workshops and training programs to help faculty/staff understand and use classroom/program assessment techniques and approaches.
There is an increasing tendency to focus on assessing student goals, student involvement and student classroom experiences.	In terms of campus-wide institutional effectiveness, there is a continued need to develop goal inventories (e.g. career preparation goals, social and cultural participation goals, academic goals, etc.) and require areas outside of the academic division to assess these goals.
There is a growing shift from viewing assessment as “testing” to “performance evaluation.” The assessment testing industry is moving away from “blacken the box” examinations to rated performance evaluation including problem solving, skills assessment, and so on.	Assessment planning must be geared toward “learning” from successes and failures; new performance appraisal techniques and simulation assessment must be adopted in teacher education, internships, management practices, etc.

INVENTORY OF CURRENT ASSESSMENT ACTIVITIES

A cumulative inventory of surveys/assessments in use is part of the annual reporting for departments and other academic units. The following list of inventories is current effective as of Spring 2005:

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Chris Crawford	Institutional Effectiveness and Assessment	Academic Affairs	HERI Faculty Survey	Triennial
			National Survey of Student Engagement	Annual
			Faculty Survey of Student Engagement	Biannual
			Quality Improvement Inventory	Periodic
Tom Jackson	Graduate School	Graduate School	Satisfaction Survey	Annual
Patty Griffin	Academic Advising	Academic Affairs	Academic Advisor Satisfaction	Annual
John Ross	Library	Library	Junior Class Satisfaction Survey	Annual
			Exit Survey- Bibliographic Instruction Sessions	Ongoing
			Reference Desk Satisfaction Survey	Ongoing
			Lobby Desk Satisfaction Survey	Ongoing
			Outreach Survey	Ongoing
			Web Based Survey	Ongoing

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Dennis King	Virtual College	Virtual College	Instructor Evaluations	Semester
			Satisfaction Survey	Annual
			Bookstore Satisfaction Survey	Periodic
Dennis King		CTELT	Faculty And Staff Satisfaction Survey	Annual
Paul Faber	Arts And Sciences	Office Of The Dean	General Education Survey	Annual
			Survey Of Graduating Seniors	Annual
Lee Powers		Art	Alumni	Every Five Years
			Employer	Annual
Jim Hohman		Chemistry	Alumni	Annual
Carol Haggard		Communications	Alumni	Annual
			Assessment	Annual
Cheryl Duffy		English	Computer Assisted Instruction Lab Evaluation	Annual
			Alumni	Every Five Years
			Assessment Of Certificate Programs	Periodic
			Graduate Evaluations	Annual
Paul Phillips		Geosciences	In Development/ None Presently In Use	

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Ray Wilson		History	B.A. Exit Interview	Semester
			B.A. Content Expertise Exam	Annual
			M.A. Exit Interview	Semester
Art Morin		Interdisciplinary Studies	Graduate Exit Survey	Biannual
Mark Bannister		Information Networking And Telecommunications	Alumni	Periodic
Brian Kinnaird		Justice Studies	Graduating Seniors	Annual
			Graduating Graduate Students	Semester
			Employer Feedback	Annual
Ron Sandstrom		Math/Computer Science	Alumni	Annual
			Employer	Periodic
			Grad. Seniors	Periodic
Richard Heil		Modern Languages	Senior Exit Interviews	Annual
			Alumni	Every Five Years
			Peer Institution Questionnaire	Annual
Matt Means		Music	Alumni	Periodic
Steve Tramel		Philosophy	Alumni	Annual
Richard Heil		Political Science	Graduating Seniors	Annual
			Alumni	Triennial
Lou Caplan		Physics	Alumni	Triennial
Carol Patrick-Land		Psychology	Alumni	Every Five Years
Rose Arnhold		Sociology	Alumni	Triennial
			Senior Survey	Annual

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Judy Caprez		Social Work	Alumni Practicum Instructor Survey BPD Surveys	Biannual Annual Annual
Steve Williams	Business And Leadership	Office Of The Dean		
Micol Maughan		Management And Marketing		
Jim Rucker		Accounting And Information Systems	Alumni/In Development	Periodic
Carl Parker		Economics And Finance	Alumni/In Development Senior Survey	
Brent Goertzen		Leadership Studies	Alumni Senior Survey	Annual Annual
Debbie Mercer	Education And Technology	Office Of The Dean		
Tom Newton		Teacher Education		
Kathy Dale		Educational Administration And Counseling	Alumni/ In Development Employer	Annual
Art Hoernicke		Special Education	Alumni/ In Development Employer/In Development	Biannual Biannual
Fred Ruda		Technology Studies	Alumni/ In Development Employer	Every Five Years Annual
Jeff Briggs	Health And Life Sciences	Office Of The Dean	College Level Survey	Triennial
John Greathouse		Agriculture	Alumni Senior Survey Employer Feedback	Triennial Annual Triennial

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Elmer Fink		Biological Sciences	Alumni Senior Survey Employer Feedback	Triennial Annual Triennial
Brenda Hoopingarner		Allied Health	Alumni Senior Survey Employer Feedback	Triennial Annual Triennial
Amy Finch		Communication Disorders	Alumni Employer Feedback	Triennial Triennial
Mary Hassett		Nursing	Alumni Employer Feedback	Annual Annual
Glen McNeil		Health And Human Performance	Alumni Graduating Seniors Employer Feedback	Triennial Annual Triennial
Joey Linn		Registrar	Tiger Friends And Family Day Survey Registrars Office Evaluation Form Commencement Evaluation	Annual Periodic Periodic
Tricia Cline		Admissions	Campus Visit Program Assessment Open House Assessment SRP Survey Community College Transfer Evaluation	Ongoing Biannual Annual Biannual

SUPERVISOR/ RESPONSIBLE PARTY	COLLEGE OR SUPERVISORY UNIT	DIVISION OR ACADEMIC UNIT	INSTRUMENT	INTERVAL
Craig Karlin		Financial Aid	Enrollment Services Survey	Biannual
			Budget Analysis Survey	Triennial
Diane Scott		Residential Life	Residence Life Satisfaction Survey	Annual
Bill Smriga		Memorial Union	Event Critiquing	Ongoing

CRITERIA AND FINDINGS: CHARACTERISTICS OF OUR GRADUATES

In Fall 2004 and Spring 2005 the UASC was able to derive a set of assessment criteria based on prior documentation supplied to the committee. For the last 10 years the UASC has been secondarily charged with examining the many Affinity Diagrams that every academic department in the university completes and updates. When faced with the challenge of “what does FHSU value in assessment”, looking at the Affinity diagrams was a natural point of departure given their already heavy focus on what faculty teaching in each program assert as critical characteristics of their graduates. Over the course of several meetings, all academic Affinity Diagrams were thoroughly examined and individual characteristics were analyzed, common characteristics were built, and a comprehensive set of assessment characteristics of graduates were synthesized from this list.

The results of this process were a set of six characteristics that all FHSU graduates were considered to have. While it was clearly understood through the process that different programs would necessarily produce greater outcomes in some areas than others, it was the consensus of the committee that this list was an accurate reflection of what faculty considered to accurately reflect a FHSU education. The following list is a compilation of characteristics that the UASC generated:

1. Knowledgeable and skilled within the discipline,
2. Critical thinker/analytic,
3. Creative/technologically innovative,
4. Diverse and global/civic minded,
5. Professional and collegial, and
6. Communicates effectively.

This list was meant to be a starting point for assessment and the UASC widely understood that some of these characteristics might well change over time.

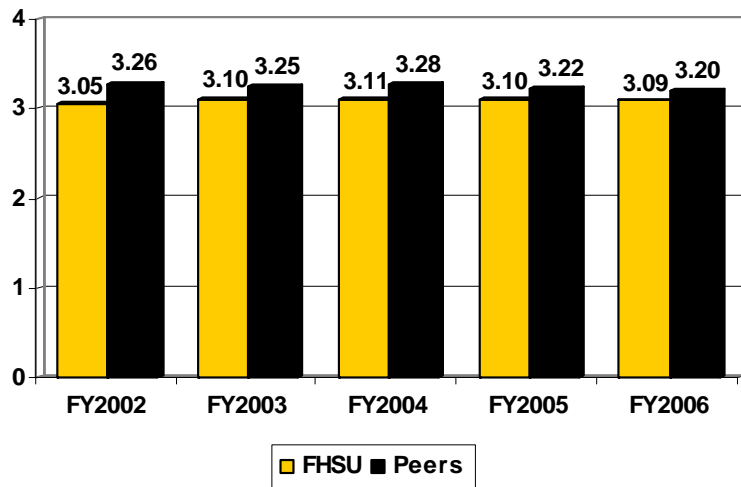
After the assessment characteristics were approved, the committee looked to the task of whether FHSU had adequately measured each of the characteristics, given that no set of assessment principles or criteria had been universally established. Specifically, the committee looked at all existing assessment measures that were distributed to the FHSU student body. While interesting, there is so much diversity in the way that individual departments ask certain questions that analysis of department alumni or employer surveys would be impractical. Specifically, the UASC looked at the following data sources for specific indicators that measure some aspect of each characteristic, they included:

- General Education Survey,
- Graduate/Senior Survey, and
- National Survey of Student Engagement.

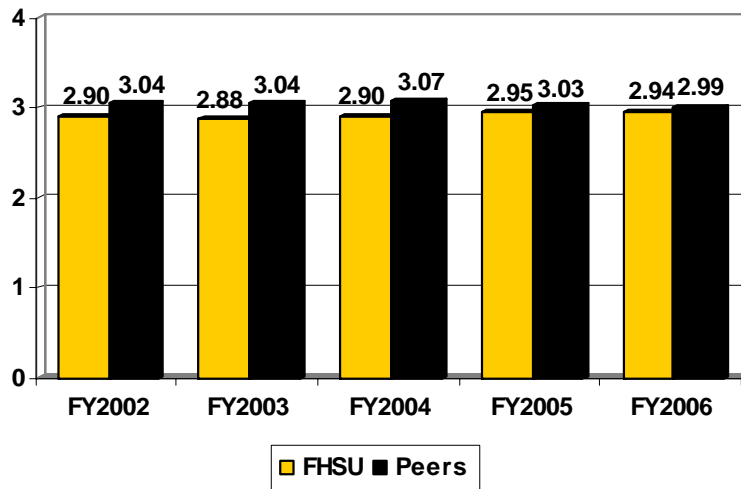
From an inclusive list of indicators, the committee was able to reduce the number of indicators to approximately 10 per characteristic. The following data reflects what FHSU students perceive about their educational experiences as related to each characteristic.

1. Knowledgeable and skilled within the discipline													
<p>1.1 This university has helped me meet the goals I came here to achieve (SS/Overall, 1).</p>	<p>SS/Overall, 1</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>4.05</td> </tr> <tr> <td>2003</td> <td>4.00</td> </tr> <tr> <td>2004</td> <td>4.12</td> </tr> <tr> <td>2005</td> <td>4.12</td> </tr> <tr> <td>2006</td> <td>4.25</td> </tr> </tbody> </table>	Year	Score	2002	4.05	2003	4.00	2004	4.12	2005	4.12	2006	4.25
Year	Score												
2002	4.05												
2003	4.00												
2004	4.12												
2005	4.12												
2006	4.25												
<p>1.2 This university helped me develop lifelong learning skills (SS/Overall, 8).</p>	<p>SS/Overall, 8</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>4.03</td> </tr> <tr> <td>2003</td> <td>4.04</td> </tr> <tr> <td>2004</td> <td>4.10</td> </tr> <tr> <td>2005</td> <td>4.04</td> </tr> <tr> <td>2006</td> <td>4.13</td> </tr> </tbody> </table>	Year	Score	2002	4.03	2003	4.04	2004	4.10	2005	4.04	2006	4.13
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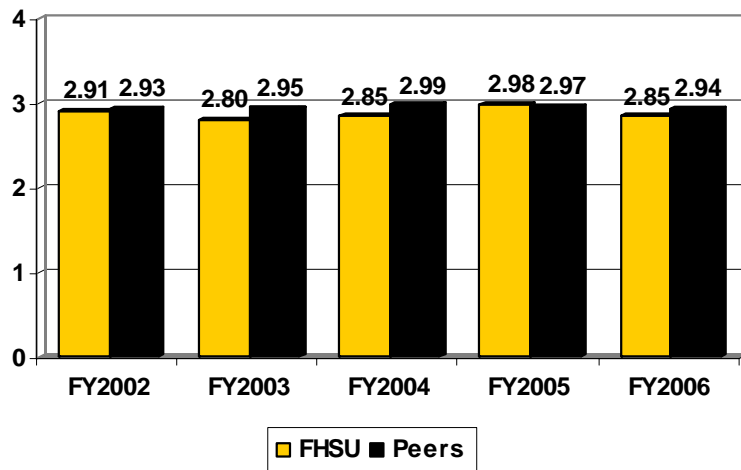
1.3 Analyzing basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components (NSSE, 2b).



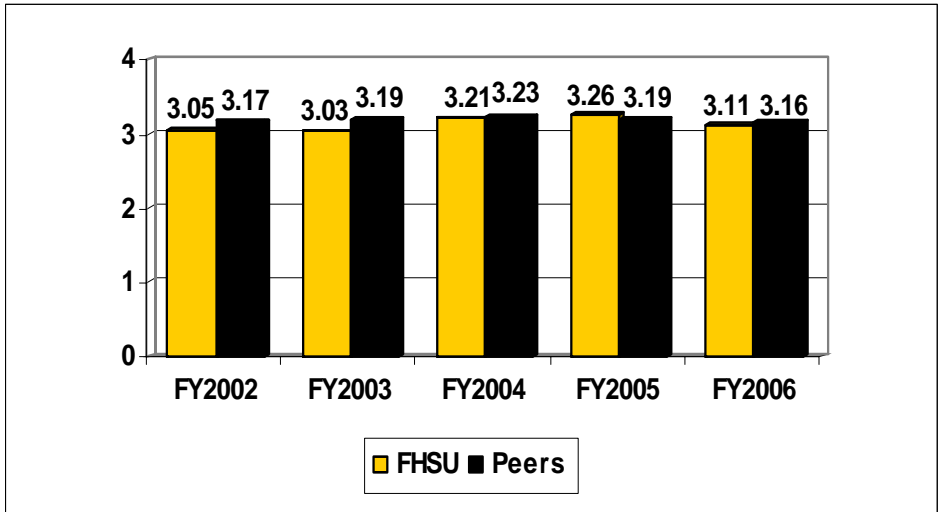
1.4 Synthesizing and organizing ideas, information, or experiences into new, more complex, interpretations and relationships (NSSE, 2c).



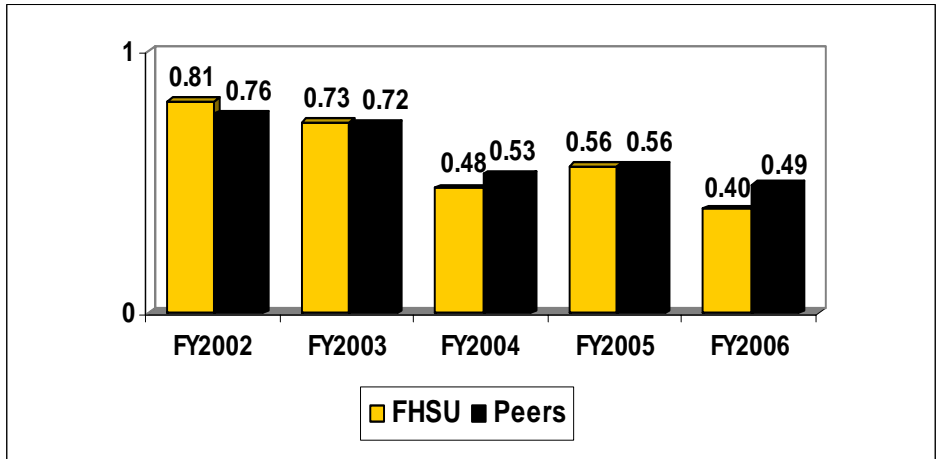
1.5 Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (NSSE, 2d).



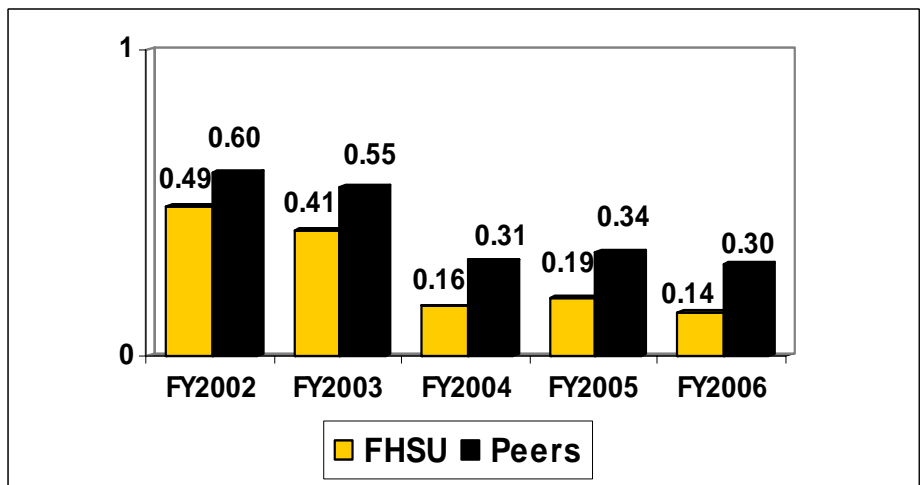
1.6 Applying theories or concepts to practical problems or in new situations (NSSE, 2e).



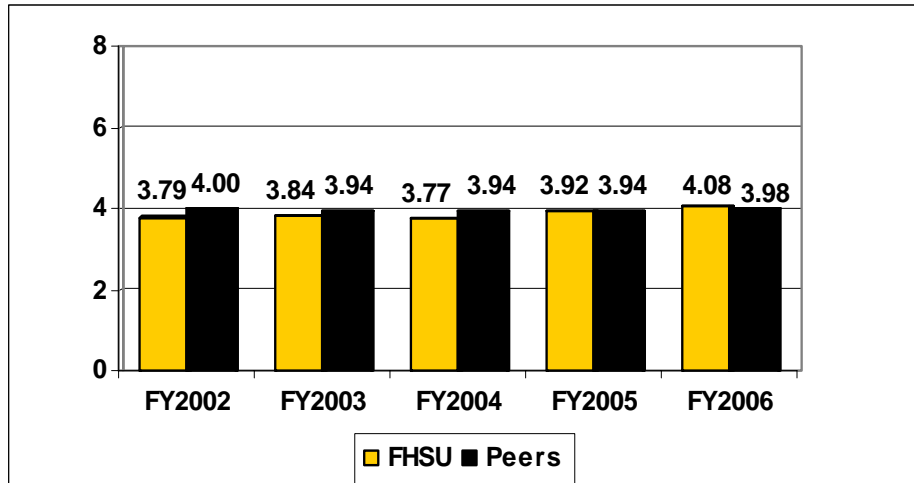
1.7 Practicum, internship, field experience, co-op experience, or clinical assignment (NSSE, 7a).



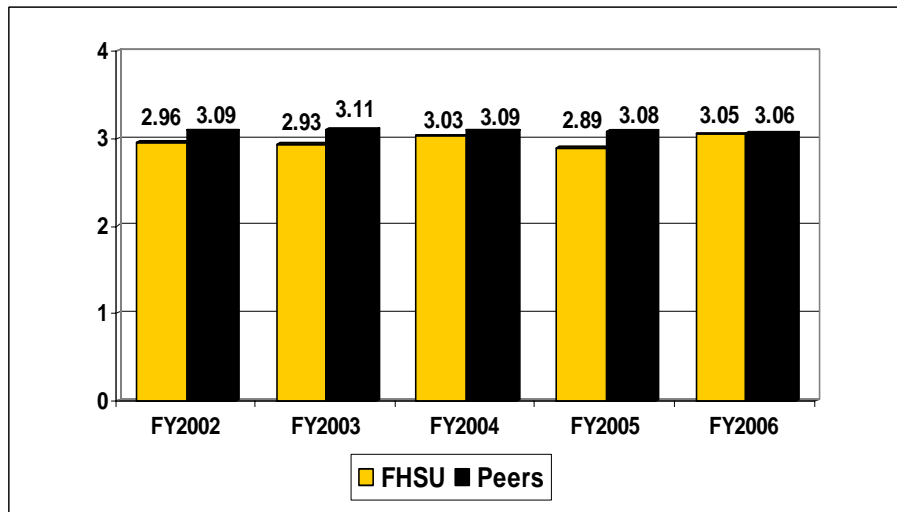
1.8 Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc. (NSSE, 7h).



1.9 Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) (NSSE, 9a).



1.10 Spending significant amounts of time studying and on academic work (NSSE, 10a).

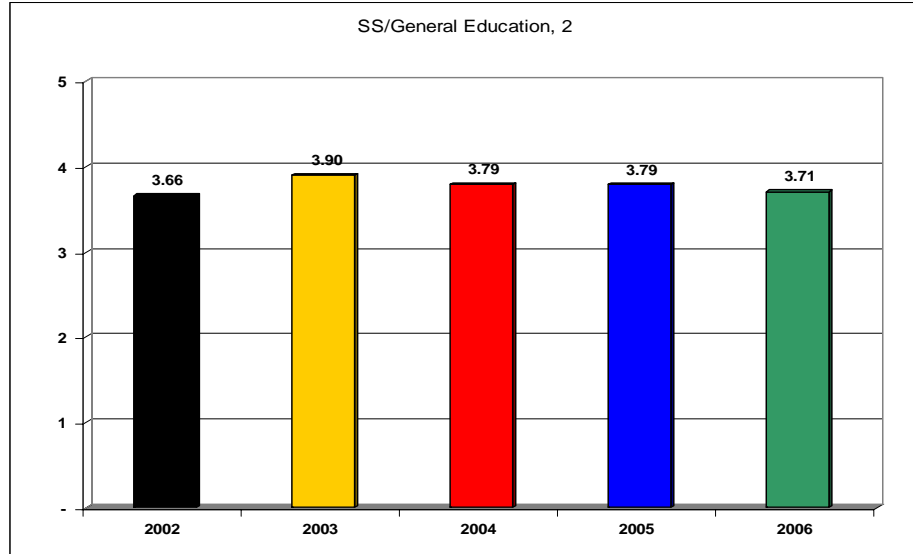


1.11 Conclusions

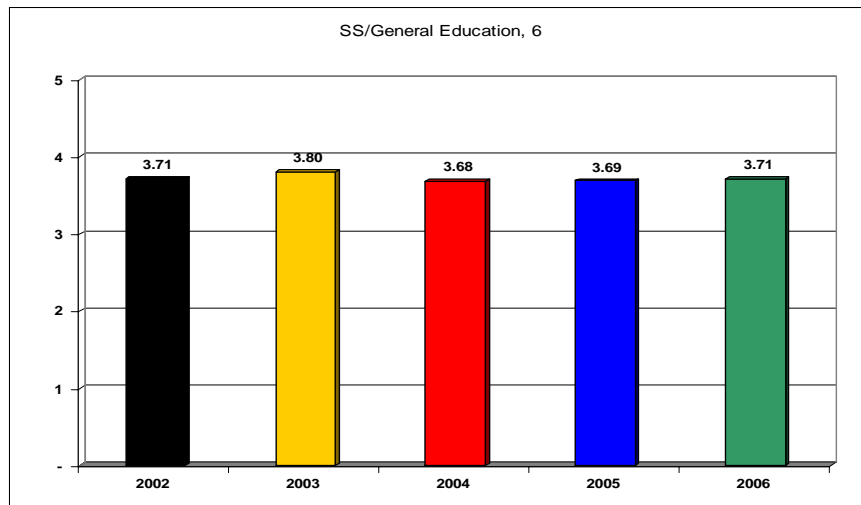
- * Historically, FHSU students rate below peers on most indicators in this index.
- * There was an average rating of “Agree” on the item that FHSU develops lifelong learning skills and meets their goals.
- * Students rated FHSU below that “Agree” score on general education expanding their horizons.
- * FHSU students rate significantly lower in completion of culminating senior experiences.

2. Critical thinking/analytic

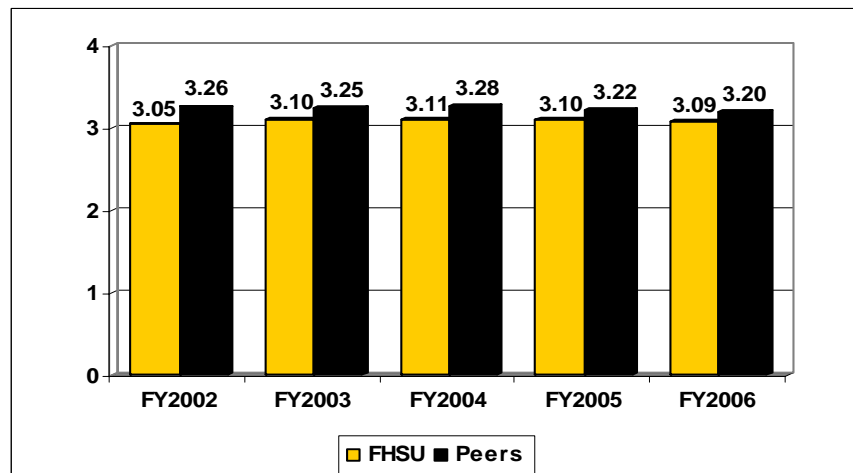
2.1 General Education requirements at this university developed my writing, oral communication and critical thinking skills (SS/General Education, 2).



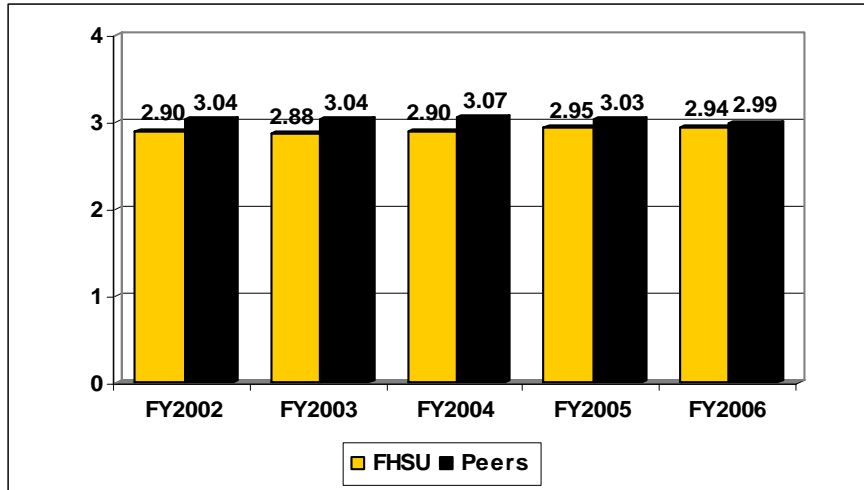
2.2 General Education requirements at this university helped me understand ways of thinking and studying in areas outside my major (SS/General Education, 6).



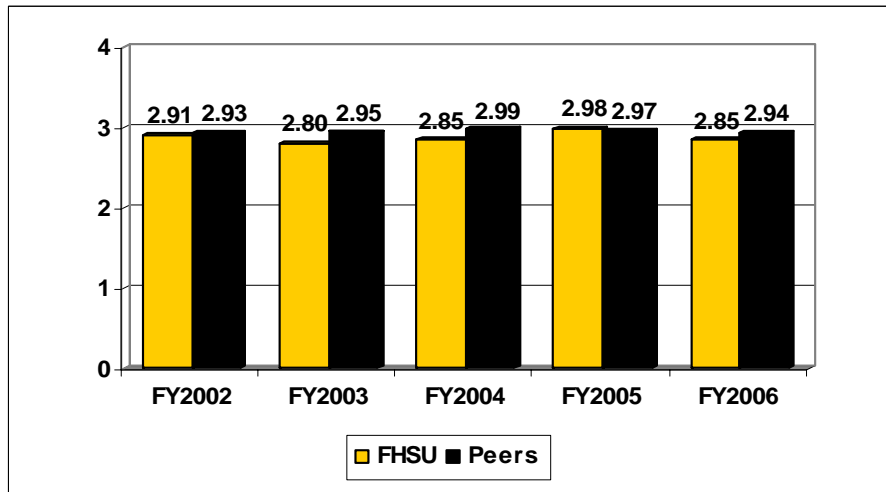
2.3 Analyzing basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components (NSSE, 2b).



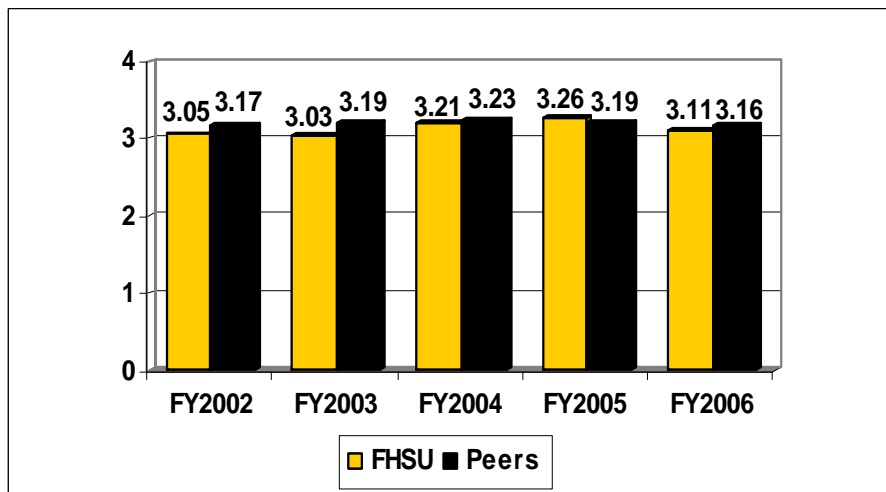
2.4 Synthesizing and organizing ideas, information, or experiences into new, more complex, interpretations and relationships (NSSE, 2c).



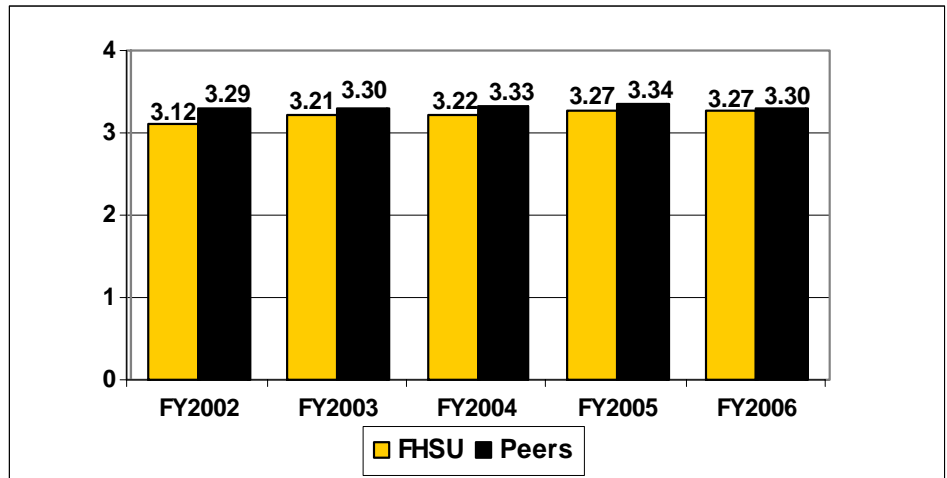
2.5 Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (NSSE, 2d).



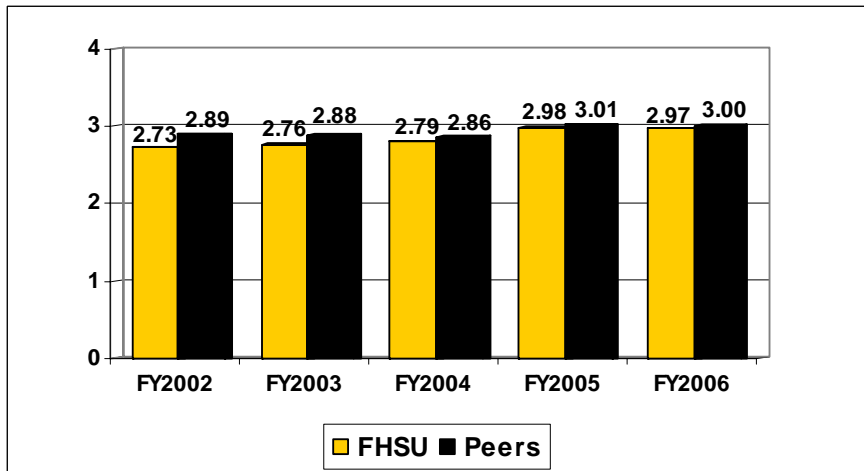
2.6 Applying theories or concepts to practical problems or in new situations (NSSE, 2e).



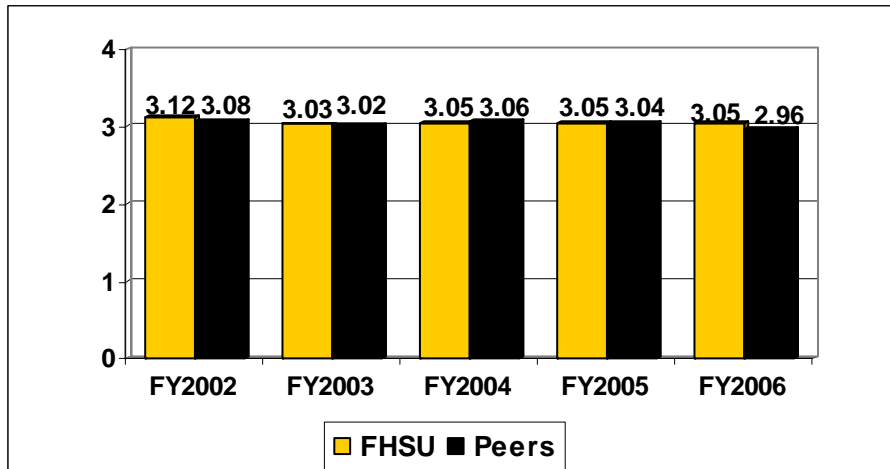
2.7 Thinking critically and analytically (NSSE, 11e).



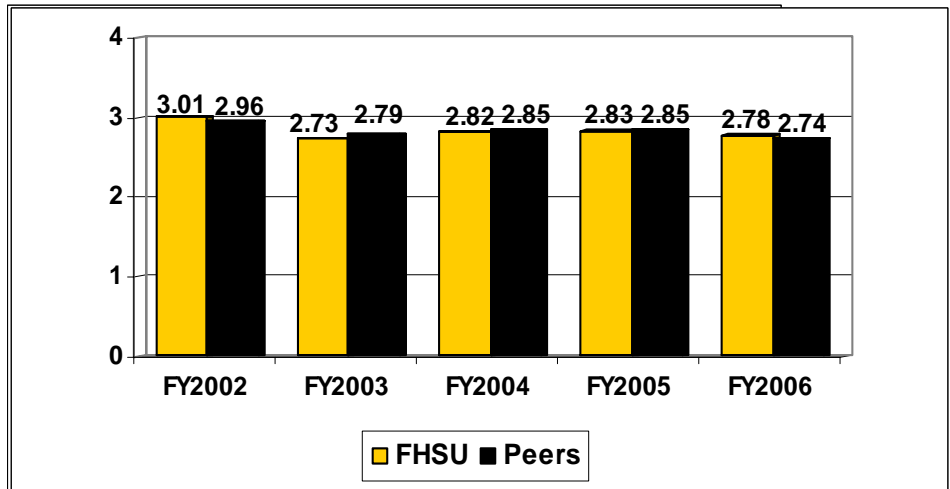
2.8 Analyzing quantitative problems (NSSE, 11f).



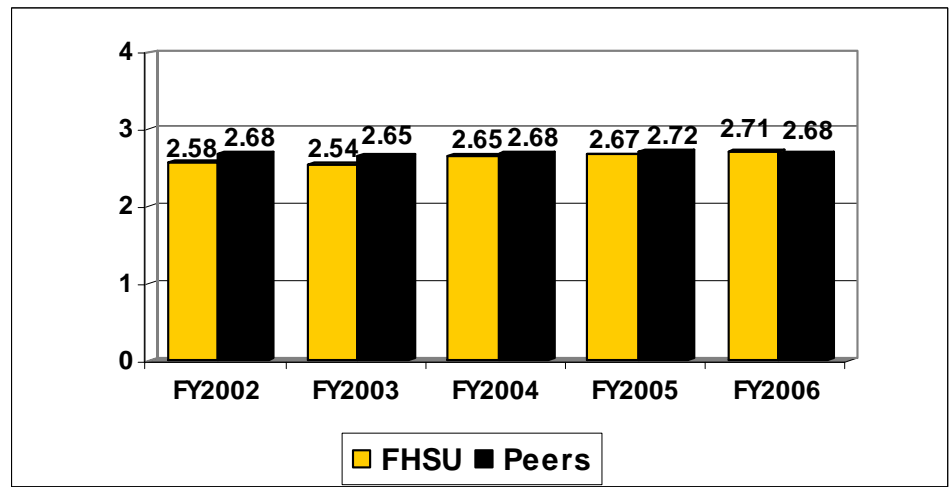
2.9 Learning effectively on your own (NSSE, 11j).



2.10 Understanding yourself (NSSE, 11k).



2.11 Solving complex real-world problems (NSSE, 11m).



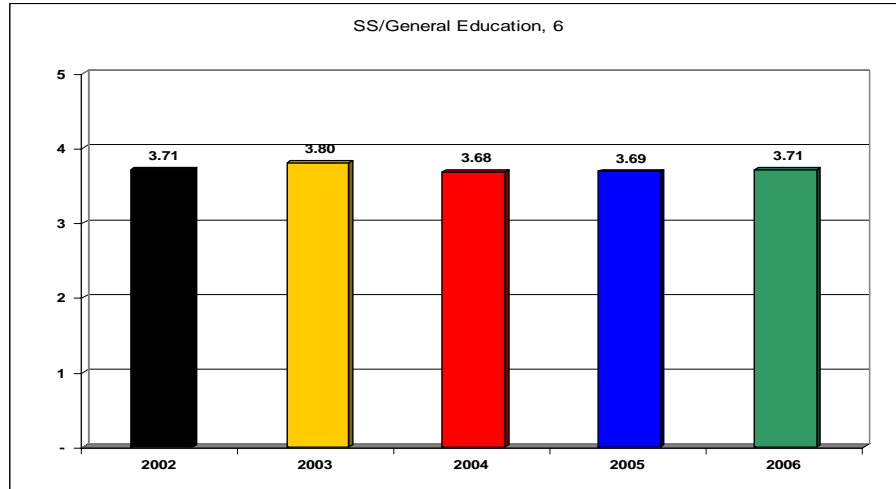
2.12 Conclusions

* FHSU students score below peers in most areas associated with critical thinking (synthesizing information, analysis of basic elements, making judgments, thinking analytically, and solving complex/ quantitative real-world problems).

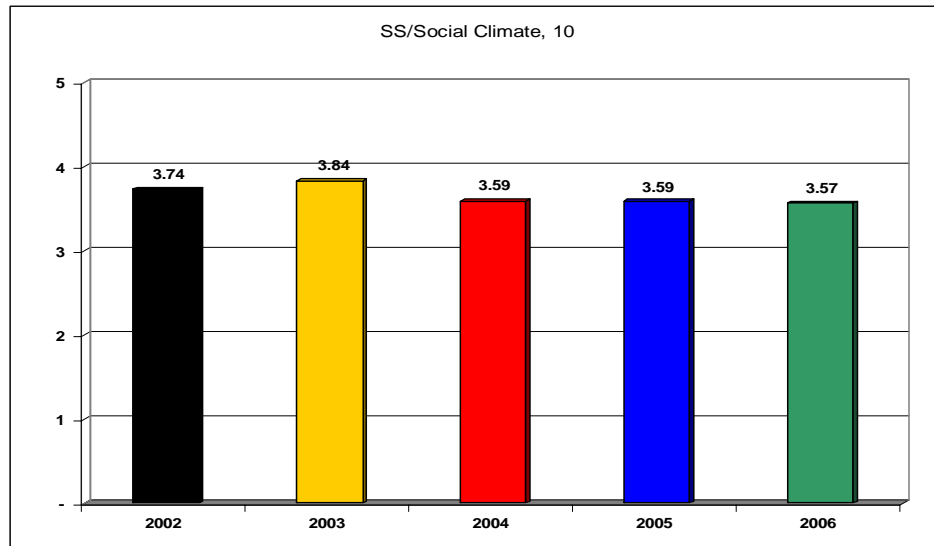
* Students are on par in learning effectively on their own, applying theories or concepts, and close to peer level in understanding oneself.

3. Creative/technologically innovative

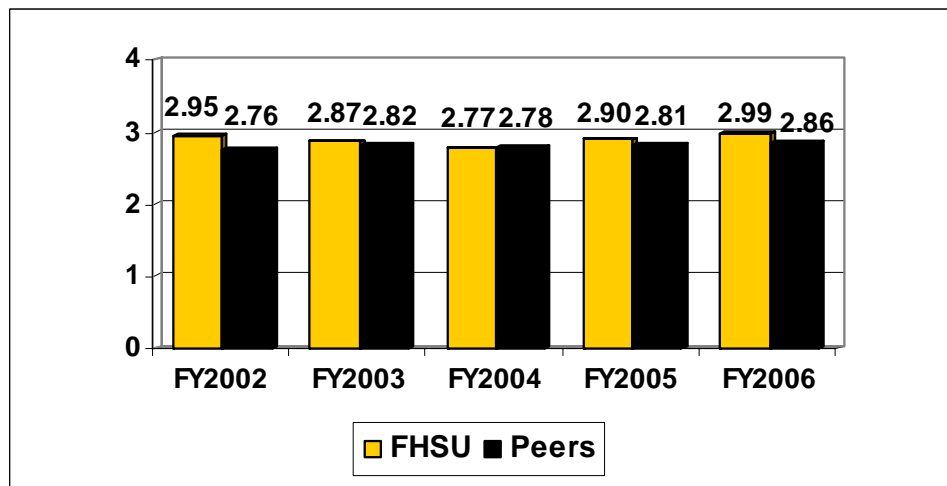
3.1 General Education requirements at this university helped me understand ways of thinking and studying in areas outside my major (SS/General Education, 6).



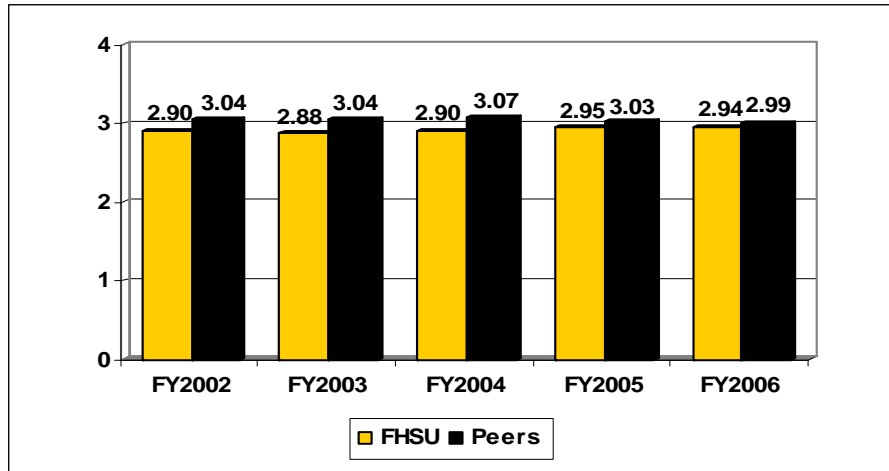
3.2 I was satisfied with the special programming (e.g. theatre, musicals, bands, etc.) (SS/Soc Climate, 10).



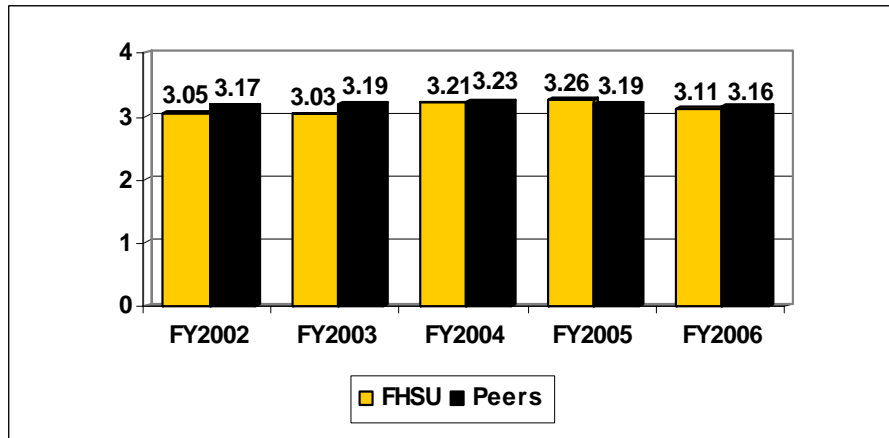
3.3 Used an electronic medium (list-serve, chat group, Internet, etc.) technology to discuss or complete an assignment (NSSE, 1l).



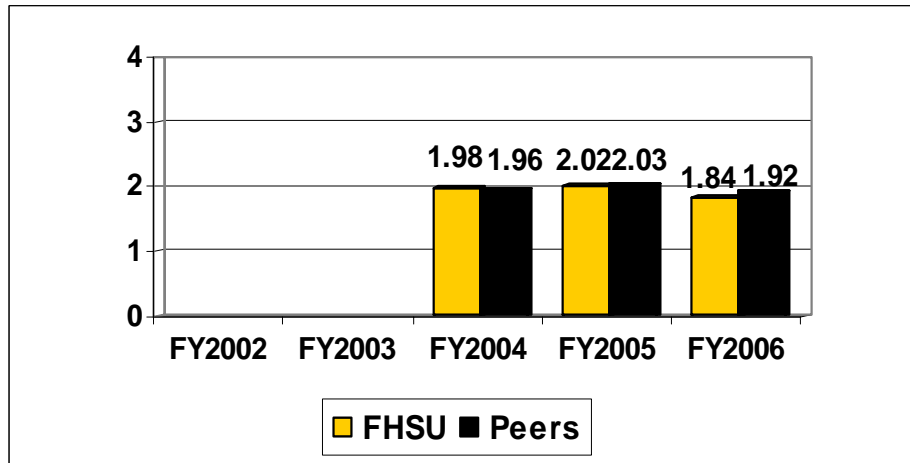
3.4 Synthesizing and organizing ideas, information, or experiences into new, more complex, interpretations and relationships (NSSE, 2c).



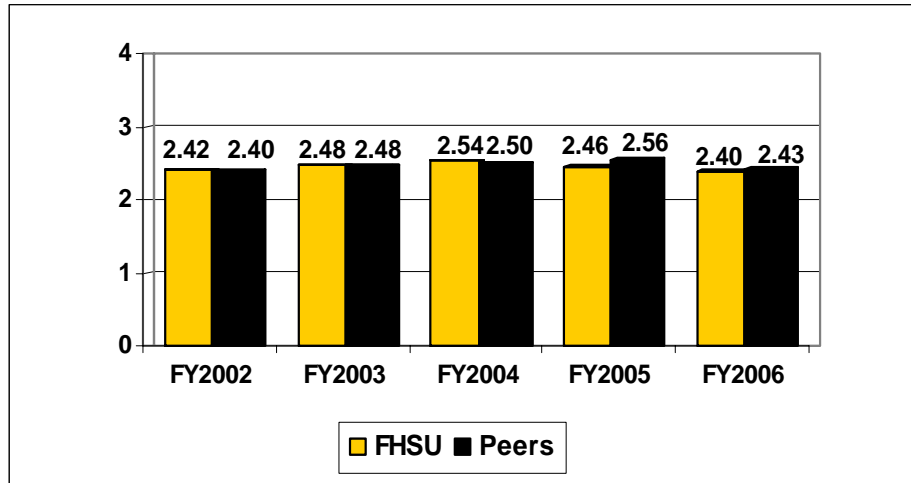
3.5 Applying theories or concepts to practical problems or in new situations (NSSE, 2e).



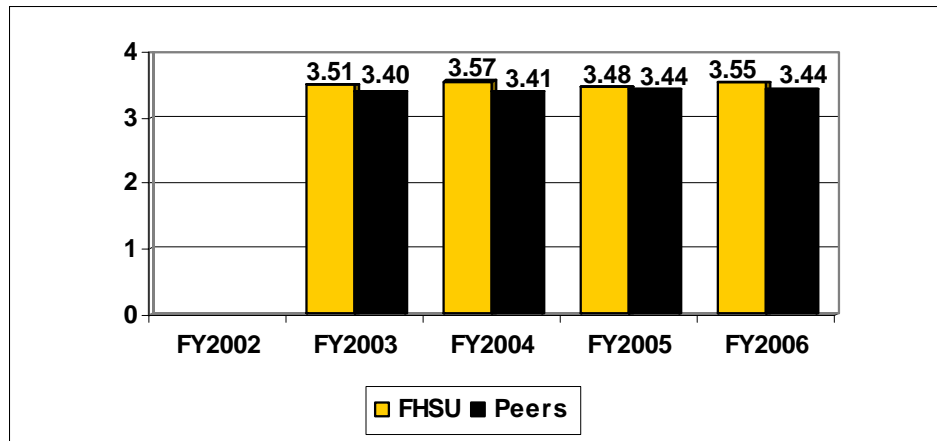
3.6 Attended an art exhibit, gallery, play, dance, or other theatre performance (NSSE 6a).



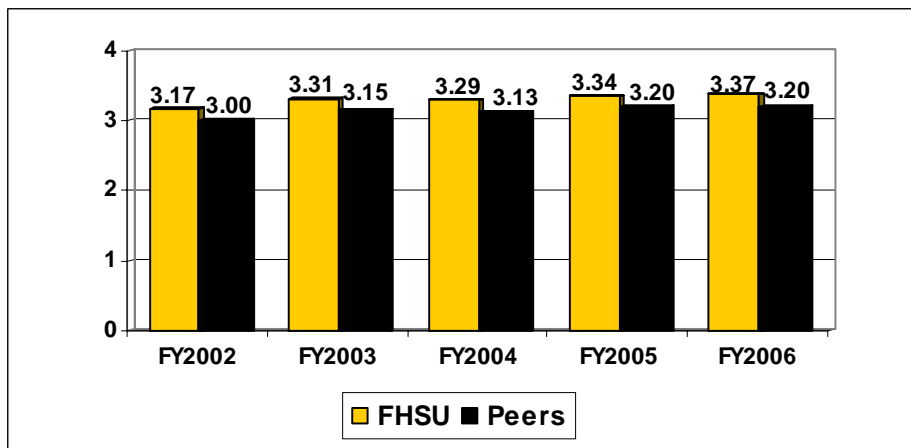
3.7 Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (NSSE, 10f).



3.8 Using computers in academic work (NSSE, 10g).



3.9 Using computing and information technology (NSSE, 11g).



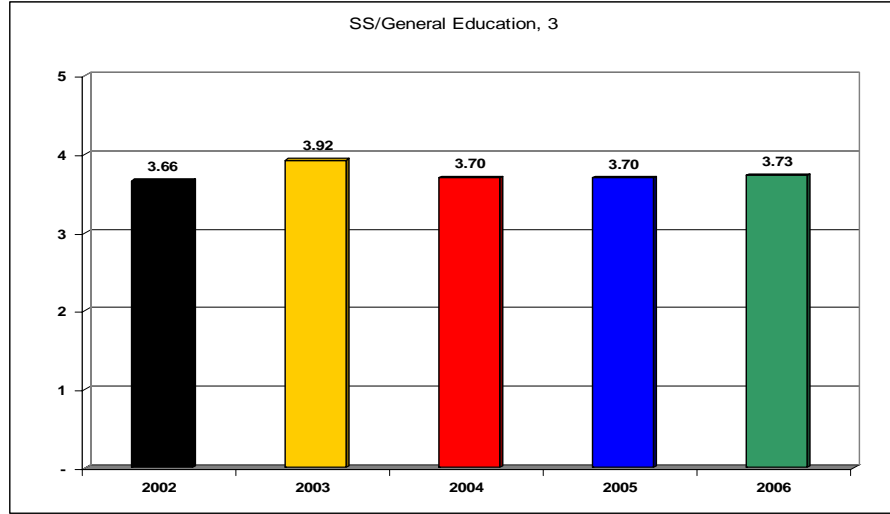
3.10 Conclusions

* FHSU students use more computing technology in and outside of class than other NSSE peer students.

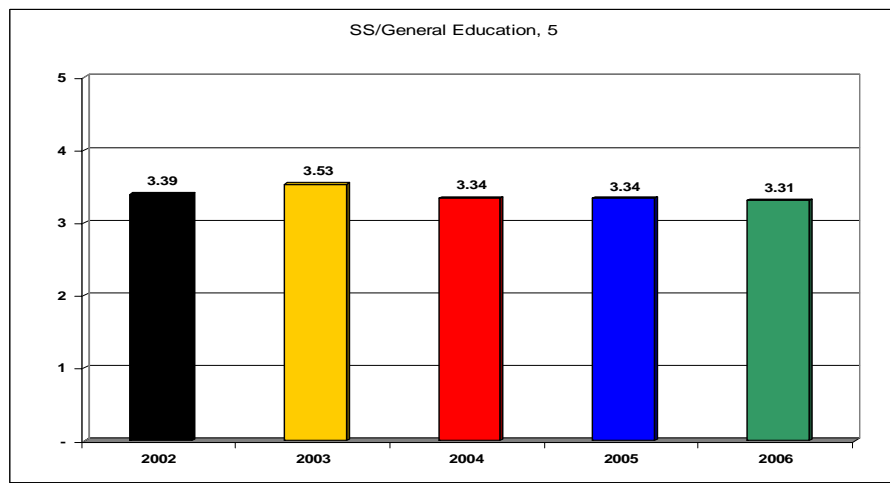
* FHSU students also report attending cultural and other campus events as often as NSSE peers report.

4. Diverse and global/civic minded

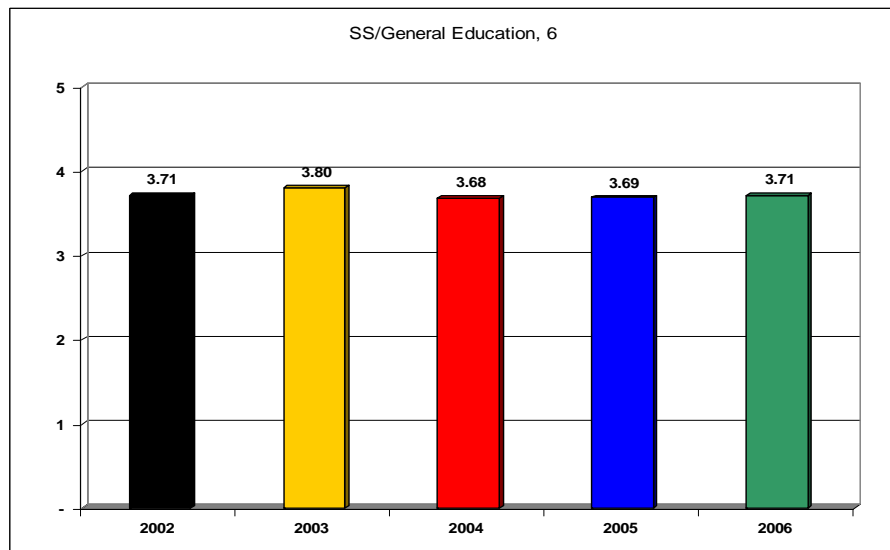
4.1 General Education requirements at this university expanded my intellectual and cultural horizons (SS/General Education, 3).



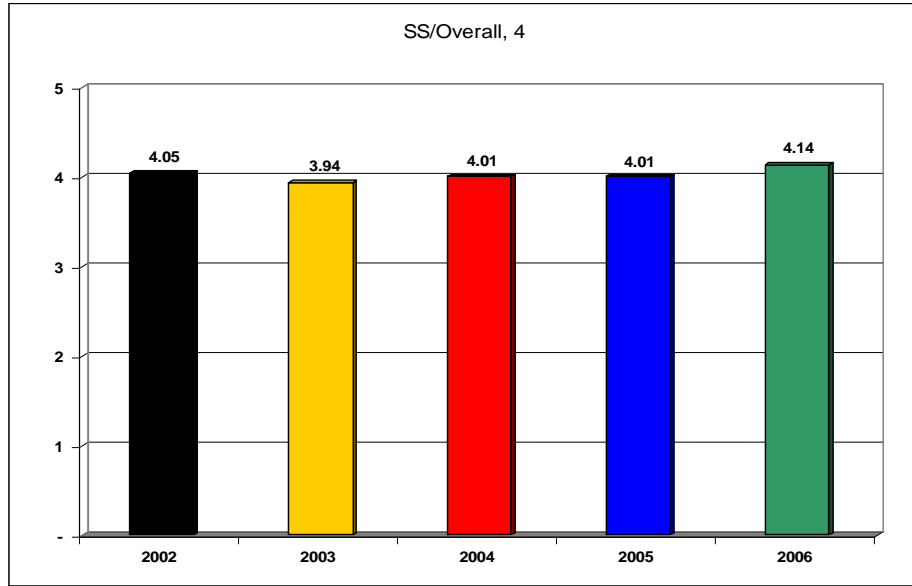
4.2 General Education requirements at this university gave me a broader grasp of issues involved in citizenship (SS/General Education, 5).



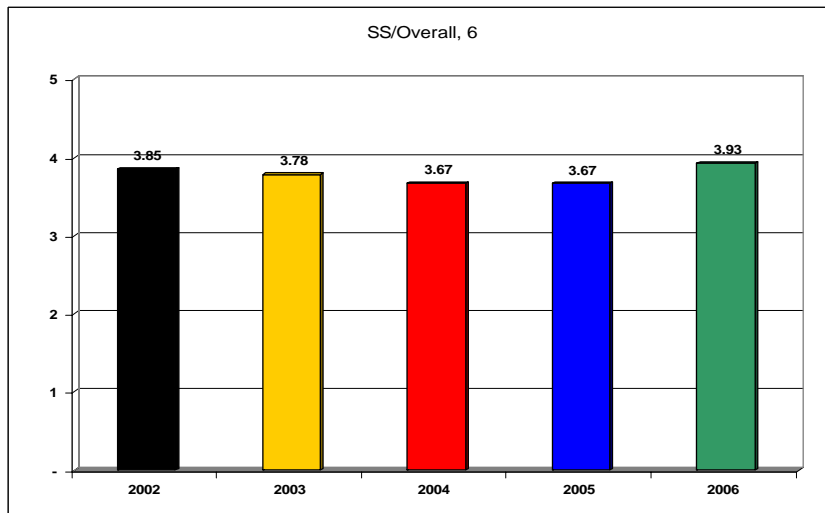
4.3 General Education requirements at this university helped me understand ways of thinking and studying in areas outside my major (SS/General Education, 6).



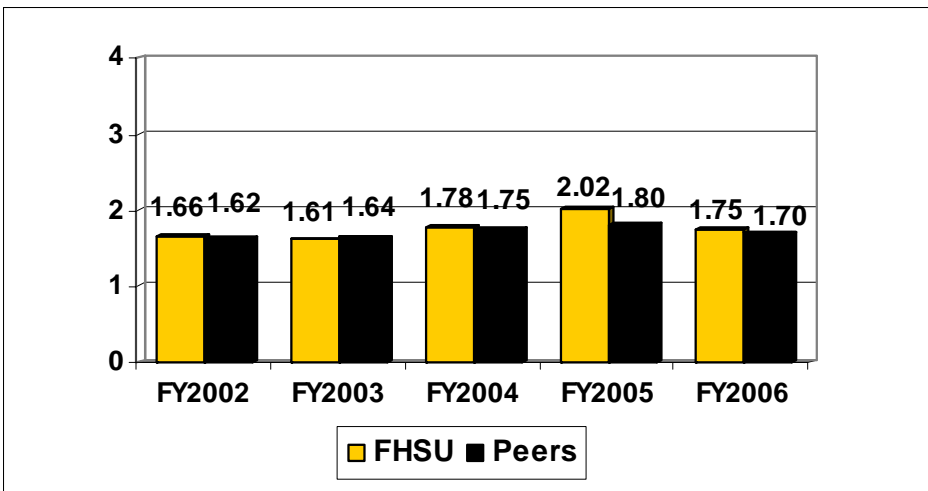
4.4 This university is equally supportive of women and men (SS/Overall, 4).



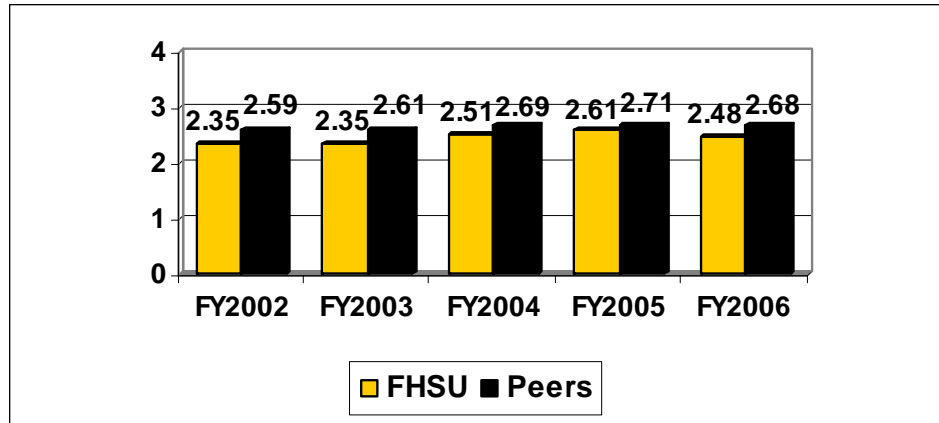
4.5 This university is equally supportive of all racial/ethnic groups (SS/Overall, 6).



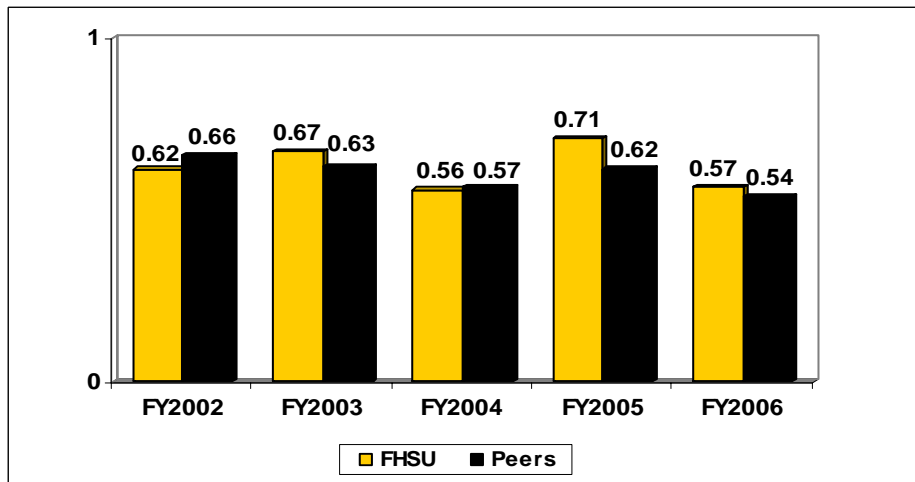
4.6 Participated in a community-based project as part of a regular course (NSSE, 1k).



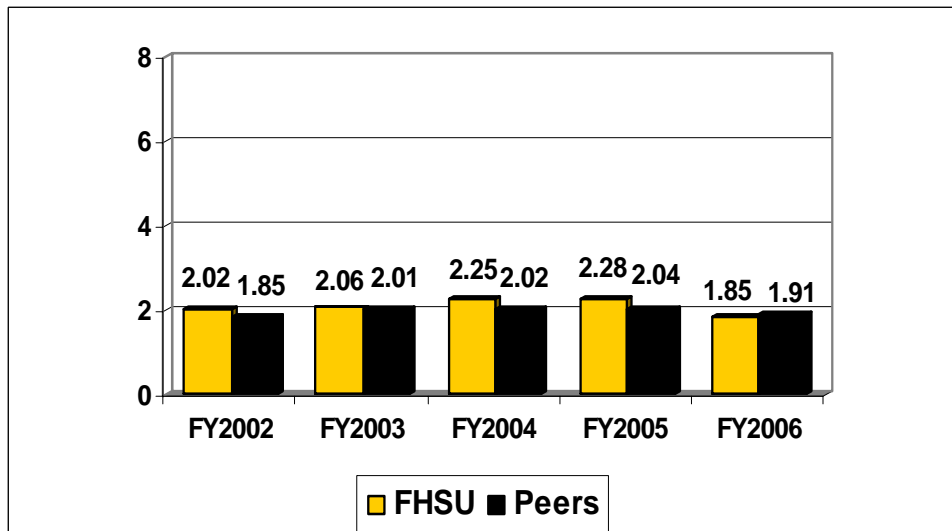
4.7 Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (NSSE, 1v).

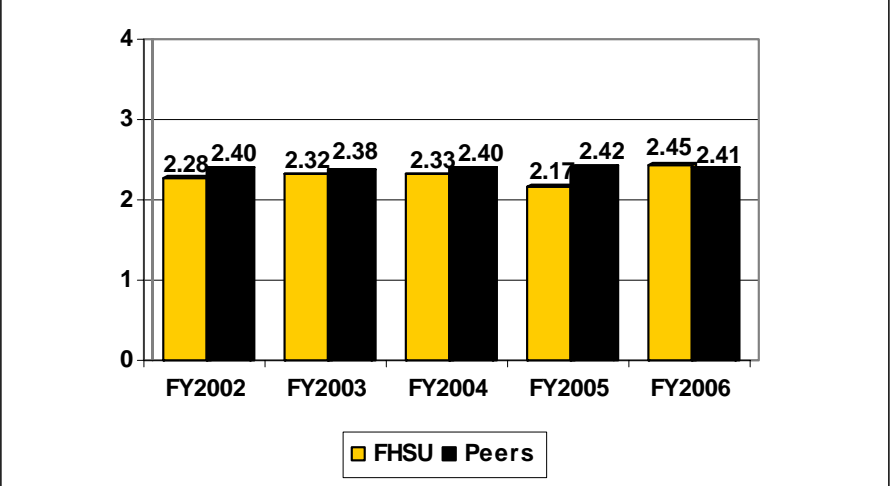
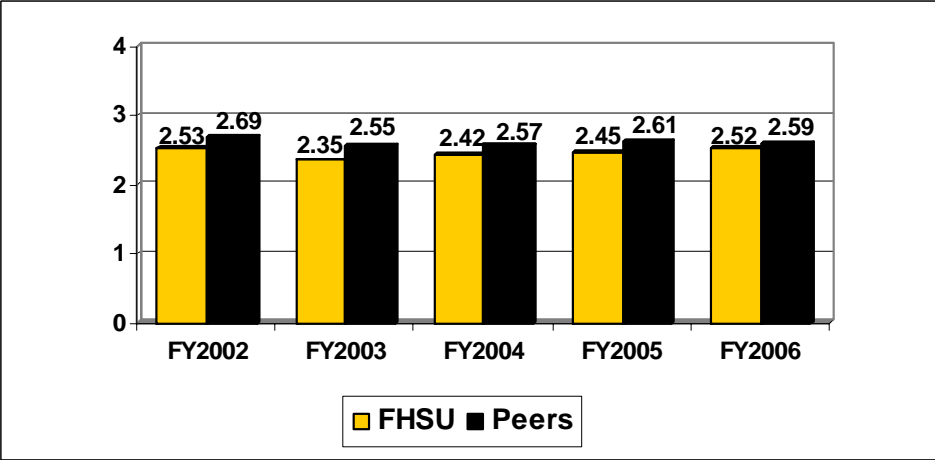


4.8 Community service or volunteer work (NSSE, 7b).



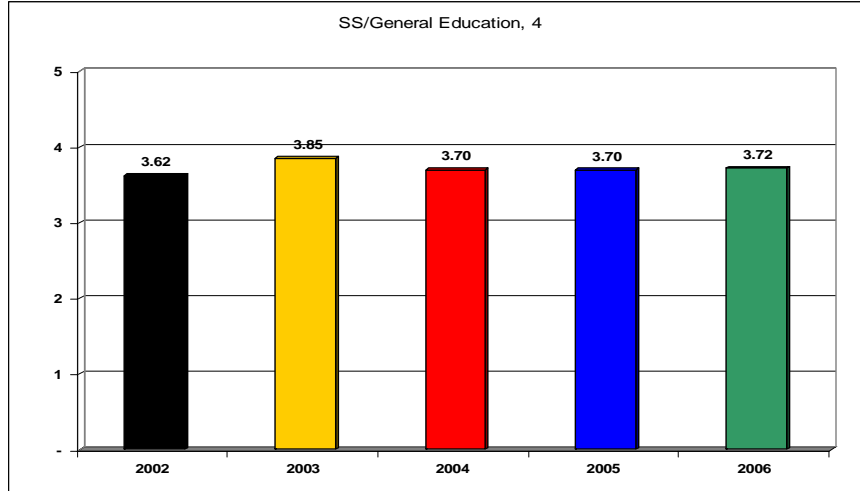
4.9 Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) (NSSE, 9d).



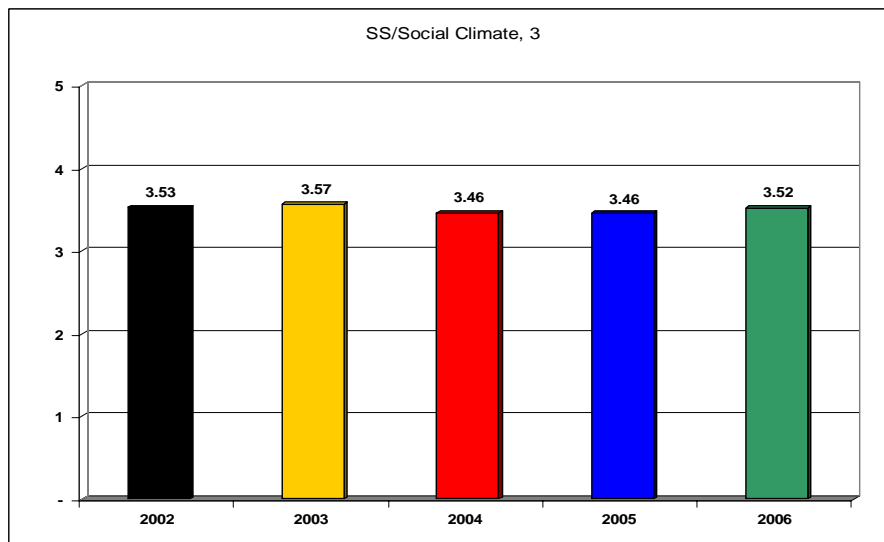
<p>4.10 Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (NSSE, 10c).</p>	 <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>FHSU</th> <th>Peers</th> </tr> </thead> <tbody> <tr> <td>FY2002</td> <td>2.28</td> <td>2.40</td> </tr> <tr> <td>FY2003</td> <td>2.32</td> <td>2.38</td> </tr> <tr> <td>FY2004</td> <td>2.33</td> <td>2.40</td> </tr> <tr> <td>FY2005</td> <td>2.17</td> <td>2.42</td> </tr> <tr> <td>FY2006</td> <td>2.45</td> <td>2.41</td> </tr> </tbody> </table>	Fiscal Year	FHSU	Peers	FY2002	2.28	2.40	FY2003	2.32	2.38	FY2004	2.33	2.40	FY2005	2.17	2.42	FY2006	2.45	2.41
Fiscal Year	FHSU	Peers																	
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<p>4.11. Understanding people of other racial and ethnic backgrounds (NSSE, 11).</p>	 <table border="1"> <thead> <tr> <th>Fiscal Year</th> <th>FHSU</th> <th>Peers</th> </tr> </thead> <tbody> <tr> <td>FY2002</td> <td>2.53</td> <td>2.69</td> </tr> <tr> <td>FY2003</td> <td>2.35</td> <td>2.55</td> </tr> <tr> <td>FY2004</td> <td>2.42</td> <td>2.57</td> </tr> <tr> <td>FY2005</td> <td>2.45</td> <td>2.61</td> </tr> <tr> <td>FY2006</td> <td>2.52</td> <td>2.59</td> </tr> </tbody> </table>	Fiscal Year	FHSU	Peers	FY2002	2.53	2.69	FY2003	2.35	2.55	FY2004	2.42	2.57	FY2005	2.45	2.61	FY2006	2.52	2.59
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<p>4.12 Conclusions</p>	<p>* FHSU students report generally less multicultural exposure.</p> <p>* FHSU students are generally above peers in activities like community service, service to others, and other co-curricular events.</p>																		

5. Professional and collegial

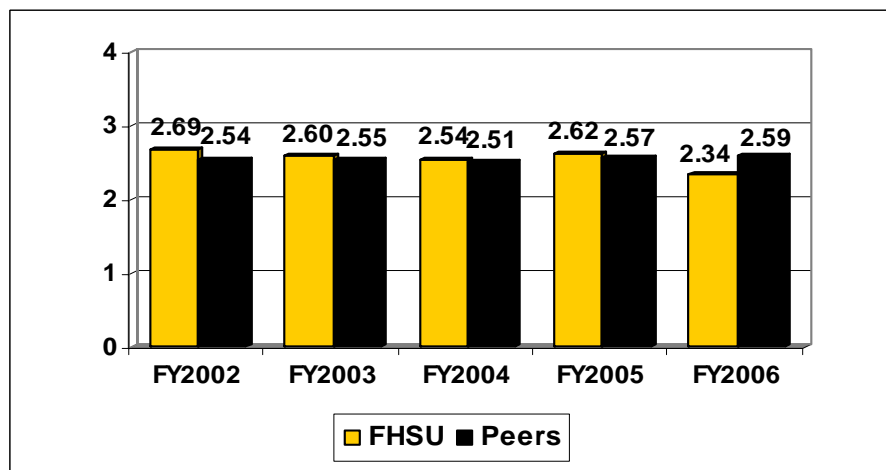
5.1 General Education requirements at this university will benefit me in my personal/professional life (SS/General Education, 4).



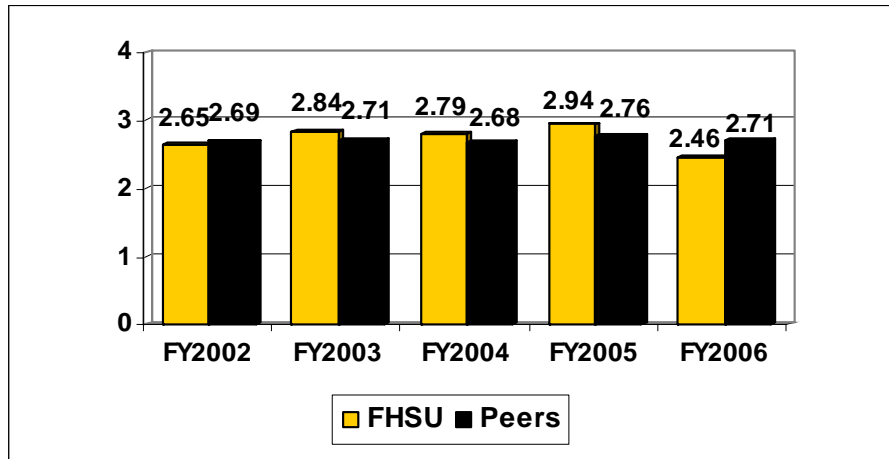
5.2 I was satisfied with the co-curricular events (e.g. lectures, seminars, speakers, departmental study groups, etc.) (SS/Soc Climate, 3).



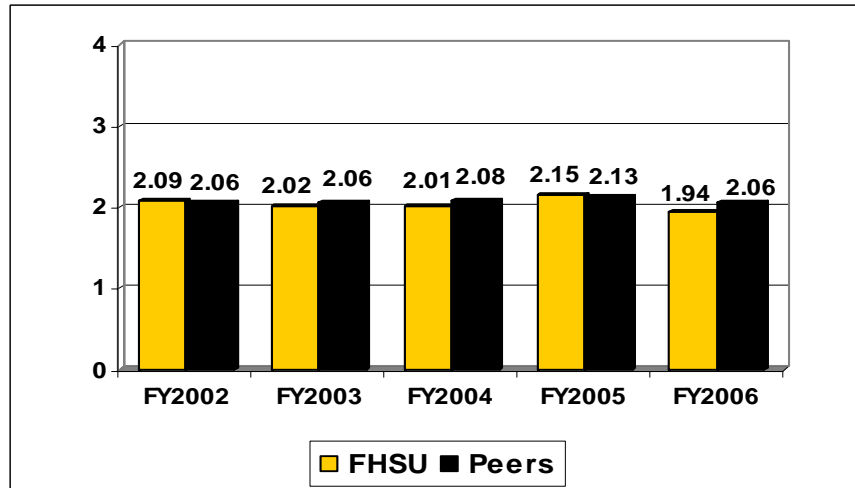
5.3 Worked with other students on projects during class (NSSE, 1g).



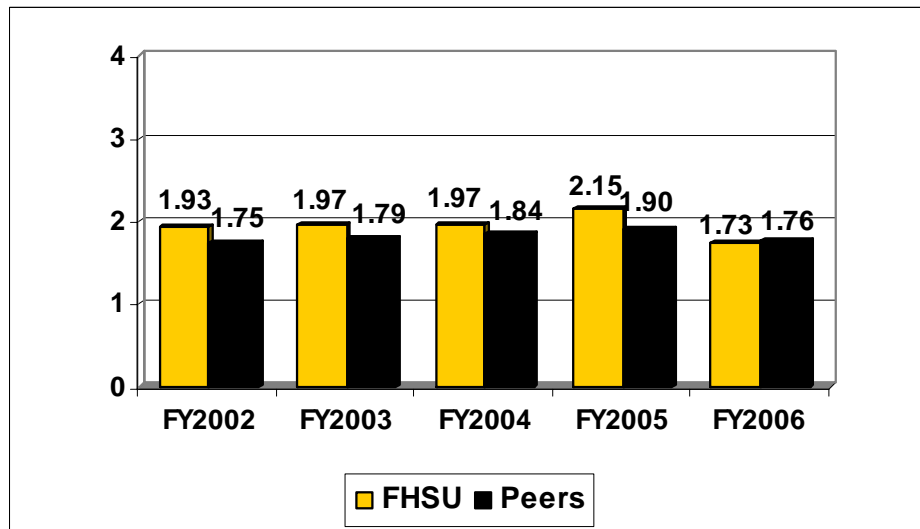
5.4 Worked with classmates outside of class to prepare class assignments (NSSE, 1h).



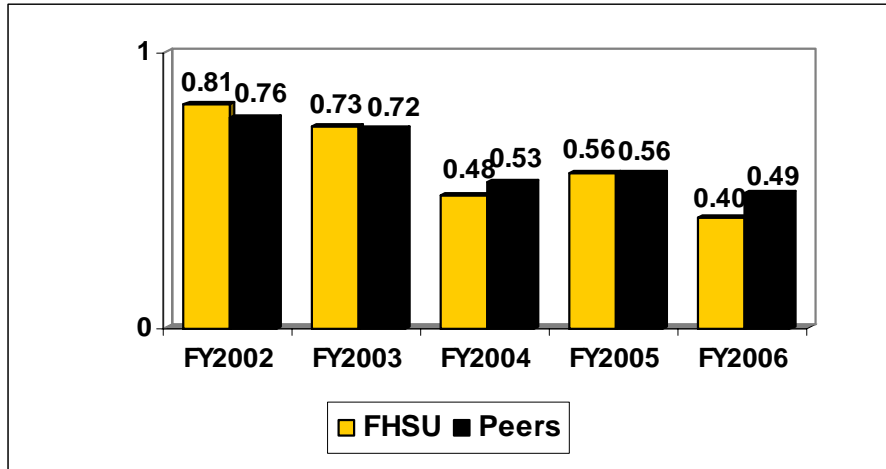
5.5 Discussed ideas from your readings or classes with faculty members outside of class (NSSE, 1p).



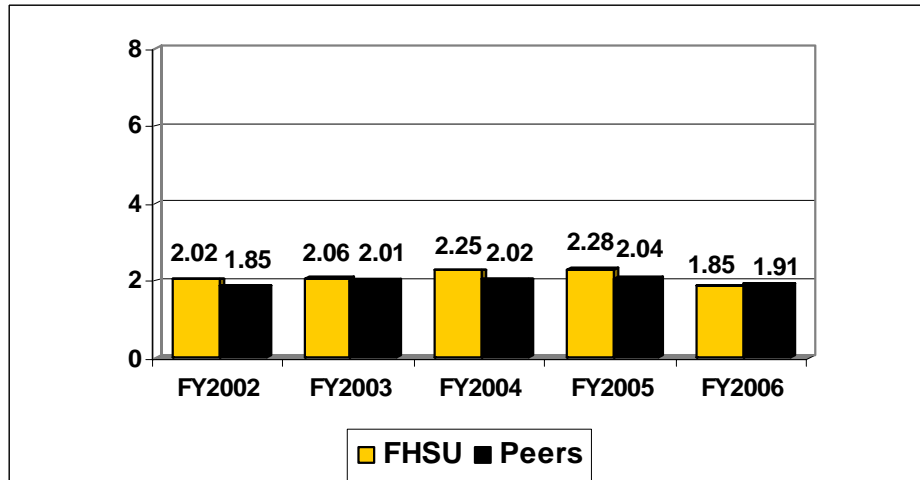
5.6 Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc. (NSSE, 1s).



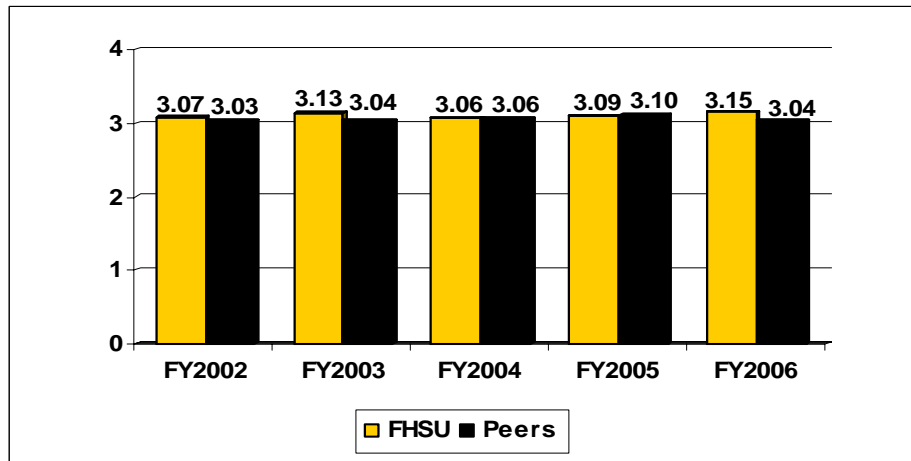
5.7 Practicum, internship, field experience, co-op experience, or clinical assignment (NSSE, 7a).



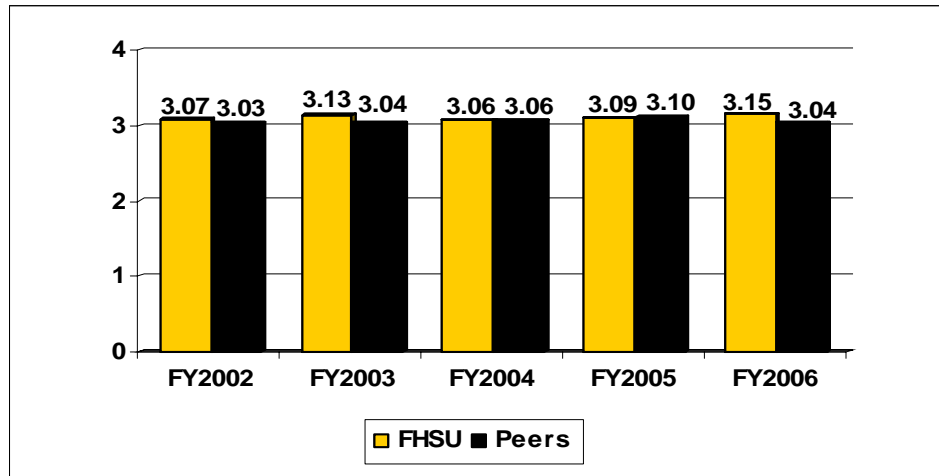
5.8 Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) (NSSE, 9d).



5.9 Acquiring job or work-related knowledge and skills (NSSE, 11b).



5.10 Working effectively with others (NSSE, 11h).



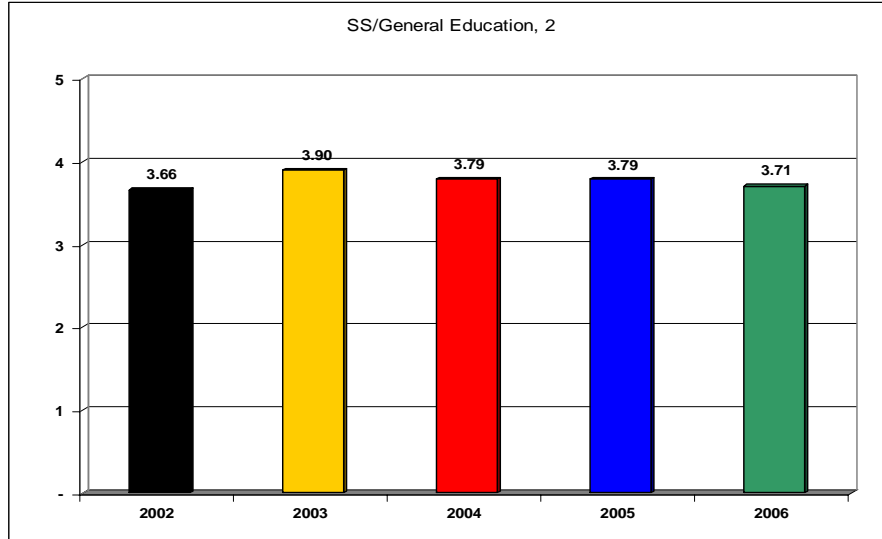
5.11 Conclusions.

* Generally, FHSU students report more collaboration with other students and faculty than peers at NSSE institutions.

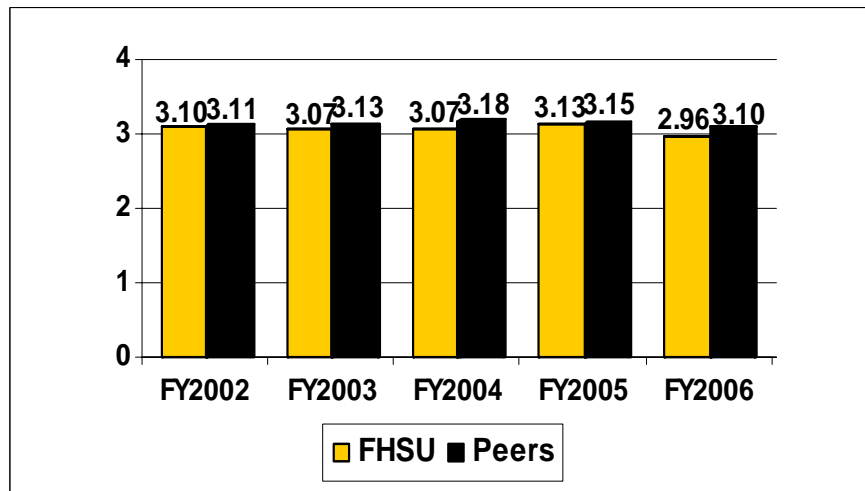
* Students may not discuss class concepts with faculty outside of class as much as peer students.

6. Communicates effectively

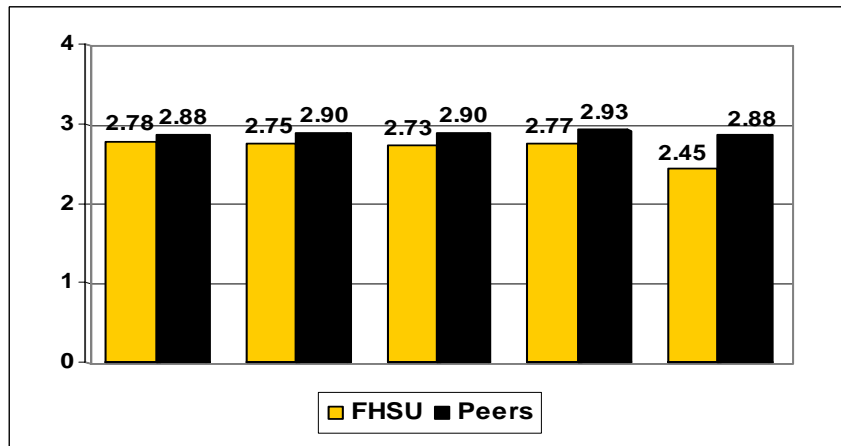
6.1 General Education requirements at this university developed my writing, oral communication and critical thinking skills (SS/General Education, 2).



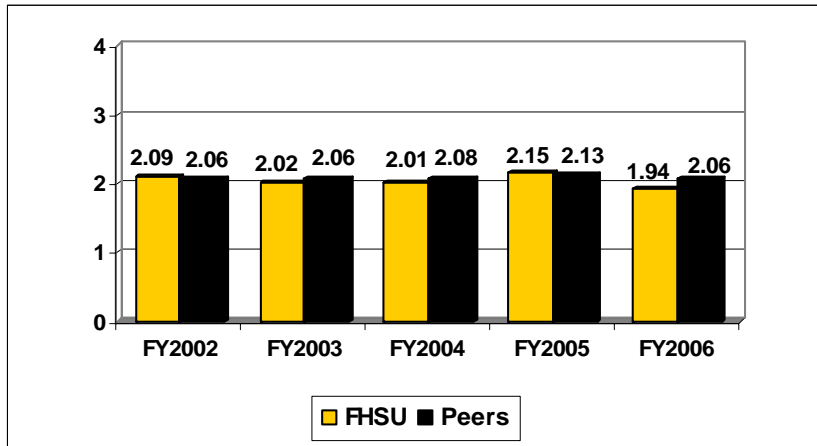
6.2 Asked questions in class or contributed to class discussions (NSSE, 1a).



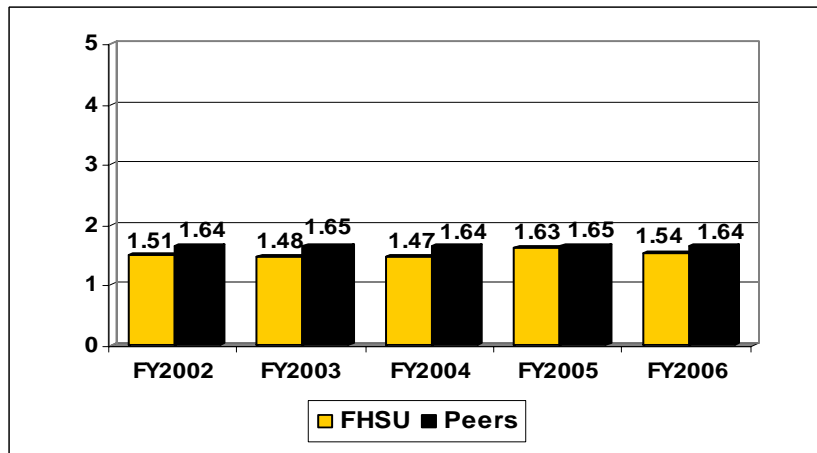
6.3 Made a class presentation (NSSE, 1b).



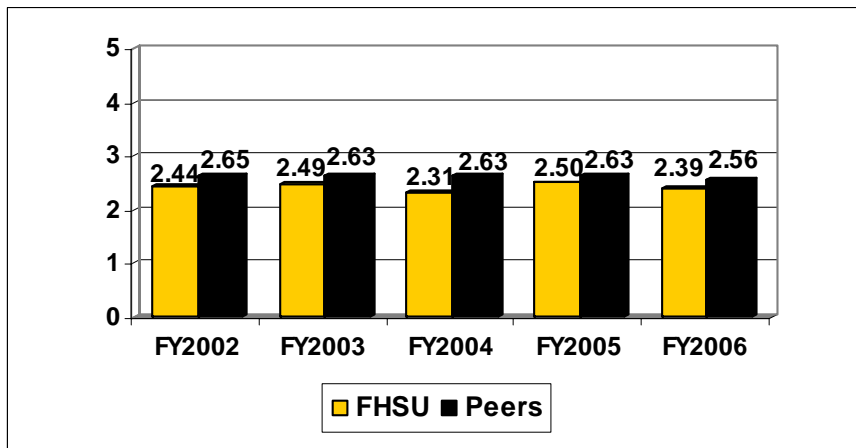
6.4 Discussed ideas from your readings or classes with faculty members outside of class (NSSE, 1p).



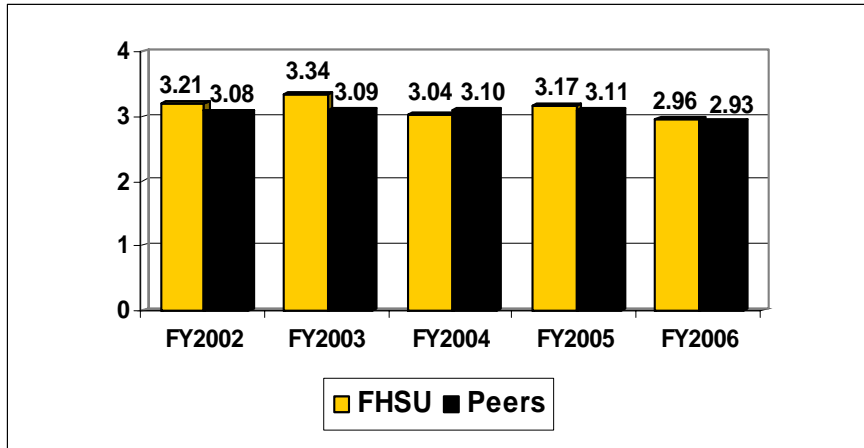
6.5 Number of written papers or reports of 20 pages or more (NSSE, 3c).



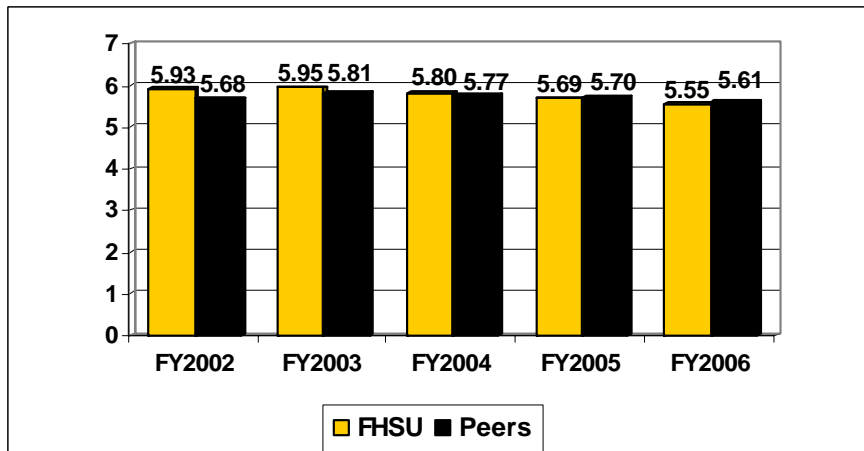
6.6 Number of written papers or reports of between 5 and 19 pages (NSSE, 3d).



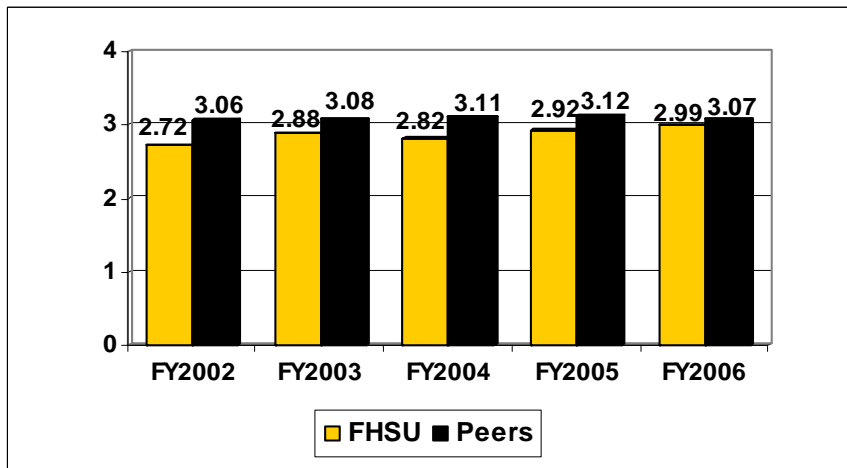
6.7 Number of written papers or reports of fewer than 5 pages (NSSE, 3e).

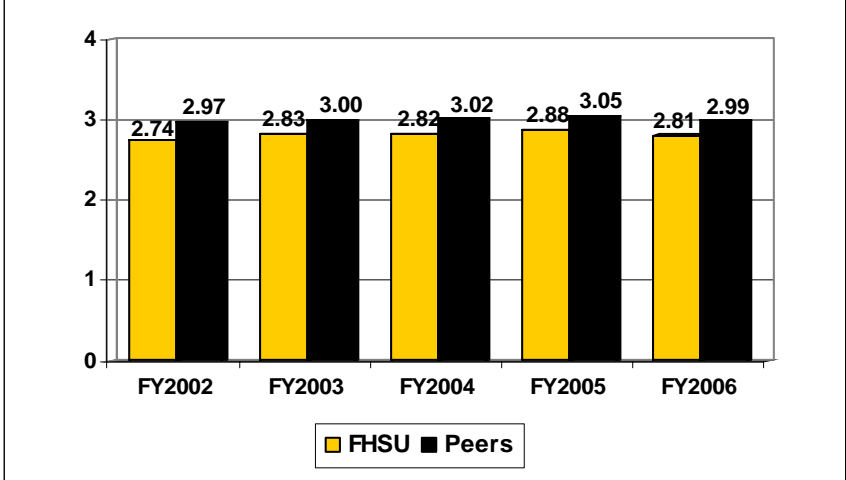


6.8 Relationships with other students (NSSE, 8a).



6.9 Writing clearly and effectively (NSSE, 11c).



<p>6.10 Speaking clearly and effectively (NSSE, 11d).</p>	 <table border="1"> <caption>Speaking clearly and effectively (NSSE, 11d) - Comparison of FHSU and Peers</caption> <thead> <tr> <th>Fiscal Year</th> <th>FHSU</th> <th>Peers</th> </tr> </thead> <tbody> <tr> <td>FY2002</td> <td>2.74</td> <td>2.97</td> </tr> <tr> <td>FY2003</td> <td>2.83</td> <td>3.00</td> </tr> <tr> <td>FY2004</td> <td>2.82</td> <td>3.02</td> </tr> <tr> <td>FY2005</td> <td>2.88</td> <td>3.05</td> </tr> <tr> <td>FY2006</td> <td>2.81</td> <td>2.99</td> </tr> </tbody> </table>	Fiscal Year	FHSU	Peers	FY2002	2.74	2.97	FY2003	2.83	3.00	FY2004	2.82	3.02	FY2005	2.88	3.05	FY2006	2.81	2.99
Fiscal Year	FHSU	Peers																	
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FY2006	2.81	2.99																	
<p>6.11 Conclusions.</p>	<ul style="list-style-type: none"> * FHSU students report less communication written and oral skills than our NSSE peers. * Our students make fewer presentations, write fewer papers overall, as well as fewer long and short papers. * FHSU students perceive that they have better interpersonal relationships with other students than students at our peer institutions. 																		

DEFICITS IN ASSESSMENT: FUTURE DIRECTIONS

In assessing the comprehensive nature of our assessment at FHSU, two basic questions arise. First, does FHSU measure what we value? Second, do we have enough data to make valid conclusions? To answer the first question the UASC spent several months analyzing the current assessment data in relation to the key characteristics established. The consensus of the UASC was that sufficient data existed measuring what we established as important in campus-wide assessment. To answer the second question, there was no issue that the conclusions made will have an element of subjective interpretation, however, the consensus was that sufficient data existed measuring the six criteria and that results, while subject to some argument, were all developed through consensus and were a valid reflection of the strengths and weaknesses of our students.

The UASC also understands that additional data may be very useful in the following areas:

- Program-level assessment of specific student learning outcomes must be collected, reported, and locally analyzed in order to be most fruitful. Program specific assessment data must be reported and systematically collected as part of a system of departmental quality improvement. Program improvement only occurs with informed decision-making.
- Student satisfaction indices, though valuable, are not an equal substitute for assessment of student learning in the classroom. Future assessment implementations, especially at the program and college level, must focus on how students are meeting the program and class learning objectives.
- Benchmarked data has more “power” than data without a specific reference point. As a larger database of the Senior Survey and the General Education Survey are established, there must be some attempt to establish baselines or upper- and lower-control limits in an effort to create a norm-referenced set of instruments.
- Program-level assessment of off-campus programs (domestic and international Virtual College enrollment, and concurrent enrollment) would provide feedback of the quality of these off-campus programs.
- Effective assessment at the university requires on-going faculty training. Learning the newest techniques does not come without time and fiscal resources allocated. Any systematic comprehensive strategy to improve assessment at FHSU must include a training commitment.
- In alignment with University policy, including students in the process of development of student learning outcomes and satisfaction indices is essential.

These items serve as the procedural conclusions to be drawn from our analysis of the method by which FHSU does assessment.

EMERGENT CONCLUSIONS, GOALS, OBJECTIVES, AND KEY PERFORMANCE INDICATORS

Based on the systematic analysis of the data, several important substantive conclusions emerged.

Substantive Conclusions	Goal to Address Deficiency
Historically, FHSU students rate below peers on most indicators in this index (knowledgeable and skilled in the discipline).	1. Enhance student learning outcomes in the major.
There was an average rating of "agree" on the item that FHSU develops lifelong learning skills and meets their goals.	2. Enhance student critical thinking skills.
Students rated FHSU below that "Agree" score on general education courses expanding their horizons.	2. Enhance student critical thinking skills.
FHSU students rate significantly lower in completion of culminating senior experiences.	1. Enhance student learning outcomes in the major.
FHSU students score below peers in most areas associated with critical thinking (synthesizing information, analysis of basic elements, making judgments, thinking analytically, and solving complex/quantitative real-world problems).	2. Enhance student critical thinking skills.
Students are on par in learning effectively on their own, applying theories or concepts, and close to peer level in understanding oneself.	<i>No action necessary</i>
FHSU students use more computing technology in and outside of class than other NSSE peer students.	3. Advance technology as a learning tool.
FHSU students also report attending cultural and other campus events as often as NSSE peers report.	4. Enhance multicultural/diversity education.
FHSU students report generally less multicultural exposure than peers.	4. Enhance multicultural/diversity education.
FHSU students are still above peers in activities like community service, service to others, and other co-curricular events.	4. Enhance multicultural/diversity education.
FHSU students report more collaboration with other students and faculty than peers at NSSE institutions.	3. Advance technology as a learning tool.
Students may not discuss class concepts with faculty outside of class as much as peer students.	1. Enhance student learning outcomes in the major. 2. Enhance student critical thinking skills.
FHSU students report less written and oral communication skills than our NSSE peers.	1. Enhance student learning outcomes in the major.

Substantive Conclusions	Goal to Address Deficiency
	2. Enhance student critical thinking skills.
Our students make fewer presentations, write fewer papers, as well as fewer long and short papers.	1. Enhance student learning outcomes in the major. 2. Enhance student critical thinking skills.
FHSU students perceive that they have better interpersonal relationships with other students than their peers.	3. Advance technology as a learning tool. 4. Enhance multicultural/diversity education.

In addition to the many substantive conclusions, the assessment community made several conclusions regarding assessment related processes at FHSU.

Procedural Conclusions	Goals
Program-level assessment of specific student learning outcomes must be collected, reported, and locally analyzed in order to be most fruitful.	5. Develop a system of departmental reporting of student learning outcomes.
Student satisfaction indices, though valuable, are not an equal substitute for assessment of student learning in the classroom.	6. Educate faculty on satisfaction and performance indices of student learning.
Benchmarked data has more “power” than data without a specific reference point. The Senior Survey and General Education Survey should be normed to the campus and baselines or upper- and lower-control limits established.	7. Systematically analyze local assessment data.
Program-level assessment of off-campus programs (domestic and international Virtual College enrollment, and concurrent enrollment) would provide feedback of the quality of these off-campus programs.	8. Coordinate the systemic assessment of degree programs and courses offered through the Virtual College
Effective assessment at the university requires on-going faculty training. Learning the newest techniques does not come without time and fiscal resources allocated. Any systematic comprehensive strategy to improve assessment at FHSU must include a training commitment.	9. Provide training and resources for assessment.
In alignment with University policy, including students in the process of development of student learning outcomes and satisfaction indices is essential.	10. Involve students in the assessment of student learning outcomes.

Analysis of these conclusions, point by point, revealed a synthesized series of assessment goals that serve as the basis for the remainder of the assessment strategic plan.

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
1. Enhance student learning outcomes in the major.	Review student learning outcomes assessment data, as a department, at least every two years, to make curricular and strategic decisions.			
	Review departmental alumni data, at least every three years, to make curricular and strategic decisions.			
	Recruit/retain faculty and facilitate faculty professional development.			
	Target specific department programs for enhancement.			
	Create a set of student learning outcomes for each major.			
	Critically examine student-faculty ratio, teacher overload, and class size.			
	Ensure adequate training and preparation of faculty advisors.			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>2. Enhance student critical thinking skills.</p>	<p>Provide professional development opportunities for teaching critical thinking skills.</p>			
	<p>Students must go to the library. Forsyth Library, CTELT; and other academic support units should dedicate aside resources to facilitate learning about critical thinking.</p>			
	<p>Encourage reflection, application and analysis in every class. Students must understand the process of evaluation and be able to articulate their choices and rationale.</p>			
	<p>Assess students' ability to critically think, analytically reason, and effectively write through the CLA.</p>			
	<p>Inform students of the attributes of critical thinking.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
3. Advance technology as a learning tool.	Create a mobile computing environment.			
	Improve faculty professional development opportunities.			
	Encourage instructors to use the latest technology, and to apply those skills to students' discipline.			
	Study and update deficient mediated classroom environment.			
	Offer technical and support services to faculty and students. Provide basic application training to all users.			
	Articulate clear expectations required in the ethical and positive use of technology in academic programming.			
	Benchmark students' computer abilities through the ICT assessment.			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>4. Enhance multicultural/diversity education.</p>	<p>Encourage all students to have a diversity experience.</p>			
	<p>Encourage curricular review of international studies component and Principles of Multiculturalism and other gen ed classes.</p>			
	<p>Encourage and expand National Student Exchange and diversity exchange programming.</p>			
	<p>Expand/facilitate diversity awareness.</p>			
	<p>Market and advise students to consider a relevant certificate or minor (Ethnic Studies, International Studies, Gerontology).</p>			
	<p>Closely monitor changing demographic trends, especially regarding Hispanic students.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>5. Develop a system of departmental reporting of student learning outcomes.</p>	<p>Continuously refine reporting process for student learning outcomes in the Department Annual Report.</p>			
	<p>Ask departments to reflect on assessment data of student learning outcomes and adapt curriculum accordingly.</p>			
	<p>Facilitate training on affinity diagrams, key performance metrics, and scorecards.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
6. Educate faculty on satisfaction and outcomes indices of student learning.	Facilitate training on student learning outcomes with a focus on deficient competency areas.			
	Provide funding to bring discipline experts to consult with departments on best-practices of assessment.			
	Require annual update of affinity diagrams and provide on-going support.			
	Encourage continuous enhancement of CTELT Infobytes as well as emails (archived) on assessment.			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>7. Systematically analyze local indirect assessment data.</p>	<p>Norm reference the Senior Survey and General Education Survey.</p>			
	<p>Calculate cross-correlation between questions on the Senior Survey and General Education Survey.</p>			
	<p>Involve the entire campus community in the process of analysis of assessment data, especially data related to non-academic performance.</p>			
	<p>Track and analyze deviant responses (below LCL or above UCL) and provide recommendations to departments hosting general education classes.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>8. Coordinate the systemic assessment of degree programs and courses offered through the Virtual College.</p>	<p>Assure student learning outcomes in all FHSU classes (on-campus and virtual). Align classes in every possible respect.</p>			
	<p>Require an updated affinity diagram for every degree program.</p>			
	<p>Analyze differences in virtual and on-campus students related to student learning outcomes.</p>			
	<p>Collect and analyze satisfaction data for virtual students.</p>			
	<p>Conduct and analyze the Noel-Levitz assessment of virtual students.</p>			
	<p>Facilitate training in student learning outcomes in the virtual environment.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>9. Provide training and resources for assessment.</p>	<p>Build/host an extensive assessment library (online and hard-copy).</p>			
	<p>Facilitate faculty development to acquire new skills in assessment.</p>			
	<p>Publicize CTELT assessment-related workshops and strongly encourage attendance.</p>			
	<p>Develop departmental assessment plans detailing specific training needs.</p>			

Goals	Objectives	Key Performance Indicator	Action Plan	Responsible Party
<p>10. Involve students in the assessment of learning outcomes.</p>	<p>Facilitate student and graduate involvement at the departmental level in the creation of capstone curricula.</p>			
	<p>Provide on-going information to student leadership about the necessity of assessment.</p>			
	<p>Directly involve students in the assessment interpretation process.</p>			
	<p>Engage the Division of Student Affairs directly in the process of assessment data analysis and dissemination of the results.</p>			
	<p>Provide students ample opportunity for reflection on their progress in meeting curricular goals.</p>			

ACTION PLANS

Once accepted, approved objectives in the strategic plan should be enacted through a series of action planning items combining human, capital, knowledge, and financial resources. Without campus-wide approval of the report and strategic plan it would be seemingly premature to suggest micro-level resource commitments.

RESULTS/MANAGEMENT PLAN

Several recommended items emerge from the discussion of an ongoing plan of assessment reporting and planning.

1. There must be annual reporting on the status of institution-wide assessment at FHSU. If coupled with campus-wide reporting on accreditation/quality improvement activities, the project could likely be highly informative to all members of the University community.
2. While there is value to asking for annual reporting of assessment results, the need for a strategic plan for assessment need not be as regular. Until a “culture of quality” (where assessment results are constantly cycled into strategic change) can be established, there should be a strategic plan for assessment built biennially. Once the assessment-reflection-feedback-change cycle has been systematized campus-wide the need for an updated strategic plan might well be done every five years.
3. The role of the University Assessment Steering Committee should be refined more clearly. While the committee is charged with coordination of assessment, reflection on assessment data, and the compilation of this report, the role of this committee in “enforcement” of assurance of learning outcomes assessment is unclear at this point.
4. Departments must take the leadership role in assurance of student learning outcome assessment for their degree programs and report those results (both favorable and less than favorable) to the campus community.
5. Academic administration must take the leadership role in assuring that institution-wide assessment of student learning and student and stakeholder satisfaction is conducted and shared ubiquitously across campus.
6. A full gamut of training for improvement of college, program, and course level assessment should be made available to all faculty. In addition, the talent of faculty especially interested in assessment and pedagogy should be utilized extensively. Faculty research in this area should be unquestionably acceptable as a substantive piece in a wide range of faculty scholarship.

APPENDIX A

Best Practices of Quality Instruction

<p>Faculty must be accessible and responsive to students.</p>	<p>Faculty must be accessible to students in the following contexts: in the classroom, outside the classroom, and at a distance. Faculty members must create an atmosphere that encourages students to discuss and ask questions. In addition, faculty must be reasonably available and visible to students outside of the classroom. Finally, faculty should interact with students through email and online discussion/chat as required by course demands.</p>
<p>Faculty must encourage/facilitate cooperation between students.</p>	<p>Whenever possible, faculty must provide students with opportunities to engage in cooperative activities both inside and outside the classroom. Student-directed team efforts provide a rich ground for learning as well as important life skills in working with other professionals.</p>
<p>Faculty must encourage active learning.</p>	<p>Through meaningful assignments and assessments, knowledge-enriched lectures, and other activities that directly meet learning objectives, faculty members must encourage students to actively engage the subject material. This is best accomplished through discipline-appropriate interaction, opportunities for clarification and reflection, and meaningful assessment of learning.</p>
<p>Faculty must provide timely and useful feedback.</p>	<p>Faculty must conduct periodic evaluations throughout the semester to assist students in their learning and reinforce their progress. Evaluation should be periodic, as necessary, and directly linked to learning objectives and larger program-level objectives. All feedback must be provided to students as promptly as reasonably possible and should concentrate jointly on error and improvement.</p>
<p>Faculty must communicate and commit to course expectations, objectives, and standards.</p>	<p>Faculty must develop, communicate, and apply expectations, objectives, and standards for the course that are appropriate to course level. Although specific expectations for fulfillment of course requirements should be clear and consistent, the application of high standards can be demonstrated implicitly through course requirements, content, course objectives, and explicitly through instructor feedback and elucidation.</p>
<p>Faculty must foster acceptance and respect for others.</p>	<p>Faculty should always exercise consideration and reasonability with every student. In addition, faculty members should demonstrate acceptance and respect for individuals of different racial groups, ethnicities, religions, sex, sexual orientations, or with physical challenges. Finally, faculty must take reasonable steps to assure that the classroom environment insures a level of respect for individual differences.</p>
<p>Faculty must be current in discipline-specific knowledge, methodology, and pedagogy.</p>	<p>Faculty must maintain currency in discipline-specific knowledge/research, methodology, and pedagogy by reading discipline-based journals, attending conferences, and actively engaging with other professionals. Faculty must constantly seek to improve teaching by applying discipline-specific innovations in knowledge/research and familiarity with methodology to their course design, teaching strategies, and assessment methods.</p>
<p>Faculty must provide opportunities for reflection and integration.</p>	<p>Faculty must encourage students to engage in critical reflection, analysis, and facilitate integration of mastered course learning objectives into larger contexts. Additionally, faculty must provide knowledge that promotes such reflective analysis and encourage students to have greater interest in the discipline and application to actual life/work situations.</p>

