10/21/14 - Minutes

Present: Margaret Doell, Jenna Neilsen, Rosanna Backen, Liz Thomas, Ken Marquez, Ed Crowther, Mark Pittman, Beth Apodaca Ruybal
Absent: Debbie Chapman, Michelle Romero, Beth Bonnstetter, Andrea Benton-Maestas

The meeting focused on reviewing each criterion and sub-point, and then identifying which committee members would work on that area. Margaret had prepared a document which listed all the evidence for each point, that had been used by CMU in their self-study. Assignments were as cited below. **Bold indicate specific tasks/deficiencies that need to be addressed.**

3.A. The Institution’s Degree programs are appropriate to higher education
   - 3.A.1. currency of programs & courses
     - external accreditation, program review process, discipline specific licensure, CRC processes, new programs, curricular initiatives, etc - Jenna & Ed
     - GTPathways/ Gen Ed - Margaret & Beth B.
     - Student participation in events, competitions, etc - Ken, AS& F data / survey needed?
     - Professional Development - Margaret with Leslie Alvarez
     - Respond to needs of local employers - Liz
   - 3.A.2. differentiates & articulates SLOs
     - CRC processes / requirements for SLOs in syllabi / Map to program goals in Syllabus?
     - Syllabi list SLOs / Add Assessment measures/rubrics, Gen Ed Goals - Ed; Margaret will develop proposal per Frank and coordinate review by AC, GC, CRC & GECC.
     - Articulate Gen Ed goals - Beth & Margaret; Margaret will look for old matrices that map course goals to Gen Ed
     - Monitor and elaborate on how DC’s & VPAA monitor syllabi
   - 3.A.3. quality & goals are consistent across all modes of delivery - Beth A.R.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application and integration of broad learning are integral to its educational programs.
   - 3.B.1. Gen Ed Appropriate to Mission, educational offerings & degree levels
     - GTpathways review process / criteria - Margaret
     - GECC review process for course, goals, etc - Beth B.
   - 3.B.2. Articulates purposes, content, and intended outcomes for Gen Ed; grounded in philosophy or framework developed by the institution or adopted from established framework...includes what every educated person should know
     - GTpathways - existing framework - Margaret
     - purpose, content, outcomes - Beth Bonnstetter
- Requires review of existing goals and determination as to whether they and/or the entire Gen Ed curriculum needs revision; overlaps with aspects of Criterion 4. How do our assessment results inform this discussion?
- Add Gen Ed outcomes to SLOs for Gen Ed (other courses) CMU - 2 Gen Ed outcomes required...
  - 3.B.3. engages students in collecting, analyzing & communicating information; mastering modes of inquiry; developing skills adaptable to changing environments
    - GTpathways content & competency criteria - Margaret
    - GTpathways submission & review process/peer review - Margaret
    - Discipline specific methods of inquiry, etc - Need survey or departmental summary
    - Degree maps help student progress sequentially
- 3.B.4 education recognizes human & cultural diversity of the world in which students live & work - Ed; Ken & Mark for non-academic; Michelle CIELO perspective
- 3.B.5. faculty & student scholarship, creative work; discovery of knowledge
  - CV's & standardized format needed (perhaps a focus for the next meeting)
  - Department summaries/survey of accomplishments of faculty & students
  - Student Scholar days data
  - Faculty lecture Series, etc.

The institution has the faculty & staff needed for effective, high-quality programs & student services
- 3.C.1. Sufficient numbers & continuity of faculty members; oversight of curriculum; classroom & non-classroom roles; academic credentials of instructional staff; involvement in assessment of student learning - IR (past decade stats)
  - # faculty by appointment type, rank, tenure status (% new faculty on average
  - Faculty length of employment (table)
  - Faculty departures by type (retirement, non-renewal, other)
  - student to faculty ratio (incl changes compared to peers) - IDENTIFY PEERS
  - # Faculty teaching overloads (average)
  - Class sizes & number large section classes (over 50)
  - % credit hours generated by FT faculty & Type; % by adjunct faculty
  - Faculty contributions to learning outside the classroom; departmental institutional service; RTP committees: Senate Committees; etc. (Data for above items; identify service; department summary, annual evaluation info / VITAE component)
- 3.C.2. Instructors are appropriately qualified, incl those in dual credit, contractual & consortial programs - Margaret & Beth A.R.
  - Hiring procedures establish minimum criteria based on Faculty HB
  - Minimum qualifications specified in HB
• **VITAE component**
  - CMU used 3: terminal, qualified (1 degree above that being taught) & non-qualified - developing/exceptions data for ASU faculty @ all levels, modes of delivery
  - Concurrent HS/ College @ HS qualifications
  - Tenure & Promotion Criteria (HB?)

- **3.C.3** Instructors are evaluated regularly in accordance with established institutional policies
  - Process for Tenured & TT evaluation
  - # with E, M, S & NI annually / average evaluation ratings
  - Evaluation of Instructors & adjuncts needed? Should ASU have something in addition to the student course evals? AC discussion?
  - CMU uses same form as TT for Annual Evals, different form for lecturers

- **3.C.4** Processes & Resources for assuring that instructors are current in their discipline, adept at teaching roles; supports professional development - Margaret will work with Leslie
  - **VITAE component** - summary of scholarly creative work & samples
  - faculty development funds; Institutional & Departmental How many depts provide travel/faculty development funds? HOw much do amounts available differ by department? DO we support distance faculty similarly?
  - vision value statement emphasize teaching
  - external funding *(examples)*
  - sabbatical program
    - policies & procedures for sabbaticals
    - sabbatical reports
  - Fullbright or other external awards?
  - Professional Development Opportunities (Leslie & Michelle)
    - Need Summary & Title V programs for faculty & staff development
  - Orientation
  - Online Learning Opportunities

- **3.C.5**. Faculty are accessible for student Inquiry - Liz
  - Office Hours
  - Formal & Informal mentoring & advising
  - Advising Loads (Table)
  - Group Advising sessions (Which departments do this?)
  - Students rating of availability (NSSE?, survey needed? - Advising survey in the works)
  - How do ASU ratings compare with publics & peers?

- **3.C.6**. Staff members providing student support services, such as tutoring, Financial Aid advising, academic advising & co-curricular activities are appropriately qualified, trained and supported in their professional development - Ken
  - Admin staff hiring guidelines
position descriptions developed by supervising authority & HR; Minimum Quals established; responsibilities stated

- VITAE of staff; do we have guidelines? HR?
- Vitee compared to position description
- Additional Training / Staff Development
  - Need description of # & type; Survey?
- Training Manuals & Schedules; record of trainings

3.D. The Institution provides support for student learning & effective teaching.

- 3.D.1. The Institution provides student support services suited to the needs of its student populations - Ken, Mark, Michelle
  - Student Support Services through Office of Student Services; What is the ASU equivalent? CMU examples below:
    - ACT Opinion Survey/ NSSE main measure at CMU
    - Financial Aid, Student records, campus safety, residence life, health & wellness, mentoring, diversity initiatives
    - Learning outcomes designed to develop the whole person
  - Transactional Services
    - Financial Aid
    - Scholarships
    - Charge Textbooks
    - Need & merit based aid
    - veterans services
    - voc rehab & disability services
    - on-campus residency policy
    - technology resources
    - recreation center, intramurals & club sports
    - student health center
    - required health & wellness course
  - Personal, Emotional & Developmental Support (ACT Opinion Survey)
    - Counseling Services & Mental Health services
    - Diversity & Advocacy Office; staff mentors; general assistance
    - Day Care
  - Social & Cultural Needs of students (ACT Opinion survey)
    - student clubs
    - student govt
    - cultural diversity board
    - Programming activities
    - Media Board
    - Fine Arts Board
  - Safety & Security of Students
  - Student Satisfaction scores (How does ASU measure satisfaction?)
- What has Title V grants added in this regard? Which of their initiatives have been institutionalized over the past decade?

- 3.D.2. The institution provides for learning support & preparatory instruction to address the academic needs of its students. It has a process for directing entering students to course & programs for which students are adequately prepared. - Debbie, Rosanna, & Michelle
  - Admission & Placement support
  - Preparatory instructions & On-going learning support
  - Learning Support throughout the academic career
  - Identify all the learning support programs & what they do (Tutoring, STEM Center, SSS, SES, SI, etc)
  - What do departments do?

- 3.D.3. The institution provides academic advising suited to its program and the needs of its students - Debbie & Margaret
  - Academic Advising Center/trained advisors
  - Faculty advisors in major; availability
  - Technology
  - How could technology be used to improve advising?
  - QIC initiatives to improve Advising (Advising Week, Survey, Appreciative Advising, Degree Maps, etc)
  - Identify training Leslie is planning, what Advising center training includes, Transfer Coordinator role, other efforts to improve advising

- 3.D.4. The Institution provides to its students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings). - Rosanna
  - FTAC & ATAC role and responsibility
  - Technology infrastructure; AITC role & responsibility; SMART classrooms
  - Library resources/facilities
  - Identify exemplar facilities for various academic & support services
  - What process is used to determine program & facility planning?
  - Do we have any planned projects upcoming that exemplify this? KEN
  - Compile Faculty Development & Staff Training overview/list

- 3.D.5. The institution provides to its students guidance in the effective use of research & information resources - Rosanna (Added after last meeting)
  - Description of Library resources & research training; LS 225; reference librarians
  - List required research courses in each discipline
  - IS/Should research be a campus wide learning outcome? If so, how should it be achieved?

3.E. The institution fulfills the claims it makes for an enriched educational environment
3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students. - Ken, Mark (Added)
   - Social, community based learning activities outside classroom
   - Classroom learning with external service learning or practicum experiences; List internships, practicums field experiences, clinicals
   - Clubs
   - Inter-varsity sports
   - Intramural sports & club sports (Get information from Athletics, ASAP, Rex)
   - Community Service (as part of class or external to class) What are AS&F expectations for service for club funding?
   - Co-curricular activities?
   - GAB
   - Identify co-curricular activities within academic departments
   - Identify co-curricular activities within Student Affairs; Student Life; Student govt, etc.

3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development
   - CMU uses student success data, satisfaction survey, NSSE data, etc
   - What claims does ASU make? How do we demonstrate that we deliver?
   - Should the HSI mission be part of this? Access/Opportunity claim?
   - Evidence???