

Master List of Recommendations And Suggestions

SECTION III INSTITUTIONAL EFFECTIVENESS

3.1 Planning and Evaluation: Educational Programs

3.1.2-3.1.5

3.1.2 The institution must define its expected educational results and describe its methods for analyzing the results. The institution must

3.1.2.1 establish a clearly defined purpose appropriate to collegiate education

3.1.2.2 formulate educational goals consistent with the institution's purpose

3.1.2.3 develop and implement procedures to evaluate the extent to which these educational goals are being achieved

3.1.2.4 use the results of these evaluations to improve educational programs, services and operations.

3.1.3 The institution must develop guidelines and procedures to evaluate educational effectiveness, including the quality of student learning and of research and service.

3.1.4 This evaluation must encompass educational goals at all academic levels and research and service functions of the institution. The evaluation of academic programs should involve gathering and analyzing both quantitative and qualitative data that demonstrate student achievement

3.1.5 The institution must evaluate its success with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Recommendation

The University should continue as well as enhance the current efforts to emphasize the development of outcome goals, measures to assess goal achievement, and the use of performance data to improve the quality of academic programs, research, public service, and educational support processes.

Suggestion

1. The University should institutionalize its efforts to emphasize outcome goals and the use of performance results to improve the delivery and quality of education, research, and public service activities. Such efforts might include the creating a standing committee (involving all primary stakeholders) focused on the use of performance results to improve processes, including the teaching-learning process.
2. The University should initiate an institution-wide benchmarking effort to assist departments in the identification and use of appropriate educational performance measures. This effort should also address issues such as (1) the degree to which common measures and measurement systems can be developed, (2) the institutional level at which data is collected, (3) the appropriate frequency for the collection and reporting of outcome data such as student surveys.

3. The University should explore the potential for the centralization of data collection efforts for state licensing and similar examinations. It should also explore the potential developing a centralized resource to provide departments with technical assistance in the development of student surveys, job placement surveys, and alumni surveys.

3.2 Planning and Evaluation: Administrative and Educational Support Services

3.2.1 *In addition to providing evidence of planning and evaluation in its educational program, the institution must demonstrate planning and evaluation in its administrative and educational support services.*

Recommendation The University should continue the current efforts to emphasize the development of outcome goals, measures to assess goal achievement, and the use of performance data to improve the quality of administrative and educational support services. This should be reflected in the identification of goals that are the outcomes of on-going processes including cycle time, level of impact, and constituent satisfaction.

3.2.2 *3.2.2 For each administrative and educational support service unit, the institution must*

3.2.2.1 establish a clearly defined purpose which supports the institution's purpose and goals

3.2.2.2 formulate goals which support the purpose of each unit

3.2.2.3 develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit.

3.2.2.4 use the results of the evaluations to improve administrative and educational support services.

Recommendation

1. Each division should develop a mission statement that includes explicit references to the relationship between their mission within the University and the overarching mission of the University.

2. The University should continue the emphasis on outcomes reflected in the planning and accountability cycle for 1999-2001.

Suggestion

Each unit, in its planning and evaluation processes, should consider internal and external factors and should develop evaluation methods which will yield information useful to the planning processes of the unit and the University.

3.3	<u>Institutional Research</u>
3.3.1-3.3.2	<i>3.3.1 Institutional research must be an integral part of the institution's planning and evaluation process.</i>
	<i>3.3.2 It must be effective in collecting and analyzing data and disseminating results.</i>
Suggestions	<ol style="list-style-type: none"> <li data-bbox="406 514 1481 619">1. The University should review the consultant's recommendations for institutional research and implement activities to increase constituent involvement in institutional research activities, systems, and products. <li data-bbox="406 661 1481 800">2. Units should review and revise their missions, purposes, and goals. These efforts should include the development of a strategic plan for institutional research with a major emphasis on issues related to program reviews, institutional accountability, and institutional effectiveness.
3.3.3	<i>An institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.</i>
Recommendation	The University should review the consultant's recommendations for institutional research and design and implement processes to provide systematic feedback from University users concerning the performance of institutional research.
3.3.4-3.3.5	<i>3.3.4 The institutional research process may be centralized or decentralized but <u>should</u> include the following activities: ongoing timely data collection, analysis and dissemination; use of external studies and reports; design and implementation of internal studies related to development of data bases suitable for longitudinal studies and statistical analyses; and related activities in support of planning, evaluation and management.</i>
	<i>3.3.5 Institutions must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information.</i>
Recommendation	The University should develop a strategic plan for institutional research which addresses emerging institutional needs for institutional research, the staffing to meet these needs, and the data systems to meet these needs.

SECTION IV EDUCATIONAL PROGRAM

4.1 General Requirements of the Educational Program

4.1.2 *The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities.*

Recommendation The University needs to provide additional classroom and laboratory space to maintain the quality of instruction. (See also Section 6.4.1.)

4.2.2 Undergraduate Completion Requirements

4.2.2.6 *The institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers.*

Recommendation The University should require every graduate of its degree programs to demonstrate competency in oral communication and computer literacy.

4.2.4 Undergraduate Instruction

4.2.4.9 *The institution must evaluate the effectiveness of its instructional program by a variety of techniques, which may include the following: use of standardized tests and comprehensive examinations, assessment of the performance of graduates in advanced programs or employment, and sampling of the opinions of former students.*

Recommendation In order to evaluate the effectiveness of the University instructional programs, academic units should review and, as appropriate, amplify use of the student outcomes and evaluation data to improve undergraduate instruction and department services to students.

4.3.3 Graduate Completion Requirements

4.3.3.1-4.3.3.2 *4.3.3.1 General completion requirements for graduate degrees offered by an institution must be determined by the faculty or an appropriate body representing the faculty.*

4.3.3.2 Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade-point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.

Recommendation

Departments should prepare and keep on file all relevant policy documents pertaining to general graduate degree completion requirements. Departments also should keep on file time requirements for degree completion, residency requirements, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimum acceptable grade point average, standards for satisfactory academic progress, the level of academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations to be passed. Departments should publish and distribute to all incoming graduate students all relevant policy documents pertaining to general graduate degree completion requirements.

4.3.4 Graduate Curriculum

4.3.4.5-4.3.4.7 *4.3.4.5 Combined instruction of graduate and undergraduate students, if permitted at all, must be structured to ensure appropriate attention to both groups.*

4.3.4.6 The curricular offerings must be clearly and accurately described in published materials.

4.3.4.7 Curricula must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution.

Recommendation

Departments should keep up-to-date syllabi in the department files.

4.3.4.23-4.3.4.24 ***4.3.4.23 The institution must conduct frequent systematic evaluations of graduate curricula offerings and program requirements. Follow up of students is one method of testing the effectiveness of the graduate curriculum.***

4.3.4.24 An institution must integrate research with instruction.

Recommendation Graduate program reviews need to take place at the college and University levels. Departments should perform frequent reviews to determine whether their programs are meeting academic goals, whether they need substantive changes in program content, and whether the need for any other changes exists. The University should encourage graduate programs to develop methods to follow-up on their graduates.

4.3.5 **Graduate Instruction**

4.3.5.1 ***The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interacts with faculty in complementary specialties. For this reason, graduate faculty members should be productive, creative scholars readily accessible to their students. The institution must provide an environment which supports and encourages scholarly interaction and accessibility among the faculty and students consistent with the qualitative intent of the Criteria.***

Recommendation 1. Faculty teaching at the graduate level should be linked to scholarly research productivity in a systematic manner. The University should encourage the creation of a peer review mechanism at each college for the purpose of conducting periodic reviews of the faculty's credentials to teach at the graduate level and supervise theses and dissertations.

2. Designated scheduled conference rooms for meetings, Ph.D. defenses, seminars, guest speakers, etc. should be provided to create an environment that helps to support and encourage scholarly interaction and accessibility among faculty and students.

4.3.5.12 ***There must be frequent, systematic evaluation of graduate instruction and, if appropriate, revision of the instructional process based on the results of this evaluation. Information gained from the follow up of current or former students is one method of testing the effectiveness of graduate instruction.***

Recommendation All graduate programs must implement an evaluation plan.

4.3.6 **Academic Advising of Graduate Students**

4.3.6.1-4.3.6.4

4.3.6.1 *Each institution must conduct a systematic, effective program of graduate academic advising. A qualified advisor should be assigned early in the student's program and should recognize the individuality of students and their particular needs and goals. Advisors should be proficient in using data to help determine students' major fields of interest, should have access to each advisee's records, and should have appropriate training or background and experience to carry out their responsibilities effectively.*

4.3.6.2 *An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable.*

4.3.6.3 *An effective orientation program must be made available to all full- and part-time graduate students.*

4.3.6.4 *Orientation and advisement programs must be evaluated regularly and used to enhance effective assistance to students.*

Recommendation

Academic units need to take appropriate measures to evaluate graduate advisement. Academic units need to implement and evaluate orientation programs.

4.5**Distance Learning****4.5.2**

Further, an institution must demonstrate that it achieves these goals and that its distance learning programs are effective and comply with all applicable Criteria.

Suggestion

In light of the tremendous growth and anticipated future growth of Web-based courses, the University should develop a more comprehensive approach to coordinate and administer all technology-based distance learning offerings.

4.6**Continuing Education, Outreach and Service Programs****4.6.1**

Continuing education and outreach and service programs must be clearly related to the purpose of the institution. All continuing education programs, both credit and non-credit, must be evaluated regularly.

Recommendation

The University needs to develop and maintain a central record of all non-credit outreach programs. In order to accommodate this need, only University Outreach should award and record all continuing education credit.

4.7 **Student Records**

- 4.7.2 *Official student academic records for credit and non-credit courses should be maintained and stored in one central office at the institution. Complete back-up files, such as facsimiles, microfilm or electronic data banks, should be maintained continually, one set of which should be stored in a secure area outside the records office, preferably in a different building or at an off-site location. The institution must take all steps necessary to ensure the security of its student records, including storage in a secure vault or fireproof cabinet. Since computer generated and stored records present unique security problems, the institution should have in place special security measures to protect and back up the data.*

Recommendation It is important that the Registrar's Office keep records in a secure vault or fireproof cabinets and store a duplicate set of records in a secure vault or fireproof facility in a separate building or at an off-campus site.

4.8 **Faculty****4.8.2.2** **Baccalaureate**

- 4.8.2.2.1 *Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.*

Recommendation All exceptions to the requirement that faculty must have completed 18 graduate semester hours in the teaching discipline and hold at least a master's degree need to be clearly documented in personnel files; in addition, the University needs to establish a mechanism for maintaining this documentation.

- 4.8.2.2.4** *It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competence, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications.*
- Recommendation** All units should update and keep on file documentation of academic preparation (transcripts and *curriculum vitae*) for all full- and part-time faculty; in addition, a mechanism for maintaining this documentation should exist.
- 4.8.2.2.5-4.8.2.2.6** *4.8.2.2.5 At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the M.F.A., the M.S.W., and the M.L.S.; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, is considered appropriate. However, it is the responsibility of the institution to justify the master's degree, or master's in the teaching discipline coupled with a related doctorate, as the terminal degree for faculty members teaching in these disciplines.*
- 4.8.2.2.6 The above requirement also applies to each major offered through distance learning, including those offered at branches or other sites.*
- Recommendation** Colleges/schools need to demonstrate that individuals with the terminal degree in the discipline teach 25% of courses for a major. Documentation that defines the terminal degree should exist.
- 4.8.3** **Part-Time Faculty**
- 4.8.3.2** *The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited.*
- Suggestion** A new plan to address the rationale, issues, and problems related to reliance on adjunct faculty in lower division courses needs to be developed.
- 4.8.9** **Faculty Loads**

4.8.9.2

It must have procedures for the equitable and reasonable assignment of faculty responsibilities)including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. The institution should have policies to protect faculty members from assuming or being assigned internal or external responsibilities which might encroach upon the quality or the quantity of the work they are employed to perform for the institution. The calculation of instructional loads should take into account such factors as number of preparations, number of students taught, nature of the subject, and help available from secretaries and teaching assistants.

Recommendation

The University should ensure that faculty assignments across respective colleges/schools are based on equitable differentiated teaching load policies that take into account all possible scholarly activities of faculty.

Suggestion

The University should adjust faculty assignments (work load) to allow additional commitment to research productivity in order for the University to achieve Research I status.

**SECTION V
EDUCATIONAL SUPPORT SERVICES**

5.2 Instructional Support

5.2.1 *5.2.1 To support its curriculum, each institution must provide a variety of facilities and instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audiovisual and duplicating services, and learning skills centers) which are organized and administered so as to provide easy access for faculty and student users.*

5.2.2 They must be adequate to allow fulfillment of the institutional purpose and contribute to the effectiveness of learning. These requirements apply to all programs wherever located or however delivered.

Suggestions

1. Formal assessments of Information Resource Management (IRM) should be conducted on an annual basis to measure the level of faculty satisfaction and departmental effectiveness in meeting the goals of the division and institution. These surveys can be written or on the Web.
2. Due to the change in policy eliminating delivery of media equipment to classrooms, the University should identify and establish at least two multimedia/electronic classrooms in each building containing classrooms on both campuses.
3. Additional funding is needed to finish electronic classrooms in the College of Education Ziff Educational Building (ZEB), including ZEB 110. Doing so will allow professors to keep pace with increasing technology in the field and demonstrate its use to future teachers.

5.3 Information Technology Resources and Systems

5.3.1 *Information technology resources and systems are essential components in higher education. An institution must provide evidence that it is incorporating technological advances into its operations.*

Suggestion

The University should continue to upgrade building wiring to allow the networking of all University buildings with the most current technology.

5.3.2 *Information technology resources must support the planning function and the educational program component of the institution at appropriate levels. These resources include computer hardware and software, databases, communication networks, and a trained technical and user services staff.*

Suggestion	The University should review the evaluation results of the new IRM Help Desk function as it relates to the collaborative provision of services by Telecommunications, Computer Services, and Hardware Maintenance.
5.3.5	<i>There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.</i>
Suggestion	To improve the quality of instruction and support classes, IRM needs to develop a mechanism to collect data to measure the quality of the classes offered and incorporate this feedback into instruction.
5.3.6-5.3.7	<i>5.3.6 Policies for the allocation and use of information technology resources must be clearly stated and consistent with an institution's purpose and goals.</i>
	<i>5.3.7 These policies must be evaluated regularly to ensure that academic and administrative needs are adequately addressed.</i>
Recommendation	While IRM has drafted policies in Spring 1999 related to information technology, the University should include a mechanism to regularly evaluate these policies and include them as part of the policies and procedures manual. This mechanism should include faculty and staff input.
5.4	<u>Student Development Services</u>
5.4.1	<u>Scope and Accountability</u>
5.4.1.3	<i>Appropriate student development services must be provided for distance learning programs as well as on-campus programs.</i>
Recommendation	The University should develop a mechanism for eliciting and meeting the needs of the distance learning student population.
5.4.3.2	<u>Student Government, Student Activities and Publications</u>
5.4.3.2.2	<i>The institution must have an activities program appropriate to its purpose and encompassing student interests.</i>

Recommendation The University should establish a systematic approach to the evaluation of services of student activities programs in order to determine quality of service and whether they have achieved programmatic goals. The Campus Life Office as well as relevant departments should develop appropriate procedures to implement changes based on evaluation findings.

5.4.3.5 **Student Financial Aid**

5.4.3.5.2 *Effective program administration should include counseling students on the effective use of their total financial resources.*

Suggestion The Financial Aid Office should develop procedures to determine the effectiveness of financial aid counseling.

**SECTION VI
ADMINISTRATIVE PROCESSES**

6.1 Organization and Administration

6.1.3 Advisory Committees

6.1.3 *Whenever lay advisory committees are used by institutions, these committees should be active and their role and function clearly defined.*

Suggestion While the overall findings are positive regarding the role, definition, and activity of unit and University-wide lay advisory committees, analysis of lay committees prompts the following observations: (1) in units where advisory committees are defunct or inactive, the units should reevaluate the need for these committees (e.g., the Advisory Board for the Center of Management Development in the College of Business Administration); (2) in units where the existence of lay advisory committees lacks clear documentation, units should take care to ensure that the role and function of the committee appear in some official document or publication (e.g., The Art Museum and the Center for Urban Education & Innovation).

6.4 Physical Resources

6.4.1 *Space allocated to any institutional function must be adequate for the effective conduct of that function.*

Recommendation Using every appropriate funding source, the University must accelerate and expand its plans to create space for classrooms, teaching and research labs, and offices for both on- and off-campus sites in order to more effectively conduct its teaching, research, and services missions.

6.4.2.1 *An institution must have a plan for the upkeep of its property.*

Suggestion The University should make a concerted effort to consistently provide clean and presentable classrooms

6.4.4 Facilities Master Plan

6.4.4 *The institution must maintain a current written physical facilities master plan that provides for orderly development of the institution and relates it to other institutional planning efforts.*

Recommendation

1. The University should review its priorities in the next master plan, scheduled for completion in May 2000, notably in relation to the order of future development and the strategy to deal with “unfunded mandates” for space to accommodate projected enrollment growth. Input from the faculty in the planning process is necessary.

2. The University must develop a 20-year master plan to better plan for the build-out of the campus grounds and to reduce the incidence of planning and construction conflicts and expensive repairs that have characterized the University’s recent past.