HLC3 (Sub-Committee)
Sub-Committee Meeting
04/28/15
4pm
MINUTES

Present: Margaret Doell, Ken Marquez, Debbie Chapman

Focus Areas:

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

- Tutoring
- Financial Aid Advising
- Academic Advising
- Co-curricular activities

The group discussed the need to determine the qualifications for staff with primary responsibility in the bulleted areas. Also needed are evidence for how staff are trained and the professional development activities in which they have engaged in the past 5 years or so. Debbie will solicit these for the first 3 and Ken for the last bullet.

Also discussed was the need to have more specific information on the ways in which students are supported by the areas listed below. We will need both narrative description and supporting evidence. Debbie will work on these as well, but this will also be discussed further at the May 12 meeting which focuses on support services (Sub-component 3D). The group also added some areas to the list below (in italics)

- Admissions
- Financial Aid
- Records
- One Stop Student Services
- Student Support Services TRiO
- Student Success Center (including Academic Advising)
- Grizzly Testing and Learning Center
- Student Engagement and Success
- AAA (Academic Achievement Strategies)
- Veterans Clerk support
- FIGS (First-Year Interest Groups)
- Institutional Reporting
- CASA
- STEM Center
- CAMP
- Career Services
- Counseling Services
Core Component 3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The group began a preliminary review of 3E and tried to identify what claims ASU makes regarding an enriched educational environment. A glance at the ‘About’ page of the website suggests some claims such as:

- Student success is the result of our caring campus culture.
- Highly qualified faculty focus on teaching and excellence within their disciplines.
- Supportive programs, and vibrant student life await Adams State students.
- Emphasizes its historic commitment to under-served populations, including underrepresented minorities, first-generation, and low-income students.
- Adams State is distinguished by caring professors, small classes, and a diverse, yet close-knit community. This environment fosters student engagement, and individual attention helps students achieve their best.

The group noted the importance of focusing on the areas specified in 3E (research, community engagement, service learning, religious or spiritual purpose, and economic development). Margaret will connect with Michel in Admissions to try and identify other claims ASU may be making as it engages with prospective students. The group also agreed that the ASU mission statement and values statements are claims that need supporting evidence. Work on 3E will continue with the larger groups as we progress on the other areas.