DePaul University Academic Program Review

Cycle 6: Spring 2003--Spring 2004

Memorandum of Agreement -- November 2004

School for New Learning – Undergraduate Program

As a result of the sixth cycle of DePaul University's Academic Program Review Process (Cycle 6), the participants in the process enter into the following agreements. The participants understand that this document will be available to be made public once all the signatures are in place.

University Commitments:

The EVP for Academic Affairs will consider a proposal for funding of an additional staff person for web development and support of an on-line advising and mentoring system which will enhance communication between advisors, mentors, and students (see 2a below).

Actions agreed upon by the School for New Learning, Undergraduate Program for the coming academic year:

1. Recruitment, Admission, and Retention:
   a. Establish a comprehensive systematic method for the collection of student recruitment, admission, and retention data.
   b. Analyze data on an on-going basis in order to monitor effectiveness of new and continuing initiatives.
   c. Incorporate into on-going analysis concerns regarding diversity, campus enrollments (including distance education), and attrition patterns.

2. Advising and Mentoring:
   a. Work with ARC to propose, to the EVP for Academic Affairs, a plan for enhancing advising and mentoring through the use of internet based technologies. Develop a strategy for providing advisors, mentors, and students with current, accurate, and easily available on-line information about individual student progress through the program.

3. Curricular Issues
   a. SNL will continue its recent work to define and implement our mathematics literacy requirement. We will gather the math faculty to examine our challenge exam and to insure the consistency of skill level taught and evaluated. The mandatory Lifelong learning competence on “Quantitative Reasoning” includes not only algebra, but the ability to apply analytic skills to the quantitative data that our adult students experience. Beyond the general requirement we will review the Statistics and other math offerings to insure they meet the goals of our students.
   b. Establish standards to design and modify courses to directly align with the University Learning Goals and SNL Core Competencies.
c. Define four measurable plateaus of competence, develop a plan to analyze the level of student competencies within courses, and provide feedback to students about their development through their courses.

d. Develop a plan to analyze student progress in developing writing competence at three points in their academic career: entry, College Writing, and Research Seminar.

e. For the EVP of Academic Affairs, develop a proposal, with other Loop campus deans, for reorganizing and/or expanding the hours of the Writing Center in order to better serve all students who take courses at the Loop Campus and those living in the UCC residence hall. Determine existing patterns of usage, needs of students, and if on-line writing tutoring would be an effective way to support student writing at DePaul.

4. Assessment and Evaluation

   a. Create a system for determining the level of student accomplishment of a competence from a range of learning experiences.

   b. In keeping with standards of the Office of Teaching, Learning, and Assessment and the University, establish ongoing assessment of learning outcomes through the direct assessment of student work.

      1. During the 2004 – 2005 academic year assess writing and ethics in conjunction with the North Central Association’s accreditation visit.

      2. Expand assessment into other areas in future years.

5. Professional Development

   a. Provide instruction in the integration of technology into courses, beyond the offerings of the Library and ITD. Ensure that visiting faculty are included in this effort.

   b. Provide professional development in assisting faculty, both visiting and resident, with integrating writing across the curriculum into their courses.

   c. Analyze and respond to professional development needs of visiting faculty with systematic enrichment of areas identified as needing support.

6. Faculty Diversity

   a. The School for New Learning will continue to enhance diversity when recruiting new faculty into the School for New Learning and will monitor the retention of faculty of color.

Signed:

Unit Committee Chair: ________________________________

Dean of the College: ________________________________

Associate V.P. for Academic Affairs: __________________

Executive V.P. for Academic Affairs: __________________
APRC Subcommittee Chair: ____________________________

APRC Subcommittee Chair: ____________________________

Chair of APRC: ____________________________