

# Chapter XV: MASTER PLAN AND ASSESSMENT WORKSHOP

## July 13, 2004 Summary Overview

The 2004 Summer Master Plan and Assessment Workshop was held on July 13 in the Student Union Building. Attendees included faculty from each of the disciplines as well as administrative staff and a few students. Faculty discipline representatives received copies of the 2003-2004 assessment data for their disciplines and divisions and were requested to review the data with their colleagues when the fall semester started.

The Workshop was organized around three groups of interactive sessions and discussions. Opening remarks were done by Faculty Senate President Bryce Jones and Truman President Barbara Dixon. There were also three conference-wide presentations done by faculty members Debra Kerby, Adam Davis, and David Gillette.

The 2004 Workshop focused mainly on the Higher Learning Commission (HLC) accreditation report and visit. Dr. Debra Kerby spoke first and gave an overview of the HLC self-study document and the expectations of the Higher Learning Commission during their visit on January 31-February 2, 2005. Dr. Adam Davis spoke on the mission and integrity portion of the self-study. Concurrent interactive sessions were held throughout the day on the remaining chapters of the self-study so that attendees could provide their input and hear what the self-study writers have already learned.

The end of the day featured results of Truman's assessment instruments in concurrent interactive sessions. Results of the Interview Project, National Survey on Student Engagement, Liberal Studies Program review of the Historical Mode of Inquiry, and information on assessing graduate programs were presented.

Attendance at the 2004 Workshop was good and attendees found the many presentations to be helpful. For materials from the interactive sessions and other presentations, please visit <http://vpaa.truman.edu/communications/mpaw/2004/index.stm>. (This site is restricted to Truman IPs only.)

## Agenda

### Truman State University Master Plan and Assessment Workshop July 13, 2004

8:30-8:40am: **Welcome** Bryce Jones - President, Faculty Senate

8:40-8:55am: **Opening Remarks** - President Barbara Dixon

8:55-9:45am: **The Higher Learning Commission Accreditation Report and Visit** - Debra Kerby

9:45-10:05am: **Break**

10:05-10:35am: **Mission and Integrity** - Adam Davis

10:40-11:30am: **Interactive Sessions and Discussions**

- A. Planning for the Future** - Jay Bulen, **VH 1404**
- B. Learning and Teaching** - Doug Davenport, **VH 1408**
- C. Acquiring, Creating, and Applying Knowledge** - Janet Gooch, **VH 1204**
- D. Engagement and Service** - Karen Smith, **VH 1412**

11:30am-12:30pm: **Lunch, Ryle Hall Cafeteria**

12:30-1:20pm: **Interactive Sessions and Discussions** (*Repeat of 10:40am sessions*)

- A. Planning for the Future** - Jay Bulen, **VH 1404**
- B. Learning and Teaching** - Doug Davenport, **VH 1408**
- C. Engagement and Service** - Karen Smith, **VH 1412**

1:30-2:20pm: **Interview Project 2003-2004: Student Engagement in a Liberal Arts Environment, What the Data Suggest** - David Gillette, **VH 1000**

2:30-3:10pm: **Interactive Sessions and Discussions**

- A. Discussion of the Interview Project Results** - David Gillette, **VH 1212**
- B. Looking at Truman Student Engagement Over Time: What the NSSE Shows Us** - Sue Pieper, **VH 1408**
- C. LSP Assessment: Lessons Learned with the Historical Mode and How They Can Apply to Other Modes** - Tom Zoumaras and Kathryn Brammall, **VH 1412**
- D. Assessment of Graduate Programs** - Maria Di Stefano, **VH 1236**
- E. Acquiring, Creating, and Applying Knowledge** - Janet Gooch, **VH 1204** (*Repeat of 10:40am session*)

3:20-4:00pm: **Interactive Sessions and Discussions** (*Repeat of 2:30pm sessions*)

- A. Discussion of the Interview Project Results** - David Gillette, **VH 1212**
- B. Looking at Truman Student Engagement Over Time: What the NSSE Shows Us** - Sue Pieper, **VH 1408**
- C. LSP Assessment: Lessons Learned with the Historical Mode and How They Can Apply to Other Modes** - Tom Zoumaras and Kathryn Brammall, **VH 1412**
- D. Assessment of Graduate Programs** - Maria Di Stefano, **VH 1236**

4:10pm: **Wrap Up and Challenge** - Garry Gordon, **VH 1000**

## Higher Learning Commission Institutional Accreditation Self Study

Master Plan and Assessment Workshop  
July 13, 2004  
Debbie Kerby

## Institutional Accreditation

- Truman is accredited by The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools
- Self-study and peer evaluation
- Last visit was Spring 1995
- Next visit: January 31 – February 2, 2005

## Role of Accreditation

- Maintain the academic values of higher education
- Sustain and enhance the quality of higher education
- Buffer against the politicizing of higher education
- Serve public interest and need

## Purpose of Self-Study

*(in general)*

- Truman will formally examine itself to:
  - Determine whether it meets the accreditation criteria;
  - Assess its strengths and challenges;
  - Plan how to capitalize on its strengths and eliminate or alleviate its challenges; and,
  - Clarify plans for improving and enhancing its programs and operations.

## Self-Study Year: 2003-2004

- Examined all aspects of the University
- Involvement by many—administrators, faculty, staff, students, alumni, other
- Linked to existing processes for planning and self evaluation
- Evaluated rather than just described
- Identified strengths, concerns, issues for the future
- Drafted self-study report

## REALIZING THE PROMISE:

A Self-Study for the Higher Learning Commission

### GOALS

- To provide public evidence that Truman meets each of the Higher Learning Commission's accreditation criteria;
- To assess and foster the implementation of the *University Master Plan Update 2003-2007, Affirming the Promise: Fostering a Nationally Recognized Community of Learners*;
- To further enhance and invigorate Truman's assessment program.

## REALIZING THE PROMISE

### Self-Study Participants

- Board of Governors
- President Barbara Dixon
- Vice-President Garry Gordon
- Self-Study Coordinator, Debra Kerby
- Steering Committee—15 administrators, faculty, staff, Student Senate President
- Five Subcommittees by Criterion—over 60 administrators, faculty, staff, students
- In reality—the entire Truman community

## REALIZING THE PROMISE

### Committee Chairs

- |   |                  |
|---|------------------|
| ■ Mission & Integrity                               | ■ Adam Davis     |
| ■ Preparing for the Future                          | ■ Jay Bulen      |
| ■ Student Learning & Effective Teaching             | ■ Doug Davenport |
| ■ Acquisition, Discovery & Application of Knowledge | ■ Janet Gooch    |
| ■ Engagement & Service                              | ■ Karen Smith    |

## REALIZING THE PROMISE

### Key Dates

- September – April, 2003-2004:
  - Gather, review, analyze data
- June-July, 2004:
  - Draft the Self-Study Report
- September, 2004
  - Forums to solicit feedback
- September – December, 2004:
  - Revise report
  - Prepare Resource Room
  - Solicit third-party comment
  - Endorsements of Faculty Senate & Board of Governors
- December 1, 2004:
  - Self-Study Report sent to the HLC

## REALIZING THE PROMISE

### Key Dates *cont.*

- January, 2005
  - Executive Summary Available
  - Complete Preparations
- January 31 – February 2, 2005:
  - Evaluation Team Visit
- February – May, 2005
  - Team Report Reviewed
  - Panel of Readers
- Summer 2005
  - Accreditation Decision

## REALIZING THE PROMISE

### Self-Study Report

- Discuss the purposes of the report
- Respond to the 1995 Evaluation Team Report
- Discuss operational indicators as needed
- Report and evaluate examples of evidence related to each criterion
- Identify strengths and concerns/challenges
  - Link to the *University Master Plan Update*
- Identify issues for the future
  - Link to the *University Master Plan Update*

## REALIZING THE PROMISE

### Table of Contents (as of July 13, 2004)

- Chapter 1: Context and Purpose of the Self Study
- [Chapter 2: Response to 1995 Concerns](#)
- [Chapter 3: Linking the University Master Plan, Accreditation Criteria, and Cross-Cutting Themes \(tentative\)](#)
- [Chapter 4: Mission and Integrity](#)
- [Chapter 5: Preparing for the Future](#)

## REALIZING THE PROMISE

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- [Chapter 6: Student Learning and Effective Teaching](#)
- [Chapter 7: Acquisition, Discovery, and Application of Knowledge](#)
- [Chapter 8: Engagement and Service](#)
- [Chapter 9: Federal Compliance](#)
- Chapter 10: Conclusions and Request for Continued Accreditation
- Appendices

Conclusion

## 1995 Evaluation Team Concerns

- Support staff need to be consulted more systematically about issues related to their employment
  - Staff survey
  - Planned implementation of a staff council
  - Participation on numerous committees
  - New staff orientation

## 1995 Evaluation Team Concerns

- The characteristics sought in hiring faculty and administration need to give stronger recognition to the inherent value of diversity.
  - Part of the first planning theme in the *Master Plan Update*
  - Affirmative Action Plan
  - Nondiscrimination notices
  - EEOC Officer
  - Strategic placement of ads
  - Women and minorities in key campus positions

## 1995 Evaluation Team Concerns

- Compared to curricula at other strong liberal arts institutions, there is a relative lack of attention to multicultural issues within the core curriculum.
  - LSP Intercultural Perspective
  - Foreign language requirement
  - JINS courses
  - Interdisciplinary studies minors
  - Diversity Institute Fellowships
  - McNair and SEE Programs
  - Library acquisitions

## 1995 Evaluation Team Concerns

- The condition of some facilities is a concern of all University constituencies.
  - Renovation and/or expansions of Violette Hall, Ophelia Parrish, Magruder Hall
  - Student Recreation Center
  - Planned construction of residence hall and renovation of existing halls and SUB
  - Computer labs
  - Particular remaining concerns—McClain, Baldwin, Pershing

## 1995 Evaluation Team Concerns

- Not all current graduate programs are consistent with the University's liberal arts and sciences mission.
  - Consistent with philosophy, values, content, and outcomes of a liberal arts education
  - Spring from strong undergraduate program
  - Meet state needs
  - All programs have passed governance processes
  - "in the context of a public institution of higher learning"

## 1995 Evaluation Team Concerns

- Faculty participation in making personnel recommendations on faculty retention and tenure seems to be uneven across the disciplines.
  - Formative third-year review
  - Committee of the whole for tenure and promotion
  - Appeals committee composed of divisional faculty
  - Faculty Senate extended procedures through 2005-2006

## 1995 Evaluation Team Concerns

- The lack of university-wide (across the Divisions) faculty presence in each program review process is inconsistent with faculty stewardship of the curriculum.
  - Discipline Committees
  - Five-year Reviews
    - External evaluator required
    - Fall 2004—one faculty member from outside Division and one from outside the discipline but from within the division
    - Still problems with widespread faculty participation

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## HLC Cross-Cutting Themes

- Future-Oriented Organization
- Learning-Focused Organization
- Connected Organization
- Distinctive Organization

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## Criterion One: Mission and Integrity

- The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
- Five core components: communication, diversity, support for the mission, governance & administrative structures, integrity
- General Session at 10:10

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## Criterion Two: Preparing for the Future

- The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities
- Four core components: environmental scanning, resource base, institutional effectiveness, mission-aligned planning
- Interactive Sessions at 10:40 and 12:30

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## Criterion Three: Student Learning and Effective Teaching

- The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- Four core components: student learning outcomes and assessment, values & supports effective teaching, learning environments, learning resources
- Interactive Sessions at 10:40 and 12:30

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## Criterion Four: Acquisition, Discovery, and Application of Knowledge

- The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
- Four core components: life of learning, breadth of knowledge & skills, assessment of curricula, academic integrity
- Interactive Sessions at 10:40 and 2:30 [back](#)

## Criterion Five: Engagement and Service

- As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
- Four core components: learns from constituencies, capacity & commitment to engage constituencies, responsiveness to constituencies, constituencies value the services provided
- Interactive Sessions at 10:40 and 12:30 [back](#)

## Federal Compliance

- Credit-hour equivalencies, program lengths, program-specific tuition
  - Comparative consumer Education
- Compliance with the Higher Education Reauthorization Act
- Federal compliance visits to off-campus locations
- Affiliation with Commission properly noted in recruitment materials and advertising
- Records of student complaints [back](#)

## Soliciting Feedback

- Draft report will be posted in PDF format
- Forums
  - September 13 Faculty
  - September 14 Staff
  - September 15 Students
  - September 20 Open
- Contact me directly at [dkerby@truman.edu](mailto:dkerby@truman.edu)

**Questions or Comments Now?**

## The Goal

***Successful and informative evaluation team visit!***

