

METROPOLITAN STATE COLLEGE *of* DENVER
Academic and Student Affairs Subcommittee
Wednesday, October 20, 2010
8:30-11:00 a.m.
CN 301

AGENDA

I. CALL TO ORDER

II. APPROVAL OF MINUTES

- a. Approval of September 15, 2010 Academic & Student Affairs Subcommittee Meeting Minutes

III. INFORMATION ITEMS

- a. Corky Gonzales Institute Concept Paper – Trustee Antonio Esquibel
- b. Program Review – Dr. Sheila Thompson, Dean Joan Foster, Acting Dean Kathy Heyl
- c. Media Relations – Joan McDermott, Director, Athletics
- d. Campus Recreation at Auraria –Recreation and Wellness Programs for Commuter Students – Kathy MacKay, Vice President for Student Services, Emilia Paul, Associate Vice President/Dean of Students & Tony Price, Director of Campus Recreation

IV. ACTION ITEMS

- a. Nicaragua: Land of Lakes and Volcanoes Study Abroad Course – Ali Thobhani, Interim Executive Director, Office of International Studies Interim Chair, Department of African and African Studies

V. REQUEST FOR FUTURE AGENDA ITEMS

VI. FEEDBACK ON MEETING

- a. Did we cover the agenda items?
- b. What should the chairperson do more (or less) of?
- c. What can we do differently at future meetings to improve their effectiveness for you?
- d. What two things do we need to pay more attention to?

VII. ADJOURNMENT

METROPOLITAN STATE COLLEGE of DENVER
Academic and Student Affairs Subcommittee Meeting

Wednesday, September 15, 2010
9:30 a.m. – 11:30 a.m.
Central Classroom Building 301
Auraria Campus

MINUTES

I. CALL TO ORDER

The meeting was called to order at 9:30 a.m.

Board of Trustees Present:

Trustee Esquibel, Trustee Phelan; Trustee Lucero; Student Trustee Cammack; Faculty Trustee Nees

Metro State Personnel Present: Vicki L. Golic, Provost and Vice President, Kathleen MacKay, Vice President for Student Services; Sheila Thompson, Associate Vice President of Academic Affairs; Bruce Morgeneegg, School of Professional Studies; Joan L. Foster, Dean, School of Letters, Arts & Sciences; Kathy Heyl, Acting Dean School of Professional Studies; Luis Torres, Deputy Provost; Bridgette Coble, Director, Career Services; Emilia Paul, Associate Vice President for Student Services.

II. APPROVAL OF MINUTES

- A. Approval of August 27, 2010 Academic and Student Affairs Subcommittee Meeting Minutes - Trustee Nees motioned, Student Trustee Cammack seconded. The motion passed unanimously.

III. INFORMATION ITEMS

- A. Metro State General Studies Report & Timeline – Dr. Sheila Thompson (AVP Academic Affairs) & Dr. Joan Foster (Dean LAS)
- Dean Foster began the overview explaining the background of the report, the task force and processes used.
 - HLC did the campus visit in 2007 and asked the college for a monitoring report on general studies that demonstrated a consistent, overall General Studies program, complete with a plan for assessment. The monitoring report was submitted on April 1, 2009. On May 26, 2009, the commission called for a mandated focused visit.
 - With Dr. Jordan's approval, Sheila and Joan worked on creating the General Studies Task Force; membership from the schools, faculty senate, chairs, deans and Sheila met weekly throughout the year. The Task Force collaborated with the Faculty Senate and its General Studies Standing Committee, which broadened the discussion beyond the Task Force.
 - The Task Force utilized General Education models from other universities, e.g., Appalachian State University, College of Charleston, James Madison University, Miami-Dade College, and University of Nebraska – Lincoln.
 - There were originally four goals for General Studies, but due to a limitation on credit hours in a bachelor's degree, the goals were reduced to three: 1) Develop intellectual and practical skills; 2) Explore essential knowledge, perspectives, and methods in Arts and Humanities, History, Social and Behavioral Sciences, and natural and Physical Sciences; 3) Understand the global interconnectedness of diverse individuals, communities, and societies. Student Learning Outcomes are the focus of the Course Categories.

- Town hall meetings, faculty emails, electronic communications, and task force members visiting departments were utilized to get information and input. Comments were put directly into the document sent to faculty, which is on page 58 of the report. Faculty passed the new plan at the end of last semester. All tenure and tenure-track faculty were included in the vote; faculty could vote at any Dean's office.
- Sheila outlined the proposed General Studies Program. Faculty was asked to participate in summer criteria committees; for each course category, a committee produced the curriculum documents. There will be workshops for faculty to be trained on the process.
- Sheila explained that the percentages in the document do not add up to 100% because faculty have other criteria for the total outcomes. Faculty will be given a choice of texts and will teach courses from common syllabi.
- Student Learning Outcomes will be addressed in every course; every course in each category will meet required outcomes. The 2012 catalog year is the start date for the new program. Attrition and graduation will drive the decision of discarding the old courses. The courses will go through the same curriculum process as other courses; in addition, the General Studies Faculty Senate Committee will review course proposals which include materials related to assessing the student learning outcomes.
- The deadline for approving all the new courses is Spring 2012. The committee discussed transfer credits which will continue to be accepted per the Colorado State Pathways program. There is a built-in program review every seven years forcing the program to stay current.
- The HLC visit on October 18-19 will consist of two visitors who will want to talk to faculty about faculty engagement. The exit interview will give us the information that will be in their report.

B. Update from Career Services – Bridgette Coble, Director Career Services

Emilia Paul, Associate Vice President for Student Services

- Emilia Paul explained the role of Career Services to the committee.
- Bridgette Coble, Director of Career Services, gave the committee a summary of highlights of Career Services. They try to help students consider career decision-making over their life time, not just when they leave college. They offer a full range of services that include career testing, job search assistance and connecting students to employers. Alumni are eligible for services within one year of graduation.
- Each year more Alumni have utilized the job postings website. They have started four-week workshops to assist Alumni.
- Faculty and staff request presentations; connect students with employers through career fairs; aligning career decisions with retention of students; helping students declare majors; work with First Year Success; have monthly "Mod Breaks," where staff meet students and tell them about their services in between classes in the modular buildings.
- Trends – people have lost their jobs and students are competing with professionals for entry level jobs. It takes 4-6 months to get a job while doing an active job search. It is hard to bring employers to campus. Perfection is the key; employers are able to be choosy.
- Bridgette distributed the Faculty/Staff newsletter from the Career Center that comes out once or twice a semester.
- They have an online recruiting system that manages all the employer activity. Students can log on and schedule an interview and see what companies will be at the career fair. They can do research on the companies before coming to the fair. There are currently 1200 employers in the

database. Job search videos are available on the website. Many alumni are finding out about their services through social networking websites such as FaceBook and LinkedIn.

- They also provide Graduate School advising and workshops.

C. Academic Affairs Goals – Dr. Vicki Golich, Provost/VP for Academic Affairs

- Vicki highlighted some of the goals on the list that was distributed to members. The current strategic plan is close to the end of the five-year plan so a new committee is reconvening. As a part of the overall strategic planning process, she is working closely with the Deans, Deputy Provost, and AVP to make sure that we have a comprehensive list of labs that need to be upgraded, staff to be hired or upgraded, faculty needs and having a comprehensive plan to reinforce the infrastructure.
- She has been working with the faculty senate, faculty development, and the Deans to develop a comprehensive early career development program designed to mentor faculty who are new to campus until they earn tenure. This program is in addition to current programs. The Faculty Evaluation Task Force is meeting on Friday, 9/17.
- A search for a new Dean for the School of Business is under way. John Cochran will retire June 30, 2011.
- Vicki suggested that Sandra Posey, Director, First Year Success, report to the board on the plans for expansion of the program.
- Hispanic Serving Institution – the 55 recommendations from the task force have been reviewed and a few recommendations have been identified to work on this year. Retention will be a focus. It was suggested that a report on the statistics on programs once a semester would be valuable. First Year Success students had retention of 89% and there were 53 grad students as of yesterday.
- The *Handbook* needs to be revised. The small corrections that have been made to the *Handbook* have created problems in other areas in the *Handbook*. The faculty evaluation system will have to be revised. General Counsel notes that too often we have conflated policy with process, lack policies, or have policies that are internally contradictory..

D. Future Meetings for this committee

- Ann will send meeting dates and times to the members and then have them posted on the website.

IV. ACTION ITEMS

V. REQUEST FOR FUTURE AGENDA ITEMS

- It was suggested that the Board consider agenda items for the subcommittee at the Retreat in October.

VI. FEEDBACK ON MEETING

1. Did we cover the agenda items? - *Yes*
2. What should the chairperson do more (or less) of? *ok*
3. What can we do differently at future meetings to improve their effectiveness for you?
Email attachments to people on phone prior to the meeting.
4. What two things do we need to pay more attention to? *None*

VII. ADJOURNMENT

11:05 adjourned.

Rodolfo “Corky” Gonzales Institute
Concept Paper Presented to
The Metropolitan State College of Denver
Board of Trustees
October 9, 2010

A group of community and family members of the late Rodolfo “Corky” Gonzales are proposing a **Rodolfo “Corky” Gonzales Institute** at Metropolitan State College of Denver. This group which includes his widow and other family members will work this coming year to develop a full proposal to be presented to the Board of Trustees its retreat next year retreat or sooner. This concept paper is presented to the Metropolitan State College of Denver Board of Trustees as an idea with the intent of developing a more detailed proposal including detailed goals, proposed structure and funding within a year.

Rodolfo “Corky” Gonzales

The 1967 edition of Yo Soy Joaquín/I Am Joaquín describes Rodolfo “Corky” Gonzales as a poet, playwright, lecturer, political activist, community organizer and a publisher. He inspired a whole generation of Chicano activists. He inspired and encouraged many of today’s college professors and other educators as well as politicians like former Denver Mayor and former Secretary of Transportation Federico Peña and current Secretary of Interior Ken Salazar. Above all Corky was an influential writer. He believed it is important for future generations, and the older ones too, to know and have access to his thoughts through his writings during the Chicano Movement. He hoped that they would inspire and motivate a new generation of Chicanos and Chicanas to write and to get involved in improving our condition in this country and the world during the next millennium.

Corky Gonzales is best known for four major contributions to the Chicano Movement. The first is the publishing of the epic poem Yo soy Joaquín in 1967. The second is the Crusade for Justice's hosting of three National Chicano Youth Liberation Conferences in Denver in 1969, 1970 and 1971. The First National Chicano Youth Liberation Conference held at the Crusade for Justice Building from March 27-30 produced El Plan Espiritual de Aztlán which set forth broad general goals for the Chicano Movement and introduces the concept of Aztlán. The third is the establishing of The Crusade for Justice in 1966 which developed into a nationally known cultural center with a large building that included La Escuela and Colegio Tlatelolco.

The Crusade for Justice, during the late 60s, 70s and 80s was a full-blown comprehensive civil rights, or as Corky referred to it in the 1970 ASU Speech, “a human rights” organization. It provided a full array of community services. They included services in employment, legal defense, education, civil rights, political action, immigration and recreation. Chicanos and others, who had a problem especially with the police, schools or on the job, came to the Crusade for help, comfort and relief.

The fourth contribution to the Chicano movement came through the speeches and writings he presented as he was invited to speak throughout the country.

Personal Background, Boxing and Political Career

Rodolfo "Corky" Gonzales was born at Denver General Hospital on June 18, 1928. Corky and his brothers and sisters grew up Denver's tough northeast barrio during the disastrous depression of the 1930's. Federico, Corky's father was born in the state of Chihuahua, Mexico and came to northern Colorado as a young man. He often spoke to Corky about the Mexican Revolution of 1910 in which he fought. He talked to Corky about Mexican history and the pride of the Mexican people. This gave Corky a proud, strong and positive self identity.

During the summers of his early years, like many Chicanos of that time and later, Corky and his family worked in the sugar beet fields of northern Colorado and the potato fields of the San Luis Valley of southern Colorado. The family spent short periods in New Mexico as well. The winter months found the Gonzales family in Denver's northeast barrio where early in life he interacted with African Americans.

Corky attended many public schools including schools in New Mexico and Gilpin and Whittier Elementary Schools in Denver. He attended Lake Junior High School, Baker Junior High School and West High School in Denver. He finally graduated from Denver's Manual High School in 1944 at the age of 16. He attended The University of Denver for one term and studied engineering, but, was unable to continue after the first quarter because of the financial costs.

Corky next followed a boxing career. He was an outstanding Amateur National Champion. Rodolfo, who was nicknamed "Corky" early in life by his oldest brother Tomás, became one of the best professional featherweight (126 lbs.) fighters in the world. Though he attained a No. 3 world ranking by Ring Magazine, he never received a justly deserved title shot. The Official Program of the Twenty-fourth Annual Awards Banquet of The Colorado Sports Hall of Fame, held in Denver on February 15, 1988 states, "Ironically, Gonzales never fought for the featherweight title because he refused to play politics - yet he vaulted to the forefront of the Chicano movement because he played them so well." Corky was inducted into the Colorado Sports Hall of Fame at this banquet in 1988. He is the only Latino in Colorado's Sports Hall of Fame.

The official program of the Twenty-fourth Annual Awards Banquet contains a summary of his boxing career. This program states that in 1949 The Denver Post referred to Gonzales as "Denver's number one individual athletic drawing card." According to the Colorado Sports Hall of Fame, Corky's amateur boxing record was 53 wins with four losses. He won the National Amateur Athletic Union (AAU) Bantamweight Championship in 1947. His professional boxing record was 65 wins, nine losses and one draw. In all he fought 57 amateur and 75 professional

bouts. His last professional fight was in 1955. In 1999 The Denver Post listed Corky as the fifth greatest boxer to come out of Colorado in the last 100 years.

While preparing for his last professional fight, Corky also ran for the Denver City Council. He won his last fight but was not successful in his bid for the City Council seat. Earlier Corky had become a successful business person and got involved in Democratic politics. In 1952 he established and ran one of the first sports bars in Denver, "Corky's Corner." He also was a life insurance agent and owned a bail bond company.

Corky involved himself in Democratic politics early. He helped Quigg Newton get elected as Mayor of Denver in 1947 and after his own 1955 bid for the Denver City Council; he was selected as a Democratic district captain in Denver County. He supported other successful Democratic candidates such as John Carroll's U.S. Senate bid. In the 1960 presidential campaign he headed the Colorado "Viva Kennedy" effort. In 1964 Corky ran for the Colorado House of Representatives. In 1965 Mayor Currihan appointed Corky Director of Denver's War on Poverty. He resigned from the Democratic Party on June 13. Later, in 1967 Corky ran unsuccessfully for the Mayor of Denver.

In 1963 he and others established an organization called "Los Voluntarios." This organization was the forerunner of "The Crusade for Justice" founded in 1966.

Rationale for the Rodolfo "Corky Gonzales Institute at Metro

The Rodolfo "Corky Gonzales Institute fits into the college's Hispanic Serving Institution (HSI) initiative. Corky Gonzales was a Denver native and supporter of the opportunities the college provided and continues to provide to the Denver's Latino community. He and his family were and continue to be involved in Metro not only through the annual Rodolfo "Corky" Gonzales Symposiums and other Chicano related events. In addition several family members have taught courses and given lectures at Metro.

The Rodolfo "Corky Gonzales Institute supports Metro's HSI Task Force's vision of success, "to create the means by which Hispanic students can reach their full potential" (Hispanic Serving Institution, HIS, Task Force Report).

The Rodolfo "Corky Gonzales Institute will provide a vehicle for the continued development of Chicano, Latino and all students especially in the areas he advocated for, that is, providing leadership opportunities to get involved politically and run for office, to be creative; to paint, to sculpture, to dance, to act and to write.

Five Goals of the Rodolfo “Corky” Gonzales Institute

1. To develop leadership. He encouraged Chicanos to lead marches, to organize demonstrations, to plan conferences, to get involved politically and run for office.
2. To conduct research on Chicano/Latino issues and the Chicano/Latino experience.
3. To encourage writing. Through Yo Soy Joaquín and his speeches he encouraged and inspired a whole generation of Chicano activist to become writers in their own right. Many Chicano writers and poets were influenced by Gonzales' Yo Soy Joaquin. This influence should be studied further. What has been and what is Corky's influence on other writers?
4. To study his philosophy and how it applies it to today's issues.
5. To support creative activities in the performing and visual arts.

Structure of the Rodolfo “Corky” Gonzales Institute

Several models will be examined during the coming year before deciding which model best fits within the Metro organizational structure. The planning group will explore and visit existing institutes on college campuses. One model to be explored is a free standing institute with an advisory board housed on campus. Another is to attach it to an existing Metro department. A third is a collaborative of higher education institutions hosted at Metro. These and other options will be explored this coming year.

Funding of the Rodolfo “Corky” Gonzales Institute

The planning committee will develop a comprehensive funding and fundraising raising strategy this coming year. It is envisioned that the funding of the institute will include private donations, grants, an annual fund raiser and in-kind contributions in terms of space and perhaps shared personnel from Metro.

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
AFRICAN AMERICAN STUDIES PROGRAM
DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES
October 2010

Program Description

Metropolitan State College of Denver's African American Studies Program:

- Offers a Bachelor of Arts (BA) in African American Studies
- Offers a minor in African American Studies
- Offers courses that encompass and afford a comprehensive understanding of the African heritage
- Prepares graduates for a variety of positions in a continually changing cultural environment
- Offers assistance to the College and metropolitan area with a particular focus on African American communities
- Note: The major is titled African American Studies (AAS) and the department is titled African and African American Studies (AAAS).

Program Assessment of Student Learning Outcomes

The African and African American Studies department received a Metro State Assessment Achievement award during the 2008-09 academic year. This award represents substantial progress in developing and implementing a program assessment plan. The program has a solid set of clearly articulated student learning outcomes and a curriculum map aligned with required courses. The faculty developed a rubric for evaluating the capstone project in light of the stated program outcomes. They also conduct an exit interview for graduates.

Selected Survey Results

Favorable

- Seniors awareness of the principal achievements, concepts, and issues in the social sciences
- Graduates satisfaction with use of library resources
- Seniors satisfaction with interaction with faculty for advising

Concerns

- Graduates expressed concerns about the ability work independently
- Seniors identified the absence of a course that included writing
- Seniors identified the lack of preparation for post-graduate education

Strengths Identified Through the Review Process

- The program is one of only two in the state of Colorado which offers a baccalaureate degree in the field of African American Studies.
- The curriculum is approved for Secondary Social Studies licensure by the State Board of Education and the Colorado Commission on Higher Education (CCHE).
- The Program Review consultant stated that "African and African American Studies at Metro State is a model of interdisciplinary and interdepartmental collaboration." Two-thirds of the AAAS curriculum (16 of 24 courses) is cross-listed with other departments.
- Eight courses are approved for General Studies Level II in either Social Sciences or Historical categories. They are also part of Colorado's Statewide Guaranteed Transfer Program.
- Seven AAS courses satisfy course requirements for the College's multicultural designation.
- The program collaborates with student organizations to co-sponsor activities such as the annual Black World Conference, freshman orientation for African American students, annual recognition program for African American graduates, and the tutorial and mentoring program (Student Development Center). Moreover, the program faculty serve as a link between the College and the African American community in the greater Denver area and in the global arena.

Executive Summary of the Review of the African American Studies Program

- For 2008-2009, the Department generated 3,917 credit hours, compared to 1,863 credit hours during the 2003-2004 academic year, a 110% increase. The increase is due to the influx of dynamic new faculty who have raised the status of the program.
- According to backfill plans, the program will be relocated to Central Classroom in the near future which will address the space issues associated with the Rectory.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Progress can be made toward updating the program curriculum for African American Studies.
Recommendation and Plan: The consultant included suggestions for conforming to the National Council for Black Studies curriculum model, including a new required research methods course. The department will be conducting national searches for two replacement faculty as well as the chair during the current academic year. This means that the department will have a new orientation to reflect the academic backgrounds of the new faculty. For making any significant updates in the program curriculum, it makes sense to hold off until the new faculty and Chair are hired.
- Plan for changing the name of the program or department for consistency.
Plan: This is a discussion that is best deferred until the new chair and faculty are on board.
- Proposal for AAS as an approved major for elementary licensure.
Recommendation, Plans and Actions: Considering the apparent oversupply of students pursuing secondary social science licensure, elementary licensure seems to be a good fit with the major, with good prospects for employment for graduates. The proposal for an approved major in elementary licensure has been completed at the departmental level and has been forwarded to the Dean. It is expected that the proposal will be forwarded to the LAS and Faculty Senate Curriculum Committees this fall. It is our hope that the proposal will be approved by all the internal and external agencies by May 2011.
- Steps taken to search for a new Chair with national recognition.
Plan: The search for the new chair is scheduled to begin this Fall (2010). It is expected that the new chair will be appointed effective July 2011.
- Proposals to increase the number of majors.
Recommendation and Plans: Enrollment in AAS has more than doubled in the last five years. However, faculty would like to teach more upper-division courses, which is difficult in what is mostly a service department. An increase in majors and minors would allow upper-division courses to be taught more frequently. The committee suggested that recruitment efforts in high schools and community colleges be expanded.
- Short-term and long-term plans to provide additional space.
Plan: The department will be relocated in the refurbished Central Classroom Building in the next few years. The proposed new location will provide adequate office space for the faculty as well as space for student gathering.
- The external consultant recommended a permanent targeted budgetary allocation for the annual Black World Conference.
Recommendation: We (Dean and department Chair) strongly support this recommendation.
- College Program Review Committee (CPRC) recommended that AAS 1080 *Readings in African American Studies* and AAS 3130 *Readings in African History* be archived.
Plan: These will be archived.

Program Productivity Measures

Academic Program Review Data

<i>African American Studies</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>					
a. New Majors	10	6	11	8	14
b. Continuing Majors	22	17	10	12	13
c. New Majors as Percent of Total Majors	31.25%	26.09%	52.38%	40.00%	51.85%
d. Continuing Majors as % Total Majors	68.75%	73.91%	47.62%	60.00%	48.15%
e. Majors by Class Rank					
* Freshmen	5	5	7	6	7
* Sophomores	11	4	2	4	6
* Juniors	7	5	6	7	2
* Seniors	9	9	6	3	12
f. Total Majors	32	23	21	20	27
Concentration Areas					
African American Studies	32	23	20	20	24
1 Social Studies Licensure Program (AAS1)	0	0	1	0	3
Total	32	23	21	20	27
2. <u>Program Graduates</u>					
a. Number of Native Graduates	1	3	2	0	1
b. Number of Non-native Graduates	1	1	2	1	1
c. Total Number of Graduates	2	4	4	1	2
d. Graduates as a % of Total Majors	6.25%	17.39%	19.05%	5.00%	7.41%
Concentration Areas					
African American Studies	2	4	4	1	2
1 Social Studies Licensure Program (AAS1)	0	0	0	0	0
3. <u>Median Credits to Graduation</u>					
a. For All Program Graduates	155.50	120.50	129.00	120.00	137.00
b. For Native Program Graduates	150.00	121.00	123.50	0.00	120.00
4. <u>Program Minors</u>					
a. Declared Minors	17	25	25	22	16
b. Graduating Minors	2	4	5	8	3

Program Productivity Measures

<i>African American Studies</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	42	78	108	186	246
Upper Division	30	39	36	24	15
Total - Summer	72	117	144	210	261
b. Fall Semester					
Lower Division	822	759	1,164	1,518	1,914
Upper Division	180	150	219	216	285
Total - Fall	1,002	909	1,383	1,734	2,199
c. Spring Semester					
Lower Division	618	687	1,248	1,638	1,740
Upper Division	249	285	210	336	402
Total - Spring	867	972	1,458	1,974	2,142
d. Total					
Lower Division	1,482	1,524	2,520	3,342	3,900
Upper Division	459	474	465	576	702
All Semesters	1,941	1,998	2,985	3,918	4,602
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	147	171	114	162	129
Upper Division	0	36	90	48	18
All Semesters	147	207	204	210	147
7. <u>Full-Year FTE Students</u>					
a. State-funded	64.70	66.60	99.50	130.60	153.40
b. Cash-funded	4.90	6.90	6.80	7.00	4.90
c. Total	69.60	73.50	106.30	137.60	158.30
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	18	22	39	48	59
b. Upper Division	14	19	20	22	30
c. Total	32	41	59	70	89
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	480	482	804	1,052	1,218
b. Upper Division	121	129	136	173	224
c. Total	601	611	940	1,225	1,442
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	26.7	21.9	20.6	21.9	20.6
b. Upper Division	8.6	6.8	6.8	7.9	7.5
c. Total	18.8	14.9	15.9	17.5	16.2

Program Productivity Measures

10. Faculty FTE (State Funded)

a. Instructional					
Full-time tenured or tenure track	2.00	6.00	5.00	4.00	5.00
Other full-time	2.50	0.50	0.00	0.00	2.00
Part time	0.50	0.50	0.33	0.23	0.66
b. Non-instructional	0.00	0.00	1.00	0.00	0.00
c. Total	5.00	7.00	6.33	4.23	7.66
d. % of Instructional FTE Tenured	40.00%	85.71%	78.99%	94.56%	65.27%

11. Support Staff FTE

0.50	0.24	0.50	1.46	1.50
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12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)

a. Avg Credit Hrs (Type A Courses)	9.0	9.3	11.3	10.5	9.9
b. Avg Contact Hrs (Type A Courses)	9.7	9.8	12.0	11.3	10.5
c. Total Headcount (Type B Courses)	0	10	140	205	214
i. Online	0	5	137	202	207
ii. Other	0	5	3	3	7

13. Student FTE/Faculty FTE (State-Funded)

12.94	9.51	15.72	30.87	20.03
64.70	66.60	99.50	130.60	153.40

14. Percent of Fall and Spring CHP by Faculty Type (State Funded)

a. Tenured or Tenure Track Faculty	37.08%	80.70%	79.62%	42.64%	49.48%
chp	693	1,518	2,262	1,581	2,148
b. Other Full-time Faculty	55.06%	8.45%	11.30%	50.89%	27.37%
chp	1,029	159	321	1,887	1,188
c. Part-Time Faculty	7.87%	10.85%	8.98%	6.47%	23.15%
chp	147	204	255	240	1,005
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.00%	0.00%	0.11%	0.00%	0.00%
chp	0	0	3	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	1,869	1,881	2,841	3,708	4,341

15. Program Costs (State-Funded)

a. Total Cost	\$ 333,124	\$ 552,322	\$ 555,031	\$ 493,279	\$ 385,155
b. Cost per Credit Hour	\$ 171.62	\$ 276.44	\$ 185.94	\$ 125.90	\$ 83.69
	1,941	1,998	2,985	3,918	4,602

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
ART PROGRAM
October 2010

Program Description

Metropolitan State College of Denver's Art Program:

- Offers comprehensive coursework leading to a Bachelor of Arts (BA) in Art with a Concentration in Art History, Theory and Criticism
- Offers studio and coursework leading to a Bachelor of Fine Arts (BFA) in Art with various studio art concentrations
- Offers coursework leading to K-12 licensure in art education either as a BFA or as a post-baccalaureate program for students with an existing bachelor's degree
- Offers minors in Studio Art; Art History, Theory, and Criticism; and Digital Media

Program Assessment of Student Learning Outcomes

Faculty in the Art department have collected assessment data for several years and continue to modify their approach to facilitate effective use of these data for improvement purposes. The faculty are reviewing how the concentration outcomes relate to the overall degree outcomes and aligning the data collection appropriately. The data collected are somewhat limited which makes improvement based on these data challenging. Faculty conversations about assessment are focused on developing meaningful processes.

Selected Survey Results

Favorable

- Graduates were satisfied with the way the College prepared them for employment
- Graduates were satisfied with how closely their current employment was limited to their degree

Concerns

- Seniors concern about the availability of information about possible careers
- Seniors concern about the lack of experience in giving oral reports

Strengths Identified Through the Review Process

- Metro State is accredited by NASAD (National Association of Schools of Art and Design). This accreditation covers the BFA in Art (studio and art education), the BA in Art (art history, theory and criticism), and the BFA in Industrial Design.
- The NASAD Visitor's Report indicated that after hiring a new tenure-track faculty member, enrollment in Sculpture increased by 132%, nearing a 12-year high in only 4 semesters.
- The College Program Review Committee (CPRC) observed that the program has an active curriculum committee. The NASAD site visitors praised the curriculum as an "outstanding new curriculum that is in full compliance with NASAD standards."
- The program sponsors numerous art groups and faculty-sponsored clubs.
- The NASAD accreditation team noted that student work represented the appropriate growth and development from foundation courses. Majors were gaining the knowledge, skills, and craft expected. Art Education majors were developing their abilities to apply these skills in the classroom to produce the quality expected of the degree and for the purpose and level of credentials being awarded.
- Student artwork is presented in various locations around the Auraria Campus especially in the library and other public areas.
- Approximately 90 students graduate each year. Over the past five years, this ranks the program as 9th most graduates among the majors at the college.
- The number of tenured/tenure-track faculty increased from 7 to 11 since the last review. The department chair and the Director/Curator of the Center for Visual Arts both have substantially reduced teaching loads.
- In 2009-10, all area coordinators received three hours of reassigned time; previously only the majority did.
- The program benefits from a strong working relationship with other arts programs. The Chair meets regularly with the Chairs of the Music and Theatre Departments.
- The program cooperates with the CVA (Center for Visual Art), an off-campus gallery which exhibits faculty and student work as well as the work of nationally and internationally known artists, is fully embedded in the department; the Director of CVA is a full-time faculty member.
- Over the past seven years, the department has been able to address many health and safety concerns identified in the last review, although some issues remain.

Executive Summary of the Review of the Art Program

- The computer labs for Communication Design and Digital Art have been recently upgraded through institutional funds and a Title III grant.
- The NASAD team reported that library holdings appeared to be fully integrated into curricular requirements, course work, and final projects and verified that the databases, periodicals, books and DVD and video holdings are current, diverse and international.

Concerns Identified By the Process, Recommendations, and Actions Taken

- The NASAD team had concerns about program quality given the large number of majors and current resources, particularly in terms of faculty/staff and space.

Plans and Actions: The program is willing to investigate capping enrollment; historically this has not been supported per interpretation of College mission. The BA and BFA curricula were revised; a new BFA in Communication Design will be submitted in fall 2010 to address these concerns.

- In late 2009, NASAD voted to continue Associate Membership, deferring action on Membership.

Recommendation, Plans, and Actions: Institutional leaders from the Office of Academic Affairs, the Schools of Letters, Arts and Sciences and Professional Studies, and the Departments of Art and Industrial Design should meet to determine whether the institution has the resources to address the NASAD concerns. The response to NASAD concerns, written primarily by the Art department since their issues were of foremost concern, was sent forward by the appropriate deadline. The Industrial Design program is in line for additional storage space adjacent to the existing Wood-prototype and fabrication lab by Fall 2013.

- The number of tenure-track/tenured faculty is low relative to the number of majors and credit hour production, with a strong reliance on visiting and affiliate faculty. There is no tenure-track faculty member serving as area coordinator for some of the studio art concentrations.

Recommendations, Plans and Actions: The Department also endorses aggressive use of FRIP and TOPS hiring. The department hired three new tenure-track faculty for Fall 2010 and has requested the conversion of multiple visiting faculty lines to tenure-track lines to address this concern.

- Until recently, not all area coordinators received reassigned time, and the department is concerned that reassigned time will be more restricted in the future. Faculty with multiple studio art sections have a large number of contact hours given the translation of two contact hours in studio courses for one credit hour. The NASAD visitors were also concerned that the department chair had too many additional duties to adequately perform the essential administrative functions.

Recommendations, Plans and Actions: This concern is under review with the Dean. The Chair has proposed reorganization models, many of which are extremely unpopular with the faculty. The Chair has recruited an Assistant Chair from within the faculty to support his role. It is hoped that the addition of an Administrative Assistant III position will allow for additional reorganization to support the administration of the Department.

- Many full-time faculty members are currently sharing offices. In addition, studio space and storage for some areas is inadequate.

Recommendation and Plans: Art 184 could be a dedicated upper division space for Art History (releasing general assignment rooms) but UCD would need to agree, as the room is 50/50 shared space. Additionally, Art 184 is assigned to Photography, and remodeling in that area would also be needed. Limiting enrollment is an option; however, lower division 'feeder' courses are desperate for more space. Off campus leased space is an idea supported by faculty (including possibly the Tramway building adjacent to campus).

- While some of the health and safety issues have been addressed at considerable expense, specifically the AHEC funded Ceramics/Sculpture remodel, other concerns remain. The NASAD visiting team recommended additional technical staff. This action would also relieve some of the workload for area coordinators.

Recommendation: The program should work with the Dean in order to examine the possibilities of additional technical staff.

Program Productivity Measures

Academic Program Review Data

<i>Art</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>					
a. New Majors	410	426	398	412	469
b. Continuing Majors	627	636	670	683	733
c. New Majors as Percent of Total Majors	39.54%	40.11%	37.27%	37.63%	39.02%
d. Continuing Majors as % Total Majors	60.46%	59.89%	62.73%	62.37%	60.98%
e. Majors by Class Rank					
* Freshmen	266	304	290	265	308
* Sophomores	207	208	206	219	223
* Juniors	216	210	221	242	249
* Seniors	348	340	351	369	422
f. Total Majors	1,037	1,062	1,068	1,095	1,202
Concentration Areas					
Art	437	490	516	516	544
1 Art History (ART1)	10	5	3	3	2
2 Fine Arts (ART2)	52	22	15	10	7
3 Crafts (ART4)	8	4	2	1	0
4 Art Licensure: K-12 (ART5)	97	118	130	123	128
5 Design (ART6)	35	15	4	2	3
6 Ceramics (ART7)	14	11	13	14	14
7 Communication Design (ART8)	140	136	132	143	161
8 Computer Imaging (ART9)	48	35	21	17	10
9 Drawing (AR10)	32	42	47	51	50
10 Jewelry Design & Metalsmithing (AR11)	21	22	17	17	16
11 Painting (AR12)	39	43	40	43	55
12 Photography (AR13)	62	69	71	78	92
13 Printmaking (AR14)	6	12	14	12	16
14 Sculpture (AR15)	6	3	6	5	15
15 Art History & Art Theory/Criticism (AR16)	30	30	22	23	31
16 Digital Arts (AR17)	0	5	15	37	58
Total	1,037	1,062	1,068	1,095	1,202
2. <u>Program Graduates</u>					
a. Number of Native Graduates	30	25	24	24	27
b. Number of Non-native Graduates	68	48	70	54	74
c. Total Number of Graduates	98	73	94	78	101
d. Graduates as a % of Total Majors	9.45%	6.87%	8.80%	7.12%	8.40%

Program Productivity Measures

Academic Program Review Data

<i>Art</i>		<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
Concentration Areas						
1	Art History (ART1)	3	1	2	0	0
2	Fine Arts (ART2)	17	8	7	6	4
3	Crafts (ART4)	1	2	2	0	0
4	Art Licensure: K-12 (ART5)	5	7	9	12	14
5	Design (ART6)	12	5	2	0	2
6	Ceramics (ART7)	2	1	4	3	4
7	Communication Design (ART8)	27	24	24	15	22
8	Computer Imaging (ART9)	8	7	4	4	3
9	Drawing (AR10)	1	0	3	7	5
10	Jewelry Design & Metalsmithing (AR11)	2	1	3	6	3
11	Painting (AR12)	2	5	12	8	12
12	Photography (AR13)	8	6	12	7	17
13	Printmaking (AR14)	1	1	3	1	7
14	Sculpture (AR15)	2	0	1	0	0
15	Art History & Art Theory/Criticism (AR16)	7	5	6	8	3
16	Digital Arts (AR17)	0	0	0	1	5
Total		98	73	94	78	101
3. <u>Median Credits to Graduation</u>						
a. For All Program Graduates		137.50	129.00	134.00	139.00	138.00
b. For Native Program Graduates		138.50	123.00	127.00	135.50	124.00
4. <u>Program Minors</u>						
a. Declared Minors		32	25	14	14	18
b. Graduating Minors		6	4	0	1	1

Program Productivity Measures

Academic Program Review Data

<i>Art</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	954	758	480	456	327
Upper Division	520	505	142	149	61
Total - Summer	1,474	1,263	622	605	388
b. Fall Semester					
Lower Division	4,690	3,038	3,527	3,304	3,518
Upper Division	2,743	1,516	1,634	1,931	1,997
Total - Fall	7,433	4,554	5,161	5,235	5,515
c. Spring Semester					
Lower Division	4,487	3,240	3,278	3,339	3,570
Upper Division	2,877	1,609	1,601	1,842	2,094
Total - Spring	7,364	4,849	4,879	5,181	5,664
d. Total					
Lower Division	10,131	7,036	7,285	7,099	7,415
Upper Division	6,140	3,630	3,377	3,922	4,152
All Semesters	16,271	10,666	10,662	11,021	11,567
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	21	0	0	0	0
Upper Division	21	14	16	16	12
All Semesters	42	14	16	16	12
7. <u>Full-Year FTE Students</u>					
a. State-funded	542.37	355.53	355.40	367.37	385.57
b. Cash-funded	1.40	0.47	0.53	0.53	0.40
c. Total	543.77	356.00	355.93	367.90	385.97
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	153	123	136	155	162
b. Upper Division	163	134	137	182	185
c. Total	316	257	273	337	347
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	3,129	2,106	2,267	3,031	3,260
b. Upper Division	1,825	976	1,026	2,033	2,092
c. Total	4,954	3,082	3,293	5,064	5,352
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	20.5	17.1	16.7	19.6	20.1
b. Upper Division	11.2	7.3	7.5	11.2	11.3
c. Total	15.7	12.0	12.1	15.0	15.4

Program Productivity Measures

Academic Program Review Data

<i>Art</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
10. <u>Faculty FTE (State Funded)</u>					
a. Instructional					
Full-time tenured or tenure track	9.00	10.50	11.00	14.50	11.00
Other full-time	8.00	8.53	12.00	9.50	9.00
Part time	17.81	16.13	14.34	14.70	13.75
b. Non-instructional	0.00	0.00	0.00	0.00	1.00
c. Total	34.81	35.16	37.34	38.70	34.75
d. % of Instructional FTE Tenured	25.85%	29.86%	29.46%	37.47%	31.65%
11. <u>Support Staff FTE</u>	2.50	3.21	2.36	2.50	2.37
12. <u>Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)</u>					
a. Avg Credit Hrs (Type A Courses)	22.3	21.1	20.8	20.0	23.3
b. Avg Contact Hrs (Type A Courses)	44.8	45.1	44.4	42.9	49.9
c. Total Headcount (Type B Courses)	52	44	51	70	95
i. Online	0	0	0	0	0
ii. Other	52	44	51	70	95
13. <u>Student FTE/Faculty FTE (State-Funded)</u>	15.58	10.11	9.52	9.49	11.10
	542.37	355.53	355.40	367.37	385.57
14. <u>Percent of Fall and Spring CHP by Faculty Type (State Funded)</u>					
a. Tenured or Tenure Track Faculty	15.79%	21.09%	18.25%	28.08%	20.65%
chp	2,337	1,983	1,832	2,925	2,308
b. Other Full-time Faculty	19.75%	21.77%	27.93%	20.55%	18.94%
chp	2,922	2,047	2,804	2,141	2,117
c. Part-Time Faculty	64.19%	57.14%	53.82%	51.36%	59.81%
chp	9,498	5,373	5,404	5,350	6,686
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.27%	0.00%	0.00%	0.00%	0.61%
chp	40	0	0	0	68
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	14,797	9,403	10,040	10,416	11,179
15. <u>Program Costs (State-Funded)</u>					
a. Total Cost	\$ 1,957,421	\$ 1,983,505	\$ 2,159,206	\$ 2,126,716	\$ 1,510,515
b. Cost per Credit Hour	\$ 120.30	\$ 185.97	\$ 202.51	\$ 192.97	\$ 130.59
	16,271	10,666	10,662	11,021	11,567

**METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
ENVIRONMENTAL SCIENCE PROGRAM**

October 2010

Program Description

Metropolitan State College of Denver's Environmental Science Program:

- Offers a Bachelor of Science (BS) in Environmental Science with concentrations in Environmental Chemistry, Ecological Restoration, Environmental Geology, and Water Quality; in addition, Environmental Science offers a Multidisciplinary Concentration
- Prepares students for employment in a variety of environmental careers, and for graduate school
- Prepares students with a Secondary Education Concentration leading to Science Licensure
- Offers Environmental Science and Environmental Studies minors

Program Assessment of Student Learning Outcomes

The Environmental Science faculty developed an initial set of program outcomes and collected pilot data from two courses. The faculty continue to work on curriculum mapping to the program outcomes, articulation of clear criteria for evaluating student work which are linked to the program outcomes, and systematically collecting data using course-embedded assignments. The faculty are exploring program assessment approaches taken by similar departments both within and outside of Metro State in order to learn more about best practices.

Selected Survey Results

Favorable

- Graduates satisfaction with their overall Metro State experience and quality of instruction
- Graduates satisfaction with preparation for postsecondary study
- Graduates satisfaction with preparation in the ability to use and interpret quantitative data

Concerns

- Seniors rated their preparation in working with diverse populations and cultural awareness lower than majors from other programs
- Seniors were not satisfied with instructional facilities, such as classrooms and labs

Strengths Identified Through the Review Process

- A new concentration in Environmental Geology was added. In addition, an Environmental Studies minor focusing on natural science aspects of the field was added while maintaining the Environmental Studies minor which includes more social science aspects.
- Because the Environmental Science degree is interdisciplinary with coursework in Biology, Chemistry, Physics, and Earth Sciences, it is ideal for students pursuing science licensure at the secondary level.
- The program is in the process of forming an external advisory board consisting of professionals in the discipline.
- Two environmental studies courses have been approved to meet the General Studies Level II Natural Science requirement: ENV 1200 *Introduction to Environmental Science* and ENV 1400 *World Resources*.
- The Water Quality concentration takes advantage of specialized facilities at Red Rocks Community College
- Students are required to do an internship, which provides an opportunity to apply knowledge in the field and to make connections between classroom learning and concrete problems being addressed in the community.
- Recently, students started the Metro State Environmental Science Organization, which was recognized by Denver Parks as an influential non-profit organization in the Denver Metro area.
- Demand for the program is high, with an increase from 155 to 255 declared majors from Fall 2005 to Fall 2009, a 65% increase.
- Faculty are very active professionally and have numerous contacts among environmental scientists in the region.

Executive Summary of the Review of the Environmental Science Program

- At the time of the last review, the program had no dedicated faculty members. Two new tenure-track faculty members were hired recently.
- The program requires coursework in geographical information systems (GIS). The department's GIS computer laboratories provide an important resource for environmental science majors.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Plans to procure needed equipment for the planned move to the Science Building.

Plans and Actions: The program received funds with the renovation of the Science Building to equip new classrooms and laboratories. Equipment has been ordered that will facilitate classroom instruction, research, and field work. Once essential equipment is in place, ancillary and expendable equipment can be obtained by the use of student program fees.

- Plans to secure space during the move to the Science Building.

Plans and Actions: Space has been allocated to Environmental Science for classes, labs, and equipment. One of the two Geology classroom/labs will be used for Environmental Science lab classes. An Integrated Science classroom/lab will also be available for Environmental Science labs. A prep room is available between labs that can house Environmental Science equipment and provide space from some research projects. Agreements with other programs, such as Biology, may allow for additional research space. Storage units for equipment is also available on the first floor of the Science Building.

- Three of the concentrations have the majority of their coursework in a different discipline; however, there is not as much involvement from faculty in the other disciplines as would be expected for such an inherently interdisciplinary major.

Recommendation: Environmental Sciences has contacted other departments that contribute to the major and there is some interest in tailoring part of their courses to cover aspects of the Environmental Science major; however, little has been done. Part of the problem lies with the heavy teaching and advising loads of faculty in other majors. Time for faculty involvement from other disciplines needs to be created for greater involvement from faculty in other departments.

- Only two full-time faculty are members completely dedicated to the program, which has 255 majors. Additional tenure-track Environmental Science faculty are needed for a program this size.

Recommendation and actions: Other than replacements for retired faculty during the last 5 years, new faculty tenure-track positions have been given to Environmental Science, a geology position and a new tenure-track position in Environmental Science. A visiting position in geography and an instructor in Environmental Science were hired for the 2010-2011 year. An additional tenure-track faculty member is needed for the program.

- As is also true across the College, faculty professional development activities are limited by the substantial faculty teaching load and limited funding.

Recommendations: With greater emphasis at Metro State for faculty research and increased funding from outside sources, allowances should be made for reduced teaching loads for funded research, faculty supervised student research, and grant writing. Faculty who are research oriented should be allowed to have that aspect be accounted for in faculty evaluation. Those who favor more teaching should be able to have that accounted for in their evaluations.

- The CPRC identified some concerns and recommendations in their review report, including redundancy of ENV 1400 *World Resources* with another course, students perceived lack of preparation in written communication, and registration problems related to courses students must take at Red Rocks Community College.

Plan and Actions: The Environmental Science program will eliminate or change the emphasis of ENV 1400 *World Resources*. The program plans to work with the department of Technical Communications to make a technical writing course available as a general education course in the communications category. Finally, the program is planning to work with the Registrar and the Red Rocks Community College to work out the registration problem for Water Quality students in Environmental Science, or offering the courses at Metro State if additional tenure-track faculty lines are granted.

Program Productivity Measures

Academic Program Review Data

<i>Environmental Science</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>					
a. New Majors	85	76	88	124	146
b. Continuing Majors	116	135	127	143	180
c. New Majors as Percent of Total Majors	42.29%	36.02%	40.93%	46.44%	44.79%
d. Continuing Majors as % Total Majors	57.71%	63.98%	59.07%	53.56%	55.21%
e. Majors by Class Rank					
* Freshmen	35	37	38	47	75
* Sophomores	37	42	48	57	69
* Juniors	55	48	45	68	73
* Seniors	74	84	84	95	109
f. Total Majors	201	211	215	267	326
Concentration Areas					
Environmental Science	103	101	108	152	196
1 Hazardous Material (ENV1)	6	2	1	0	0
2 Water Quality (ENV2)	5	9	9	13	13
3 Ecological Restoration (ENV3)	17	18	19	22	32
4 Environmental Chemistry (ENV4)	7	7	4	7	6
5 Multidisciplinary (ENV5)	49	59	55	55	52
6 Science Licensure Program (ENV6)	14	14	19	18	20
7 Environmental Geology (ENV7)	0	0	0	0	6
8 Geology (LUS4)	0	0	0	0	1
9 Secondary Education (SED3)	0	1	0	0	0
Total	201	211	215	267	326
2. <u>Program Graduates</u>					
a. Number of Native Graduates	4	3	3	5	3
b. Number of Non-native Graduates	13	14	15	15	18
c. Total Number of Graduates	17	17	18	20	21
d. Graduates as a % of Total Majors	8.46%	8.06%	8.37%	7.49%	6.44%
Concentration Areas					
Environmental Science	0	0	0	0	0
1 Hazardous Material (ENV1)	0	1	1	0	0
2 Water Quality (ENV2)	1	2	0	2	2
3 Ecological Restoration (ENV3)	4	2	3	4	4
4 Environmental Chemistry (ENV4)	1	2	0	1	3
5 Multidisciplinary (ENV5)	10	10	11	9	10
6 Science Licensure Program (ENV6)	1	0	3	5	2
7 Secondary Education (SED3)	0	0	0	0	0
Total	17	17	18	21	21
3. <u>Median Credits to Graduation</u>					
a. For All Program Graduates	143.00	147.00	135.50	154.00	141.00
b. For Native Program Graduates	144.00	128.00	158.00	158.00	127.00
4. <u>Program Minors</u>					
a. Declared Minors	0	0	0	0	
b. Graduating Minors	0	0	0	0	

Program Productivity Measures

<i>Environmental Science</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	243	228	306	276	312
Upper Division	0	0	0	72	39
Total - Summer	243	228	306	348	351
b. Fall Semester					
Lower Division	926	1,194	1,489	1,561	1,697
Upper Division	463	434	488	445	637
Total - Fall	1,389	1,628	1,977	2,006	2,334
c. Spring Semester					
Lower Division	978	1,284	1,464	1,767	2,058
Upper Division	315	294	456	582	623
Total - Spring	1,293	1,578	1,920	2,349	2,681
d. Total					
Lower Division	2,147	2,706	3,259	3,604	4,067
Upper Division	778	728	944	1,099	1,299
All Semesters	2,925	3,434	4,203	4,703	5,366
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	27	33	24	156	123
Upper Division	0	0	0	0	0
All Semesters	27	33	24	156	123
7. <u>Full-Year FTE Students</u>					
a. State-funded	97.50	114.47	140.10	156.77	178.87
b. Cash-funded	0.90	1.10	0.80	5.20	4.10
c. Total	98.40	115.57	140.90	161.97	182.97
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	17	20	23	24	30
b. Upper Division	11	11	14	16	19
c. Total	28	31	37	40	49
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	634	827	985	1,111	1,254
b. Upper Division	275	257	329	348	422
c. Total	909	1,084	1,314	1,459	1,676
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	37.3	41.4	42.8	46.3	41.8
b. Upper Division	25.0	23.4	23.5	21.8	22.2
c. Total	32.5	35.0	35.5	36.5	34.2

Program Productivity Measures

10. <u>Faculty FTE (State Funded)</u>					
a. Instructional					
Full-time tenured or tenure track	1.00	1.00	3.00	2.00	2.00
Other full-time	0.00	0.25	0.00	0.00	0.00
Part time	0.70	1.63	1.82	1.60	1.40
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	1.70	2.88	4.82	3.60	3.40
d. % of Instructional FTE Tenured	58.82%	34.72%	62.24%	55.56%	58.82%
11. <u>Support Staff FTE</u>	0.00	0.00	0.00	0.00	0.00
12. <u>Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)</u>					
a. Avg Credit Hrs (Type A Courses)	5.0	7.5	8.5	10.8	8.6
b. Avg Contact Hrs (Type A Courses)	4.3	7.3	9.1	12.2	9.8
c. Total Headcount (Type B Courses)	0	0	0	0	2
i. Online	0	0	0	0	0
ii. Other	0	0	0	0	2
13. <u>Student FTE/Faculty FTE (State-Funded)</u>	57.35	39.75	29.07	43.55	52.61
	97.50	114.47	140.10	156.77	178.87
14. <u>Percent of Fall and Spring CHP by Faculty Type (State Funded)</u>					
a. Tenured or Tenure Track Faculty	3.80%	31.50%	52.66%	50.40%	34.20%
chp	102	1,010	2,052	2,195	1,715
b. Other Full-time Faculty	5.93%	4.49%	0.00%	0.28%	3.53%
chp	159	144	0	12	177
c. Part-Time Faculty	90.04%	64.00%	47.34%	49.32%	62.27%
chp	2,415	2,052	1,845	2,148	3,123
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.22%	0.00%	0.00%	0.00%	0.00%
chp	6	0	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	2,682	3,206	3,897	4,355	5,015
15. <u>Program Costs (State-Funded)</u>					
a. Total Cost	\$ 131,212	\$ 164,847	\$ 212,939	\$ 213,053	\$ 160,627
b. Cost per Credit Hour	\$ 44.86	\$ 48.00	\$ 50.66	\$ 45.30	\$ 29.93
	2,925	3,434	4,203	4,703	5,366

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
HISTORY PROGRAM
October 2010

Program Description

Metropolitan State College of Denver's Department of History:

- Offers a Bachelor of Arts (BA) in History
- Prepares students with a Secondary Education Concentration leading to Social Studies Licensure
- Enables students to obtain a Minor with a concentration in the American West, Twentieth Century Studies, or Regular History
- Offers numerous service courses for the college

Program Assessment of Student Learning Outcomes

The program made substantive changes to its Program Assessment Plan during the 2008-2009 academic year. For the past two years the department has been distributing CAPP Reports to all students in HIS 4010 *Methods of Teaching Social Science: Secondary* and HIS 4820 *Senior Seminar* at the start of the semester. This allows students and faculty to detect and correct degree completion obstacles. The department is following up on new assessment procedures that it piloted last year. The peer review of these procedures offered valuable suggestions as to how the department could improve. These improvements will need to be implemented in conjunction with forthcoming changes in the way that the College assesses the historical component of its General Studies Program.

Selected Survey Results

Favorable

- Graduates satisfaction with awareness of the principal achievements in history
- Graduates satisfaction with awareness of the principal achievements in the humanities

Concerns

- Seniors concern with awareness of the principal achievements in the natural sciences
- Seniors concern with the availability of information about possible careers

Strengths Identified Through the Review Process

- The History program offers a variety of service courses, including courses for the General Studies requirement in the Historical category, associated courses for programs in African American Studies, the Behavioral Sciences, Chicano Studies, and Women's Studies, as well as in support of Teacher Education Programs.
- The curriculum is approved for Secondary Social Studies licensure by the State Board of Education and the Colorado Commission on Higher Education (CCHE).
- The program averaged 108 graduates per year (2004-2008). For the four years from 2005 until 2008 the program ranked 5th among number of graduates throughout the College.
- Twenty-six courses are designated as General Studies courses, with fourteen having been designated for state guaranteed transfer to other public higher education institutions in Colorado.
- Four courses satisfy the College's multicultural graduation requirement.
- Because the program has increased online offerings, students have been able to complete HIS requirements from home or labs.
- While there are few jobs available for historians with only an undergraduate degree, the broad skills developed are relevant to many different occupations.
- According to the consultant, the faculty possess remarkable professional expertise and breadth of specialties that cover the globe.
- The number of tenured/tenure-track faculty increased from 14 to 21 since the previous review.

Executive Summary of the Review of the History Program

Concerns Identified By the Process, Recommendations, and Actions Taken

- Progress can be made toward updating the program curriculum for History.

Plan and Actions: The department has already acted on the committee's recommendations regarding the deletion/archival of courses and converting the History of India into a regular course. The department agreed that it would be best to address the remaining recommendations once the new general studies program is finalized.

- Plan for making *Historical Thinking and Writing* a required or recommended course.

Plan: The department is rethinking this course. It is considering offering it as an optional lower division course which would be limited to prospective or declared history majors. That way the course would be offered at a more suitable point to be of benefit to students who could hone their skills before they took upper division courses. If the course proves successful over the next few years, the department will consider offering additional sections and increasingly encouraging majors to take it.

- Strategies for keeping and/or making class sizes smaller.

Recommendation: The department believes that this trend is somewhat illusory. Class sizes appear to have shrunk because of the addition of online sections, which sometimes are a poor substitute for congregated classes, even large ones. The greatest obstacle to shrinking classes is space on campus. The department has difficulties acquiring an adequate number of rooms at suitable times.

- Plan for hiring additional tenure-track faculty.

Plan: The number of tenure-track faculty has increased substantially since the last review. This increase, along with large class sizes, has reduced somewhat the reliance on affiliate faculty. There is still a need for additional faculty. The department has identified German history as an important area of expertise absent from the current faculty.

- Short-term and long-term plans to provide additional office space.

Plan: Many tenured and tenure-track faculty are currently sharing offices. The shortage of faculty space should be addressed as part of the backfill plans. The department would benefit from a conference room. The planned expansion in 2012, once the student success building is completed, should address most of the department's problems with office space.

Program Productivity Measures

Academic Program Review Data

	<i>History</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>						
a. New Majors		301	297	302	271	342
b. Continuing Majors		500	489	480	330	356
c. New Majors as Percent of Total Majors		37.58%	37.79%	38.62%	45.09%	49.00%
d. Continuing Majors as % Total Majors		62.42%	62.21%	61.38%	54.91%	51.00%
e. Majors by Class Rank						
* Freshmen		141	144	148	107	140
* Sophomores		152	158	126	126	136
* Juniors		192	163	176	145	178
* Seniors		316	321	332	223	244
f. Total Majors		801	786	782	601	698
Concentration Areas						
History		685	672	666	503	586
1 Social Studies Licensure Program (HIS1)		114	114	116	98	112
2 Literature (ENG3)		1	0	0	0	0
3 Secondary Education (SED3)		1	0	0	0	0
Total		801	786	782	601	698
2. <u>Program Graduates</u>						
a. Number of Native Graduates		34	46	35	45	57
b. Number of Non-native Graduates		94	70	76	81	66
c. Total Number of Graduates		128	116	111	126	123
d. Graduates as a % of Total Majors		15.98%	14.76%	14.19%	20.97%	17.62%
Concentration Areas						
History		113	103	89	112	107
1 Social Studies Licensure Program (HIS1)		14	12	23	14	16
2 Photojournalism (JRN2)		1	0	0	0	0
3. <u>Median Credits to Graduation</u>						
a. For All Program Graduates		130.00	130.00	129.00	131.00	130.00
b. For Native Program Graduates		127.50	125.00	129.00	127.00	128.00
4. <u>Program Minors</u>						
a. Declared Minors		167	178	186	170	190
b. Graduating Minors		46	44	70	50	61

Program Productivity Measures

<i>History</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	1,014	675	780	714	1,407
Upper Division	381	354	487	501	508
Total - Summer	1,395	1,029	1,267	1,215	1,915
b. Fall Semester					
Lower Division	10,623	10,668	11,061	10,293	11,145
Upper Division	4,254	4,110	4,455	4,244	4,484
Total - Fall	14,877	14,778	15,516	14,537	15,629
c. Spring Semester					
Lower Division	8,112	7,875	7,512	8,781	9,126
Upper Division	3,759	3,930	4,254	4,554	4,422
Total - Spring	11,871	11,805	11,766	13,335	13,548
d. Total					
Lower Division	19,749	19,218	19,353	19,788	21,678
Upper Division	8,394	8,394	9,196	9,299	9,414
All Semesters	28,143	27,612	28,549	29,087	31,092
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	354	543	441	375	333
Upper Division	1,767	1,326	1,101	855	822
All Semesters	2,121	1,869	1,542	1,230	1,155
7. <u>Full-Year FTE Students</u>					
a. State-funded	938.10	920.40	951.63	969.57	1,036.40
b. Cash-funded	70.70	62.30	51.40	41.00	38.50
c. Total	1,008.80	982.70	1,003.03	1,010.57	1,074.90
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	177	180	183	186	216
b. Upper Division	90	85	98	104	102
c. Total	267	265	281	290	318
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	6,201	6,137	6,184	6,346	6,727
b. Upper Division	2,644	2,656	2,889	2,892	2,949
c. Total	8,845	8,793	9,073	9,238	9,676
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	35.0	34.1	33.8	34.1	31.1
b. Upper Division	29.4	31.2	29.5	27.8	28.9
c. Total	33.1	33.2	32.3	31.9	30.4

Program Productivity Measures

10. Faculty FTE (State Funded)

a. Instructional					
Full-time tenured or tenure track	18.00	14.50	16.00	17.00	20.00
Other full-time	4.00	5.00	8.00	8.00	7.00
Part time	10.20	10.49	8.40	8.70	8.70
b. Non-instructional	0.00	2.00	1.50	1.00	1.00
c. Total	32.20	31.99	33.90	34.70	36.70
d. % of Instructional FTE Tenured	55.90%	45.33%	47.20%	48.99%	54.50%

11. Support Staff FTE

	1.50	1.50	1.67	1.34	1.75
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12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)

a. Avg Credit Hrs (Type A Courses)	18.3	15.0	17.4	17.2	15.4
b. Avg Contact Hrs (Type A Courses)	19.6	16.1	18.6	18.5	16.5
c. Total Headcount (Type B Courses)	42	65	19	95	352
i. Online	40	65	17	69	325
ii. Other	2	0	2	26	27

13. Student FTE/Faculty FTE (State-Funded)

	29.13	28.77	28.07	27.94	28.24
	938	920	952	970	1,036

14. Percent of Fall and Spring CHP by Faculty Type (State Funded)

a. Tenured or Tenure Track Faculty	46.15%	43.75%	47.12%	51.10%	48.25%
chp	12,345	11,631	12,855	14,243	14,078
b. Other Full-time Faculty	12.15%	13.64%	22.83%	20.25%	17.14%
chp	3,249	3,627	6,228	5,643	5,001
c. Part-Time Faculty	41.62%	42.55%	30.04%	28.65%	34.32%
chp	11,133	11,310	8,196	7,986	10,014
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.08%	0.06%	0.01%	0.00%	0.29%
chp	21	15	3	0	84
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	26,748	26,583	27,282	27,872	29,177

15. Program Costs (State-Funded)

a. Total Cost	\$ 1,858,309	\$ 1,877,386	\$ 2,124,075	\$ 1,990,221	\$ 1,465,486
b. Cost per Credit Hour	\$ 66.03	\$ 67.99	\$ 74.40	\$ 68.42	\$ 47.13
	28,143	27,612	28,549	29,087	31,092

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
METEOROLOGY PROGRAM
DEPARTMENT OF EARTH AND ATMOSPHERIC SCIENCES
October 2010

Program Description

Metropolitan State College of Denver's Meteorology Program:

- Offers a Bachelor of Science (BS) in Meteorology
- Offers a Meteorology minor
- Prepares students for graduate study in atmospheric and related sciences, and employment in fields including operational meteorology, scientific research, aerospace, and science education.

Program Assessment of Student Learning Outcomes

The Meteorology assessment program has some positive elements from which to expand the assessment process. In particular, there are longitudinal data from an objective exit exam given for 15 years. There are no assessment elements at intermediate stages of the program. Additional embedded assessment measures would be useful.

Selected Survey Results

Favorable

- Graduates satisfaction with availability of clubs related to the major
- Graduates satisfaction with getting extra help in course work
- Seniors satisfaction with faculty advising on course selection and major degree program

Concerns

- Graduates expressed concerns about instructional facilities and equipment
- Seniors identified the lack of giving oral presentations
- Seniors identified the lack of use of the library

Strengths Identified Through the Review Process

- The curriculum meets the rigorous guidelines of the American Meteorology Society (AMS) and the National Weather Service.
- Metro State's program is the only BS degree in meteorology or atmospheric science in Colorado.
- The meteorology program has increased its involvement with the University Corporation for Atmospheric Research (including the National Center for Atmospheric Research) since becoming an Academic Affiliate Member of UCAR in 2007.
- A large proportion of meteorology majors participate in Metro State's Student Chapter of the American Meteorological Society (SCAMS). Several students each year attend the Annual Meeting of the American Meteorological Society, including its student conference. In 2010, for the first time, several students presented their research at the conference.
- As compared to the three year period from 2003-2006 when there were approximately five graduates, each year the average number of graduates during the three year period between 2007 and 2009 was eight.
- One faculty member has served as national chair of the National Weather Association Weather and Forecasting Committee and another co-organized a conference with the mission "to increase Latino involvement in weather and climate science in order to enhance the diversity of the Science, Technology, Engineering, and Mathematics (STEM) workforce, broaden participation in the green economy, and ensure equity in adapting to and mitigating climate change."
- The Science Building expansion has for the first time provided the program with a computer lab of sufficient size to permit more than just the smallest classes to use the lab.

Executive Summary of the Review of the Meteorology Program

Concerns Identified By the Process, Recommendations, and Actions Taken

- Plans to procure updated and technical weather measuring equipment.

Actions: Laboratory upgrades associated with the Science Building renovation is a state-of-the-art UNIX computer lab with access to real-time and archived weather data and sophisticated weather display software. Having a computer lab large enough to teach a class of 26 students addresses the major concern for Meteorology. The program was also able to order two comprehensive data logger systems with various research-quality sensors for approximately \$10,000.

- Plan for hiring a computer laboratory technician.

Recommendation, Plan and Actions: One staff member from the IT Department has been assigned to assist with all of the departmental computer labs in LAS, but the intermittent nature of his involvement is not conducive to improving the system. Two Meteorology faculty members also contribute substantial time to maintenance of the computer network. The IT staff member is interested in attending (free) workshops in Boulder to better understand the UNIDATA data and networking software. UNIDATA software is provided free, supported by the National Science Foundation.

- Plan to address office staff limitations.

Recommendation, Plans and Actions: One program assistant supports sixteen full-time faculty members, about 30 affiliate faculty members, three separate major programs, and six disciplines (course prefixes). A recent upgrade from an Administrative Assistant III to a Program Assistant I has been beneficial, but it is still just one person. While EAS is a relatively high priority for increased office staff, few such requests will be approved in the current budget situation. When such an upgrade could be supported, it might be worth exploring whether a second position could be a 9-month appointment, since summer is less demanding. The department has been successful in recruiting additional student workers this semester, which has relieved the workload to some extent.

- Steps taken to secure another tenure-track line.

Action: The program has hired a new tenure-track atmospheric scientist, as a replacement for a tenured faculty member who retired in 2008. The program is once again in compliance with American Meteorological Society guidelines which call for a minimum of three full-time faculty members. She also enhances the gender balance for faculty in the program (the first female tenure-track faculty member in Meteorology) and the department as a whole (now there are three women among thirteen tenured/tenure-track in the Earth and Atmospheric Science Department).

- Proposals submitted regarding a new course in climate change.

Recommendation and Plans: The College Program Review Committee (CPRC) recommended that the program aggressively pursue development of courses in this area. A general studies course on climate change would likely attract students. Departmental faculty are in the process of developing the official syllabus for a 1000-level general studies course on climate change as part of a larger curriculum packet updating current courses. This course will be proposed as a natural science course. However, the social and cultural aspects of the impacts and adaptation strategies related to climate change will add an important global perspective for students in their general studies, so this course may also fit into the global diversity category of the College's revised General Studies program.

Program Productivity Measures

Academic Program Review Data

	<i>Meteorology</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>						
a. New Majors		28	39	31	21	34
b. Continuing Majors		38	46	45	39	38
c. New Majors as Percent of Total Majors		42.42%	45.88%	40.79%	35.00%	47.22%
d. Continuing Majors as % Total Majors		57.58%	54.12%	59.21%	65.00%	52.78%
e. Majors by Class Rank						
* Freshmen		26	25	17	15	21
* Sophomores		10	24	20	15	13
* Juniors		10	10	18	8	10
* Seniors		20	26	21	22	28
f. Total Majors		66	85	76	60	72
Concentration Areas						
Meteorology		66	85	76	60	72
1		0	0	0	0	0
Total		66	85	76	60	72
2. <u>Program Graduates</u>						
a. Number of Native Graduates		0	2	3	2	1
b. Number of Non-native Graduates		4	8	3	8	6
c. Total Number of Graduates		4	10	6	10	7
d. Graduates as a % of Total Majors		6.06%	11.76%	7.89%	16.67%	9.72%
Concentration Areas						
Meteorology		4	10	6	10	7
1		0	0	0	0	0
3. <u>Median Credits to Graduation</u>						
a. For All Program Graduates		139.00	139.00	130.50	134.50	144.00
b. For Native Program Graduates		139.00	139.00	128.00	122.00	121.00
4. <u>Program Minors</u>						
a. Declared Minors		42	40	35	33	28
b. Graduating Minors		11	13	11	10	7

Program Productivity Measures

<i>Meteorology</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	184	149	194	141	159
Upper Division	3	0	3	21	7
Total - Summer	187	149	197	162	166
b. Fall Semester					
Lower Division	716	751	845	889	878
Upper Division	322	366	355	318	388
Total - Fall	1,038	1,117	1,200	1,207	1,266
c. Spring Semester					
Lower Division	821	814	822	1,000	1,009
Upper Division	205	221	336	144	268
Total - Spring	1,026	1,035	1,158	1,144	1,277
d. Total					
Lower Division	1,721	1,714	1,861	2,030	2,046
Upper Division	530	587	694	483	663
All Semesters	2,251	2,301	2,555	2,513	2,709
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	0	0	0	0	0
Upper Division	0	0	0	0	0
All Semesters	0	0	0	0	0
7. <u>Full-Year FTE Students</u>					
a. State-funded	75.03	76.70	85.17	83.77	90.30
b. Cash-funded	0.00	0.00	0.00	0.00	0.00
c. Total	75.03	76.70	85.17	83.77	90.30
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	16	17	18	19	19
b. Upper Division	18	17	16	16	15
c. Total	34	34	34	35	34
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	492	501	536	606	603
b. Upper Division	179	192	215	149	205
c. Total	671	693	751	755	808
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	30.8	29.5	29.8	31.9	31.7
b. Upper Division	9.9	11.3	13.4	9.3	13.7
c. Total	19.7	20.4	22.1	21.6	23.8

Program Productivity Measures

10. Faculty FTE (State Funded)

a. Instructional					
Full-time tenured or tenure track	2.00	3.00	2.00	2.00	2.00
Other full-time	1.00	0.00	0.00	1.00	1.00
Part time	0.80	0.70	1.06	0.96	0.63
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	3.80	3.70	3.06	3.96	3.63
d. % of Instructional FTE Tenured	52.63%	81.08%	65.36%	50.51%	55.10%

11. Support Staff FTE

0.00	0.00	0.00	0.00	0.00
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12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)

a. Avg Credit Hrs (Type A Courses)	25.0	23.7	14.4	16.5	18.0
b. Avg Contact Hrs (Type A Courses)	33.1	31.2	18.5	22.2	22.7
c. Total Headcount (Type B Courses)	4	3	7	4	13
i. Online	0	0	0	0	0
ii. Other	4	3	7	4	13

13. Student FTE/Faculty FTE (State-Funded)

19.75	20.73	27.83	21.15	24.88
75.03	76.70	85.17	83.77	90.30

14. Percent of Fall and Spring CHP by Faculty Type (State Funded)

a. Tenured or Tenure Track Faculty	44.82%	68.08%	61.20%	29.52%	38.81%
chp	925	1,465	1,443	694	987
b. Other Full-time Faculty	31.93%	0.00%	13.32%	29.99%	35.04%
chp	659	0	314	705	891
c. Part-Time Faculty	23.26%	31.92%	25.45%	40.28%	26.15%
chp	480	687	600	947	665
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.00%	0.00%	0.04%	0.21%	0.00%
chp	0	0	1	5	0
Total	100%	100%	100%	100%	100%
Total chp	2,064	2,152	2,358	2,351	2,543

15. Program Costs (State-Funded)

a. Total Cost	\$ 190,490	\$ 229,718	\$ 181,386	\$ 180,685	\$ 134,448
b. Cost per Credit Hour	\$ 84.62	\$ 99.83	\$ 70.99	\$ 71.90	\$ 49.63
	2,251	2,301	2,555	2,513	2,709

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
SOCIAL WORK PROGRAM
October 2010

Program Description

Metropolitan State College of Denver's Social Work Program (SWK):

- Provides comprehensive coursework leading to a Bachelor of Science (BS) in Social Work, building on a solid liberal arts foundation
- Prepares graduates for generalist social work practice so they can provide direct and indirect services to diverse populations
- Is accredited by the Council on Social Work Education (CSWE)
- Offers a minor and a certificate of completion in Family Support in Social Work

Program Assessment of Student Learning Outcomes

The SWK assessment report indicates that SWK4850 *Integrative Seminar* has been deemed unessential as a result of previous assessment reports. The report indicated that the course would be deleted from the curriculum beginning Fall 2010 and the three credits would be allocated to an additional statistics course, an identified area of weakness. The demands to develop curriculum for the Master's in Social Work (MSW) program has delayed this step. SWK should work to achieve these goals as soon as possible.

Selected Survey Results

Favorable

- Seniors satisfaction with the climate in class that encourages active student learning
- Graduates satisfaction with the instruction of full-time faculty
- Seniors satisfaction with the program's academic rigor

Concerns

- Graduates expressed no major concerns in the survey
- Seniors identified no major concerns in the survey

Strengths Identified Through the Review Process

- The curriculum meets the rigorous standards of the CSWE and includes the following content areas in SWK courses: values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education.
- The program offers concentrations which allow students to specialize in the areas of Child Welfare, Developmental Disabilities, Early Intervention, Child and Adolescent Mental Health, Gay and Lesbian, Women, and Aging. The majority of students do not select a specific concentration and are considered generalists.
- The program allows graduates to enter social work graduate programs with advanced standing, thereby completing a (MSW) degree in one year instead of two. The department keeps detailed portfolios on all students. This process is coordinated by the departmental office staff.
- A substantial required field experience component of the social work curriculum prepares students for work in the discipline. Interns are carefully supervised and have opportunities at a large variety of agencies.
- Metro State's Social Work Program is the only undergraduate social work program in the nation accredited for a distance education format.
- Students have a very active chapter of Student Associations of Social Workers (SASW). This group sponsors community service activities designed to enhance student ties to the community and an understanding of the role of social workers in the community.
- The number of tenured/tenure-track faculty members increased from three to seven since the last review, addressing a critical situation several years ago. The new hires add diversity to the departmental faculty, both in terms of gender and ethnicity.

Executive Summary of the Program Review of the Social Work Program

- Program faculty developed a comprehensive proposal for a new MSW degree program which was approved by the Board of Trustees. Approval from the Higher Learning Commission is pending. The faculty have initiated the process for approval by CSWE.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Short-term and long-term plans to provide office space for the program.

Plan: It is not clear that the extra space from the backfill plan will be sufficient to address the needs associated with the new (MSW) program. The Space Plan will provide adequate space for the social work department faculty and staff beginning sometime in 2012. Up until then there are one to three faculty/staff sharing offices. The Chair is in the department “closet.” A new Faculty Recruitment Incentive Program (FRIP) hire is in an office with the administrative assistant. Advising by faculty sharing offices is problematic regarding confidentiality. Accreditation standards require that the Chair/Director of the MSW Program, Director of the BSW Program, Field Director of the BSW and Field Director of the MSW have private offices that allow for private conversations with students. At the moment, all four have private offices.

- Plan for hiring additional tenure-track faculty and staff relating to a MSW.

Recommendation, Plans and Actions: According to the MSW new degree proposal, five new faculty positions and two new full-time staff positions will be needed by 2013-14 to meet the needs of both the BSW and the MSW students. These positions will be needed as MSW enrollments are met. In addition, SWK will need to hire one tenure-track faculty and one FRIP faculty for Fall 2011. In Fall 2010, SWK was able to hire a FRIP. Although the MSW Program will cap enrollments by accepting a set number of the best student who apply, the BS Program has never participated in turning away minimally qualified students. SWK has begun to explore creating more stringent acceptance criteria for the BSW students. This conversation will take place in Fall 2010 with a goal to activate the new acceptance guidelines in Spring 2011.

- Steps taken to manage faculty teaching loads as the MSW program becomes operational.

Recommendation and Plan: Development of MSW courses will require work that is in addition to normal faculty expectations. Additional compensation from the College is warranted. If not compensation, then documentation to be included in the faculty dossiers should be provided. The Chair will evaluate the possibility of using some of the stimulus operating budget for MSW program development to compensate faculty. The expectations for the graduate students’ written assignments will be greater in terms of complexity and length. The grading time for these written assignments will be increased. The Social Work Department has asked that the faculty workload be reduced for this reason. Adjusting faculty workloads by giving graduate classes more weight than the actual number of credits taught would be helpful. If reducing the teaching loads would increase the faculty costs, this could be offset by tuition adjustments i.e., tuition could be raised by a percent to make up the shortfall. It is the opinion of the SWK faculty that the tuition rate is low for MSW education and could easily be increased. Because graduate students are only charged for 12 credits when they are required to take 15, a second way to pay for the shortfall would be to charge full-time students for 15 credits. SWK is aware that these suggestions are beyond the department’s authority.

- Plans for maintaining the high quality of the BSW program once the MSW program is established.

Recommendation and Plans: While this is possible it is unlikely. The lead faculty for the specific BSW social work content areas will expand their role to include MSW course content in their content area. The department has established a “permanent” pool of affiliate faculty who have taught in the BSW program for years. These BSW affiliate faculty will remain with the BSW program and new affiliate faculty will be identified for the MSW program. This process has already begun as the lead faculty by MSW content teams in different areas. The Council on Social Work Education Accreditation Standards require a full-time faculty/student ration of 1:25 for the BSW program and 1:12 for the MSW program. These rations will be maintained for both programs have been considered in the hiring pattern for the future.

Program Productivity Measures

Academic Program Review Data

<i>Social Work</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>					
a. New Majors	166	203	152	158	183
b. Continuing Majors	150	183	199	217	202
c. New Majors as Percent of Total Majors	52.53%	52.59%	43.30%	42.13%	47.53%
d. Continuing Majors as % Total Majors	47.47%	47.41%	56.70%	57.87%	52.47%
e. Majors by Class Rank					
* Freshmen	81	96	90	85	93
* Sophomores	68	86	71	82	85
* Juniors	81	98	90	91	84
* Seniors	86	106	100	117	123
f. Total Majors	316	386	351	375	385
Concentration Areas					
Social Work	270	330	310	330	335
1 Child Welfare (SWKA)	18	24	17	22	26
2 Development Disabilities (SWKB)	4	3	1	0	2
3 Early Intervention (SWKC)	5	5	2	3	0
4 Child and Adolescent Mental Health (SWKD)	11	8	8	13	15
5 Gay & Lesbian (SWKE)	1	1	1	1	1
6 Women (SWKF)	5	8	6	2	3
7 Aging (SWKG)	2	7	6	4	3
Total	316	386	351	375	385
2. <u>Program Graduates</u>					
a. Number of Native Graduates	10	12	6	10	8
b. Number of Non-native Graduates	35	49	31	50	38
c. Total Number of Graduates	45	61	37	60	46
d. Graduates as a % of Total Majors	14.24%	15.80%	10.54%	16.00%	11.95%
Concentration Areas					
Social Work	25	38	25	40	20
1 Child Welfare (SWKA)	12	10	4	11	13
2 Development Disabilities (SWKB)	1	2	1	0	2
3 Early Intervention (SWKC)	0	2	0	2	0
4 Child and Adolescent Mental Health (SWKD)	5	4	2	4	8
5 Gay & Lesbian (SWKE)	0	0	0	0	0
6 Women (SWKF)	2	3	2	2	1
7 Aging (SWKG)	0	2	3	1	2
Total	45	61	37	60	46
3. <u>Median Credits to Graduation</u>					
a. For All Program Graduates	127.00	126.00	124.00	126.00	127.00
b. For Native Program Graduates	121.50	122.00	124.50	122.00	134.00
4. <u>Program Minors</u>					
a. Declared Minors	0	0	0	0	0
b. Graduating Minors	0	0	0	0	0

Program Productivity Measures

<i>Social Work</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	93	140	131	143	135
Upper Division	112	156	262	165	124
Total - Summer	205	296	393	308	259
b. Fall Semester					
Lower Division	421	458	447	439	513
Upper Division	1,444	1,673	1,678	1,702	1,615
Total - Fall	1,865	2,131	2,125	2,141	2,128
c. Spring Semester					
Lower Division	285	332	339	361	355
Upper Division	1,693	1,853	1,929	1,975	1,942
Total - Spring	1,978	2,185	2,268	2,336	2,297
d. Total					
Lower Division	799	930	917	943	1,003
Upper Division	3,249	3,682	3,869	3,842	3,681
All Semesters	4,048	4,612	4,786	4,785	4,684
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	0	0	0	0	67
Upper Division	0	0	0	0	0
All Semesters	0	0	0	0	67
7. <u>Full-Year FTE Students</u>					
a. State-funded	134.93	153.73	159.53	159.50	156.13
b. Cash-funded	0.00	0.00	0.00	0.00	2.23
c. Total	134.93	153.73	159.53	159.50	158.37
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	15	17	16	16	17
b. Upper Division	60	66	68	66	62
c. Total	75	83	84	82	79
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	284	336	334	348	376
b. Upper Division	854	943	969	992	987
c. Total	1,138	1,279	1,303	1,340	1,363
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	18.9	19.8	20.9	21.8	22.1
b. Upper Division	14.2	14.3	14.3	15.0	15.9
c. Total	15.2	15.4	15.5	16.3	17.3

Program Productivity Measures

10. <u>Faculty FTE (State Funded)</u>					
a. Instructional					
Full-time tenured or tenure track	3.00	3.00	4.00	5.00	6.00
Other full-time	2.00	3.00	3.00	4.00	3.00
Part time	4.42	5.57	5.56	3.80	4.43
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	9.42	11.57	12.56	12.80	13.43
d. % of Instructional FTE Tenured	31.85%	25.93%	31.85%	39.06%	44.68%
11. <u>Support Staff FTE</u>	1.00	1.00	1.00	1.00	1.32
12. <u>Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)</u>					
a. Avg Credit Hrs (Type A Courses)	12.3	11.8	9.3	7.6	7.5
b. Avg Contact Hrs (Type A Courses)	13.6	12.9	10.3	8.5	8.4
c. Total Headcount (Type B Courses)	128	123	167	276	233
i. Online	87	102	128	184	194
ii. Other	41	21	39	92	39
13. <u>Student FTE/Faculty FTE (State-Funded)</u>	14.32	13.29	12.70	12.46	11.63
	134.93	153.73	159.53	159.50	156.13
14. <u>Percent of Fall and Spring CHP by Faculty Type (State Funded)</u>					
a. Tenured or Tenure Track Faculty	15.95%	13.95%	17.48%	22.11%	30.10%
chp	613	602	768	990	1,332
b. Other Full-time Faculty	17.38%	19.51%	20.53%	18.83%	18.85%
chp	668	842	902	843	834
c. Part-Time Faculty	52.41%	56.90%	53.54%	49.14%	44.59%
chp	2,014	2,456	2,352	2,200	1,973
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	14.26%	9.64%	8.45%	9.92%	6.46%
chp	548	416	371	444	286
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	3,843	4,316	4,393	4,477	4,425
15. <u>Program Costs (State-Funded)</u>					
a. Total Cost	\$ 502,025	\$ 611,382	\$ 700,557	\$ 719,107	\$ 551,038
b. Cost per Credit Hour	\$ 124.02	\$ 132.56	\$ 146.38	\$ 150.28	\$ 117.64
	4,048	4,612	4,786	4,785	4,684

METROPOLITAN STATE COLLEGE OF DENVER
EXECUTIVE SUMMARY OF THE PROGRAM REVIEW OF THE
INDUSTRIAL DESIGN PROGRAM

October 2010

Program Description

Metropolitan State College of Denver's Industrial Design Program:

- Offers comprehensive coursework leading to a Bachelor of Science (BS) in Industrial Design
- Prepares its graduates to enter their profession by offering courses which meet the needs of the Industries the department serves
- Offers an Industrial Design minor

Program Assessment of Student Learning Outcomes

The Industrial Design department received the first ever Metro State Assessment Excellence award during the 2008-09 academic year. This award represents overall achievement in the area of program assessment, including clearly articulated learning outcomes, appropriate and multiple measures of student achievement of those outcomes, and application of findings to program modification and improvement. Specifically, additional writing assignments will be included in appropriate courses, expectations and requirements for sketching and drawing will be increased, and a new course in human factors is being developed. Faculty in the department continue to modify the program assessment activities, in particular aligning the internship evaluation instruments more explicitly with the stated learning outcomes.

Selected Survey Results

Favorable

- Graduates satisfaction with accessibility of faculty
- Graduates satisfaction with instructional facilities and equipment
- Seniors satisfaction with the clarity of degree requirements in advising handouts

Concerns

- Graduates expressed concerns about instruction in 3D modeling and computer design. The National Association of Schools of Art and Design (NASAD) visitors report recommended substituting art-based studio courses in 3D, 2D, and related digital technology skills for some of the technology-based industrial design courses.
- Seniors were not satisfied with the information available about further post-baccalaureate study.

Strengths Identified Through the Review Process

- Industrial Design is accredited by NASAD
- Industrial Design has added a Minor to its program. There is an increasing trend in business to value individuals who have educational backgrounds in both business and a technical field such as Industrial Design.
- The program is active and expanding its role with the Industrial Designers Society of America (IDSA) chapter. Interaction with professional designers occurs through an active chapter, numerous local galleries design venues, guest lectures and field trips.
- Faculty are responsive to the needs of program curriculum and students. In fact, more often than not, they are proactive in their approach to potential issues.
- Program faculty hold sophomore-level portfolio reviews each semester, excluding summer. Students must pass the review, must have maintained a 3.0 grade point average in the major, and must complete a specific list of courses in order to continue in the program. All full-time Industrial Design faculty members evaluate all submitted student portfolios during the review process.
- Space is currently meeting the needs of the program's most important needs.
- Some of the highest priority equipment needs have been addressed through department operating budget and one-time money from Academic Affairs.
- The Department of Industrial Design made several changes to courses in the 2009-10 and 2010-11 *Catalog* listings in order to reflect current professional practice and design education approaches.

Executive Summary of the Review of the Industrial Design Program

Concerns Identified By the Process, Recommendations, and Actions Taken

- In late 2009, NASAD voted to continue Associate Membership, deferring action on Membership.

Recommendation, Plans, and Actions: Institutional leaders from the Office of Academic Affairs, the Schools of Letters, Arts and Sciences and Professional Studies, and the Departments of Art and Industrial Design should meet to determine whether the institution has the resources to address the NASAD concerns. The response to NASAD concerns, written primarily by the Art department since their issues were of foremost concern, was sent forward by the appropriate deadline. The Industrial Design program is in line for additional storage space adjacent to the existing Wood-prototype and fabrication lab by Fall 2013.

- The percentage of IND female students is 22.6 and the percentage of males is 77.4. The high percentage of males is reflective of the industrial design profession.

Recommendation and Plan: The College Program Review Committee (CPRC) recommends expanding outreach to venues such as the Downtown Visual Arts Center to include gender based recruitment. The Program will continue to invite students from Denver area schools' art and technology programs to the annual student design show.

- The CPRC recommended that IND 2690 and IND 3210 be archived or deleted. IND 3770, which has been offered but not taught due to a lack of students with the required prerequisites, should be archived or deleted if it is not anticipated that sufficient students will qualify for the course in the future. Since IND 4090 and IND 4410 have been revised and updated in the current curriculum packet, those courses should be offered with increased marketing efforts.

Plans and Actions: A new course in Digital Visualization has been created and is being taught. The curriculum work is underway to archive IND 3210, IND 3770 and modify IND 2690 to qualify as a Social Science General Studies course with the global designate. IND 4090 and IND 4410 have been revised and updated and will be offered Spring semester 2011 or Summer 2011.

- Inequities exist in faculty teaching loads with studio classes. Faculty teaching more than one studio class often have workloads which exceed 15 contact hours per week.

Recommendation and Plans: The IND department Chair and faculty support the CPRC recommendation that the faculty workload credit for each contact hour of IND studio be increased from 0.5 to 0.75.

- With recent renovations, studio space seems adequate for the existing program, but would not allow for program growth.

Recommendation and Plans: The current situation for housing the rapid prototyping equipment for the department should remain serviceable for the foreseeable future. Studio space may be a concern in the future with increased class size expectations. The department will work to develop a plan to accommodate increased space needs and work to identify potential sources of additional space. The backfill plan for the Technology Building in 2013 offers some hope for resolution of this issue.

- Numerous capital requests have been approved by the Dean and Academic Affairs over the past few years, using one-time funds. It may make sense to review the process for planning for future needs, since additional equipment will be needed to maintain and improve the program.

Plan and Actions: The current equipment needs of the program have been addressed with one time money for the fall semester 2010. An equipment inventory with lifespan/recommended replacement dates has been sent forward to Academic Affairs. Ongoing regular and emergence maintenance of equipment is currently supported by program fee money. There is a contingency fund built into the current amount collected from program fees for this purpose. This requires the continued allowance of rolling money forward in that account from year to year to build the contingency fund.

Program Productivity Measures

Academic Program Review Data

	<i>Industrial Design</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
1. <u>Program Majors</u>						
a. New Majors		86	88	80	82	110
b. Continuing Majors		165	177	177	162	159
c. New Majors as Percent of Total Majors		34.26%	33.21%	31.13%	33.61%	40.89%
d. Continuing Majors as % Total Majors		65.74%	66.79%	68.87%	66.39%	59.11%
e. Majors by Class Rank						
* Freshmen		44	49	52	41	49
* Sophomores		57	64	49	50	52
* Juniors		49	48	51	56	58
* Seniors		101	104	105	97	110
f. Total Majors		251	265	257	244	269
Concentration Areas						
Industrial Design		250	265	257	244	269
1 Painting - Art (AR12)		1	0	0	0	0
Total		251	265	257	244	269
2. <u>Program Graduates</u>						
a. Number of Native Graduates		6	6	4	6	7
b. Number of Non-native Graduates		14	21	15	20	22
c. Total Number of Graduates		20	27	19	26	29
d. Graduates as a % of Total Majors		7.97%	10.19%	7.39%	10.66%	10.78%
Concentration Areas						
Industrial Design		20	27	19	26	29
1 Painting - Art (AR12)		0	0	0	0	0
3. <u>Median Credits to Graduation</u>						
a. For All Program Graduates		141.50	149.00	144.00	143.00	150.00
b. For Native Program Graduates		132.00	141.00	131.50	133.50	129.00
4. <u>Program Minors</u>						
a. Declared Minors		0	0	0	0	6
b. Graduating Minors		0	0	0	0	1

Program Productivity Measures

<i>Industrial Design</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>
5. <u>Credit Hour Production (State-Funded)</u>					
a. Summer Semester					
Lower Division	0	63	26	33	33
Upper Division	104	149	204	120	141
Total - Summer	104	212	230	153	174
b. Fall Semester					
Lower Division	785	741	867	824	798
Upper Division	716	598	565	630	722
Total - Fall	1,501	1,339	1,432	1,454	1,520
c. Spring Semester					
Lower Division	647	655	743	808	813
Upper Division	687	746	702	625	657
Total - Spring	1,334	1,401	1,445	1,433	1,470
d. Total					
Lower Division	1,432	1,459	1,636	1,665	1,644
Upper Division	1,507	1,493	1,471	1,375	1,520
All Semesters	2,939	2,952	3,107	3,040	3,164
6. <u>Credit Hour Production (Cash-Funded)</u>					
Lower Division	276	332	241	132	120
Upper Division	250	272	256	251	289
All Semesters	526	604	497	383	409
7. <u>Full-Year FTE Students</u>					
a. State-funded	97.97	98.40	103.57	101.33	105.47
b. Cash-funded	17.53	20.13	16.57	12.77	13.63
c. Total	115.50	118.53	120.13	114.10	119.10
8. <u>Number of Classes Offered (Fall and Spring Semesters)</u>					
a. Lower Division	34	34	35	34	34
b. Upper Division	34	33	33	39	35
c. Total	68	67	68	73	69
<u>Number (Duplicated Headcount) of Students (Fall and Spring Semesters)</u>					
a. Lower Division	556	544	614	624	614
b. Upper Division	441	423	397	411	429
c. Total	997	967	1,011	1,035	1,043
9. <u>Average Class Size (Fall and Spring Semesters)</u>					
a. Lower Division	16.4	16.0	17.5	18.4	18.1
b. Upper Division	13.0	12.8	12.0	10.5	12.3
c. Total	14.7	14.4	14.9	14.2	15.1

Program Productivity Measures

10. Faculty FTE (State Funded)

a. Instructional					
Full-time tenured or tenure track	3.00	5.00	4.50	5.00	5.00
Other full-time	1.00	0.00	0.50	0.00	0.00
Part time	2.33	2.29	2.95	3.20	2.05
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	6.33	7.29	7.95	8.20	7.05
d. % of Instructional FTE Tenured	47.39%	68.59%	56.60%	60.98%	70.92%

11. Support Staff FTE

2.00	2.00	2.00	2.00	2.00
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12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)

a. Avg Credit Hrs (Type A Courses)	20.8	21.6	19.7	23.8	23.4
b. Avg Contact Hrs (Type A Courses)	66.9	68.4	52.8	60.8	57.7
c. Total Headcount (Type B Courses)	26	36	37	74	59
i. Online	0	0	0	19	24
ii. Other	26	36	37	55	35

13. Student FTE/Faculty FTE (State-Funded)

15.48	13.50	13.03	12.36	14.96
97.97	98.40	103.57	101.33	105.47

14. Percent of Fall and Spring CHP by Faculty Type (State Funded)

a. Tenured or Tenure Track Faculty	31.53%	61.61%	52.66%	62.59%	66.15%
chp	894	1,688	1,515	1,807	1,978
b. Other Full-time Faculty	28.11%	0.00%	7.82%	0.00%	0.00%
chp	797	0	225	0	0
c. Part-Time Faculty	38.55%	38.39%	39.52%	37.41%	33.85%
chp	1,093	1,052	1,137	1,080	1,012
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	1.80%	0.00%	0.00%	0.00%	0.00%
chp	51	0	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	2,835	2,740	2,877	2,887	2,990

15. Program Costs (State-Funded)

a. Total Cost	\$ 529,603	\$ 588,083	\$ 592,357	\$ 480,768	\$ 365,058
b. Cost per Credit Hour	\$ 180.20	\$ 199.22	\$ 190.65	\$ 158.15	\$ 115.38
	2,939	2,952	3,107	3,040	3,164

AGENDA ITEM IVa: Nicaragua: Land of Lakes and Volcanoes Study Abroad course

BACKGROUND:

The Anthropology department, which is housed in the School of Letters, Arts and Sciences, proposes a three credit hour course titled “Nicaragua: Land of Lakes and Volcanoes” to be offered in Granada and Matagalpa, Nicaragua. The course ANT390 has been approved by the College Committee on International Education, the Office of International Studies, and the Office of Academic Affairs. The Board of Trustees must approve all new study abroad courses.

The proposed course is designed to provide students an opportunity to apply anthropological principles previously learned in the classroom to a cross-cultural understanding of Nicaragua. The course will employ the experiential education model of PRAXIS – Promoting Real Awareness through Cross-Culturally Inspired Scholarship. Students will explore the connections between history, politics, economics, foreign aid, tourism and ecology to further enrich their historical and cultural perspectives. They will examine local Non-Governmental Organizations regarding the ways in which they address issues associated with poverty, particularly focused on women and children. Students will have an opportunity to interact with local Nicaraguans in their day-to-day living situations. Excursions to the Mombacho volcano, the cloud forest, and an organic coffee farm will complement classroom lectures.

Dr. Julie Reyes, Assistant Professor of Anthropology, will lead the course. Dr. Reyes has conducted ethnographic research on social movements in Central America, focusing on the impact of local women’s movements on domestic violence legislation in Nicaragua. Over the past 20 years, she has travelled extensively to Nicaragua and developed important relationships with local organizations and merchants. Dr. Reyes has also worked in West Africa focusing on informed consent issues in clinical research and on providing mentoring and educational opportunities for girls who were physically challenged, orphaned or socially marginalized. Dr. Reyes serves on the American Anthropology Association’s Committee on Human Rights and is the faculty advisor for the Community Health and Social Justice student organization at Metro State.

The program is proposed to run July 16 through July 29, 2011. The program cost to students is anticipated at approximately \$2,930, including room and board, airfare, excursions and tuition. Students are responsible for personal expenses including health or travel insurance. The minimum number of participants is ten students and the maximum number is twelve. Faculty salaries are paid by the Extended Campus office from the tuition collected.

RECOMMENDATION:

The Office of Academic Affairs recommends approval of the ANT 390 Nicaragua: Land of Lakes and Volcanoes course.