

**HLC Steering Committee – Criterion 1
Assurance Argument Lock Date September 1, 2023**



Criterion 1 - Fourth Meeting

April 6th and 7th 2022

Escalante Hall 301

of Members Present: 17 (between two sessions)

Agenda:

1. Discussion on remaining meetings this semester:
 - a. Meeting 5: April 20th and 21st
 - Wednesday morning: 9-11:00am; Thursday afternoon: 1-3:00pm
 - Final meeting scheduled for 90 minutes to allow for finalizing outline
 - Meetings in EH 301
 - b. All meetings scheduled 1 week before Steering Committee Meetings
2. Reminders
 - a. Goal by May 1 – Outline of evidence to be used for each component
 - b. Meeting 5: Brainstorming evidence for 1.C and narrowing evidence for 1.B & 1.C
3. Information from SSE Director, Melissa Calhoun
 - a. Brief presentation on the reorganization of SSE over the last 10 years
 - b. Ms. Calhoun spoke about the unification of the Student Success and Engagement Department that occurred in June 2020
 - Year 1: focused on unifying Compass, Goals, Trio, various scholarship opportunities, and supporting referrals for students
 - Year 2: July 2021; focused on serving all incoming freshmen
 - i. helps 1400 students w/ programmatic events and registration
 - ii. added on STEM Trio, grad school prep, and supporting those impacted by Student of Concern form
 - c. Information will help illustrate Criterion 1A.4
4. Brainstorming Criterion 1B.1
“The institution’s actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.”

Guiding question: how are we serving the public good in Colorado?

- a. COVID response (i.e. testing, waste water testing, vaccinations)
- b. Admission requirements (allows for many students to be admitted through GOALS and provisional bachelor’s programs; 89% admittance rate)
- c. Programs for the community: Golden Scholars programs, WCCC extension/lifelong learning programs, Little/Mini Mavs community pricing, concurrent enrollment opportunities, career and technical education

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- d. Teacher’s Education department: relationships between D51; counselors in high schools funded by CMU; early childhood education program paid for by the state (specifically EDUC 101 and 102 courses), special ed and principal leadership trainings, tutoring provided by education students
 - e. SBS department: Masters of Social Work program created due to surveys conducted by IR on community needs; POST academy; history day
 - f. LLMC department: common read program on racial and social justice; writer’s conference for HS students; Media Day
 - g. Community use of campus space: 2,000 summer campus hosted on CMU campus each year (i.e. MASH camp), Special Olympics, frisbee golf course, pump track, pool (HS swim use)
 - h. Centers: Social Research Center (i.e. research on GJ community center, research on economic impact of outdoor recreation), FIRS- body farm, Crime Scene House (i.e. used for training students and local police officers), GO@CMU program (i.e. “Go Baby Go!” and pedestrian crossing on 12th), Eureka Science Museum, Greater GJ Sports Commission, Innovation Center, Outdoor Program, Tomlinson Library (i.e. check out to public, research days for H.S. students)
 - i. Events for the public: performing arts events, speakers (i.e. 10th Circuit Court of Appeals), Civic Forum events, VITA—tax services for the public, naturalization ceremony in Robinson Theater, health fairs/assessments
 - j. Community-based pedagogy: internships for students in community organizations and writing grant proposals on behalf of community partners
 - k. Economic impact studies
 - l. Staff and faculty professional development trainings to understand the community
5. Brainstorming Criterion 1B.2
“The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests”

Guiding questions: As a regional education provider, what are CMU’s duties? Who is CMU responsible to? How does CMU show we are responsible to these groups?

- a. No superordinate entity
- b. Responsible to public and BOTs
 - i. CMU president visiting the legislature shows commitment to public good
 - ii. Guided by policy documents in BOT manual (i.e. policies that protect financial integrity, other controls, cybersecurity)
- c. Responsible to the community: Advisory boards show responsiveness to community and commitment to the public good (i.e. boards exist for business, nursing, engineering, teacher education, social work degree programs)
- d. Responsible to university accreditors (HLC), program accreditors and state boards (i.e. state board of nursing, state board of health, state board of education, FAA)

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- e. Responsible and adherent to federal and state legislation (i.e. FERPA and performance contract w/ CDE)
- f. Responsible to students delineated by legislative mission (14 county region)

6. Brainstorming Criterion 1B.3

“The institution engages with its external constituencies and responds to their needs as its mission and capacity allow”

Guiding questions: What are the needs of our external constituencies? How and to what extent does CMU respond to these needs?

- a. Similar evidence was brainstormed for this sub-component as 1B.1
- b. Impacts of recreation and tourism on local economy (i.e. manufacturing, hotels, restaurants; research on local needs at request of Mesa County)
- c. Support for local initiatives: fulfilling lead positions within the GJ Symphony, new hotel for additional meeting space, Mini Mavs—one of two locations for infant care in GV, advanceCMU
- d. Filling needs in the southwest U.S.: nurses (PA, PT, PO programs; affiliation agreements w/ St. Mary’s/Family Health West, donations from each entity), wildfire science program, HVAC program, aviation program, welding program and Early Childhood Education program
- e. Advisory boards show responsiveness to community and commitment to the public good (i.e. boards exist for business, nursing, engineering, teacher education, social work degree programs)

7. Narrow evidence for Criterion 1A.4 and 1A.5

- a. Assemble into two sub-groups
- b. Review examples of evidence brainstormed from last meeting
- c. Select most useful evidence between the two sub-components; 30 pieces are allowed for each component of Criterion 1
- d. 1A.4 narrowed to evidence #s: 1, 3, 2-5 grouped, 16, 18, and 11
 - i. Organize section into academic offerings, student support services, and enrollment profile
- e. 1A.5 narrowed to evidence #s: 1, 2, 5, 6, 7, 9, 17, and 20

Next time:

- 1. Meeting 5: April 20th and 21st in EH 301; longer meeting
- 2. Wednesday mornings: 9-11am; Thursday afternoons: 1-3pm (90 minutes)
- 3. Brainstorm evidence for 1C. #1-3; narrow evidence for 1B and 1C
- 4. **Homework:** bring in two examples of evidence for 1C (as assigned)