Committee Members: David Beighley, Jean Bolyard, Roxann Humbert, Gwen Jones, Chris Lavorata, Shane Livingston, Nancy McClure, Nancy Parks, Clarence Rohrbaugh, Steve Roof, Rhonda Sanford, Angela Schwer, Pam Stephens, Sandra Woods, Anne Patterson, Blair Montgomery, Bill Finley

Introduction

- To call this the Year One report is to misstate the case. We are now in the seventh month of implementation of the plan across the campus, given that most faculty members are away from campus in the summer, and chairs are available on a very limited basis during the summer.
- Some items below have more than one part. We have divided them in order to comment upon the extent to which each part has been achieved. See Action Step 1E, as an example.
- Audit committee members should note that in some instances the action step requires merely that something be developed—not that it have been implemented fully across the campus. See Action Step 3E and F, for example.

Note: In the absence of the color-coded summary sheet now in process for use in the Year One report, the following method has been devised. Yellow doesn’t show up well, so blue is substituted here.

- No Target set, or item is not primarily the responsibility of academic units (1 on the summary sheet)
- Progress well below target (2 on the summary sheet)
- Progress toward target/progress below target (3 on the summary sheet)
- Progress at or above target, where “target” is defined as each component of a given action step (4 on the summary sheet)

Introductory Comments: While a good bit of progress has been made in the areas over which Academic Affairs has some control, we have not, by any means met every target. This is not, in any event, a strictly linear process in which we achieve one thing and move on. Goals are constantly folded back into the process, as in a “spiral curriculum.”

In most instances, the number assigned is based on what has been accomplished to date; however, in cases in which we know that something will be completed before the end of
Goal One Year One Report, 2  
March 9, 2007

the academic year, we have assigned a higher number. These cases are clearly identified in the text.  
There is a good bit of documentation to support the summative report here. The Goal One Audit Committee will have access to these items, either electronically or in hard copy.

**Commendation and Thanks**

The Chair of the Goal One Implementation Team wishes to commend the members of the team and the Deans and Chairs, who led the implementation of the action steps in the first year of Fairmont State’s Strategic Plan. Without the constant attention of these academic leaders, the many aims in this massive goal would never have been addressed this year.

The Chair further wishes to thank Dr. Sharon Smith and the members of the Goal One Audit Committee, whose insights and suggestions we look forward to receiving.

**REPORT ON YEAR ONE, GOAL ONE**

Strategic Goal 1: Empower faculty and students to achieve high levels of teaching and learning

Goal 1 – Year 1: 2006-07

Success Indicator Tasks: Design and validate a survey of empowerment measures to be given to faculty and students annually starting in spring 2007. The goal is to show “overall 15% increase in measures of empowerment over the period 2006-11.”

*Clarence Rohrbaugh was recruited in the fall to assist us with the design and validation of an instrument. The first step is to operationalize the concept of “empowerment measures.” The strategic plan suggests the following:*

- Adequacy of facilities 🎶 Although units participated in the survey of facilities, we are not “empowered” to do anything about the results. (1)
- Adequacy of support – Support is not defined. Presumably the suggestion is that financial support for faculty development, student research, travel, administrative support for assisting students with high instances of grades of D, F, or W, and so on will be considered support. 🎶 (1)
- Clarity of learning outcomes 🎶 (3)
- Degree to which assessments are tied to learning outcomes 🎶 (3)
- Degree to which students achieve learning outcomes 🎶 (1) This is something to be determined over a longer period. We need baseline data first, then several years of comparative data.
Degree to which liberal studies abilities are integrated into courses across the curriculum  

This is most obvious now in new course proposals.

Degree to which liberal studies abilities are assessed in courses across the curriculum  

This is most obvious now in new course proposals.

Action Step 1: Support teaching and learning as the central focus of the institution.

A.  
Convene a committee or umbrella group with representatives from all support services for teaching, learning, advising, and professional development/training and charge the committee with establishing teaching and learning as the highly visible central focus of the institution. (E.g., tutoring, supplemental instruction, and faculty and staff development opportunities should be known to everyone and widely used.)

The committee is formed, but open to new “admissions,” and charged. The goal of exceptional teaching and learning is emphasized in virtually every meeting where academic issues are discussed. Nancy McClure has provided an increased number of faculty development workshops throughout the fall and spring. Ray Mainenti will addressed four- and two-year deans and chairs on Monday, November 6. He has added hours in Supplemental Instruction and Tutoring this spring.

B.  
Use the processes of developing abilities and writing learning outcomes to create a community of faculty, students, and staff. Consciously choose meeting and workshop locations to make this work visible.

Academic units have been working individually to create learning outcomes. We believe that there is a campus-wide awareness of this on-going work. In February 2007 Nancy McClure put

C.  
Create a web or other electronic presence for the committee or umbrella group and use it to provide support for face-to-face, campus-wide discussions, and to facilitate participation throughout the extended campus.

Nancy McClure put orientation materials that included approaches to writing learning outcomes and other informative material on the Center for Teaching Excellence web site. In early February, Nancy assembled a campus-wide group of people with experience in assessment to develop materials and approaches to help faculty members develop assessments appropriate to their courses.

Until significant resources are invested in infrastructure and people to keep “web or other electronic presences” (plural) available, we’re going to continue, as an institution to have trouble keeping these up to date. We also experience significant resistance on the part of some faculty in using what web-based discussion groups we do have, so this is another problem to be overcome.
D. 🎶 (4) Define expectations of excellence for student and faculty performance.
Expectations for students were defined and whittled down into something that we can all remember: We expect our students to be present, prepared, participating, and polite. A committee made up of persons in positions of responsibility in various employee groups across the campus drafted expectations for faculty, administrators (a new addition), and staff.

E. 🎶 (4) Publicize expectations of excellence (students).
This, we have done at every opportunity. The expectations and the motto SOAR with Fairmont State were turned into colorful bookmarks that have been distributed widely. Faculty members were asked to include these expectations on their course syllabi.

🎶 (4) Publicize expectations of excellence (faculty, administrators/staff).
Although expectations have been drafted by a representative group, they have not been disseminated throughout the campus yet. Note: This is an item that will be accomplished by the end of the academic year. At this moment, the appropriate score is (1).

F. 🎶 (3) Improve academic advising and the Advising Center processes to better support successful student learning and academic progress.
Pam is working with the Institutional Academic Advising Council to improve advising across the campus and is developing an advising inventory, which includes the roles of advisor and student. Academic advisors will likely be responsible for keeping track of the outcomes that students achieve in their Liberal Studies programs, since it appears at this time that transcripts will include only the names of courses undertaken. We have briefly discussed portfolios and checklists and are looking at the way various entities document that an outcome has been achieved (NCATE, ABET, Alverno College, e.g.).

Recent meetings have focused on the very great need to have web sites updated and corrected with program information.

🎶 (2) Start by addressing student feedback from the spring 2006 Noel-Levitz report.
Deans and Chairs have the 2003 and 2006 results of the Noel-Levitz report, thanks to Bill Finley. We also have a summary of those items that stand out, positively or negatively. We have spent relatively little time in analyzing the feedback. The Noel-Levitz report is a report of student perceptions, which we may or may not be able to affect to a great extent. This is merely a comment; the Noel-Levitz report has not been at the top of our list.
**Goal One Year One Report, 5**
March 9, 2007

**Action Step 2: Maximize facilities (virtual and physical) for effective teaching and learning.**

A. 🎶 (4) December 2006 – Identify current student and faculty satisfaction and identify facilities strengths and weaknesses through a survey carried out by office of institutional research in collaboration with colleges/schools. Include every classroom and lab.

*The institutional research officer began his duties the fall. A survey was conducted in the late fall, and an analysis prepared in January. A massive report is prepared, and is available.*

B. 🎶(1) Identify gaps in facilities.

We believe that the Master Plan identifies major gaps in facilities, although we wouldn’t want to let pass unnoted the need for adequate arts performance spaces. **Identifying “gaps” in facilities is one thing, addressing them is another.** Serious problems exist—in the Feaster Center classrooms, for example—which affect instruction and learning. In other areas, the condition of the space simply affects morale—the subterranean offices and instructional spaces in Wallman Hall (referred to as “the mole hole” by the inhabitants) that are gloomy, “freezing in the summer and burning up in the winter,” to quote one faculty member, for example—or the women’s “lounge” on the second floor of the Hardway building. On the other hand, four offices have been created from a seldom used lab space in the Education Building.

As we pursue more online offerings, including full programs, we will certainly identify more gaps in virtual facilities. The provost provided a consultancy with Dr. Michael Cannon, Dean of the Division of Distance Education at Eastern Oregon University and designed a schedule in which Dr. Cannon met with many people on campus to discuss our capacity to deliver more courses/programs via distance education, which is one of our goals.

**Action Step 3: Support learning through a fully outcomes-based curriculum.**

A. 🎶(3) Develop a standardized format for reporting student learning outcomes and assessments, and disseminate it through the Center for Teaching Excellence in collaboration with Academic Affairs.

*The Liberal Studies Committee has constructed its categories and lists of outcomes and is working on a matrix to be used as a tool in reporting student learning outcomes. Nancy McClure has put together a committee, as noted above, whose members are working on the construction of the assessments themselves.*

B. 🎶 (2) Provide incentives to faculty from several highly visible, multi-section liberal studies and other courses to serve as models/pilots for the format during the year.

*As we reported before, we’re not sure what the “incentive” may have been intended to be. Although some progress is being made in each academic unit (here unit means*
school, college, department, or area on the four-year side of the institution), we have not provided incentives. We will send some faculty members to the ABET assessment training workshop in the spring, however, who can then serve as campus resource persons, along with the members of Nancy McClure’s committee.

C. 🎶 (4) Hold faculty development workshops focused on writing effective program objectives and on writing effective learning outcomes and tying assessments to learning outcomes.
Nancy met with some academic units, and we brought in consultants for the January Faculty Development Week to help us refine what faculty did during the fall term. A number of faculty met during the fall term to discuss Dee Fink’s book on integrated curriculum design.

D. 🎶 (3) Develop program objectives for majors (program faculty responsibility).
In progress—some are farther along than others.

E. 🎶 (4) Develop objectives for the liberal studies curriculum.
The Liberal Studies Committee has reworked the profile of a Fairmont State graduate and has developed outcomes for liberal studies programs. Their plan is to begin campus-wide discussions (we may use a new AACU publication as a basis for discussion), give the outcomes to the Faculty Senate and Assembly in May for first reading. Discussions would continue, with a vote in the Senate in September expected.

F. 🎶(3) Include a list of learning outcomes and incoming expectations (in a standardized format) with all new graduate and undergraduate course proposals.
In progress. New curriculum proposals are more likely to have this information in place that those that already exist.

🎵 (4) Coordinate with Curriculum Committees to ensure this step is followed.
We have a draft of new, clear, guidelines and format for curriculum proposals that will ensure that this information is included.

Action Step 4: Integrate the development of the following liberal education abilities across the college experience: Communication, Critical Analysis, Problem Solving, Decision Making, Social Interaction, Effective Citizenship, Aesthetic Engagement. Teamwork and technological literacy are obviously missing from this list, and they have been added by the Liberal Studies Committee. The actual “abilities” that appear in the new Liberal Studies program will be somewhat different from those listed here, but the spirit is the same. Committee members are cross-checking everything they do with the Strategic Plan.
A. 🎶(4) Charge a committee to review and update the Fairmont State Graduate Profile. *The Liberal Studies Committee has done this.*

B. 🎶(3) Focus faculty development workshops on definitions of abilities and how they can be assessed across diverse disciplines. *See notes above concerning assessment-writing committee and offerings in Faculty Development Week.*

C. 🎶 (3) Identify which abilities are covered in each 1000-level course and add to syllabi in a standardized format. *Progress made in some academic areas.*

D. 🎶 (3) Identify which abilities are covered in each graduate course and add to syllabi in a standardized format. *Please see comment above.*

E. 🎶 (3) Center for Teaching Excellence and Academic Affairs collaborate to widely publicize the inclusion of the abilities in their assessments. *See notes above concerning assessment-writing committee and offerings in Faculty Development Week.*