

**CMU Academic Affairs Council**  
**Summary January 24, 2018**  
**3:00-5:00 pm, UC 213**

**AA Council Members in Attendance:** **Dr. Cynthia Pemberton**—Vice President of Academic Affairs; **Dr. Kurt Haas** - Asst. VP, Academic Affairs; **Mr. Tim Pinnow**—Asst. VP, Academic Affairs, Director of Graduate Studies/Director of Distance Education; **Dr. Sonia Brandon**—Asst. VP, Institutional Research, Planning and Decision Support; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Ms. Christine Murphy**—Director of Instruction/Director of Developmental Programs, WCCC; **Dr. Louis Nadelson**—Director of Sponsored Programs and Academic Research; **Dr. Sandie Nadelson**—Director, Health Sciences; **Dr. Steven Norman**—Dept. Head, Business; **Dr. Lori Payne**—Dept. Head, Computer Science, Mathematics, and Statistics; **Dr. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Bette Schans**—Director of Assessment and Accreditation Support; **Ms. Brigitte Sundermann**—Dept. Head, Engineering/Director of Manufacturing Technology; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences.

**Members Excused:** **Dr. Calvin Hofer** – Dept. Head, Music; **Ms. Millie Moland** – Director of Academic Services; **Ms. Sylvia Rael**—Director, Tomlinson Library; **Ms. Holly Teal**—Registrar.

**Also in Attendance:** Ms. Emily Dodson, Special Projects Coordinator – Academic Affairs; Ms. Annie Gingerich, Associate Director of International Programs; Ms. JoAnne Reis, Administrative Assistant – Academic Affairs.

### **Info Items & Updates - Reminders/Announcements/Air-time & Action Issues & Guests**

**Graduation and regalia updates for graduate students** were announced by Dr. Pemberton. Graduate student hoods will no longer be provided by CMU. Effective May 2018, students will be expected to rent or purchase hoods with their other regalia. A hooding rehearsal will also be held before the graduation ceremony. Mr. Pinnow will be coordinating and communicating this. Additionally, the CMU BOT recently approved graduate per credit tuition rates and charging graduate students a matriculation fee, just as undergraduate students are.

**The Student Showcase 2018 date** reminder was announced. Showcase will be held on April 20, 2018 and will be in coordination with the April Board of Trustees meeting.

**Regulatory Compliance and Hazardous Waste** practices are being reevaluated by Facilities (additional details provided in the agenda). Department heads may be contacted to discuss polices and practices associated with Hazardous and Medical waste.

**The Academic Administrative Assistants Spring Meeting** will be held on January 25, 2018. Shifting of responsibility for confidential shred bins will be discussed, and departments may be asked to manage additional shred locations.

**Payment for preceptors**, external staff who receive CMU payments for their work in relation to internships or practica, needs to be examined. Department heads who currently employ such staff need to determine what their current practices are, what practices are consistent or inconsistent, and what consistent practices could or should be applied campus wide. Dr. Blake Bickham, Dr. Jeremy Hawkins and Dr. Sandie Nadelson were charged with coordinating an effort to inventory current practices and propose consistencies as may be appropriate.

**One Card and travel payments** were discussed by Ms. Reis. Ms. Erin Rook will review expenses related to One Card purchases and the Faculty Professional Development Fund. Ms. Reis will review travel expense requests and purchases. She reminded Council that expense requests should be rounded up to account for unexpected costs and that payment methods can be noted on the Travel Expense Report if known. The correct Travel Expense Report form can be found on the [Accounts Payable website](#).

**A signed document reminder** was given by Dr. Pemberton. She noted that as items come to Academic Affairs or directly to Dr. Pemberton with a department head's signature, the assumption is that the signature indicates that the department head has reviewed and approved the document's content. Department heads should review these documents to make sure everything is correct before allowing administrative assistants to add their signatures if this is the department's practice.

**An update on International Programs** was delivered by Ms. Annie Gingerich. Refer to Appendix A for a summary of the items discussed. In relation to these updates, Dr. Pemberton informed the Council that they are invited to a luncheon with visiting Fulbright Scholar Dr. Ahmed Mohamed Fahmy Yousef at 11:30 on February 15, 2018. Ms. Lisa Harris will distribute an invitation with an RSVP request. Additional details regarding Dr. Yousef's visit and related events can be found in the agenda.

**The PROMISE Grant** program and website are now up and running. Funds from this program can be used to support student projects and academic travel. Department heads are encouraged to visit the PROMISE Grant Website (<http://coloradomesa.edu/academic-affairs/promise-grant.html>) and to introduce it to their faculty.

**Spring 2018 position requests** are due February 12<sup>th</sup>. Department heads are to utilize the information provided in the Fall semester along with the Enrollment Per Credit Hour Reports distributed by Dr. Brandon today. If requests have already been sent to Dr. Pemberton, department heads should check with Ms. Lisa Harris to make sure she has them.

**A version of Program Prioritization Review** has been initiated. Departments have been placed into four review groups (grouping criteria = small, medium large department sizes). The review

will begin with data collection and summary relative to enrollment, credit hour production and associated personnel/department “costs”. This review will provide an opportunity to take a broad look at departments, assess current practices and expenses, and consider possible ways to improve efficiency. Groups clusters are as follows:

**Program Review/Prioritization/\$ analysis, considerations, etc.....a process launched....**

Grp #1: Business, PES, Teacher Ed

Grp #2: Bio Sci, CSMS, Engineering

Grp #3: Health Sciences, KINE, LLMC, SBS

Fine and Performing Arts: Art & Design, Music, THEA

**The ADH and Faculty Performance Evaluation process** was revisited. Based on the Council discussion, Dr. Pemberton distributed the following email to ADHs on Thursday 1/25/2018:

**Hi all. Here is an update of the plan for faculty evals. (p.s. this does not change what folks may be turning in to you, just what you are turning in to us).**

- 1. Use forms found on the webpage for both eval (below is what the eval doc looks like with your comments insertable into the chart) and plan:  
<http://www.coloradomesa.edu/academic-affairs/faculty/forms.html>**
- 2. You may attach up to 1 page of faculty self-evaluation narrative to each faculty member evaluation.**
- 3. Submit paper copies to Ms. Erin Rooks. Do NOT staple (paperclip only). 1-sided only.**

Dr. Pemberton also reminded Council that the teacher-scholar model and associated emphasis percentages are to be incorporated into faculty plans for 2018-19. Evaluations are due to Academic Affairs on March 1, 2018.

**It is Academic Affairs’ intent to shine the light on our CMU Milestone course.** Ideas are being considered associated with incentivizing Milestone faculty. Department heads were reminded that our best faculty should be recruited for Milestone instruction and to prioritize this when developing teaching schedules.

**LASSI assessment use** is being reconsidered, and alternative means of predicting student needs for success are being explored. Should department heads have any faculty that use LASSI in for advising students, this should be brought to Dr. Haas’ attention as a factor to consider.

**The revised add/drop process** in MavZone was discussed. Department heads are welcome to reach out to Ms. Holly Teal to schedule a training session if she has not already been in contact with them. The idea is to simplify the process and allow faculty to input course addition overrides electronically (at least during the “non-signature” override time period), rather than having to sign a form that students then transport to the Registrar’s office for electronic input.

**J-Term and summer session** are being assessed by the Calendar Committee. J-term will likely be lengthened to a more academically substantial time frame, and summer classes will likely be divided into four and eight sessions. The committee is chaired by the Registrar and CMU’s 3-year academic calendar is finalized in coordination with D51.

**An expansion of engineering programs** was announced. CMU's CU-Boulder partnership program will be expanded to include Electrical/Computer Engineering.

### **Info Items & Updates - Reminders/Announcements/Air-time & Action Issues & Guests**

**AVPAA:** Dr. Haas updated Council that the Internship Working Group has established subcommittees, and these committees plan to have recommendations completed by March, 2018. He also reminded Council that program-of-study specific prescribed Essential Learning courses need to be reconsidered. ADHs are to have been reviewing prescribed EL courses and working with their faculty to propose adjusted curricula as appropriate. Dr. Haas discussed the ongoing the GtPathways review. Currently reviews are being completed for Fine Arts and Philosophy. Finally, he announced that programs with DwDs will be requested to build plans out to the third and fourth years. Dr. Haas will lead this effort and keep Council updated.

**AVPAA:** Dr. Brandon provided a credit hour report to department heads. These reports are built bi-weekly and can be used in reference to the position request process. Refer to Appendix B for the current report. She also noted that evaluations for online courses are being reviewed and a more effective evaluation tool being considered. Next, she reminded department heads with programs undergoing program review, that data they were provided in September is the same data that is used for these reviews. Finally, she discussed new demands to include wage data in alumni tracking. Right now the process for gathering this information is under review. A flow chart of the current process is provided in Appendix C.

**AVPAA:** Mr. Pinnow informed Council that ePortfolio is being updated, and newly developed portfolios will be in the new format. D2L as well is being updated. The new version will have changes to the visuals, but the functionality will remain the same. This transition will take place over the summer. He also announced that Distance Education is now fully staffed and will relocate to the fourth floor of Lowell Heiny Hall on January 26, 2018. Their contact information will not change. He reminded department heads that the paperwork for travel courses is due one full semester before the travel occurs. For example, if the travel occurs over the summer, paperwork is due no later than December. Next, he announced the creation of a working group to revamp the course comparability manual. Finally, he informed Council that it is time to complete five-year reviews for some online classes and that he will be in contact with the affected faculty regarding the reviews.

**Director of Assessment and Accreditation Support:** Dr. Schans provided an update on the recent HLC review. She noted that the site visit report will not be made public until after its approval by the HLC Institutional Actions Committee. Areas for improvement were discussed and are bolded in Appendix D. Dr. Schans will lead ongoing efforts to engage continuous improvement and accreditation work.

**Dates & Deadlines/2017-2018 Meetings:** Feb 7 & 21; March 7 & 21; Apr 4 & 18; May 2 & 9



**International Student Admissions and Programs**

1100 North Avenue • Grand Junction, CO 81501-3122  
970.248.1802 (o) • 1.800.982.6372

**January 25, 2017**

**International Programs & Services: Overview for VPAA Council**

**Office encompasses:** international student recruitment and admissions including agent management and commission processing; immigration document and visa processing; international student services and programming events for currently enrolled international students; study abroad; & foreign partnerships.

**General updates:**

- A. First foreign partnership in place with Copenhagen Business Academy (Cph) in Denmark – a bi-lateral exchange agreement for both students and faculty.
  - a. The partnership with Cph allows for students from one institution to enroll at the other for a semester or a year while still paying their home institution tuition/fees and for professors to spend a semester or year as visiting foreign faculty.
  - b. This MOU prompted working with the Dept. of State to gain permission to issue the J-1 visa paperwork for visiting foreign faculty and exchange students.
  - c. Plan to begin promoting the program within the Business Department this semester.
  - d. Opens the door to adding additional foreign partners now that we have an MOU which can be replicated.
- B. Record overall international student enrollment again this year (up 8.3% from Fall 2016).
- C. New FTE as of Dec. 2017 – now two full-time professional staff in the International Programs Office

**Cross campus collaboration and support of international education:**

- A. New 1 credit class UNIV 196 International Student Academic Success offered beginning Fall 2017. Developed for international students to assist in a successful transition to CMU. Class covers academic expectations and success as well as social and emotional aspects of life in the U.S. and as a college student. Taught by Dr. Nikki Jones.
- B. New International Student Peer Mentor program is in its second semester. New international students are paired with a current CMU student to provide additional support. 19 mentors and 31 international students participated in Fall 2017. Led by a psychology student completing their practicum and overseen by Dr. Nikki Jones and myself.
- C. CMU will host a visiting Fulbright Scholar, Dr. Ahmed Mohamed Fahmy Yousef, on Feb. 14 and 15. Cultural Café event on Feb. 14 open to all, Academic Council Luncheon on Feb. 15 from 12-1 pm. Note flyer in the agenda.
- D. Cultural Café events continue and draw good attendance – thank you for your support and encouraging students to attend and thank you to those who have presented. Events hosted by the Library in conjunction with the International Programs Office and Academic Affairs.
  - a. Dates for Spring 2018:
    - i. Wednesday, Feb. 14 12:00-1:00 pm: Living and studying in the U.S. as a Fulbright Scholar. Dr. Ahmed Mohamed Fahmy Yousef will co-present with Dr. Pemberton, who will share insights about living and consulting in Jordan as a Fulbright Specialist Awardee to the Jordan University of Science and Technology.
    - b. Thursday, March 22 from 12:30-1:30 pm: Dr. Baldo and international student Alain de la Bastide will present on Venezuela.
    - c. Wednesday, April 4 12-1 pm: Dr. Basnet and 3 international students will present on Nepal



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**Current CMU international student profile:**

- A. 94 international students currently enrolled plus an additional 8 exchange students through ISEP
- B. 41% of students are agent-referred
- C. 41% are student athletes
- D. 79% receive the CMU international student merit scholarship
- E. Top countries of origin:
  - a. Nigeria, Sweden, Nepal, Canada, Japan, China, Germany. Nationwide: China India, South Korea, Saudi Arabia, Canada.
  - b. 33 different countries represented
- F. Popular majors: Business (24%), Computer Science (10%), Engineering/Pre-Engineering (10%), Sport Management (7%), Biology (6%)

**Enrollment management update:**

- A. Overall international student enrollment at CMU has more than doubled since 2014
- B. Continue to see record overall enrollment, though new student enrollment was down this past fall semester.
- C. Goal: 300 international students by 2027
  - a. With the additional FTE in the office, we plan to begin traveling internationally for recruitment this year. Especially important amid the national decrease in growth of new international students - the overall number of international students studying in the United States continues to consistently increase but in Fall 2016, the number of new international students decreased by 3% from the previous year. This is the first time that there has been a decline in new student enrollment in 12 years according to the Institute of International Education. Fall 2017 numbers could be worse.
  - b. Essential to develop key partners who can provide CMU with a steady stream of international students for years to come.

**Study abroad update:**

- A. As of July 2017, Study Abroad is now part of the International Student Programs Office
  - a. Increase campus awareness of study abroad options: marketing through CMU Marketing Office (MAVzone, digital screens, CMU social media), in the Criterion, Stall Street Journal, & adding events: Study Abroad Day, regular informational sessions and a info table in the UC
- B. History of outgoing students through ISEP:
  - a. National data: students studying abroad for credit in 2015-16 grew 3.8% from previous year. Represents just over 1.6% of all U.S. student enrolled at institutions of higher education. 1/10 students will study abroad prior to graduating.
  - b. Top destinations for CMU students: Spain, Northern Ireland, Japan, England, Sweden, Austria, Australia, Italy, Germany
  - c. Participation at CMU since 2010. Would like to increase to approximately 100 students each academic year participating by 2022.

Academic year	# of outgoing students
2010-11	5
2011-12	10
2012-13	16
2013-14	20
2014-15	18
2015-16	28
2016-17	27
2017-18	29

Spring 2017 - Spring 2018 Credit Hour Comparison by Department, Week 4

Department	Subject	01/21/17	01/20/18	# Difference	% Difference
ART	ARTA	342	552	210	61.4%
	ARTD	47	79	32	68.1%
	ARTE	1986	1797	-189	-9.5%
	ARTG	602	586	-16	-2.7%
	ARTH	99	123	24	24.2%
	ARTS	646	527	-119	-18.4%
	ARTT	87	105	18	20.7%
	TOTAL	3,809	3,769	-40	-1.1%
BIOL	BIOL	8846	8857	11	0.1%
	ESSL	87	93	6	6.9%
	TOTAL	8,933	8,950	17	0.2%
BUSI	ACCT	1989	1778	-211	-10.6%
	BUGB	1809	1716	-93	-5.1%
	CISB	1712	1686	-26	-1.5%
	CONM	482	439	-43	-8.9%
	ECON	1101	1029	-72	-6.5%
	EMGT	201	198	-3	-1.5%
	ENTR	411	447	36	8.8%
	ESSL	90	90	0	0.0%
	FINA	726	576	-150	-20.7%
	HMGY	231	225	-6	-2.6%
	HRMA	597	642	45	7.5%
	MANG	2289	2163	-126	-5.5%
	MARK	1362	1464	102	7.5%
	TOTAL	13,000	12,453	-547	-4.2%
CSMS	CSCI	1766	1710	-56	-3.2%
	MATH	6327	6102	-225	-3.6%
	STAT	1664	1783	119	7.2%
	TOTAL	9,757	9,595	-162	-1.7%
ENGR	CIVE	33	60	27	81.8%
	ENGR	1366	1332	-34	-2.5%
	TOTAL	1,399	1,392	-7	-0.5%
HSCI	HSCI	4	57	53	1325.0%
	MLTP	160	125	-35	-21.9%
	NURS	4,780	5,500	720	15.1%
	RADS		426	426	-
	RTEC	525	207	-318	-60.6%
	SUTE	26	78	52	200.0%
	TOTAL	5,495	6,393	898	16.3%

Spring 2017 - Spring 2018 Credit Hour Comparison by Department, Week 4

Department	Subject	01/21/17	01/20/18	# Difference	% Difference
KINE	ESSL	180	210	30	16.7%
	KINA	1,532	1,388	-144	-9.4%
	KINE	6,743	6,088	-655	-9.7%
	TOTAL	8,455	7,686	-769	-9.1%
LLMC	ENGL	7649	6853	-796	-10.4%
	ESSL	342	450	108	31.6%
	FLAF	114	132	18	15.8%
	FLAG	135		-135	-100.0%
	FLAJ	60	54	-6	-10.0%
	FLAS	1632	1377	-255	-15.6%
	FLAV	1	54	53	5300.0%
	FLGK		13	13	-
	FLLT	33		-33	-100.0%
	FLSL	153	150	-3	-2.0%
	MASS	2070	1956	-114	-5.5%
	PHIL	519	471	-48	-9.2%
	TOTAL	12,708	11,510	-1,198	-9.4%
MUSI	ESSL	87	162	75	86.2%
	MUSA	1652	1457	-195	-11.8%
	MUSL	260	257	-3	-1.2%
	MUSP	219	236	17	7.8%
	TOTAL	2,218	2,112	-106	-4.8%
PES	CHEM	2902	3105	203	7.0%
	ENVS	1015	895	-120	-11.8%
	GEOL	2709	2360	-349	-12.9%
	GIST		107	107	-
	PHYS	1887	2128	241	12.8%
	TOTAL	8,513	8,595	82	1.0%



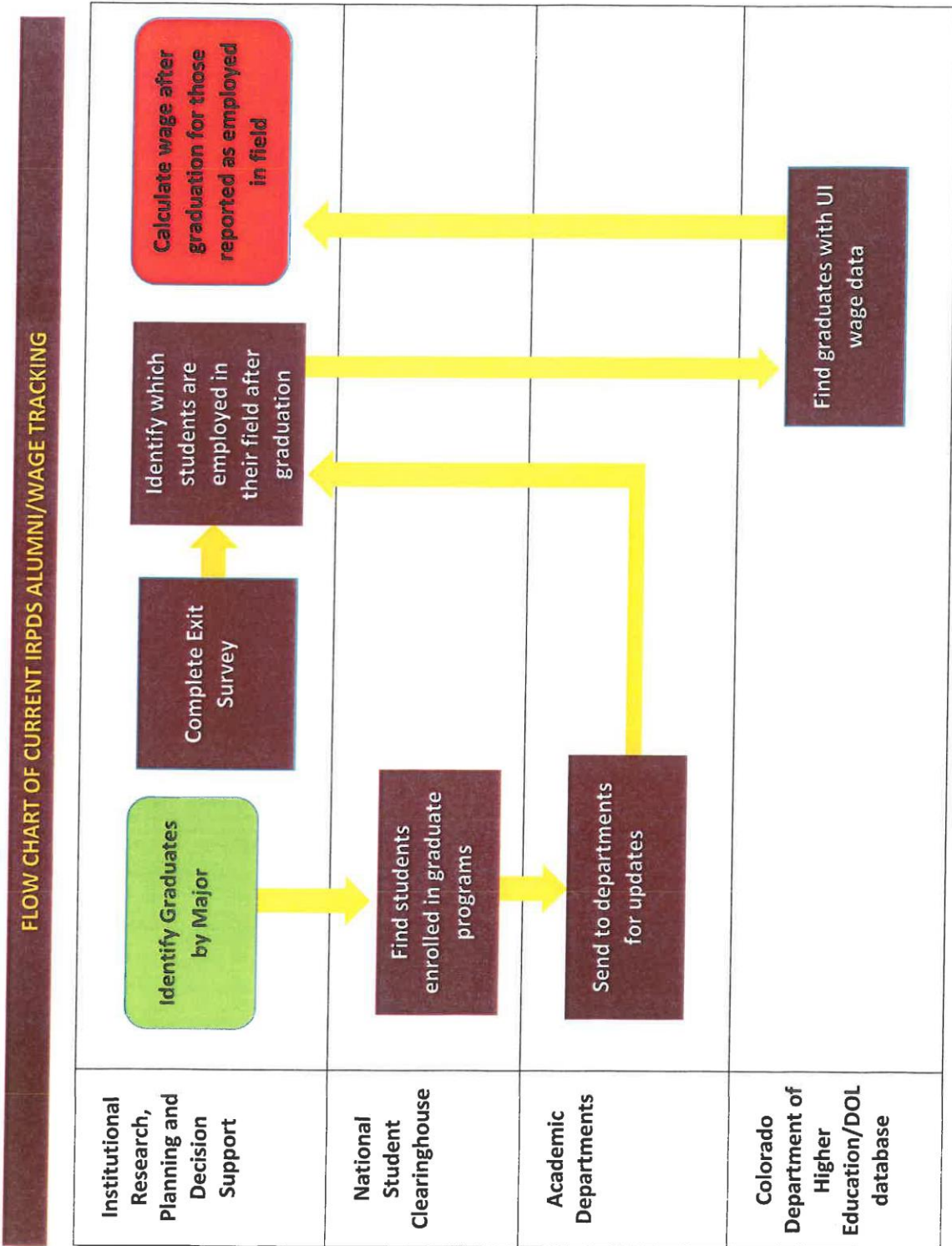
Spring 2017 - Spring 2018 Credit Hour Comparison by Department, Week 4

Department	Subject	01/21/17	01/20/18	# Difference	% Difference
SBS	ADAP	54	123	69	127.8%
	ANTH	243	342	99	40.7%
	ARKE	184	99	-85	-46.2%
	CRMJ	2460	2621	161	6.5%
	EMDP	60	42	-18	-30.0%
	ESSL	444	300	-144	-32.4%
	FOAN	73	100	27	37.0%
	GEOG	429	402	-27	-6.3%
	HIST	3621	3555	-66	-1.8%
	INTS	60	30	-30	-50.0%
	POLS	1344	1077	-267	-19.9%
	PSYC	4696	4519	-177	-3.8%
	PSYP	323	309	-14	-4.3%
	SOCI	435	447	12	2.8%
	SOCO	1632	1359	-273	-16.7%
	SOWK	693	708	15	2.2%
	TOTAL	16,751	16,033	-718	-4.3%
TED	ECSE		49	49	-
	EDLD	52	45	-7	-13.5%
	EDSE	36	57	21	58.3%
	EDTL	48	43	-5	-10.4%
	EDUC	1184	1278	94	7.9%
	ESSL	87	96	9	10.3%
	TOTAL	1,407	1,568	161	11.4%
THEA	DANC	739	618	-121	-16.4%
	ESSL	434	427	-7	-1.6%
	FINE	447	438	-9	-2.0%
	SPCH	795	813	18	2.3%
	TOTAL	3,309	2,984	-325	-9.8%
Developmental	ENGC	465	437	-28	-6.0%
	MATC	2975	2585	-390	-13.1%
	READ	21	25	4	19.0%
	TOTAL	3,461	3,047	-414	-12.0%

Appendix B – Academic Council 1/24/18

Spring 2017 - Spring 2018 Credit Hour Comparison by Department, Week 4

Department	Subject	01/21/17	01/20/18	# Difference	% Difference
WCCC	ABUS		327	327	-
	AGRS	269	306	37	13.8%
	AVTN	32	104	72	225.0%
	CADT	152	130	-22	-14.5%
	CONC	293	377	84	28.7%
	CRJW	630	600	-30	-4.8%
	CUAR	840	620	-220	-26.2%
	EDEC	471	516	45	9.6%
	EDUT	16		-16	-100.0%
	ELCE	65	120	55	84.6%
	ELCL	924	924	0	0.0%
	EMTS	540	506	-34	-6.3%
	FSWM	216	164	-52	-24.1%
	MAMT	432	413	-19	-4.4%
	MATH	128	147	19	14.8%
	MGDA	66	129	63	95.5%
	MOAP	451	351	-100	-22.2%
	NURA	85	46	-39	-45.9%
	OFAD	192	3	-189	-98.4%
	PROS	78		-78	-100.0%
	SURV		41	41	-
	TECI	100	156	56	56.0%
	TSTA	38	31	-7	-18.4%
	TSTC	147	124	-23	-15.6%
	TSTD	21	24	3	14.3%
	TSTG	202	169	-33	-16.3%
	UNIV	78	72	-6	-7.7%
WELD	316	303	-13	-4.1%	
WQMS	32	55	23	71.9%	
TOTAL	6,814	6,758	-56	-0.8%	
Misc	HNRS	6		-6	-100.0%
	NSEA	12		-12	-100.0%
	SAPR	171	192	21	12.3%
	UNIV	160	228	68	42.5%
	TOTAL	349	420	71	20.3%
<b>TOTALS</b>		<b>106,378</b>	<b>103,265</b>	<b>-3,113</b>	<b>-2.9%</b>



## Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Concerns from HLC Site Visit Team  
December 2017

Opening Statement

1. "...the administrative structure at CMU is flat. Because there are no dean-level administrators, 13 Department Heads report directly to the Vice President for Academic Affairs. Department Heads indicated that, while this design facilitates expeditious decision-making, the responsibility and workload are most often overwhelming". (pg. 3)

Criterion 1

1. 1.C Addresses the Strategic Plan 2020 that outlines a goal to "Increase recruitment and retention of faculty, staff and students who reflect geographic, racial, ethnic and age diversity." The review team stated that the "ongoing efforts demonstrate intentionality", however, "CMU needs to continuously monitor and evaluate these ongoing efforts to ensure that they are achieving the intended goals and, if not, fine tune them and re-strategize". (pg. 11)
2. 1.D CMU has partnered with District 51 to house career counselors in each of the four local high schools to address the low rates of high school graduates going on to college. The site visitors noted, "The program is in its first year and should be evaluated for impact and refined for maximum effectiveness. The success of this initiative will not only help improve the rate of high school students in the district who attend college, but increase the population of prospective students in the pipeline who will consider attending CMU." (pg. 14)

Criterion 2

1. 2.A discusses dishonesty reports from 2014-17. We will keep yearly records instead of collecting this information just prior to the next assurance review. (pg. 16)
2. 2.B and Summary. Statements were made concerning delineating courses taught on the three campuses. Site visitors noted that the catalog and other documents do not note what is taught at WCCC versus the main campus nor where student services are offered. (pg. 18) "The University should continue to work towards clearly delineating which programs and services are offered at the WCCC-Tilman Bishop Campus versus the CMU Main Campus both on the web and in printed documents such as the catalog." (pg. 23)

Criterion 3

1. 3.A Discussion of Advisory Board input – "ADH confirmed the broad use of advisory boards, however, "direct evidence related to advisory boards was not provided. For example, meeting minutes, summaries of recommendations, and advisory board use of program assessment to improve student achievement were not provided." (pg.25)  
**-Suggestion: Have programs create a link on websites and put advisory board minutes there so minutes are easily accessible.**

2. 3.A The site visit team stated, “Discussions with faculty verified that schools have worked to implement consistent student learning outcomes across all modalities and locations, including the Early Scholars programs at high schools. However, it is not clear the extent to which meaningful evidence of achievement of these goals can be documented through assessment evidence.” (pg. 25)
  - Thoughts: **As we continue to improve our assessment of Essential Learning, Department Heads and faculty will need to work with teachers at the high schools to assure that CMU institutional learning outcomes are posted on syllabi and/or distributed to students in classrooms. We are now requiring submission of EL artifacts by faculty at CMU, the same should hold true for concurrent teachers.**
  
3. 3.A “The review also revealed that “there remains considerable variation in the statements of learning outcomes across courses with the same title, and that courses approved for Essential Learning Outcomes do not consistently publish the current or consistent outcomes statements.” (pgs. 25-26)
  - Suggestion: **We will make a concerted effort this year to assure that all syllabi have consistent language for SLOs in Essential Learning. ADHs need to review syllabi prior to posting on the R drive.**
  
4. 3.B “While CMU affirms the intent to develop VALUE-based rubrics aligned with all Essential Learning Outcomes, the institution in the early stages of implementing the full Essential Learning program. As such, limited evidence was provided in Criterion 3 on the assessment of the 84 EL approved courses, or the use of that assessment to achieve the goals the institution has set for every graduate.” pg. 27)
  - This is somewhat incorrect in that we have the proof of assessment of Essential Learning, it was not recorded in the Assurance Review. However, it is time to evaluate the assessment we have done and demonstrate that we are using the information to achieve the goals.
  
5. 3.B “Programs reference the use of rubrics to evaluate student achievement, however supporting evidence in some cases seemed limited to the use of aggregate course grades to assess learning outcomes. Whereas course grades reflect broad performance across many goals, those grades may not provide meaningful information leading to improvement of specific outcomes.” (pgs. 27-28)
  - Suggestion: **The Director of Assessment and Accreditation Support will plan to visit each program (department) this spring and fall to again reiterate what are the best tools to use for assessment of student learning. Perhaps some brown-bag sessions for faculty to attend discussing these issues. Additionally, there may be another session at the Faculty Development series in the fall.**
  
6. 3.B “Reviews of course syllabi verify that in most cases they contain lists of program outcomes and statements of the Essential Learning Outcomes. It is less clear the extent to which these outcomes are actually central to the course instruction, connected to course activities, and part of a formal assessment plan. Interviews with Academic Department Heads verified that, with some limited exceptions in externally accredited disciplines, there is not a coordinated effort to collect evidence of course-level assessment. The ePortfolio system, and evaluation of the Essential Speech capstone course, are both described as being in the “earliest stages” of

implementation. Meetings with students discussed the Milestone course and suggest that initial offerings lacked a clear connection to institutional learning outcomes. Meetings with faculty confirmed that the Maverick Milestone courses continue to be developed, including new interdisciplinary sections.” (pg. 28)

**Thoughts: See response in two previous concerns**

7. 3.B “There is evidence of commitment of CMU to the recognition of human and cultural diversity through its mission statement and Essential Learning curriculum. While CMU provides a list of upper division courses which expose students to issues of diversity, culture, social and ethnic issues, there is not sufficient evidence to support the claims, to document the impact of this exposure, or to evaluate the effectiveness in reaching the University’s diversity goals.” (pg. 28)

**Thoughts: We have begun the process of Faculty Senate approving a new institutional outcome titled, “Personal and Social Responsibility”. This will be an all-encompassing outcome with several areas for program faculty to choose what they want to assess. For example the areas include ethical reasoning, civic engagement, cultural diversity, foundations for life-long learning, service learning. If approved by Senate, discussion with faculty will be held in the spring with implementation in fall 2018. We will document timeline of this work and then ultimately results and actions taken to demonstrate learning in this area.**

Criterion 4

1. 4.A “The institution also has guidelines on course comparability, and has undertaken at least one audit to determine whether dual credit (concurrent) courses are meeting the standards for comparability to which the University has committed. What is less clear is how problems in course or faculty equivalency are being addressed systematically.” (pg. 36)

**-Suggestion: create flow chart demonstrating process of ADH expectations and actions. Keep record of discrepancies and how addressed.**

2. 4.B Much was written by the site visitors regarding assessment of Essential Learning. This was due to lack of evidence presented in the self-study. We will need to keep this issue at the forefront and collect data on a yearly basis with written statements of results and actions taken to improve learning. Please note, we had evidence, it was not found in Criterion 4 of the Assurance Review. (pgs. 38, 39)

3. 4.B Report states that we should demonstrate that “evidence that data on Essential Learning Outcomes are being collected from EL courses in all modalities, whether the courses are taught by full-time, adjunct, or dual-credit faculty. (pg. 39)

**-Thoughts: Prior to sending out requests for artifacts from faculty, the DAAS will solicit input from Department Heads as to which faculty are full, adjunct, or dual-credit. I will keep records to determine in which courses artifacts were collected.**

Criterion 5

1. 5.A “While not mentioned in the Assurance Argument, discussion with staff revealed a general feeling that staffing levels for university support areas are stretched to the point where they are fearful that any more additional assignments or increases in normal workload will negatively impact overall operational efficiency and effectiveness. The issue of lean staffing was raised in the 2013 comprehensive review Team report”. (pg. 44)
2. 5.C The site visit team commented that “the on-site visit and discussions with various constituencies revealed a rich culture of collaboration, input and feedback.” “However, the team noted that there was a particularly low turnout for the open sessions held for faculty, staff, and students. In fact, given the size of the institution, an appreciable level of turnout was anticipated. Yet, the team noted the quality of discussions, insights and observations that emerged during those sessions.

Review Summary

1. “Built on the existing excellent foundation, a more cohesive and consistent campus communication plan that would foster a greater level of engagement of the CMU administration with its constituencies is of utmost importance. Deepening communication between the administration and faculty, staff, and students could be areas of potential enhancement that would help CMU to sustain an environment of continuous improvements.” (pg. 53)
2. “There was the lack of appropriate documentation of the engagements of the stakeholders. Furthermore, CMU needs to deepen its engagement with its internal stakeholders: students, staff and faculty. That not appreciable number of members of these vital institutional groups of stakeholders showed up during the open forums is attributable to the apparent marginal level of engagement between the administration and them”.

**We are already addressing these concerns but will be more diligent in posting information on the Web. There needs to be more information about faculty, staff and student sessions in the next Assurance Review prior to the site visit.**



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## **TEACHING Students with Autism Spectrum Disorder**

### **ANN GILLIES & BOB LANG**

Friday, February 2  
10am – Noon  
Library Event Space, L-139

With a focus on effective classroom management, **BOB LANG & DR. ANN GILLIES** will share clinical information, pedagogical strategies, support materials, and resources for practical, hands-on help with your real-life classroom scenarios.

Bring your specific questions for one-on-one help in an informal, caring environment, and join an invaluable peer network for ongoing support.

All Faculty & Staff are welcomed, and light refreshments will be served.



**Ann Gillies, PhD**  
Exceptional Learner &  
Special Education  
Coordinator &  
Assistant Professor,  
Teacher Education



**Bob Lang, LPC, LAC**  
Director of Diversity,  
Advocacy, and Health



Registration is encouraged, but not required.  
Feel free to **DROP IN!**

For more info, email [rpetralia@coloradomesa.edu](mailto:rpetralia@coloradomesa.edu).