METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES COMMITTEE MEETINGS
Wednesday, February 1, 2012
1:00 p.m. – 4:30 p.m.

Tivoli 329

Academic & Student Affairs Committee: 1-4p.m.

Finance Committee: 3-4:00 p.m.

Board Governance Committee: 4:00-4:30 p.m.

METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Thursday, February 2, 2012
8:00 a.m. – 9:00 a.m. Executive Session
9:00 a.m. - Noon Public Meeting
Tivoli Center-Room 320

I.   **CALL TO ORDER**

II. **EXECUTIVE SESSION**

Executive Session may be held to (1) obtain legal advice concerning pending or imminent litigation, specific claims or grievances or legal advice on specific legal questions, confidential pursuant to C.R.S. § 24-6-402(3) (a) (II) (2011) and (2) legal advice concerning consideration and appointment of an employee, confidential pursuant to C.R.S. § 24-6-402- (3) (b) (I) (2011).

III. **CONSENT AGENDA**
   A. Approval of December 1, 2012 Board Meeting Minutes
   B. Approval of January 6, 2012 Special Board Meeting Minutes
   C. Approval of January 18, 2012 Special Board Meeting Minutes
   D. Office of Human Resources report of personnel actions which have occurred since the last Board Meeting on December 1, 2011.
   E. Tenure Recommendation

IV. **REPORTS**
   A. Chair's Report: Chair Rob Cohen
   B. President's Report: Dr. Stephen Jordan
   C. Legislative Report: Capstone Group, LLC
   D. AHEC Board Report: Dr. Stephen Jordan
   E. Foundation Report: Trustee Bill Hanzlik
   F. Finance Committee Report: Natalie Lutes, Vice President of Administration, Finance and Facilities on behalf of Trustee Robinson
   G. Academic and Student Affairs Committee Report: Trustee Michelle Lucero
   H. Strategic Name Initiative Committee Report: Trustee Terrance Carroll
       1. Approval of November 2, 2011 Meeting Minutes
       2. Approval of November 30, 2011 Meeting Minutes
   I. Board Governance Committee: Trustee Melody Harris
   J. Student Government Report: Student Government Assembly President Jesse Altum
   K. Faculty Senate Report: Dr. Kamran Sahami
   L. Alumni Report: Eric Peterson

V.   ACTION ITEMS

    A. A Bill Concerning Creating an Optional Category of Tuition at State Institutions of Higher Education (SB 12-015)

    From Academic and Student Affairs Committee
    B. Postsecondary and Workforce Readiness (PWR) High School Endorsed Diploma

VI.   PRESENTATIONS
    A. Rightsizing Final Report (Lutes)

VII.   INFORMATION ITEMS (requires no approval by the Board of Trustees)
    A. Human Resources report of personnel actions for the Board's information which have occurred since the last meeting on December 1, 2011.
    B. Program Review Information

VIII.   PUBLIC COMMENT

IX.   ADJOURNMENT

METROPOLITAN STATE COLLEGE *of* DENVER
Academic & Student Affairs Committee
Wednesday, February 1, 2012
1:00-4:00 p.m.
Tivoli 329

AGENDA

I.   CALL TO ORDER

II.   APPROVAL OF MINUTES
   a.   Approval of November 30, 2011 Academic & Student Affairs Committee Meeting Minutes

III.   ACTION ITEMS
   a.   Postsecondary and Workforce Readiness (PWR) High School Endorsed Diploma

IV.   INFORMATION ITEMS
   a.   Program Review One-Year Follow-Up – Sheila Thompson
   b.   Program Review Reports and 2012-13 Schedule – Sheila Thompson
   c.   First Year Success Update – Vicki Golich
   d.   Handbook for Professional Personnel – Vicki Golich

V.   REQUEST FOR FUTURE AGENDA ITEMS

VI.   ADJOURNMENT

METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Finance Committee
February 1, 2012
3:00-4:00 p.m.
Tivoli 329

Agenda

I.   CALL TO ORDER

II.   APPROVAL OF MINUTES

November 30, 2011 Finance Committee Minutes

III.   DISCUSSION ITEMS

    A. KPMG FY2010-11 Audit Report
    B. FY2011-12 2nd Quarter Financial Report
    C. Scorecard/Dashboard Update

IV.   OTHER

V.   ADJOURNMENT

METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Board Governance Committee
February 1, 2012
4:00-4:30 p.m.
Tivoli 329

Agenda

I.   Call to Order

II.   Approval of Minutes
    A. Minutes to be Approved - June 13, 2011 Board Infrastructure Committee
    B. Minutes to be Approved – September 7, 2011 Board Infrastructure Committee

III.   Discussion concerning Board Policy Manual Revisions
    A. Suggested revisions from the Finance Committee
    B. Suggested revisions from the Academic and Student Affairs Committee

IV.   Updates
    A. Report on Digitization Project
       i.   Proposal for platform creation to house digitized records

V.   New Business

VI.   Adjournment

METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Wednesday, December 1, 2011
Board Minutes

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CALL TO ORDER
The Board of Trustees meeting was **called to order** at 7:44 a.m. by Board Chair Cohen. He was joined by Vice Chair Michelle Lucero, Trustee Bookhardt, Trustee Hanzlik, Trustee Carroll, Trustee Harris, Trustee Robinson, Faculty Trustee Kottenstette, Student Trustee LaBrue and Alumni Representative Petersen. President Jordan and Board Secretary Loretta P. Martinez were also in attendance, along with various faculty, administrators and staff. Assistant Attorney Generals J. Salazar and E. Weston were also present.

EXECUTIVE SESSION
Chairman Cohen read the Trustees into **Executive Session**, and asked for a motion. Trustee Carroll moved with a second by Trustee Hanzlik. The motion was unanimously approved and the Board entered into Executive Session at 7:45 a.m.

APPROVAL OF MINUTES
The meeting **reconvened in public session** at 9:26 a.m. with the first order of business being the **approval of the Consent Agenda**. Chairman Cohen asked for a motion to approve. Trustee Harris moved, with a second by Trustee Robinson. The motion was unanimously approved.

REPORTS
CHAIR'S REPORT
The meeting moved forward to the **Board Chair's Report**. Chairman Cohen reported that:
- The Board Retreat was very successful, and strategic discussion items emerged for the benefit of the institution
  - Specific action items will be addressed
- Acknowledgement of the service of Trustee Garcia Berry, whose term is up this month. He then advised the Board that Trustee Garcia Berry was not present due to a death in the family and a card had been sent on behalf of the Board
  - Thanks given to Trustee Garcia Berry for all she has provided to the Board and to AHEC
  - The Governor's office will appoint a new Trustee and the process is underway
  - A celebration will be held at a future date
  - Dr. Jordan advised that Trustee Garcia Berry has been instrumental since the inception of the BOT and had a significant role in the planning and implementation of both the Student Success Building and the Hotel/HLC Building
    - She led the master plan committee
    - She worked diligently to see these buildings advance

PRESIDENT'S REPORT
Chairman Cohen then asked for the **President's Report,** which began with Dr. Jordan giving a small token of appreciation to each Trustee from him and Mrs. Jordan. He reported that:
- A gift to the Foundation has been made from each Trustee by himself and Mrs. Jordan
  - Chairman Cohen advised that each Trustee can contact the Foundation and allocate their gift as it is was not dedicated to any one specific purpose
- Update on his trip to DC
  - Attended 17 meetings in 2 day period

- o Met every member of delegation
- o Had three separate meetings with FAA related to 3 separate programs in Aviation Department
- o Met with staff at House Education Committee
- o Also met with the Special Assistant to the Undersecretary regarding Federal Pell Grants and other issues
- Update on the search for the Vice President of Advancement

LEGISLATIVE REPORT
Chairman Cohen then asked for the **Legislative Report**, which was presented by Christine Staberg, Capstone Group, LLC.   Ms. Staberg provided the following brief updates:
- Legislation has been focused already, especially on district boundaries
- Policy bills are still shaking out and will be forthcoming
- Higher education – 14 draft bills expected to be introduced so far
- JBC – come into session and meeting all day everyday
  - o Higher education budget will be reviewed tomorrow
  - o Dr. Jordan and Trustees will report back to JBC on December 19th

AHEC REPORT
Chairman Cohen then moved forward to the **AHEC Report**, which was provided by President Jordan on behalf of Trustee Garcia Berry. President Jordan reported that the last AHEC meeting had been cancelled and the AHEC retreat will be happening next week, with the focus of rethinking of the master plan as it relates to the neighborhood. This conversation will impact Metro, and all CEO's are excited about this.

FOUNDATION REPORT
Chairman Cohen then called for the **Foundation Report** by Trustee Hanzlik, who provided the following highlights:
- Name change was discussed
- Review of the Urban Leadership Program
- Scholarships are currently funding approximately 30 students
- Total assets of the Foundation are approximately 12.5 million
- Marriott Foundation Gift was discussed and the first installment has been received
- The Foundation was give a PPT presentation update on the Hotel/HLC
- Two new Associate Directors of Development have been hired

FINANCE COMMITTEE REPORT
Chairman Cohen then called for the **Finance Committee Report.** Trustee Robinson provided the following highlights:
- Two items were presented to the Finance Committee and will be discussed later
  - o The Rightsizing update will be presented later in the meeting the entire Board
  - o Highlighted annual efforts to Masters in Accountancy, who conducted an internal audit in four areas
    - ▪ Student accounts
    - ▪ Procurement accounts (under 5 k)
    - ▪ Overall purchasing process (over 5 k)
    - ▪ Banner system
- Action item that came out of the October 2011 retreat
  - o Inspect cost of tuition rate change for unclassified students

- Analysis prepared for review by Finance Committee
- Finance Committee will update the Board when this issue comes to fruition
- Reviewed Daz Bog lease which will also be presented to the full Board today as an Action Item
- Reviewed upcoming budget
- Masters programs – enrollment is up significantly
  - Loans of 62k will be paid in full due to the to the enrollment increase
  - Will be net positive soon, making money through this program
  - Will have 50 master graduates this spring with 5 graduates in December

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
This concluded the Finance Committee Report and Chairman Cohen called for the **Academic and Student Affairs Committee Report.** Trustee Lucero provided the following highlights:
ASA – Michelle
- Efficient but fruitful meeting
  - New study abroad programs (6) plus new arts programs will be presented later
  - Next meeting ASA Committee meeting will be lengthy due to the Program Review Update and update on 1st Year Success Program and neighborhood classroom components
    - Encourage BOT members to attend – will be important for all to hear
- Finance presentation by master's students was impressive and thorough
- The next ASA Committee meeting will address the governance component to look at issues in relation to revamping the Trustee Handbook and determine what truly falls under board approval, as requested by Board Governance Committee Chair Harris

STRATEGIC NAME INITIATIVE COMMITTEE (SNIC)
Chairman Cohen called for the **Strategic Name Initiative Committee Report.** Trustee Carroll provided the following highlights:
- Presentation by Corona Insight will come later in the meeting
- Another round of research was reviewed by the committee with ongoing discussion within the committee, and other interested parties such as the General Assembly and Student Government
- The Board met and now has a commitment to some core principals which will be presented and open for discussion later, after the presentation

BOARD GOVERNANCE COMMITTEE
Chairman Cohen then called for the **Board Governance Committee Report.** Trustee Harris provided the following highlights:
- The Board Governance Committee conceded the majority of its time to the other committees
- A request by this Committee was made to the other two committees to review specific sections of the Board of Trustees Manual and the Handbook for Professional Personnel
  - Recommendation from each committee will be given to Board Governance ie: moving forward with revamping the policy manual and handbook

STUDENT GOVERNMENT REPORT
Chairman Cohen thanked Trustee Harris and then called for the **Student Government Report**, presented by Student Government Assembly President, Jesse Altum, who provided the following highlights:
- SGA has been working diligently to understand what the student population would prefer regarding the name change
  - Runners Program was established to survey students

- o SGA met with Trustee Carroll and AVP Lucas to garner an understanding of what the SNIC was hoping to accomplish
  - o Last year Resolution 11-08 was passed in support of Denver State University
    - ▪ Recent Runners survey showed continued support of DSU
      - 212 responses
      - 63% in favor of the Name Change Initiative
      - 33% against
      - The control name was DSU
      - Based on this response the SGA then passed Senate Resolution 11-58 in continued support of Denver State University
- Parking on campus
  - o As UCD and CCD begin construction student parking is dissolving
  - o There is not an existing strategy to address this so SGA will work on possible proposals

FACULTY SENATE REPORT

Chairman Cohen then moved on to the **Faculty Senate Report** presented by Professor Kamran Sahami, President, who provided the following highlights:

- Work continues on finalizing the grade policy with the hope of fall implementation of the policy
- Also working on the Plus/Minus and Permanent F in relation to the number of withdrawals and how this will be handled
- Intellectual property - group meeting with GC on intellectual property guidelines
- Faculty curriculum committee is working to make sure all general studies, guidelines and coursework are in place for next year

ALUMNI REPORT

Chairman Cohen then called for the **Alumni Report** presented by Alumni Representative Eric Peterson, who provided the following highlights:

- Career services has been busy
  - o Monthly series of career and professional skills seminars will be started
- A Student Alumni Association has been started and is proving to be a great success
- Recent Alumni Group started – thanks to Jerome Davis for donating an Avalanche suite
- Homecoming for 2012 will be the week of February 6th-11th with a reception set for February 10th

ACTION ITEMS

      A.   Naming Opportunity: Marriott Foundation

After Chairman Cohen recused himself from this item, the Board viewed a presentation with discussion and comments following. Trustee Bookhart moved for approval of Action Item A and Trustee Carroll seconded the motion - the item was **approved unanimously** with one recusal**.**

      B.   Daz Bog Business Terms:

Prior to this action item being voted on, Presentation Item VII C, Quick Serve/Red Robin Lease was provided to the Board and they were advised that the HLC @ Metro had already approved this. Discussion and comments followed with Trustee Robinson moving for approval of Action Item B and Trustee Lucero seconded the motion – the item was **approved unanimously**.

      C. through H.: Study Abroad Courses

Prior to Action Items C though H being voted on, brief comments were made by VP Golich at which Trustee Bookhart moved for approval of Action Items C through H and Trustee Lucero seconded the motion – the items were approved unanimously

        I.   Art Department: Bachelor of Arts in Art, Bachelor of Arts in Art History, Theory and Criticism, Bachelor of Fine Arts in Communication Design:
After brief comments and discussion regarding this action item, Trustee Lucero moved for approval of Action Item I and Trustee Carroll seconded the motion - the item was **approved unanimously.**
        J.   Recommendation Regarding Name:
Chairman Cohen Rob framed the issue before the Board. He advised that Metro had secured the bill title where a name can be dropped in at a later date. He stressed that this is not intended to be an action item even though the agenda reflected as such.

Corona Insights presented the results from the Name Change Survey and Interview Findings:
Background on project:
- In February of 2011, testing and community outreach were conducted on four potential names:
  - University of Central Colorado
  - Denver State University
  - Metropolitan State University of Denver
  - Metropolitan State College of Denver
- That study identified two strong options:
  - Denver State University
  - Metropolitan State University of Denver

Why this new study was conducted:
- Denver State University was proposed. However, the name failed to garner support from some key stakeholders.
  - This study builds on the previous research to test four options:
    - Denver Metropolitan State University
    - Denver State Metropolitan University
    - Metropolitan Denver State University
    - Metropolitan State University of Denver
- Four key goals were assessed with each name:
  - Demonstrate the quality of the College's degree
  - Clarify the College's location
  - Eliminate confusion that Metro State is a community college
  - Make the name more concise
- An online survey was conducted with internal audiences and used both closed and open-ended questions
  - Survey results showed there is strong support for a name change
  - Many felt that "Metropolitan" should be retained in the name

Questions were then fielded by Chairman Cohen from the Board. He then indicated that the current research is just one critical piece that needs to be considered by the Board. He referred to the study by DU, the study completed by Metro's internal faculty regarding confusion on the internet, the original study, and now the current study.

He also stated that as an institution, there is high value placed on relationships with all higher education institutions, and Metro is doing its best to communicate what it is doing and why. Up to the point of picking a name, communication had gone well. When DU expressed concern, meetings were set up – Metro did the reach out to DU, which led to dialogue with them as Metro values DU's perspective. He also reiterated that the Board will not do anything to damage Metro or DU.

Chairman Cohen then spoke in relation to other issues that had an impact on the Board's thinking: legal aspect and the trademark aspect. He called on General Counsel Loretta Martinez to speak to the Board and then called for **Public Comment**.

After comments were received, Chairman Cohen asked for comment from each Trustee, and after these comments were received the Chairman stated that after hearing all comments there were four principals that everyone agrees on:

- Replace the word college with university
- Minimize any legal trademark infringement issues
- Keep the word metropolitan in the name as it reflects Metro's heritage
- Have Denver in the name in either the first or second position to more accurately reflect Metro's geographic location

Trustee Robinson moved that the Board of Trustees support those principals and the motion was seconded by Trustee Lucero. Chairman Cohen called for additional discussion and after extensive remarks from the Board, the Chairman called for a vote. He restated the four principals and the **vote was unanimous** in support of these principals.

Chairman Cohen then thanked everyone and advised that the Board tried to take everyone's perspective into consideration during this process and continues to do so.

He then asked that the two remaining presentations on Rightsizing and the Update on Themes/Goals for Strategic Planning be delayed to the February 2012 Board meeting due to the time, and he asked for a motion to adjourn.

 ADJOURNMENT

After a motion by Trustee Carroll and a second by Trustee Hanzlik, the Board Chair officially **adjourned** the meeting at 12:15 p.m.

**METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Friday, January 6, 2012
Special Board Meeting Minutes**

CALL TO ORDER
The Board of Trustees Special Board Meeting was **called to order** at 2:07 p.m. by Board Chair
Cohen. He was joined by Vice Chair Michelle Lucero via phone, Trustee Bookhardt, Trustee
Hanzlik, Trustee Carroll, Trustee Harris via phone, Trustee Robinson via phone, Faculty Trustee
Kottenstette, Student Trustee LaBrue and Alumni Representative Petersen. Senator Guzman and
Representative Duran were also in attendance, and were joined by President Jordan, Board
Secretary Loretta P. Martinez, Ms. Christine Staberg and various faculty, administrators and
staff. Ms. Lisa Osman and Ms. Katina Banks were also present.

UPDATE ON STRATEGIC NAME INITIATIVE
Chairman Cohen introduced Senator Guzman and Representative Duran, Sponsors of Metro's
Name Change Bill, welcomed then and invited them to make remarks.

Senator Guzman introduced herself and indicated she represents District 34, and although Metro
is not in this district, Metro is in her heart and her concerns due to the major work done at Metro
as an institution. She also expressed that this process has been lengthy for all involved. Senator
Guzman plans on continuing with a great deal of respect and energy to support the movement
towards a naming process and to guide this process, and is committed to sponsoring this bill,
hoping it moves forward soon

Representative Duran introduced herself and indicated she was elected to the State
Representative House District 5, which is Metro's district. She advised that she is dedicated to
bringing the naming issue forward in an effort to ensure all Colorado students within her district
as well as students all over Colorado have access to affordable higher education. With all Metro
is doing regarding new programs,   she feels there is no reason why the term university or the
term Denver should not be in Metro's name. Representative Duran stated that Denver is a
beautiful, diverse city and Metro signifies and is part of one of the most important educational
institutions in Denver, and she is very excited to work on this issue.
Chairman Cohen thanked them both for their time and support, and then asked for **Public
Comment,** where a mix of eight (8) students/SGA officers and representatives provided their
insights. Highlights from their comments included:

- Over 100 students wrote letters to state representatives in support of Denver State
  University or if not, to have university in Metro's name
- Students recognize the challenges that are being posed to having Denver and university
  together in a name
- Students want a name that represents Metro as the state college of Denver
- Metro needs the words Denver and university in the name

- The SGA is standing on Denver State University as Metro's new name
  - Denver Metropolitan State University is a 2nd choice
- The international student population perspective is very supportive of having Denver, state and university within Metro's name

EXECUTIVE SESSION
Chairman Cohen thanked everyone on behalf of the board, and then read the Trustees into **Executive Session**, and asked for a motion. Trustee Bookhardt moved with a second by Trustee Carroll. The motion was unanimously approved and the Board entered into Executive Session at 2:34 p.m. **Public session reconvened** at 3:43 pm

Chairman Cohen thanked everyone who waited for the Board to come out of Executive Session, and provided the following comments:
- The Board has been provided with updates from Dr. Jordan, the bill sponsors and representatives on negotiations with the University of Denver
- Additional advice and recommendations has been received from legal counsel with recommendations concerning names
- Additional outreach and research on names may occur
- The Board lost quorum during the meeting and will now have to reconvene in special session in the future to move forward

He advised the audience that their comments were critical and that the Board is attempting to do what is best for Metro, which includes students, faculty, and alumni. The Board is exercising a democratic process and once a decision is made there will be a need for overall support.

ADJOURNMENT
The meeting was adjourned 3:49pm

**METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES
Wednesday, January 18, 2012
Special Board Meeting (Conference Call) Minutes**

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CALL TO ORDER
The Board of Trustees Special Board Meeting Conference Call was **called to order** at 7:47 a.m. by Board Chair Cohen. He was joined via phone by Vice Chair Michelle Lucero, Trustee Hanzlik, Trustee Carroll, Trustee Bookhardt, Trustee Harris, Trustee Robinson, Student Trustee LaBrue, Faculty Trustee Kottenstette, Alumni Representative Petersen, President Jordan, Board Secretary Loretta P. Martinez, Ms. Christine Staberg, AVP Lucas, Ms. Lisa Osman, Ms. Katina Banks, and Ms. Jean Galloway.

EXECUTIVE SESSION
Chairman Cohen read the Trustees into **Executive Session**, and asked for a motion. Trustee Harris moved with a second by Trustee Robinson. The motion was unanimously approved and the Board entered into Executive Session at 7:48 a.m.

ADJOURNMENT
After a motion by Trustee Harris was made with a second by Trustee Robinson, the Board Vice Chair officially **adjourned** the meeting at 8:39 a.m.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's approval which have occurred since the last Board Meeting on December 1, 2011.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of December, 2011. Initial appointments of non-temporary faculty and administrators, tenure, emeritus status, honorary degrees, and sabbatical leaves which require Board approval.

RECOMMENDATION: It is recommended by Metropolitan State College of Denver that the Board of Trustees approve the following appointments.

APPOINTMENTS

Mr. Adam Seth Hempling, Study Abroad Advisor, International Studies, Annual Salary: $40,000.00 – Effective December 1, 2011. (ADMINISTRATIVE)

Mr. Sean Keller, Associate Director of Development-Business and SPS, Annual Salary: $63,600.00 – Effective December 12, 2011. (ADMINISTRATIVE)

Mr. Steve Galpern, Associate Director of Development-LAS and Athletics, Annual Salary: $75,000.00 – Effective December 12, 2011. (ADMINISTRATIVE)

Ms. Amy Tancig, Business and Development Director, CVA, Annual Salary: $79,500.00 – Effective January 3, 2012. (ADMINISTRATIVE)

Mr. Mark Pokorny, Environmental Protection Specialist, Annual Salary: $75,300.00 – Effective January 9, 2012. (ADMINISTRATIVE)

Dr. Erin M. Trapp, Vice President of Advancement & External Relations & Executive Director of the Foundation, Annual Salary: $133,000.00 – Effective January 23, 2012. (ADMINISTRATIVE)

Ms. Melanie Proulx, Project Coordinator, HSP, Annual Salary: $43,307.00 – From 1.00FTE to .65FTE Effective February 1, 2012. (ADMINISTRATIVE)

Dr. Laura McCall, Professor of History, Annual Salary: $69,519.00 – From 1.00FTE to .50FTE Effective February 1, 2012. (TENURED/FACULTY)

AGENDA ITEM: The President and Provost/Vice President of Academic Affairs recommend approval of the following item: Offer of Tenure and Full Professor.

BACKGROUND: Pursuant to §VII.F.6.a & b of the Handbook for Professional Personnel, upon a request of a chair or a department search committee a faculty candidate can be awarded tenure upon appointment. If the tenured faculty members of the department recommend that tenure upon appointment be awarded, that recommendation shall be reviewed by the chair, the dean, and the Vice President for Academic Affairs, who shall each make a recommendation to the President.

RECOMMENDATION: It is recommended by the President of Metropolitan State College of Denver that the Board of Trustees approve the following offer of tenure and Full Professor upon hire.

RECOMMENDATION FOR TENURE

Dr. Collen Colles is recommended for hire with full tenure at the rank of Professor in the Department of Human Performance and Sport, School of Professional Studies.

President's Written Report to the Board

February 2, 2012

Accelerated Nursing Students Score a Perfect 100% Pass Rate

Give a class of students a rigorous test with a whole lot riding on it and chances are not everyone is going to pass. But Metro State's 2011 accelerated nursing students beat the odds. The College learned last week that all 36 graduates in the 2011 class passed the National Council Licensure Examination for Registered Nurses. The 100 percent pass rate was a first for the program.

"Passing the exam demonstrates your competence so that you can launch your nursing career," says the National Council of State Boards of Nursing website.

The perfect score also gave the Nursing Department bragging rights. Of all baccalaureate and associate degree nursing programs in Colorado, Metro State's is the only one to achieve a 100 percent pass rate in 2011, according to the Colorado State Board of Nursing website. Nationally and in Colorado, the average pass rate for the NCLEX-RN exam in the April to September reporting period was 88 percent.

The test includes questions all aspects of nursing: obstetrics, mental health, medical surgical nursing, leadership and management, community health and more, says Nursing Department Chair Barbara Nelson. The national council toughened the test effective last April before the Metro State students took it. "Every so often the national board…revises it to ensure it is rigorous and that it's going to test the competency of nurses coming out of school to make sure they practice good nursing," Nelson says.

When the test gets tougher, nursing schools figure their pass rates will drop. "So, it's sort of an extra acknowledgment of our graduates' ability in terms of being able to pass the exam even in a year when the level of difficulty increased," says Linda Stroup, associate chair of the Nursing Department.

The 17-month accelerated program, which leads to a bachelor's degree in nursing, is for students who already have a non-nursing baccalaureate degree. They are admitted in January and complete the nursing curriculum in four consecutive semesters, including summer. They attend classes, complete laboratory experiences, fulfill clinical requirements and must be available for day, evening and night assignments seven days a week. The tuition is $35,000, but outside employment is strongly discouraged because, as Nelson says in a bit of understatement, "We keep them pretty busy."

Metro State students as a whole consistently do well on the exam (the pass rate was below 86 percent once since 2005). "I think we have wonderful faculty here that care about student success and I think our students are really motivated to do a great job and the combination of the two really stand out," Nelson says.

College Takes Over Services for Interpersonal Violence Victims

Metropolitan State College of Denver has implemented services for students, faculty, and staff who are experiencing sexual abuse/assault and domestic violence issues, following the end of its participation with the Phoenix Center at Auraria.

Until recently, the Phoenix Center had provided victim advocacy, support, and education to victims of interpersonal violence from all three campus institutions. However, with the recent loss of Department of

Justice grant resources, the center, which is a program of the University of Colorado Denver, had asked that Metro State begin paying for the services it offers.

According to Steve Monaco, director of the Health Center at Auraria, to continue the relationship under those new conditions would have meant Metro State would have to charge additional student fees. "And, of course, the College does not want to do that, particularly when we have the capability of providing similar services to our students at basically no additional charge." According to Monaco, the only time when there could be a charge would be in the very rare instance when atypical follow-up testing was recommended. "Although Metro State will not be utilizing the services of the Phoenix Center in the future, the College wants to express its appreciation to the center's dedicated staff for the collaborative work achieved during the past several years," Monaco says.

According to Monaco, the Health Center at Auraria, the Metro State Counseling Center, and the Institute for Women's Studies and Services have developed a "collaborative, multi-dimensional approach to services" for members of the College community who are facing any type of domestic violence or sexual abuse. When applicable, the Office of Judicial Affairs is notified, since violations of the law are also violations of the student code of conduct.

Anyone experiencing these kinds of personal issues is encouraged to drop by or call for an appointment with one of the participating departments, each of which has a designated primary contact person. In addition, victims can also access community resources.

New Federal Financial Aid Rules Require Faculty's Assistance

New federal mandates have gone into effect, and faculty members are being called upon to help the College meet new requirements for federal Title IV financial aid programs.

Roughly 60 percent of Metro State students receive Title IV money for their education (Pell Grant, TEACH Grant, Federal Stafford Loans and Federal Supplemental Educational Opportunity Grant). The support is based on financial need and the expectation the student will regularly attend classes.
A student who withdraws officially (via MetroConnect) or unofficially (by choosing to not return to class) before 60 percent of the semester is completed must refund the unused portion of their Title IV aid to the government.

That's where faculty members—many who have been involved in a similar process previously—come in.
In the past, if a student failed out of all their courses, the Registrar's Office would make contact with faculty to help determine a student's eligibility for financial aid. But now, the office needs to know the last record of class participation or attendance for any F that is recorded.

"If a student has earned a U, UE or F grade for any reason, we need the faculty to document this student's last date of attendance in class," says Paula Martinez, the College's registrar. "The last date of attendance must be submitted at the end of each semester when you enter your grades online. You will not be able to submit grades for your entire class if you assign a failing grade and do not document the student's last date of attendance."

Full information on grade reporting can be found on the website for the Office of the Registrar. A failing grade alerts the Financial Aid Office to take a close look at the student's record. "We need the last day of attendance because if a student has an 'F' and this student went to class and did the homework, and took the exams and tried their hardest but truly just flunked out of the class they are still eligible for that financial aid," says Judi Diaz Bonacquisti, associate vice president of enrollment services. "If they just quit going to class

after two weeks…they are now responsible to pay that money back." Diaz Bonacquisti acknowledges the new rules are more labor-intensive for faculty and, especially, the Financial Aid Office. But, the stakes are high for the College.

According to the new regulations, not capturing the last date of attendance for 'earning' or 'not earning' the 'F', could result in a heavy fine that must be paid to the federal government or may jeopardize Metro State's ability to receive Title IV funds in the future. The short-term goal is to comply with the new rules. "Long-term, I really hope we can develop a system of proactive student intervention….where faculty could identify students who appeared to be struggling, not attending class early in the semester, and we had adequate staff to reach out to these students, Diaz Bonacquisti says. Policies and procedures for these, and other federal mandates, will continue to be developed.

Metro State Students' Project Aims to Make Places More Accessible for the Blind

You're in a checkout line and want to pay with your debit card, but you can't see the number pad. You might have to give out your pin so someone else can punch it in. Or you need to get cash from an ATM but you have trouble navigating the touch screen because you're blind.

Addressing frustrations like these in a positive way is the aim of a joint effort by Metro State communication design students and the Colorado Center for the Blind in Littleton. Called "blind spot," the project will use business cards, postcards, posters and other design elements, plus a yet-to-be launched website, to educate business owners, government officials and others about things that don't work for people who can't see.

The project is meant to "open up awareness and create an opportunity for education around what accessibility means," says Art Professor Lisa Abendroth, communication design coordinator. "We're really positioning accessibility as a human right…a civil right within the context of the urban environment."

Her class in community-based design is intended to get students out of the studio and connected to a problem or issue in the real world. The 10-member class met regularly with students and staff at the Colorado Center for the Blind to identify challenges faced by blind people, particularly relating to communication and technology in an urban setting. They even wore blindfolds and walked around for 15 minutes or so to experience firsthand how it feels to be visually impaired.

The blind spot campaign was developed over 14 weeks this semester. Among other things, it involves using graphics called "spots" to promote awareness about accessibility in businesses and public spaces, with the aim of educating. The website will allow people to post the location of a design problem so it can be resolved, and include free downloads of window decals a business can use to signal that it is sensitive to the needs of blind people. The project "is all about a positive communication between the sighted community and the blind community," Abendroth says.

The project is still in the prototype phase but is seeking a $13,000 grant. The hope is to turn it into a national campaign.

Journalism Students' Work to be Published in Post's YourHub

When an editor at The Denver Post's YourHub publication read stories by Metro State journalism students on the Post-Telegraph website, she liked what she saw. She liked them so much that four articles by three students will be published in The Denver Post's community paper.

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Laurence Washington, a longtime journalism affiliate professor and 1989 graduate of the program, started the Post-Telegraph website three years ago as a way for his intermediate reporting students to showcase their in-class assignments online.

This semester, he contacted a reporter at The Denver Post to help a student get work. The Post-Telegraph website was passed on to the YourHub editor, who asked Washington about publishing the students' stories. This is the first time a professional publication will use work from Washington's site.

A story by Caitlin Sievers, one by Melodi Byerly and two by Nikki Work will appear in a future edition. The students are doing another round of editing before the pieces run.

The idea behind the website is to get students to take ownership of their work and receive feedback from outside of the classroom, Washington says. The website also showcases student stories to some of the people they write about, including government officials, business owners and others.

Metro State in Running for Top Workplace Honor

At Metro State, I feel genuinely appreciated. I get the formal training I want for my career. My pay is fair for the work I do. Those are among 24 statements on a confidential, online survey sent via email to Metro State employees. How employees respond—the choices are various degrees of agreement or disagreement—will determine whether the College is named one of the best places to work in the metro Denver area by The Denver Post.

The survey is being conducted by WorkplaceDynamics in partnership with The Denver Post. The company has teamed up with 28 other newspapers on top workplace projects.

A company with 50 or more workers could participate, and anyone within an organization could nominate an employer for consideration as a top workplace. WorkplaceDynamics won't reveal how many nominations it has received, but as of late October, 370 companies had been nominated and 148 had signed up to participate, according to the Post.

There is no cost to the College and it will receive a free snapshot of the survey results; WorkplaceDynamics charges a fee for more in-depth analysis of the responses.

The Post will publish a special section on April 15 highlighting the top places to work in the metro area. WorkplaceDynamics says its partner newspapers "will ask companies that are named to the list if they would like to promote their employer brand in the Top Workplaces supplement."

The survey asks employees to assess six areas: the company's values, leaders and strategy; how the company communicates and gets work done; the opportunity for training and progression; the working atmosphere and working environment; quality of the managers and their managerial skills; and compensation for the work done.

WorkplaceDynamics expects to notify organizations that have been named top workplaces in late January.

New Initiative Fills 'Desperate Need' for Supervisor Training

You've done well on the job, so you get promoted to a supervisory position with a new title and responsibilities. What you often don't get is much training on how to manage people. That's about to

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change at Metro State. The College this month is launching an ambitious initiative to ensure supervisors—existing ones and new hires—are trained in the basics of supervision, College policies and campus culture.

Completing the two-day Supervisor Development Program is mandatory for all classified, administrative and faculty members responsible for supervising any employee—even just one—and includes those who oversee student workers.
The program was initiated by President Stephen Jordan and stems from the 2010 Campus Climate Survey. The results showed "there was a desperate need for supervisory training, and so this is in response to that," said Judith Zewe, the College's associate vice president of human resources.

Before the winter break, a group of supervisors tested the curriculum and suggested some tweaks. "I think that pilot group is instrumental in the success of this program," Zewe said. The program provides training in supervisory skills and responsibilities both universal and specific to Metro State (policies, procedures, job descriptions, annual performance reviews, etc.).

Part I will also cover setting department goals, succession planning, coaching, mentoring and professional development, writing a job description, and the recruitment and selection processes, including a brief overview of the PeopleAdmin system.

Part II will cover diversity and inclusive excellence, managing time and types of leave, performance management, conflict resolution, performance issues, grievance and appeals and rewards and recognition. The program replaces what Zewe called mini-training sessions with departments and one-one-one counseling. She and her staff have a formidable task ahead of them. They must get 500 people through the program by June 30. "This is just the tip of the iceberg," Zewe said. The initial training will be followed by refresher courses and instruction on specific topics.

Supervisors can register using the Metro State Events Calendar. Staff may view the upcoming dates by selecting HR Development/Training from the Training drop-down list on the left side of the page. January and February program dates are listed and additional dates for March through June will be announced once the Human Resources Office has relocated to the Student Success Building.

General Studies Revisions Nearing Completion
Administrators and faculty members are close to finishing a sweeping overhaul of the General Studies program that includes new academic categories, revised or new courses, and standards spelling out the knowledge and critical thinking skills learners need to excel in the 21st century.

The update is the first major revision of General Studies since the 1980s and is a milestone in the life of the College's foundational program. "This is a top priority for the College right now," said Megan Webb, curriculum specialist and chair of the General Studies Logistics Unit. "We want to make sure students have the best foundation possible to prepare them for subsequent coursework and future endeavors after they graduate."

Current students can stay with the previous GS program since that was in their catalog when they entered Metro State. New students admitted for fall 2012 and continuing students who select the 2012-2013 catalog or newer will follow the revised program.

The mandatory 33-credit program contains broader and more contemporary categories. For example, the mathematics category has been renamed "quantitative literacy" and includes learning outcomes that require students to "demonstrate effective use of technologies appropriate to the task and discipline (an outcome

shared by several categories), apply mathematical techniques to the analysis of quantitative problems and communicate the mathematical process and results in text, graphics and symbols."

The new Global Diversity category expects students to exhibit a range of knowledge–social, political, cultural and the like–about regions or countries outside the U.S. Students can meet this zero-credit requirement by taking a course within the categories of Arts and Humanities, Historical, Natural and Physical Sciences, Social and Behavioral Sciences I or Social and Behavioral Sciences II.

The revision follows concerns by the Higher Learning Commission (HLC), an accrediting body, about "our lack of ability to assess and demonstrate what students were learning. In light of that, the College formed a task force that solicited input from faculty members and departments throughout the process of writing and revising goals and learning outcomes. Representatives of the HLC visited the campus in October 2010 and left impressed with the progress.

Four Honored for Service at MLK Peace Breakfast

The Metro State community gathered to observe a longstanding tradition at the College—the Martin Luther King Jr. Peace Breakfast—and to honor four individuals whose service is in the spirit of the civil rights leader.

Each year's event has a theme based on King's legacy. This year it was "Coming of Age: Solidifying the Dream," which paid homage to the newly commemorated Martin Luther King Jr. Memorial in Washington, D.C.

About 350 people attended the sold-out event, which was created in 1992 by Karen J. Thorpe, then-assistant vice president of student affairs, to celebrate the life and legacy of King. Honored this year were student Candace Johnson, Phoenix Center staff member Lisa Ingarfield, musician-educator Bennie Williams and Denver Public Schools' educator Marie Louise Anderson Greenwood. The awards are based on nominations for students, faculty and staff, and community leaders. Following are profiles of this year's honorees:

Student: Candace Johnson's nominating letter says "community activism is not just part of her academic studies or part of her employment, it's everything to her."   She volunteers for several community organizations that promote health issues and food justice through the Mo' Betta Green MarketPlace in the Five Points neighborhood. She also has campaigned with Food and Water Watch for the Fair Farm Bill, and labored against hydraulic fracturing, a controversial drilling method. She is a founding member of two student organizations, Local Organic Community Awareness Lounge and The Collective for Social Change. She is a member of the Student Advisory Committee to the Auraria Board and involved in the Occupy Movement.

"In the timeless tradition of Dr. King, she is not afraid to let her voice be heard and to give voice to those in society that have no voice," her nominator wrote.

Faculty/Staff: Lisa Ingarfield educates the community about interpersonal violence. She serves as the assistant director of the Phoenix Center at Auraria and was instrumental in getting a grant from the Department of Justice to start the organization. "She is someone that I strive to be, someone I think of when I make tough decisions," her nominator wrote. Ingrafield is a volunteer at the Women's Institute, accompanying victims of domestic violence and sexual assault to doctor and court appointments. She also collaborates with the Institute for Women's Studies and Services on projects such as the Bathroom Campaign, the Clothesline Project, Denim Day Denver and the Red Flag Campaign.

Community: Bennie Williams is the artistic director of the Spirituals Project in Denver and is a teacher of vocal music in Denver Public Schools. Her "efforts as artistic director of Denver's own Spirituals Project are

grounded in the unblinking perception that the spirituals arise from the suffering of Africans forced into the horror of slavery," writes her nominator.

Williams has touched thousands of lives during her tenure in public education. "She turned young people into singers, instilling in them and those who listened her deeply held conviction that music was a redemptive force." Her work teaching spirituals pays tribute to the hope found in the music of African Americans.

According to her nominator, "Bennie Williams is like Dr. Martin Luther King, Jr., promoting peace, justice and compassion, advocating for all of us in offering us the tools we so profoundly need to overcome our personal and societal trials."

Lifetime Achievement: Marie Louise Greenwood taught in Denver Public Schools for 30 years and helped tear down the district's racial barriers and policies. Her passion for teaching first grade, and her many achievements, led to the renaming of a Denver school in her honor. Greenwood helped organize a preschool in west Denver in 1950 at the Newlon School two blocks from her home. Hers was the only African-American family in the area at the time. In fall 1955, Greenwood integrated the faculty at Newlon School as a contract first-grade teacher, breaking through the district's policy of segregation. She opened the door for minority teachers to be placed in schools throughout DPS.

In 2007 she authored the book, Every Child Can Learn, which chronicles some of the challenges she faced during her long teaching career and articulates her philosophy on education. Now 99-years-old, she is penning her autobiography called, By the Grace of God.

Center for Urban Connections Awards Scholarships

The Center for Urban Connections awarded 21 scholarships ranging from $518 to $1,000 to students involved in the UCAN Serve and Compact Service Corps programs.

A first for the center, the scholarships were made possible by a budget surplus that had to be spent by the end of the year, says Ryan Campbell, the UCAN Serve/Compact Service Corps and Student Programs Coordinator. In previous years, a surplus has been used for events or materials, but the latest overage was large enough that Campbell thought it best to invest in the students, especially during tough economic times.

The center offered 35 scholarships, but only had 21 applicants. Campbell says the application deadline was near finals week, and he believes that impacted the number of submissions. Originally, the scholarships were to be $500 each, but with fewer applicants larger amounts—up to $1,000—could be awarded based on an applicant's personal essay and letters of recommendation.

All applicants were required to be enrolled in at least six credit hours, have a GPA of 3.0 or higher, and participate in UCAN Serve or Compact Service Corps programs.
Campbell hopes the scholarships will continue in subsequent years, but noted there won't be as many offered, so it will become more competitive.
Congratulations to the students who were awarded the scholarships:

· Isaac Addei
· Jessica Arps
· Jenna Beam
· Emily Caqueiln
· Jason Eaton

· Phillip Haberman
· Tiann Heit
· Trina Kirsten
· Georgina Lewis
· Elizabeth McVay
· Michael Meyerson

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METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES Meeting
Wednesday, November 2, 2011
Strategic Name Initiative Committee Minutes

Call to Order
The Board of Trustees Strategic Name Initiative Committee was meeting was **called to order** at 3:10 p.m. by Trustee Carroll, Chair. He was joined by Board Chair Cohen, Trustee Bookhardt and Hanzlik, Faculty Trustee David Kottenstette, Student Trustee LaBrue and Alumni Representative Petersen. State Senator Guzman and Representative Duran also attended, along with Ms. Katina Banks. President Jordan, Board Secretary Loretta P. Martinez, Mr. Jon Robinson, Ms. Christine Staberg and Ms. Jean Galloway were also in attendance, along with various administrators and staff.

Approval of Minutes
The October 4, 2011 minutes were approved after Trustee Hanzlik motioned and was seconded by Trustee Carroll with unanimous approval.

President's Update
Dr. Jordan welcomed Senator Guzman and Representative Duran, who have agreed to co-sponsor Metro's name change bill. Background information was provided to them.

Dr. Jordan provided an updated from the retreat discussion around the name change, and indicated that a joint meeting with the University of Denver has been set for November 8th.   He also advised that conversation with DU continues in an effort to reach an agreement regarding Metro's name.

 Public and Community Relations Update
An update was provided by Ms. Jean Galloway, The Galloway Group and Associate Vice President Cathy Lucas.   They advised the Committee that Corona Research will be providing an update to the last research conducted.

Specifically, they will complete research among faculty, staff, students, and alumni and will also interview various community leaders for their input regarding:
- Perceptions of names under consideration
- Connotations
- What names folks like/don't like
- What do you think of existing name
    - Comparison to other names
    - Preferences
    - Likes/dislikes
        - WHY
- Arrive at most popular and most opposition
- Potential name attributes
    - Connotations
        - How many think 4 year programs are offered based on names

- ■ Pick name most likely to provide value
- ■ Metro versus metropolitan
- • Interviews with community leaders will be more open ended

Questions from the Committee were then fielded and discussion was held. Chair Carroll then asked for the legislative update.

Legislative Update
Christine Staberg of The Capstone Group provided a legislative update to the Committee. She advised that they have continued to talk with over 40 legislators in an effort to garner support, which led to Committee discussion.

Executive Session
A motion to go into Executive Session was made by Committee Chair Carroll with a second by Trustee Hanzlik. Committee Chair Carroll read the Committee into **Executive Session** at 4:05 p.m. Executive Session was concluded at 4:32 p.m., and **public session reconvened.**

Further discussion was held relating to the role the Board Trustees play in this situation, which is to make the best decisions for the present and the future for Metro. All were in agreement that Metro does not want to be confused with DU any more than DU wants to be confused with Metro, and how the word Denver has been in Metro's name for 45 years.

AVP Lucas advised that the new survey will be distributed on Monday and once the results were received a meeting will be scheduled for the Committee to receive the information.

A motion to **adjourn** was made by Trustee Hanzlik and was seconded by Trustee Bookhart and the Committee concluded at 4:46 p.m.

METROPOLITAN STATE COLLEGE *of* DENVER
BOARD OF TRUSTEES Meeting
Wednesday, November 30, 2011
Strategic Name Initiative Committee Minutes

Call to Order
The Board of Trustees Strategic Name Initiative Committee was meeting was **called to order** at 4:43 pm by Trustee Carroll, Chair. He was joined by Trustee Cohen, Trustee Bookhardt, Trustee Robinson, Trustee Harris, Alumni Representative Petersen, Student Trustee LaBrue, and Faculty Trustee Kottenstette. President Jordan, Board Secretary Loretta P. Martinez, Associate Vice President Lucas, Ms. Christine Staberg, Ms. Jean Galloway, Ms. Lisa Osman and Ms. Katina Banks were also in attendance, along with various administrators and staff.

Legislative Update
Ms. Christine Staberg reported that she continues with individual outreach with four to eight legislatures per week continues to discuss a number of issues of interest to Metro as well as staying in close contact with Metro's bill sponsors.

Public and Community Relations Update
Corona Insights presented the results from the Name Change Survey and Interview Findings:
Background on project:
- In February of 2011, testing and community outreach were conducted on four potential names:
  - University of Central Colorado
  - Denver State University
  - Metropolitan State University of Denver
  - Metropolitan State College of Denver
- That study identified two strong options:
  - Denver State University
  - Metropolitan State University of Denver
Why this new study was conducted:
- Denver State University was proposed. However, the name failed to garner support from some key stakeholders.
  - This study builds on the previous research to test four options:
    - Denver Metropolitan State University
    - Denver State Metropolitan University
    - Metropolitan Denver State University
    - Metropolitan State University of Denver
- Four key goals were assessed with each name:
  - Demonstrate the quality of the College's degree
  - Clarify the College's location (Denver)
  - Eliminate confusion that Metro State is a community college (we are a 4-year institution)

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- o Make the name more concise
- An online survey was conducted with internal audiences and used both closed and open-ended questions
    - o Survey tested the three names under most serious consideration:
        - ▪ Denver Metropolitan State University
        - ▪ Denver State Metropolitan University
        - ▪ Metropolitan Denver State University
    - o Survey results showed there is strong support for a name change
    - o Many felt that "Metropolitan" should be retained in the name
    - o Among the four names tested, preferences are as follows:
        - ▪ Metropolitan State University of Denver
        - ▪ Denver Metropolitan State University
        - ▪ Metropolitan Denver State University
        - ▪ Denver State Metropolitan University
    - o The word "Metropolitan" better conveys prestige, but may add unnecessary length
    - o The word "University" does a reasonable job of conveying quality and four-year degrees, regardless of name
    - o Having "Denver" and "Metropolitan" together most strongly conveys the school's regional focus

President's Update

Dr. Jordan advised that he has scheduled and editorial board meeting with both the Denver Post and the Denver Business Journal. He also informed the Committee that he was continuing in ongoing conversation with the various Chambers of Commerce to pass resolutions in support of a name change.

Executive Session

A motion to go into Executive Session was made by Trustee Bookhardt with a second by Committee Chair Carroll. Board Secretary and General Counsel Loretta Martinez read the Committee into **Executive Session** at 5:11p.m.

Executive Session was concluded at 5:40p.m., and the Committee was **adjourned.**

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AGENDA ITEM:　　A Bill for an Act Concerning Creating an Optional Category of
　　　　　　　　　　Tuition at State Institutions of Higher Education (SB 12-015)

INFORMATION:　In the 2011 legislative session Senators Angela Giron, Mike Johnston and
Representatives Joe Miklosi and Angela Williams along with Colorado ASSET introduced SB
11-126 that would have allowed undocumented students to pay in-state tuition provided they
could meet specific criteria.　The same senate sponsors have introduced a similar bill this session
and are asking for Metro State's support. Once again, in order to be eligible, students would have
to:

- Have attended a Colorado high school for three years prior to college admission;

- Have graduated from a Colorado high school or obtained a GED;

- Certify that they are already seeking or would be seeking legal status.

The tuition rate proposed to be adopted for affected students would be the in-state rate minus the
COF subsidy.　Governing Boards of higher education institutions would have to offer the
proposed tuition rate unless they proactively opted out of the new rate.

RECOMMENDATION:　　Staff recommends that the Board reaffirm their support of
legislation that would provide in-state tuition minus COF to Colorado high school graduates that
meet the requirements and intent of SB 12-015.

AGENDA ITEM: Postsecondary and Workforce Readiness Endorsed Diploma

INFORMATION: Pursuant to C.R.S. 22-7-1009 and 22-7-1017, the next steps of implementing Colorado's Achievement Plan for Kids (CAP4K) calls for the State Board of Education and the Colorado Commission on Higher Education to jointly adopt high school diploma endorsement criteria indicating a student's level of Postsecondary and Workforce Readiness (PWR). Prior to approval by the State Board of Education and the Colorado Commission on Higher Education, the endorsed diploma criteria must be approved by the governing boards of the Colorado institutions of higher education.

The PWR endorsed diploma criteria include three components a student must satisfy:
- establish and maintain an Individual Career and Academic Plan (ICAP);
- exhibit 21st century/learning and life skills; and,
- demonstrate academic preparation and excellence without the need for remediation.

The diploma endorsement rewards a high school graduate for excellence by granting him or her admission into open, modified open, or moderately selective public institutions of higher education in Colorado. Participation in the diploma endorsement program is optional for school districts, with the expectation that the first endorsements would occur through a pilot in 2012-13.

A task force comprised of a broad representation of K-12 and higher education faculty and staff was formed to develop criteria for the endorsed diplomas. Jane Chapman Vigil, Associate Professor of English and Senior Faculty Associate for Assessment at Metro State, was a member of the task force representing content area faculty. The criteria were developed through a series of meetings last summer and fall.

The PWR Endorsed Diploma Criteria
The PWR Endorsed Diploma criteria include the following components:
1. Baseline, or minimum, criteria
2. Planning criteria
3. 21st century/learning and life skills
4. Academic excellence

1. BASELINE – MINIMUM CRITERIA
- The criteria include a minimum requirement based on the existing admissions and placement criteria. In order to even be considered for a PWR endorsed diploma, a student must:

  1) Satisfy current Higher Education Admission Requirements*(HEAR) or HEAR proxies and the Admissions Index.
  AND
  2) Demonstrate proficiency in math and literacy areas ensuring that they will not require remediation in higher education credit-bearing classes. The indicators may include any number of measures (e.g. ACT, SAT, etc.)

  * The state's admissions policies will be updated by 2014. The goal is to ensure the PWR criteria will work to inform these decisions by providing a framework for authentically measuring if a student is ready for postsecondary education.

2. PLANNING CRITERIA

- Not only does PWR encompass academic proficiency and skills-application, but also recognizes the need for students to plan and prepare for postsecondary success. Therefore students must have evidence of informed and realistic planning in order to earn a PWR endorsed diploma.
- The student must be on track to successfully meet criteria for completion of the Individual Career and Academic Plan (ICAP) as established by SB09-256 and the State Board of Education Rules for Administering ICAPs.

3. DEMONSTRATION OF 21st CENTURY, LEARNING AND LIFE SKILLS CRITERIA

- The PWR definition describes nine learning and life skills that align with the five 21st century skills that are embedded in the new Colorado Academic Standards. To effectively communicate these skills to P12, higher education, and the community, the task force consolidated the two sets of skills by embedding the PWR skills in the five 21st century skills (described below).
- In order to receive a PWR endorsed diploma a student must demonstrate his/her aptitude in the following skill areas:
    - **Information Literacy** (PWR *Find and Use Information & Information Technology)*
    - **Invention** (PWR *Creativity and Innovation)*
    - **Collaboration** (PWR *Collaboration and Communication)*
    - **Critical Thinking** (PWR *Critical Thinking and Problem Solving, & Global and Cultural Awareness)*
    - **Self Direction** (PWR *Personal Responsibility, Civic Responsibility, Work Ethic)*
- Students must demonstrate their aptitude in the skill areas in two ways:
    - Student must demonstrate skills and leadership by excelling in at least one of the following extra-curricular activities: participates in at least 3 school activities, business or employment or volunteer activities.

    AND
    - Academic excellence from any of the following indicators:
        - Demonstrates mastery of skills through classroom coursework, based on district-certified valid and reliable measurements.
        - Qualifying State summative assessment results
        - Honors, scholarships, achievements or awards aligned with student's Career and Academic Plan
        - Other indicators to be determined by the CDLE Workforce Council
        - Other indicators as certified by districts

4. ACADEMIC EXCELLENCE
General

- The Academic criteria require a student to demonstrate academic excellence through high school course completion, other performance indicators (AP or ACT scores), or college course completion.
    - The criteria address seven content areas including: reading, writing and communicating, mathematics, science, social sciences, arts and humanities, world languages, and career and technical education.
    - A student must demonstrate excellence in three of the content areas in order to be eligible to receive an endorsed diploma.
- All high school course requirements can be met through both traditional high school courses and qualifying CTE course(s) if the student receives a B or better.

- Postsecondary credit-bearing coursework must be aligned to the gtPathways curriculum in the content area and the student must receive a course grade of B or better to satisfy the academic criteria in order to be eligible for the PWR endorsed Diploma.

Two Anomalies - Reading, Writing and Communicating, and Math Criteria

- Reading, Writing, and Communicating and Mathematics are treated differently than the other content areas in two significant ways:
  A. Both content areas require that a student must successfully complete rigorous high school coursework *and* demonstrate excellence in the other two categories as well, including other performance indicators (e.g. ACT score) or earning a B in a college-credit bearing course in Reading, Writing, and Communicating or Math.
     - Reasons why these two content areas deserve the additional focus is because of the high remediation rates, the view that coursework is not enough, and the fact that all students will have access to the Colorado ACT and be able to demonstrate their level of performance in these areas.
  B. The student must enroll in and earn a B in the high school course requirement specifically in their *12th grade year*. The other content areas require a student meet the course requirements at any given point during their education career.
     - One reason Reading, Writing, and Communicating and Math are treated differently is because of the desire to encourage students to continue to engage in higher level coursework their senior year in order to enter into postsecondary without the need for remedial education and ready for college-level coursework.

Reading, Writing and Communicating

- High school courses: at <u>least four years</u> of Reading, Writing, and Communicating courses that address standards from <u>all three areas: reading, intensive writing, and communicating</u> (e.g., speech or debate classes). At least one course must be taken during the student's 12th grade.
- <u>And</u> the student must demonstrate excellence on approved performance indicators <u>or</u> this student must receive a B or better in a college-level course.

Math

- High school courses: at least <u>one course</u> <u>beyond Algebra II/Integrated Math III</u> – including but not limited to Trigonometry, Calculus, Pre-Calculus, Probability and Statistics, or Discrete Math. At least one course must be taken during the student's 12th grade;
- <u>And a</u> student must demonstrate excellence on approved performance indicators <u>or</u> student must receive a B or better in a college-level course.

Science

- High school courses: at least <u>four science</u> courses, (three of which must be lab-based) including at least biology, chemistry, and physics in high school;
- <u>Or</u> student demonstrated excellence on approved performance indicators,
- <u>Or</u> student must receive a B or better in a postsecondary credit-bearing course.

Social Sciences
- High school course**:** at least <u>four Social Science courses</u>, which must include US and World history and one course in the social or behavioral science;
- <u>Or </u>student demonstrated excellence on approved performance indicators,
- <u>Or</u> student must receive a B or better in a postsecondary credit-bearing course.

Arts and Humanities
- High school course**:** at least <u>three years</u> of coursework in <u>a single area of focus</u> from the arts and humanities (e.g. theater, music, fine arts, etc.);
- <u>Or</u> student must demonstrate excellence on approved performance indicators,
- <u>Or</u> student must receive a B or better in a postsecondary credit-bearing course.

World Languages
- High school course**:** at least <u>3 sequential units</u> in a single world language area (with increasing rigor);
- <u>Or</u> student demonstrated excellence on approved performance indicators,
- <u>Or</u> student must receive a B or better in a postsecondary credit-bearing course.

Career and Technical Education
- High school course**:** at least <u>three years</u> (or equivalent) of coursework in Career and Technical education, <u>two of which must be from a single area of focus</u>;
- <u>Or</u> student demonstrated excellence on approved performance indicators,
- <u>Or</u> student must receive a B or better in a postsecondary credit-bearing course.

RECOMMENDATION:
The Provost and Division of Academic and Student Affairs recommend that the Board of Trustees approve the Endorsed Diploma Criteria.

AGENDA ITEM: **Office of Human Resources report of personnel actions for the Board's information, which have occurred since the last Board Meeting on December 1, 2011.**

BACKGROUND: Report of personnel actions which have occurred since the last Board agenda of December, 2011. Temporary appointments, resignations, terminations, retirements, transitional retirements, promotions, reassignments, reclassifications, leave without pay, non-renewal, and final sabbatical reports which are delegated to the President and do not require approval by the Board.

INFORMATION: The following personnel items are presented to the Board of Trustees as information.

APPOINTMENTS

Mr. Michael Bahl, Interim Assistant Men's Basketball Coach, Annual Salary: $36,200.00 – Effective January 1, 2012. (INTERIM /ADMINISTRATIVE)

Ms. Allison Cepello, Coordinator, Student Academic Success and Metro Scholars, Annual Salary: $45,000.00 – Effective January 3, 2012. (TEMPORARY/ADMINISTRATIVE)

Ms. Lisa Bradshaw, Project Coordinator, Teaching with Primary Sources, Annual Salary: $45,000.00 – Effective January 3, 2012. (TEMPORARY/ADMINISTRATIVE)

Ms. Lisa Korf, Lecturer of MTH & CS, Annual Salary: $46,046.00 at .50FTE – Effective January 17, 2012. (CATEGORY II FACULTY)

Ms. Carolyn VanDonselaar, Lecturer of Teacher Education/ECE, Annual Salary: $46,825.00 at .50FTE – Effective January 17, 2012. (CATEGORY II FACULTY)

Ms. Emily Matuszewicz, Lecturer of Health Professions/ITP, Annual Salary: $53,654.00 at .50FTE – Effective January 17, 2012. (CATEGORY II FACULTY)

Dr. Stephen Stewart, Lecturer of English, Annual Salary: $44,234.00 at .50FTE – Effective January 17, 2012. (CATEGORY II FACULTY)

Ms. Julie Rummel Mancuso, Lecturer of Human Performance & Sport, Annual Salary: $46,055.00 at .50FTE – Effective January 17, 2012. (CATEGORY II FACULTY)

RESIGNATIONS

Ms. Kumella Aiu, Office Coordinator, Effective November 15, 2011.
(Accepted position outside of College)

Mr. Steve Stanek, Associate Director of IT Applications Services, Effective November 30, 2011.
(Personal Reasons)

Ms. Shannon Webber, Financial Aid Counselor, Effective December 7, 2011.
(Accepted position outside of College)

Mr. Patrick Mutombo, Interim Assistant Men's Basketball Coach, Effective December 9, 2011.
(Accepted position outside of College)

Dr. Barbara L. Francis, Lecturer of Health Professions, Effective December 16, 2011.
(Accepted position outside of College)

Dr. Julie Roy, Assistant Professor of Mathematics/CS, Effective December 16, 2011.
(Personal Reasons)

Mr. Bruce Everly, Systems Analyst, Effective December 31, 2011.
(Contract Ended)

Ms. Catherine Tasche, Staff Psychologist, Effective January 13, 2012.
(Accepted position outside of College)

Mr. Tyler Breuer, Excel Pre-Collegiate Counselor, Effective January 31, 2012.
(Personal Reasons)

Ms. Keo Frazier, Interim Sr. Marketing Director, Effective February 15, 2012.
(Contract Ended)

Ms. Nancy Vang, Accounting Technician, Effective November 13, 2011.
(Resigned Administrative Position to accept Classified position at the College)

RETIREMENTS

Ms. Julie Rummel Mancuso, Associate Director of Recreation Services, Effective November 30, 2011.

Dr. Clark Germann, Professor of Technical Communications, Effective December 22, 2011.

REASSIGNMENTS

Ms. Kate Lutrey, Director, Student Concierge Desk, Annual Salary: $78,199.00 – Effective December 1, 2011. (FROM Assistant to VP for Retention Project TO Director, Student Concierge Desk (No Change in Salary)

Ms. Kamilla D. Phillips, Assistant to the Associate Vice President of Human Resources, Annual Salary: $45,019.80 – Effective January 1, 2012. (FROM CLASSISFIED TO ADMINISTRATIVE)

RECLASSIFICATIONS

Ms. Thilo Oumou Diacko-Mariney, Central Registration-DD Grant Fiscal Manager, Annual Salary: $ 42,915.00 – Effective October 1, 2011. (Salary increase due to change in job duties)

LEAVE WITHOUT PAY WITH BENEFITS

Ms. Kathryn E. O'Donnell, Associate Professor of Technical Communications, January 17, 2012 through May 17, 2012.

Dr. Adam Graves, Assistant Professor of Philosophy, January 17, 2012 through May 17, 2012.

AGENDA ITEM: Program Review One-Year Follow-up

INFORMATION: Section 5.4 of the Metropolitan State College of Denver Trustees Policy Manual (updated 11.9.07) addresses the Policy and Procedures for Academic Program Review. Item G describes the Follow-up Report to the Board indicating that

> Approximately a year after the program review results are presented to the Board, a follow-up report will be given describing the progress being made on implementing the needed changes.

The responses below were submitted verbatim by the Deans' offices, in collaboration with Department Chairs for programs that were reviewed during the 2009-10 academic year. Six programs in the School of Letters, Arts and Sciences and one program in the School of Professional Studies were reviewed. The questions were initially raised at a meeting between the Dean, Chair, Associate Vice President for Academic Affairs, and the Provost during the summer following the review period. The one-year follow-up provides the program an opportunity to respond to the same issues that were raised at that time and to report on progress.

Several themes arise across these responses:
- faculty are very responsive to program review suggestions about curriculum revision and focus extensive effort on such changes
- the backfill plan is positively impacting the space allocation for many programs
- faculty workload remains a concern in most programs but creative approaches to accommodating the variety of College initiatives are evident
- collaboration across academic programs results in new opportunities for faculty and students

School of Letters, Arts and Sciences

African and African American Studies

1. <u>What progress can be made toward updating the program curriculum for African American Studies?</u>
    The external consultant stressed the need for the department to revisit and update the program's curriculum. He included some suggestions for conforming to the National Council for Black Studies curriculum model, including a new required research methods course.
    One key need that has been identified is for additional social sciences courses. At our summer 2011 retreat current tenure-track faculty agreed that the current tenure-track search be for an Africanist with explicit social science credentials and teaching and/or research experience. AAS 4850, Research Seminar in African American Studies, is currently required for all majors. The department will likely take up the issue of whether AAS 2010, Interdisciplinary Research Methods in Social Issues, should become a required course for majors and minors. The department is offering two AAS-owned courses in spring 2012 in an effort to update the curriculum. AAS 4010, Education of African American Children, is being offered for the first time and AAS 390Z, Hip-Hop Culture vs. Rap Music, is being offered for the second time.

2. <u>Should the name of the program be changed to match the name of the department?</u>
    When the department completes a substantive curriculum revision, the committee strongly suggests that a name change of the major to African and African American Studies be included, so that the program and department names are aligned. At our summer 2011 retreat faculty agreed that the department should take up the issue of nomenclature in spring 2012. Should the department decide to adopt a new name, for instance *Africana Studies*, it is understood that the transition process could

take some time. Irrespective of what name we choose to call ourselves, however, we agree that the program and department names should be aligned. The department hopes to come to a consensus on a name by the end of spring 2012.

3. <u>When can the proposal for AAS as an approved major for elementary licensure be completed?</u>
    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. The proposal was formally approved in May 2011.

4. <u>When can a permanent chair be appointed?</u>
    A permanent chair, Dr. Winston Grady-Willis was hired and began working in July 2011.

5. <u>What strategies should be pursued to increase the number of majors?</u>
    The very small number of majors itself is not a great concern, given the fact that overall 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 might be expanded.
    • AAS is in the process of establishing a relationship with Rangeview High School in Aurora. It is hoped that a group of students from Rangeview, which is an official "No Place for Hate" school, will attend the February 2012 Black World Conference. Tanika Vaughn, a recent Metro State graduate and AAS major who is currently a master's student at DU, is interning with our department. One of her responsibilities is to begin coordinating outreach activities with other local high schools.

    • The department has begun the process of revamping our Website, in large part to help increase our profile. One concrete way that AAS hopes to do this is through highlighting certain high-impact opportunities for our students, including the Gullah Experience course taught by Jacquelyn Benton, which features an off-campus study experience in the Sea islands of Georgia and the Carolinas.

    • The Denver Urban League Guild and AAS are in the process of solidifying a collaboration that will result in a $1000 scholarship toward books and supplies for a deserving AAS major each year. Members of the Guild have been in contact with the Metro State Foundation to administer the scholarship and AAS has shared the Guild's proposal with Bethanie Christensen, who has provided helpful feedback. It is hoped that the scholarship will be in place by fall 2012.

    • During an October 2011 meeting with current AAS majors, several additional suggestions were offered. In addition to improving high school outreach and the Website, these students also noted that more of an effort should be made to illuminate the practicality of the major, as well as provide informal opportunities for faculty to engage with students. To that end, AAS will host an information session and reception for current and potential majors/minors in February 2012.

6. <u>What are the short-term and long-term plans to provide additional space?</u>
    The Rectory is too small to support the current programs. The shortage of faculty space should be addressed as part of the backfill plans. The consultant emphasized the value that informal space for student meetings could provide. Plans are proceeding apace to move into Central Classroom as part of Phase 2 of the Backfill renovation project. Sean Nesbitt alerted Phase 2 departments in December

2011 of his intention to meet with them individually early in spring 2012 to provide updates. Our move should be completed by May 2013.

7. The above do not encompass all the recommendations made by the consultant or the College Program Review Committee. Are there others that should be discussed?
The department intends to seek a permanent budgetary allocation for our annual Black World Conference. A consensus has emerged (which includes Provost Golich) that this is an appropriate step to take.

8. Have other changes been made or are any being planned in response to the program review reports?

The chairs of African and African American Studies, Chicana/o Studies, and the Institute for Women's Studies and Services met in December 2011 to discuss ways to further strengthen the collaborative relationship among the three departments. It is hoped that the departments will be able to develop, beginning in spring 2012, a cross-listed course with rotating ownership that will address issues of sexism and misogyny not only in mainstream culture, but also, in Black and Latino culture as well.

The department is offering a cross-listed course owned by the Theatre Department, THE 421D/AAS 449D, Introduction to Black Theatre I, for spring 2012. It is hoped that the successful offering of this course will help to strengthen and diversify our major by providing AAS students with a tangible connection to arts practice and theory. The course also provides an opportunity for AAS to work formally with another department.

Art

1. Should the enrollment in the BFA program be restricted? Should BA studio art concentrations created?
Enrollment in the BFA program will be restricted, probably beginning with students entering in the Fall, 2012. A curriculum revision, including a portfolio review requirement for the BFA degrees has been approved by the Board of Trustees and will hopefully be passed by the State and NASAD in the Spring, 2012. It is anticipated that approximately 1/3 of the students will be redirected toward the B.A. degree, which is intended as a liberal arts degree in art. The B.A. should not have concentrations, since it is specifically designed for flexibility for the student who wants a liberal arts education that utilizes the creative problem solving and critical thinking skills acquired through a breadth of courses in art, design and art history.

2. What is the plan for hiring additional tenure-track faculty?
In the 2010-11 academic year, 5 Category II faculty lines were converted to Tenure Track Lines. Following the Department's tiered structure for hiring in the Strategic Plan, 4 new faculty were hired into those lines, with a fifth hopefully joining the faculty in Fall 2012. Two of those lines utilized the TOPS hiring procedures to hire current visiting faculty as Ceramics and Foundations coordinators. Successful national searches filled the other two lines with a coordinator for Photography and an additional faculty in Communication Design. The top candidate for the Printmaking position will likely join the faculty in the Fall of 2012. In the 2011-12 academic year, one additional Category II line has been approved for conversion and a national search is currently underway for an additional faculty member in foundations who will have specific skills in digital media and community-based education.

3. <u>What is the best way to address concerns about faculty workload?</u>
   The Department has restructured itself in order to respond to restrictions in reassigned time, but the implementation of the new restructure is still in process. Rather than coordinators in each area receiving reassigned time, a smaller steering committee of coordinators for each program (Studio, Foundations, Art Education, Communication Design, and Art History, Theory and Criticism) is receiving reassigned time and is redistributing workload to adequately cover hiring and supervision of affiliate faculty, curriculum revision oversight, studio management, budget maintenance, and other administrative duties specific to these programs. The restructure corresponds with changes in the curriculum with the Art History and Communication Design areas becoming majors rather than concentrations. The steering committee led the faculty in revisions to guidelines that will help to define workload, but much remains to be done to make sure that studio facilities have proper technicians and supervision. The reorganization is not entirely popular, but the department is continuing to revise its initial proposals. This reorganization also includes the new role of Assistant Chair, which is a role shared by the coordinator of Art History, Theory and Criticism. In 2010 the Department hired an additional Admin III position which has aided the supervision of front desk staff and supports the administration of the Department, including supporting faculty needs. The accounting technician position was also turned into a full-time line instead of a half-time line and this person will work with the Studio program coordinator to develop department-wide policies for ordering supplies that will streamline those processes.

4. <u>What are the short-term and long-term plans to provide space for the program?</u>
   A space audit from an architect has been ordered by the Dean to provide data for analysis regarding space concerns. Studio space and storage for some areas is inadequate. Several full time faculty are sharing offices that are located in the administration building, away from the art department. This is a short term solution for office space, but a longer term solution needs to be found, especially with the addition of two additional tenure-track faculty in the Fall, 2012. The small room next to the Art offices has been vacated by the Visual Resources Center, which has relocated to the library, but we remain in negotiations with UCD over use of that space. We would like to use the space for offices.

   Our department remains interested in using Art 184 as 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 and those courses' enrollments will not lessen with the new portfolio requirement. Off campus leased space is an idea supported by faculty (including possibly the Tramway building adjacent to campus).

5. <u>What is the best way to address health and safety issues in the studio spaces?</u>
   The steering committee is submitting a request for a technician to assist with studio maintenance and supply ordering for the Ceramics and Jewelry/Metalsmithing Labs, a position that in the short term will utilize an affiliate faculty with reassigned time until a staff position can be funded. This is a model that was proposed by the Dean that the Department hopes to test out in the Spring, 2012. Since faculty in those areas no longer receive reassigned time, the Department sees it as crucial that adequate staffing provide the much-needed support for managing those facilities. The NASAD visiting team recommended hiring additional technical staff and if it works well in these 3-D area, a similar position could be hired to assist the 2-D areas.

Some money that has been set aside for addressing safety concerns in the Jewelry/Metalsmithing lab will be spent in the Spring 2012 to make additional repairs. Major HVAC renovations to Ceramics and Sculpture were completed in 2010-11 that addressed major concerns by the NASAD visiting team.

6. <u>The above do not encompass all the recommendations made by NASAD and the College Program Review Committee. Are there others that should be discussed?</u>

We still need additional office space for staff, as well as faculty. The new Accounting Technician and Administrative Assistant are housed in offices that were designed to be closets which raises concerns. There are still concerns about the lack of sufficient supervision in the studios outside of normal business hours and the need for staff who can either provide security in the building at those times or supervise and manage the studio spaces.

7. <u>Have other changes been made or are any being planned in response to the program review reports?</u>

A search for an Advisor for the Arts was unsuccessful in the 2010-11 year, but a new search is underway and that position will likely be filled for the 2012-13 year.

Environmental Science

1. <u>What are the plans to procure needed equipment before, during, and after the move to the Science Building?</u>
The renovation of the Science Building has brought new field equipment to the Department. The equipment is being used in introductory and advanced courses to support active learning strategies in the classroom. The equipment is regularly used in ENV 4970: Environmental Field Studies by students as they conduct a small research project as part of their Senior Experience. Small equipment is continuously being acquired from program fees and internal LAS and Provost's grants. Additional external sources for funding need to be targeted. The Rocky Mountain Cooperative Ecosystem Studies Unit provides funds to support undergraduate research and equipment. The opportunity provided by funding sources such as these – where Metro State faculty can compete – should be targeted more aggressively.

2. <u>What steps have been taken to secure space during the move to the Science Building?</u>
An undergraduate research laboratory has been acquired on the first floor of the Science Building. This has greatly improved opportunities for faculty to conduct research with students. Dean Foster has provided additional funding to convert the space to a laboratory. These actions have allow the ENV program to secure additional space, providing the ENV program with a great opportunity to conduct undergraduate research and establish an identity.

3. <u>What steps can be taken to ensure more active participation from faculty not specifically   assigned to ENV?</u>
It remains difficult to attract other faculty members that are dedicated to other programs to contribute to the ENV program. This even includes those faculty members that exist within the EAS Department. Perhaps a dual appointment, conversion of tenure track line, or a new tenure track hire could help alleviate the heavy workload for the two faculty specifically assigned to the ENV program.

4. <u>What has been proposed to increase tenure-track faculty within the program?</u>

The Environmental Science Program has doubled its number of majors over the past 6 years. The number of ENV majors is currently at about 350 students, whereas the Land Use program has about 150 majors and the Meteorology program has about 60 majors. The Land Use and Meteorology programs have remained steady (in terms of numbers of majors) over the past 5 years. The Department needs to develop a 5 or 10-year plan to strategize and prioritize its direction and vision for each program and faculty hires.

5. What is the best way to address concerns about faculty workload?
    Faculty members are keeping track of students enrolled in Directed Study courses in which they are assisting students with research projects. Hopefully, faculty will be compensated for their additional work. However, with only two faculty members, it seems unrealistic to provide reduced teaching loads for faculty that are the foundation of the program. Faculty members are dedicated to their courses and use them to recruit students; it seems counterintuitive to provide faculty with release time that may distance them from students.

6. Have other changes been made or any being planned in response to the program review reports?
    Based on program review, actions being considered are:
    * ENV 1400 is being phased out. Only three sections are being offered in the Spring 2012 semester. The course will not be offered in the Fall 2012 semester. The sections will be converted to ENV 1200: Introduction to Environmental Science, which has been approved for the new Natural and Physical Sciences General Studies designation.
    * Faculty members have increased the writing component in introductory and advance courses but no additional writing courses have been added to the major.
    * The number of students interested in the Water Quality concentration continues to grow. Unfortunately, the quality of the courses at Red Rocks Community College has recently declined. Students have commented that several temporary faculty members have been hired to teach the Red Rocks' water quality courses and students are not pleased with the focus of courses that is mainly on water treatment for municipalities. Students desire a broader training; the current job market reflects this as well. Dr. Janke was hoping to bring the Water Quality courses back to MSCD. It would require additional funding, equipment, and a few new courses, the water quality concentration could help the environmental science program continue to grow in the future. The program could provide a fee-for-service charge for water quality testing or technical assistance for the public. This could be a method to self-sustain the life of equipment purchases or other department resources rather than relying on student fees.

History

1. Which of the CPRC recommendations concerning the curriculum should be implemented during the next year?
    The department revised approximately 25 of its General Studies official course syllabi to include appropriate content modifications and to include the new student learning outcomes and submitted them for approval. They are making their way through the curriculum process. Faculty are being encouraged to begin using assignments that will be susceptible to assessment in Spring 2012 as a precursor to fuller implementation of General Studies assessment expectations in fall 2012. In addition the department has submitted at least six courses for global designation something that was not envisioned in the 2009 Program Review because that designation did not then exist.

2. Should HIS 3950 *Historical Thinking and Writing* become a required or recommended course?

The department submitted a curriculum change request lowering the level of 3950 to lower division thereby making it accessible to history majors at an earlier point in their development.

3. <u>Is it possible to continue the trend towards smaller class sizes for history courses?</u>
    The Department would very much like to keep reducing class sizes and we are hopeful that the administration will allow us to do so.

4. <u>What is the plan for hiring additional tenure-track faculty?</u>
    In 2010-2011 an enlightened administration allowed the department to hire a faculty member with background in Germany. At the same time the department added two other tenure track faculty, both in US history. There was, however, no net gain in tenure track lines because one faculty member on LWOP was terminated, one tenure-track faculty member was not retained as a tenure-track faculty member, and one faculty member retired.

5. <u>What are the short-term and long-term plans to provide additional office space?</u>
    We continue to agree and look forward to expanded office space in mid to late 2012. Again we appreciate the administration's successful efforts to provide this space.

6. <u>What enhancements should be pursued in terms of assessment of history majors?</u>
    The department has written student learning objectives for all general studies courses. These courses also form the core of the history major so as we begin general studies assessment we will be able to use a common set of SLOs to assess majors at least in their core courses.

7. <u>The above do not encompass all the recommendations made by the consultant or the College Program Review Committee. Are there others that should be discussed?</u>
    Since 2010 four new opportunities have arisen which will affect the department.
    A. Declining enrollments in fall 2011 which will likely continue in spring 2012 may give the department an opportunity to reduce class sizes to more appropriate levels.
    B. The new water center at MSCD may give the department an opportunity to support this important initiative and to provide educational and internship opportunities for its majors and minors. The department is working with the center as it plans its offerings.
    C. The revamped honors program may also give the department's students a richer and more rewarding experience. The department is working with the program.
    D. Fall 2011 discussion regarding the possibility of a Ancient and Medieval Studies minor may lead to a pilot IDP minor

Meteorology

1. <u>What are the plans to procure updated and technical weather measuring equipment?</u>
    Meteorology's major focus for laboratory upgrades associated with the Science Building renovation has been 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 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. The program has been using the new equipment for the *Weather Observing Systems* course. Dr. Sam Ng is also in the process of organizing an omnibus course to be offered in Summer 2012. The course, tentatively titled *Field Course in Weather Analysis and Observations*, will make extensive use of this equipment.

2. <u>What is the plan for hiring a computer laboratory technician?</u>
    A full-time UNIX administrator, Chris Kimmett, has been assigned to LAS. 40% of his assignment
    is devoted to the meteorology program. Chris, along with two faculty members attended the free
    UNIDATA workshops in June to better understand the UNIDATA data and networking software.
    UNIDATA software is provided free, supported by the National Science Foundation. The lack of a
    computer laboratory technician had been an ongoing problem.   One staff member from the IT
    Department had been assigned to assist with all of the departmental computer labs in LAS. The
    assistance was very helpful in handling emergency situations, but the intermittent nature of his
    involvement is not conducive to improving the system. Two meteorology faculty members also
    contributed substantial time to maintenance of the computer network.

3. <u>What is the plan to address office staff limitations?</u>
    Currently, 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.   The crisis mode, which existed during the renovation of the science building,
    has eased somewhat now that the new labs are in place. The department regularly employs
    numerous students to assist with the workload in the departmental office and also in the departmental
    labs. Because the department has no laboratory technician, faculty are occasionally reassigned to
    some non-teaching laboratory duties as part of their workload.

4. <u>What steps have been taken to secure another tenure-track line?</u>
    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 calling for a minimum of three full-time faculty members. The
    new hire adds expertise in the areas of atmospheric dynamics and climatology. 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 three women among thirteen tenured/tenure-track
    in the Earth and Atmospheric Science Department). The program is very happy to be at full strength
    with three tenured/tenure-track faculty members. With the full complement of full-time faculty, the
    program has been able to make significant advances in assessment, curriculum, and advising.

5. <u>What proposals have been submitted regarding a new course in climate change?</u>
    The CPRC recommended that the program aggressively pursue development of courses in this area.
    A new course, MTR 1600 Global Climate Change, was approved in 2010-11. The new general
    studies program that will go into effect for Fall 2012 guided the course design. This was the first
    course approved under the new requirements for the *Natural and Physical Sciences* category and also
    the first course approved for the new *Global Diversity* category. One section of the course was
    offered in Fall 2011 and two sections are being offered in Spring 2012. This course contributes to the
    College's commitment to incorporate climate neutrality and sustainability into the curriculum as part
    of the American College & Universities Presidents' Climate Commitment (ACUPCC).

6. <u>The above do not encompass all the recommendations made by the College Program Review
    Committee. Are there others that should be discussed?</u>
    The meteorology program has instituted new advising procedures in which each major is assigned to
    one of the three full-time meteorologists. The ability to implement pro-active strategies into advising
    has already avoided some scheduling issues and should prove useful in retention of majors. In
    response to CPRC recommendations, the program completely overhauled its assessment program.
    The program has a new set of program learning objectives and implemented those during the 2011-

12 academic year. The Assessment Peer Review cited substantial improvements in the assessment program.

Social Work

1. <u>What are the short-term and long-term plans to provide office space for the program?</u>
   In the short-term, a faculty member is using a vacant office in the nearby Provost's Suite. In the long-term, the Social Work Department is part of the Backfill Phase 2. This phase will begin in April 2012 and be completed by 2013. This Space Plan will provide adequate space for the social work department faculty and staff beginning in Fall 2012.

2. <u>What is the plan for hiring additional tenure-track faculty and staff?</u>
   The existing full-time faculty is adequate due to grant-funded positions. 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.
   We are on track for 2011-12 by hiring the MSW Admissions and Advising Coordinator and MSW Field Director. In addition, a tenure-track faculty was hired for Fall 2011.

3. <u>What is the best way to address concerns about faculty workload?</u>
   Faculty received some support for developing the MSW program. They are concerned that the ongoing work associated with teaching graduate students will be overwhelming if the current plan is to maintain the 12 credits per semester standard teaching load for both undergraduate and graduate courses. This was and will continue to be managed by assigning individual faculty multiple sections of the same course, thus minimizing the number of course preparations. In addition, technical staff was hired to take part of the MSW workload off of the faculty.
   <u>MSW Course Development Concerns</u>: The social work faculty did a remarkable job of designing the structure of the MSW program, developing official syllabi and beginning work on the expanded syllabi for 28 new MSW courses. Further development of these courses will require additional work. Social work faculty will continue to meet the expectations for teaching, advising, service and professional development activities based on their role in the BSW and MSW programs. The faculty will receive recognition of their work in their RTP and PTR evaluations.
   <u>Teaching Loads</u>: The graduate classes generally have smaller enrollments than the undergraduate classes due to the increased workload associated with them. 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 greater. We have only offered the MSW for one semester and have not yet determined if the smaller class size compensates for the more intense work with these students.

4. <u>Are there concerns about maintaining the high quality of the BSW program once the MSW program is established?</u>
   While this is possible it is unlikely. The faculty are highly engaged in their department and want both programs to be outstanding.
   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.
   The Council on Social Work Education Accreditation Standards requires a full-time faculty/student ration of 1:25 for the BSW program and 1:12 for the MSW program. These ratios will be maintained for both programs and have been considered in the hiring pattern for the future.

School of Professional Studies

Industrial Design

1. <u>What steps should be taken to assure continued accreditation with NASAD, and to move from Associate to Full Member status?</u>
   The NASAD Commission Action Report of May 18, 2011 reported that the Commission voted to accept the previous issue response from Metro State and grant full membership for the Art BA, BFA and the Industrial Design BS. The commission requested a progress report regarding HVAC issues in the Art building due September 1, 2011. That report was sent forward and full membership was continued. The next full review of Metro programs is scheduled for the 2013-14 academic year.

2. <u>What is the status of planned curriculum changes endorsed by the CPRC?</u>
   A new course in Digital Visualization has been created and has been taught for the last three semesters with good enrollment levels. IND 3210 and IND 3770 have been archived. The department developed a new version of IND 2810 now titled, Technology and Design: Global Perspectives, to qualify for the new Social and Behavioral Sciences I General Studies designation with the global designate. The course was fully approved in August 2011. The work to modify IND 2690 to qualify as a Social and Behavioral Sciences I General Studies course with the global designate will be completed summer 2012. IND 4090 and IND 4410 have been revised and updated but have not yet been offered due to staffing and enrollment management limitations.

3. <u>What is the best way to address concerns about faculty workload?</u>
   This topic has continued to be discussed with the SPS Dean. 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. Currently each contact hour in studio is equivalent to .5 credits of faculty workload. For example, a course with 1 lecture and 4 studio contact hours (1 + 4) is a 3-credit course, but would be 4 FWU.

4. <u>What are the short-term and long-term plans to provide space for the program?</u>
   The current situation for housing the rapid prototyping equipment in the department office suite should remain serviceable for the foreseeable future. Additional CNC equipment has been acquired and appropriately housed in the current lab spaces. The current Studio space has proved to be adequate. The backfill plan for the Technology building in 2013 also helps provide resolution of this issue. The current backfill plan provides additional storage for IND by gaining control of the TE 130-A storage room. IND will also have priority scheduling for one of the new classrooms in TE 130. This will allow the current TE 121-A studio space to become a dedicated senior studio area since the current classroom functions in TE 121A can move to TE 130.

5. <u>What is the best way to plan for periodic maintenance and updating of equipment?</u>
   The current equipment needs of the program have been addressed with one time money over the 2010-11 academic year. This positions the department well for the short term. An equipment inventory with lifespan/recommended replacement dates has been sent forward to Academic Affairs. Ongoing maintenance of equipment is currently supported by program fee money. The department also can address emergency repair and replacement situations with 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.

6. <u>The above do not encompass all the recommendations made by NASAD and the College Program
    Review Committee. Are there others that should be discussed?</u>
    The IND relationship with the Art department remains collaborative but any merging of the programs
    is deemed as inappropriate by the IND faculty and Chair. The realities of the IND profession link it
    more closely with Engineering and even Marketing. The department has initiated and engaged in
    collaborative activities with the Engineering Technology department since the fall semester 2010 with
    a combined design team project combining an IND studio class and an MET Machine Design course.
    Discussions between the current chairs are under way to explore potential collaborations between
    Industrial Design and Marketing.

7. <u>Have other changes been made or are any being planned in response to the program review reports?</u>
    The program will continue outreach efforts to increase its community presence and potential
    recruitment opportunities to include gender based recruitment. While female representation remains
    low in the Industrial Design profession the department has been able to add a female affiliate faculty
    person and has increased female enrollment. The Program will continue to invite students from
    Denver area schools' art and technology programs to the annual student design show. The department
    faculty has also become very actively involved in the BEST- Boosting Engineering Science and
    Technology Robotics Competition.

AGENDA ITEM: Program Review Reports and 2012-13 schedule

INFORMATION: Section 5.4 of the Metropolitan State College of Denver Trustees Policy Manual describes the policy and procedures for academic program review. Program review occurs on a seven-year cycle unless some extenuating circumstance results in the need to advance or delay a review.

The process
> *…is designed to evaluate the educational programs offered by MSCD in a consistent, thorough way for the purpose of maintaining or enhancing the academic quality, efficiency, and accountability of the programs. The results of the reviews should aid the Board in making decisions regarding program expansion, re-structuring, contraction, consolidation or discontinuance, and the possible re-allocation of resources.*

The College Program Review Committee (CPRC), comprised primarily of faculty members and supported by the Associate Vice President for Curriculum and Academic Effectiveness and the Program Assistant, facilitates the process. A set of guidelines is distributed to departments undergoing review that assists them in preparing a narrative and supporting materials. These materials are shared in advance with the external consultant who is identified by the department and approved by the Dean's office. Following the consultant visit and report submission, the CPRC prepares a set of faculty interview questions to gather feedback from the faculty in the department about the recommendations provided in the consultant report. The CPRC uses this feedback and the consultant report to prepare an overall committee report that is shared with the department and the Dean. The final stage of the process involves a meeting between the Department Chair, Dean, Provost and Associate Vice President for Curriculum and Academic Effectiveness to discuss the issues raised through the program review process and determine next steps. All of the materials produced throughout the process are used to prepare the Executive Summary that is submitted here to the Board of Trustees.

During the 2010-11 academic year, the programs reviewed in the School of Letters, Arts, and Sciences were Anthropology, Biology, Land Use, Political Science, and Sociology. The programs reviewed in the School of Professional Studies were Civil Engineering Technology, Electrical Engineering Technology, Human Services, Mechanical Engineering Technology, and Nursing.

During the 2011-12 academic year, the programs undergoing review are Aviation Management, Aviation Technology, and Criminal Justice and Criminology from the School of Professional Studies, all of the programs in the School of Business (Accounting, Computer Information Systems, Economics, Finance, Management, and Marketing), and Behavioral Science from the School of Letters, Arts and Sciences.

During the 2012-13 academic year, the programs that will undergo review are Computer Science and Psychology from the School of Letters, Arts and Sciences, Hospitality, Tourism and Events, Integrative Therapeutic Practices, and Technical Communication from the School of Professional Studies and the Individualized Degree Program that is housed in the Division of Academic and Student Affairs.

Following are the executive summary reports for each program reviewed during the 2010-11 academic year. Each report begins with a brief program description and a list of the two or three key issues identified through the process. Included also is a data summary describing some of the primary productivity and efficiency indicators for the program, per the descriptors below.

1. <u>Majors in Program</u>
   a. Total number of students who first declared this program as their major in the summer, fall or spring term of the given year, whether they continued in the major or not during that year.
   b. Total number of majors who were in this major in any of the five previous years and who are still in the program in the summer, fall or spring term (i.e., "old" majors).
   c. Percent of total majors who are new majors.
   d. Percent of total majors who are continuing.
   e. Total majors in the program by class rank (freshmen, sophomore, etc.) at the end of the last term of the reported year in which they were enrolled.
   f. Total majors in the program for the summer, fall and spring terms (= 1a. + 1b.).

2. <u>Program Graduates</u>[1]
   a. Number of native[2] graduates from the program for the fiscal year[3].
   b. Number of non-native graduates from the program for the fiscal year.
   c. Total number of graduates within the program for the fiscal year.
   d. The total program graduates divided by the total majors in the program (= 2c. / 1c.).

   [1]Double majors count as a whole graduate in each degree program. They count only once if they are earning   a degree in two or more concentrations within the same major.
   [2]*Native*=students who began and completed their degree at the same institution, and earned the majority of their credits from that institution (i.e., NOT transfer students).
   [3]"*Fiscal" Year*=summer, fall, and spring terms.

3. <u>Credits to Graduation (Excludes Double Majors[1] and Students Seeking a Second Degree)</u>
   a. Mean number of total credits to degree for all program graduates for the fiscal year (based on graduates counted in 2.c.).
   b. Mean number of total credits to degree for native program graduates for the fiscal year (based on graduates counted in 2.a.).

4. <u>Program Minors</u>
   a. Total number of students who declared this minor in the summer, fall or spring term of the reported year.
   b. Total number of students who graduated with this minor in the summer, fall or spring term.

5. <u>Credit Hour Production (State-Funded)</u>
   Upper and lower division and total state-funded credit hours produced by the program during the summer, fall and spring terms.

6. <u>Credit Hour Production (Cash Funded)</u>
   Upper and lower division and total cash-funded credit hours produced by the program during the summer, fall and spring terms.

7. Full-Year FTE Students
   State-funded, cash-funded, and total student credit hours produced by a program during the fiscal year, divided by 30.

8. Number of Classes Offered Fall and Spring Semesters
   Includes courses by prefix and/or faculty associated with the program. Excludes summer terms. Excludes field experiences, internships, practica, independent studies, cooperative education, study abroad, readings, self-paced instruction, private instruction, and correspondence courses.

9. Average Class Size (Fall and Spring Semesters)
   The total number of (duplicated) headcount students divided by the number of classes offered.

10. Faculty FTE (State-Funded)
    Number of FTE faculty (includes full time, part time, both tenure/tenure track and temporary) allocated to the program by function. This includes instructional and non-instructional (e.g., faculty dept. chairs with release time for administrative duties). This number should reflect all faculty contributing directly to the program.
    d. The percent of the instructional FTE faculty (10. a. total) that are tenured or tenure-track.

11. Support Staff FTE
    The FTE staff (e.g, clerical, laboratory technician) supporting the program.

12. Faculty Load for Full-Time Faculty – Fall and Spring Semesters (State-Funded)
    The average faculty load per FTE faculty in Type A[1] courses in the program, as measured by:
    a. Average credit hours for full-time faculty in Type A courses.
    b. Average contact hours (weekly teaching courses) for full-time faculty in Type A courses.
    The faculty load in type B[1] courses for the fall and spring semesters as measured by:
    c. Total enrollment in Type B instruction taught by full-time faculty divided into *Online* and *Other*.

    [1]Type A instruction refers to roomed courses; e.g. lectures, labs, etc. taught on campus or at a state-funded approved off-campus physical location. Type B instruction refers to all over instructional delivery modes.

13. Student FTE/Faculty FTE (State-Funded)
    The annualized Student FTE divided by the total faculty FTE (= 7.a. / 10.c.).

14. Percent of Fall and Spring Credit Hour Production by Faculty Type (State-Funded)
    The percent of the fall and spring credit hour production produced by tenured or tenure-track faculty, other full-time faculty (temporary faculty or lecturers), and part-time faculty (including administrators who taught).

15. Program Costs (State-Funded)
    a. The program cost = annual program personnel expenditures + annual operating expenditures + 5 year average of capital expenditures. These numbers include tuition and general fund dollars only.
    b. Item 15.a. divided by 5.d. (Fall + Spring + Summer).

EXECUTIVE SUMMARY OF THE ANTHROPOLOGY PROGRAM REVIEW
October 2011

Program Description

Metropolitan State College of Denver's Anthropology Program:
- offers a comprehensive undergraduate program leading to a Bachelor of Arts with a major in Anthropology. A minor is also offered.
- provides General Studies courses, including courses that meet the multicultural requirement, as well as courses required by other majors.
- prepares graduates for post-baccalaureate study in cultural, linguistic, and archeological anthropology.
- offers internship programs that allow students to work with literacy projects, the Medical Examiner's office, and with Native American groups.
- provides student experience through the Human Identification Laboratory.

Key Issues Identified Through the Review Process
- The College Program Review Committee recommends that the faculty continue developing a meaningful method of documenting student learning outcomes, a curriculum map and assessments that occur at a variety of critical points in the program.
- Hiring a Linguistic Anthropologist who can also teach in the area of Cultural Anthropology should be considered. There are concerns within the program that hiring new faculty is difficult because of the low salaries offered to potential hires.

Program Assessment of Student Learning Outcomes
The College Program Review Committee recommends that the faculty continue developing a meaningful method of documenting student learning outcomes. It further recommends that the program faculty develop a curriculum map and assessments that occur at a variety of critical points in the program.

Selected Survey Results
Favorable:
- Students report positive experiences from field trips to various businesses such as cultural resource management firms and to the Denver Museum of Nature and Science.

Concerns:
- Some students reported a lack of information from the faculty about possible careers in the field.

Strengths Identified Through the Review Process
- The number of program graduates has risen steadily since 2004-05. The consultant noted that the number of graduates takes on greater significance when considering faculty and staff size.

- The Anthropology Program is an integral part of the General Studies Program, offering a total of 11 courses, which meet the General Studies and Multicultural requirements. ANT 1310 *Introduction to Cultural Anthropology* is widely used across the College as a General Studies course.

- The Program Review consultant noted that all courses in the department appear to be current and useful and that many courses have a unique urban emphasis, not always typical of an Anthropology Department

- The new Human Identification Laboratory has created several links with law enforcement agencies and coroner's offices.

- The Ethnography Lab, under current development, will allow students to interact with equipment, editing, and qualitative data analysis software.

- Students participate in laboratory and field courses, internships, and community outreach programs through the Archeology, Linguistics, Physical Anthropology and Cultural Anthropology (ALPACA) club.

- The consultant found the program to be above average in perceived quality of the program faculty.

- One faculty member has links with Native American groups in the government, and is presently working in conjunction with the Colorado Governor's office on a project involving Hi-Speed internet access and developing a distance learning program for Colorado's Reservation communities.

- The forensic anthropology field and laboratory course faculty collaborate with Waste Management of Colorado, Inc., who provide land for use in this field course.

- The recently formed student organization Community Health and Social Justice partners with the community by providing speakers from the Denver community on issues, forums, and speakers regarding local and global issues associated with health and social justice.

Concerns Identified By the Process, Recommendations, and Actions Taken

- In the area of currently accepted curriculum fields, the program lacks scholastic coverage to represent the "four fields" of anthropological study.
  Recommendations: Priority for a hire is in the area of Paleontology. The search for the line, conducted in 2010-11, was failed. As resources become available, a hire in Linguistic Anthropology who can also teach in the area of Cultural Anthropology should be considered. There are concerns within the program that hiring new faculty is difficult because of the low salaries offered to potential hires.

- Program assessment has been addressed by some program faculty; however, real progress on the various pieces of a detailed assessment plan has stalled.
  Recommendations: Program assessment needs continued attention. An intentional structure of program assessment, particularly in multi-section courses, would provide a clearer picture of student achievement and will suggest changes that could be made to instruction and to program requirements. Mapping of courses with student learning outcomes for all required courses should be undertaken. The consultant suggested that faculty need to review current assessment examinations, with an eye to revising for increased rigor. Student learning outcomes should be revised for more specificity.

- Although the program offers a wide-range of anthropological courses and manages to expose students to all areas of established program topics, there are curriculum needs to provide coverage through courses.
  Recommendation: The program review process revealed that some or all of the following courses be developed: General Anthropological Methods; specialty human evolution courses, including a capstone course in this area; linguistics courses, such as Narrative and Identity and Linguistic Anthropology Field Experience.

- The Human Identification lab and the proposed new Ethnographic lab require specialized staffing not presently available in the department.
  Recommendation: Discussion about how to creatively cover the staffing needs of the program, especially after the department moves to a new location in Central Classroom, should be addressed by the department chair, Dean, and Academic Affairs.

- One staff person works with the chair to oversee three programs in the Department of Sociology, Anthropology and Behavioral Science.
  Recommendation: An additional staff position would be appropriate for this department. The program relies heavily on work-study students to provide much of its staff support, employing between one and four work-study students each semester. Despite this staff support, program faculty still do work that could be better handled by support staff. Exploration of alternatives to the Behavioral Science major is ongoing.

ANTHROPOLOGY PROGRAM REVIEW

Anthropology Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
1.	**Program Majors**					
	a. New Majors	76	72	85	96	103
	b. Continuing Majors	105	114	115	122	137
	c. New Majors as Percent of Total Majors	41.99%	38.71%	42.50%	44.04%	42.92%
	d. Continuing Majors as % Total Majors	58.01%	61.29%	57.50%	55.96%	57.08%
	e. Majors by Class Rank					
	* Freshmen	31	37	51	54	58
	* Sophomores	38	40	46	51	59
	* Juniors	50	46	54	53	66
	* Seniors	62	63	49	60	57
	f. Total Majors	181	186	200	218	240
	Concentration Areas					
	Anthropology	181	186	200	218	240
	Total	181	186	200	218	240
2.	**Program Graduates**					
	a. Number of Native Graduates	10	12	11	13	5
	b. Number of Non-native Graduates	13	15	21	14	27
	c. Total Number of Graduates	23	27	32	27	32
	d. Graduates as a % of Total Majors	12.71%	14.52%	16.00%	12.39%	13.33%
	Concentration Areas					
	Anthropology	23	27	32	27	32
	Total	23	27	32	27	32
3.	**Median Credits to Graduation**					
	a. For All Program Graduates	126.00	126.00	128.50	129.00	131.50
	b. For Native Program Graduates	122.50	125.50	123.00	129.00	130.00
4.	**Program Minors**					
	a. Declared Minors	57	63	75	74	87
	b. Graduating Minors	15	16	28	9	22
5.	**Credit Hour Production (State-Funded)**					
	a. Summer Semester					
	Lower Division	537	477	378	495	537
	Upper Division	321	276	278	354	485
	Total - Summer	858	753	656	849	1,022
	b. Fall Semester					
	Lower Division	2,559	2,541	1,971	2,229	2,478
	Upper Division	1,023	1,029	1,197	1,143	1,232
	Total - Fall	3,582	3,570	3,168	3,372	3,710
	c. Spring Semester					
	Lower Division	2,118	2,073	1,674	2,505	2,079
	Upper Division	1,173	1,452	1,281	1,464	1,553
	Total - Spring	3,291	3,525	2,955	3,969	3,632
	d. Total					
	Lower Division	5,214	5,091	4,023	5,229	5,094
	Upper Division	2,517	2,757	2,756	2,961	3,270
	All Semesters	7,731	7,848	6,779	8,190	8,364
6.	**Credit Hour Production (Cash-Funded)**					
	Lower Division	213	225	312	381	363
	Upper Division	146	195	186	207	270
	All Semesters	359	420	498	588	633

Anthropology Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
7.	**Full-Year FTE Students**					
	a. State-funded	257.70	261.60	225.97	273.00	278.80
	b. Cash-funded	11.97	14.00	16.60	19.60	21.10
	c. Total	269.67	275.60	242.57	292.60	299.90
8.	**Number of Classes Offered (Fall and Spring Semesters)**					
	a. Lower Division	46	49	38	49	52
	b. Upper Division	32	38	45	44	49
	c. Total	78	87	83	93	101
	Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
	a. Lower Division	1,559	1,538	1,215	1,578	1,519
	b. Upper Division	728	823	815	848	914
	c. Total	2,287	2,361	2,030	2,426	2,433
9.	**Average Class Size (Fall and Spring Semesters)**					
	a. Lower Division	33.9	31.4	32.0	32.2	29.2
	b. Upper Division	22.8	21.7	18.1	19.3	18.7
	c. Total	29.3	27.1	24.5	26.1	24.1
10.	**Faculty FTE (State Funded)**					
	a. Instructional					
	Full-time tenured or tenure track	2.75	2.50	3.00	4.00	3.93
	Other full-time	1.00	1.00	2.00	2.00	2.00
	Part time	3.80	4.70	4.10	2.50	6.00
	b. Non-instructional	0.00	0.00	0.00	0.00	0.00
	c. Total	7.55	8.20	9.10	8.50	11.93
	d. % of Instructional FTE Tenured	36.42%	30.49%	32.97%	47.06%	32.94%
11.	**Support Staff FTE**	0.00	0.00	0.00	0.00	0.00
12.	**Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)**					
	a. Avg Credit Hrs (Type A Courses)	16.0	13.7	18.9	19.1	18.0
	b. Avg Contact Hrs (Type A Courses)	18.5	15.7	21.3	21.3	20.0
	c. Total Headcount (Type B Courses)	3	4	7	31	23
	i. Online	0	0	0	0	0
	ii. Other	3	4	7	31	23
13.	**Student FTE/Faculty FTE (State-Funded)**	34.13	31.90	24.83	32.12	23.37
		257.70	261.60	225.97	273.00	278.80
14.	**Percent of Fall and Spring CHP by Faculty Type (State Funded)**					
	a. Tenured or Tenure Track Faculty	24.57%	18.99%	32.58%	39.27%	31.83%
	chp	1,689	1,347	1,995	2,883	2,337
	b. Other Full-time Faculty	12.18%	11.04%	22.73%	19.29%	16.32%
	chp	837	783	1,392	1,416	1,198
	c. Part-Time Faculty	63.25%	69.98%	44.34%	39.76%	49.73%
	chp	4,347	4,965	2,715	2,919	3,651
	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%	0.34%	1.68%	2.12%
	chp	0	0	21	123	156
	Total	100.00%	100.00%	100.00%	100.00%	100.00%
	Total chp	6,873	7,095	6,123	7,341	7,342
15.	**Program Costs (State-Funded)**					
	a. Total Cost	$ 427,407	$ 454,496	$ 444,031	$ 279,112	$ 612,355
	b. Cost per Credit Hour	$ 55.28	$ 57.91	$ 65.50	$ 34.08	$ 73.21
	total state funded credit hours from 5d	7,731	7,848	6,779	8,190	8,364

EXECUTIVE SUMMARY OF THE BIOLOGY PROGRAM REVIEW
October 2011

Program Description
Metropolitan State College of Denver's Biology Program:
- offers both a B.S. and a B.A. in Biology, and a minor in Biology
- has concentrations in Cell and Molecular Biology and Medical Technology
- prepares students to be health professionals in a variety of careers and for science teaching careers
- prepares students for graduate school and professional school.
- offers courses required by students in 20 programs outside of Biology and in General Studies

Key Issues Identified Through the Review Process
- The Program Review consultant recommended and the faculty recently approved the addition of a required 3000-level General Ecology course for majors. The addition of a required 3000-level General Ecology course will require additional tenure-track faculty (at least 1 faculty FTE).
- Prioritization should be given to resources required to implement a non-majors biology course with a lab component. This would require resources including a full-time lab coordinator, two additional full-time faculty, and additional funds for equipment and supplies.
- Fifty percent of Biology course sections are taught by non-tenure-track faculty. Both the Program Review consultant and the faculty agree that there is substantial need for additional tenure-track faculty in all areas of specialization. A reasonable timetable for adding positions would be four additional tenure-track lines over four years.

Program Assessment of Student Learning Outcomes
The Program Review consultant noted that the Biology program has a good curriculum map that identifies the different skill levels (discover, practice, and demonstrate) for most courses. Over the past academic year, the program has revised the program goals and student learning outcomes. Faculty are now working to more clearly link assessment results to these new goals and outcomes.

Selected Survey Results
Favorable
- Graduates were satisfied with preparation for graduate study
- Seniors were satisfied with their career preparation and the availability of clubs
Concerns
- Graduates expressed concerns about their ability to use and interpret data
- Seniors expressed concern about the usefulness of the department webpage and a lack of experience in giving oral presentations

Strengths Identified Through the Review Process
- Biology is the second largest degree program on campus, with approximately 1300 declared majors and an additional 100 declared minors.
- Since the last program review, the program has incorporated more writing assignments into courses, including lab reports and research papers.
- Faculty members are engaged in initiatives to enhance undergraduate research on campus; for example, many students participate in the Front Range Ecology Student Symposium and the American Society of Microbiology Rocky Mountain Branch Conference.
- Student clubs include the Biology Club, Pre-Dental Club, and Future Doctors of Denver.
- The department maintains a 2+3 articulation agreement with the Bel-Rea Institute of Animal Technology allowing students to transfer from Bel-Rea with a veterinary technician certificate to pursue a B.S in Biology.
- The program shares the Auraria teaching greenhouse with the Department of Integrative Biology at UCD and the Community College of Denver. This shared facility is coordinated by Metro State faculty.

- Faculty members serve as experts for local media outlets, providing testimony and commentary on biological topics. They have given invited presentations to classes in the public schools and have served as science fair judges on a regular basis.
- Faculty members have served as officers in professional societies including the Rocky Mountain Branch of the American Society for Microbiology (RMBASM) and the Rocky Mountain Conference of Parasitologists (RMCP). Metro State hosted the annual meeting of the RMCP in 2002 and 2007 and the RMBASM conference in 2005. Faculty served as members of the organizing committee that brought the national meeting of the Human Anatomy & Physiology Society to Denver in 2010.
- In recent years, faculty have submitted grants for awards totaling $288,000, with successful awards totaling approximately $58,000.
- Donations have been received for equipment, including a scanning electron microscope donated by Colorado College (approximate value $75,000) and molecular and microbiological research equipment worth about $10,000 from the University of Colorado School of Medicine.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Major Field Test (MFT) sub-scores used for program assessment do not directly correlate with the program's stated student learning outcomes.
  Plan and Action: Over the past academic year, the Biology program revised the program mission statement, program goals, and student learning outcomes. The faculty is now working to develop and implement a comprehensive assessment program, focused on the new learning outcomes. MFT scores and sub-scores parallel several of the new program goals and student learning outcomes.
- Plan for creating a 3000-level ecology course and modifying the current ecology senior experience course.
  Plan and Action: The Program Review consultant recommended and the faculty recently approved the addition of a required 3000-level General Ecology course for majors. These courses will better serve Biology students by providing them with options that are more closely related to their academic and career interests. The addition of a required 3000-level General Ecology course will require additional tenure-track faculty (at least 1 faculty FTE).
- Recommendation to add General Chemistry I as a pre- or co-requisite for General Biology I.
  Plan: There is general consensus among the Biology faculty that a chemistry prerequisite would be helpful and easily justified. However, half of the students who enroll in General Biology I are non-science majors who are not required to take chemistry for their majors. Implementing a chemistry prerequisite would add an additional requirement to all of those majors.
- Required resources to implement a non-majors biology course with a lab component.
  Recommendation: Required resources include a full-time lab coordinator, two additional full-time faculty, and additional funds for equipment and supplies.
- Timetable and priorities for hiring additional tenure-track faculty.
  Recommendation: Fifty percent of Biology course sections are taught by non-tenure-track faculty. Both the Program Review consultant and the faculty agree that there is substantial need for additional tenure-track faculty in all areas of specialization. A reasonable timetable for adding positions would be four additional tenure-track lines over four years. The first priorities are Genetics and Cell & Molecular Biology, with the next priority a general/systems Ecologist once the new required 3000-level General Ecology course is implemented.
- Needs for an additional laboratory coordinator and administrative assistant.
  Recommendation: Although an additional lab coordinator and administrative assistant would be valuable assets to the program, hiring additional tenure-track faculty remains the highest priority.
- Priorities for new and updated laboratory equipment.
  Recommendation: The program places the highest priority on a set of 24 phase-contrast microscopes that are critical for cell biology applications in the Cell & Molecular Biology lab. These will cost $50,000.

Biology Program Productivity Measures

	2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
1. Program Majors					
a. New Majors	516	562	610	633	722
b. Continuing Majors	755	766	824	900	959
c. New Majors as Percent of Total Majors	40.60%	42.32%	42.54%	41.29%	42.95%
d. Continuing Majors as % Total Majors	59.40%	57.68%	57.46%	58.71%	57.05%
e. Majors by Class Rank					
* Freshmen	328	304	405	439	438
* Sophomores	243	270	336	319	359
* Juniors	285	279	328	365	405
* Seniors	415	475	365	410	479
f. Total Majors	1271	1328	1434	1533	1681
Concentration Areas					
Biology	1188	1259	1379	1483	1635
1 Science Licensure Program (BIO1)	8	16	19	23	27
2 Botonay (BIO2)	6	5	3	3	2
3 Microbiology (BIO3)	5	2	3	2	1
4 Zoology (BIO4)	23	14	6	3	0
5 Medical Technology (BIO5)	6	5	2	5	8
6 Cell and Molecular Biology (BIO6)	10	13	13	10	6
7 Human Biology (BIO7)	25	13	9	4	2
Total	1271	1327	1434	1533	1681
2. Program Graduates					
a. Number of Native Graduates	36	37	32	52	12
b. Number of Non-native Graduates	76	89	94	95	39
c. Total Number of Graduates	112	126	126	147	51
d. Graduates as a % of Total Majors	8.81%	9.49%	8.79%	9.59%	3.03%
Concentration Areas					
Biology	97	118	114	137	46
1 Science Licensure Program (BIO1)	1	0	4	3	2
2 Botonay (BIO2)	4	3	0	1	0
3 Microbiology (BIO3)	0	0	0	0	0
4 Zoology (BIO4)	3	4	3	2	0
5 Medical Technology (BIO5)	0	0	2	2	1
6 Cell and Molecular Biology (BIO6)	3	1	1	1	2
7 Human Biology (BIO7)	4	0	2	1	0
Total	112	126	126	147	51
3. Median Credits to Graduation					
a. For All Program Graduates	134.00	135.50	132.50	139.00	140.00
b. For Native Program Graduates	133.00	136.00	128.00	137.00	150.50
4. Program Minors					
a. Declared Minors	127	120	123	116	43
b. Graduating Minors	35	34	40	21	24
5. Credit Hour Production (State-Funded)					
a. Summer Semester					
Lower Division	1,399	1,586	1,519	1,727	1,632
Upper Division	483	418	286	323	353
Total - Summer	1,882	2,004	1,805	2,050	1,985
b. Fall Semester					
Lower Division	7,422	7,350	7,567	7,876	8,680
Upper Division	2,432	2,833	2,660	2,839	3,055
Total - Fall	9,854	10,183	10,227	10,715	11,735
c. Spring Semester					
Lower Division	7,129	7,278	7,781	8,168	7,800
Upper Division	2,586	2,785	3,154	3,185	3,313
Total - Spring	9,715	10,063	10,935	11,353	11,113
d. Total					
Lower Division	15,950	16,214	16,867	17,771	18,112
Upper Division	5,501	6,036	6,100	6,347	6,721
All Semesters	21,451	22,250	22,967	24,118	24,833

Biology Program Productivity Measures

	2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
6. Credit Hour Production (Cash-Funded)					
Lower Division	261	249	309	378	411
Upper Division	51	45	120	0	39
All Semesters	312	294	429	378	450
7. Full-Year FTE Students					
a. State-funded	715.03	741.67	765.57	803.93	827.77
b. Cash-funded	10.40	9.80	14.30	12.60	15.00
c. Total	725.43	751.47	779.87	816.53	842.77
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	165	173	180	184	193
b. Upper Division	47	58	68	67	65
c. Total	212	231	248	251	258
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	4,910	5,197	5,423	5,606	5,624
b. Upper Division	1,223	1,452	1,497	1,568	1,607
c. Total	6,133	6,649	6,920	7,174	7,231
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	29.8	30.0	30.1	30.5	29.1
b. Upper Division	26.0	25.0	22.0	23.4	24.7
c. Total	28.9	28.8	27.9	28.6	28.0
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	13.03	13.00	14.00	14.50	15.50
Other full-time	2.50	4.95	6.00	5.00	5.00
Part time	9.09	9.52	9.99	8.75	10.50
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	24.62	27.47	29.99	28.25	31.00
d. % of Instructional FTE Tenured	52.92%	47.32%	46.68%	51.33%	50.00%
11. Support Staff FTE	1.89	2.87	3.00	2.92	2.92
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	18.4	21.5	22.0	20.6	21.7
b. Avg Contact Hrs (Type A Courses)	28.7	32.7	24.5	30.9	33.4
c. Total Headcount (Type B Courses)	301	85	142	199	206
i. Online	83	39	84	91	84
ii. Other	218	46	58	108	122
13. Student FTE/Faculty FTE (State-Funded)	29.04	27.00	25.53	28.46	26.70
	715.03	741.67	765.57	803.93	827.77
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	41.74%	40.27%	39.87%	44.62%	45.70%
chp	8169	8153	8438	9847	10441
b. Other Full-time Faculty	11.13%	15.65%	14.48%	7.17%	7.92%
chp	2178	3168	3065	1583	1810
c. Part-Time Faculty	47.13%	43.61%	45.51%	47.87%	46.16%
chp	9222	8830	9631	10563	10547
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%	0.47%	0.13%	0.34%	0.22%
chp	0	95	28	75	50
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	19,569	20,246	21,162	22,068	22,848
15. Program Costs (State-Funded)					
a. Total Cost	$1,634,031	$1,775,940	$2,025,163	$2,109,189	$2,135,405
b. Cost per Credit Hour	$ 76.18	$ 79.82	$ 88.18	$ 87.45	$ 85.99
total state funded credit hours from 5d	21,451	22,250	22,967	24,118	24,833

EXECUTIVE SUMMARY OF THE LAND USE PROGRAM
October 2011

Program Description

Metropolitan State College of Denver's Land Use Program:

- is housed in the Department of Earth and Atmospheric Sciences
- offers four concentrations: urban land use (BA), geographical information systems (BS), environment and resources (BS), and geology (BS)
- also offers minors in geology and geography and certificates in GIS and geotechnology systems
- prepares graduates for employment in agencies or businesses involved with land use planning, mapping, managing resources, developing residential and industrial projects, or conducting population analyses. There is no other comparable program in Colorado.
- offers General Studies courses and courses for students pursuing teacher licensure

Key Issues Identified Through the Review Process

- The consultant recommended that the concentrations for the major be restructured as follows: 1) Planning and Resource Management, 2) GIS, and 3) Earth Science. Faculty agree that the concentrations should be revised, but believe that reassigned time is needed for each faculty member who will be directing the individual concentrations.
- Per the consultant's recommendation, the program has looked at the idea of a dedicated sustainability course, and students have indicated their interest. This course would teach concepts of sustainability in Land Use and Environmental Science.
- The consultant proposed development of a "working" GIS laboratory that would allow students to complete projects for real world clients. Active pursuit of this lab requires a director of the GIS program with reassigned time and a laboratory coordinator. The facilities at present are adequate to start the lab.

Program Assessment of Student Learning Outcomes

The program will soon begin the process of restructuring the concentrations in the major. During this academic year, Land Use faculty will develop an initial assessment plan for the degree program that includes new program student learning outcomes.

Selected Survey Results

Favorable

- Seniors felt that they graduated with an understanding of the principle issues in the natural sciences

Concerns

- Graduates expressed concern about their preparation for work in their field and for graduate study
- Seniors expressed concern about the availability of required courses

Strengths Identified Through the Review Process

- The Program Review consultant praised the Land Use curriculum for its breadth of coverage and course offerings.
- The curriculum includes a required internship for all students to apply principles learned in the classroom and provide community service. Students intern in a variety of national, state, and local government agencies such as the U.S. Geological Survey, U.S. Forest Service, National Renewable Energy Lab, and the Denver Water District.
- The program utilizes practitioners of the profession to teach many of the specialized courses.
- The Program Review consultant observed that students "liked the formal and informal interaction with faculty, the true interdisciplinary experience they get in this program, and the relatively small class sizes."
- Student clubs include the GIS club and the Geospatial Sciences club. Many students also volunteer at GIS in the Rockies. The program has revived its chapter of Gamma Theta Epsilon (the student honors society).

- Land Use graduates are successful finding employment at places such as the Forest Service, the U.S. Geological Survey, Park County, Adams County, and the Colorado Department of Transportation.
- The faculty participate in teaching workshops and conferences and are active members of professional organizations. The program recently co-hosted the annual meeting of the Association of American Geographers, the major annual conference in geography.
- Members of the faculty have applied for 3 grants for projects in Colorado. Two grants have been awarded, for a total of $20,000.
- Many faculty members provide service to the local community, including acting as Science Fair judges, student advisors for community-based research projects, and serving on the City of Louisville Open Space Advisory Board.
- The faculty are working with the Center for Innovation to sell rock and mineral kits that will generate revenue for the program.
- The program maintains two modern GIS laboratories with a variety of modern software for land use analysis.
- The new Science building has provided dedicated space and equipment for the program.

Concerns Identified By the Process, Recommendations, and Actions Taken
- Plan to revise assessment methodology to develop a method of assessing the program as a whole. *Plan:* Changes will be made based on the suggestions of the Program Review consultant. These changes will include restructuring the concentrations in the major. During this academic year, a faculty member is assigned to guide the development of an initial assessment plan for the degree with new program learning outcomes. Once changes to the concentrations are complete, the assessment plan will be updated to include additional new concentration learning outcomes.
- The mission and purpose of the program can be more cohesive and unified. As one example, the Program Review consultant expressed concern about multiple capstone courses in the program. *Plan:* The faculty are discussing the program mission, purposes and overall cohesion. One faculty member has a specialty in policy and planning, but the department needs someone who works on the practical side of planning to work with students on such things as developing a land use plan and getting students involved in practical planning work in a studio setting. The rapid growth of the Environmental Science program provides a further complication since that program resides in the same department.
- Process for restructuring the concentrations according to the consultant's recommendation. *Recommendation and Plan:* The consultant recommended that the concentrations be restructured as follows: 1) Planning and Resource Management, 2) GIS, 3) Earth Science. Faculty agree that the concentrations should be revised, but believe that reassigned time is needed for each faculty member who will be directing the individual concentrations.
- Plan to address consultant's recommendation that the program develop an emphasis on sustainability. *Plan:* The program has looked at the idea of sustainability for some time, and students have indicated their interest. A dedicated sustainability course that would cover concepts of its importance in Land Use and Environmental Science would be a welcome addition to the curriculum.
- Request for more office staff and lab support staff. *Recommendation*: Because the Program Assistant must manage 3 majors with 8 concentrations, the front office is primarily staffed with work-study students. Consideration should be given to allocating additional resources for this function.
- Proposal to develop a "working" GIS laboratory that would allow students to complete projects for real world clients. *Recommendation:* Active pursuit of this lab requires a director of the GIS program with reassigned time. The facilities at present are adequate to start the lab. Once started, the program would need someone to manage the working lab and handle accounts.

Land Use Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
1.	**Program Majors**					
	a. New Majors	68	60	63	61	83
	b. Continuing Majors	104	113	127	114	112
	c. New Majors as Percent of Total Majors	39.53%	34.68%	33.16%	34.86%	42.56%
	d. Continuing Majors as % Total Majors	60.47%	65.32%	66.84%	65.14%	57.44%
	e. Majors by Class Rank					
	* Freshmen	15	14	20	16	27
	* Sophomores	41	37	43	35	43
	* Juniors	41	47	64	63	52
	* Seniors	75	75	63	61	73
	f. Total Majors	172	173	190	175	195
	Concentration Areas					
	Land Use	59	61	82	72	77
1	Urban Land Use (LUS1)	10	13	14	12	10
2	Environment & Resources (LUS3)	32	30	38	38	47
3	Geology (LUS4)	29	31	27	21	22
4	Geographic Information Systems (LUS5)	42	38	29	32	39
	Total	172	173	190	175	195
2.	**Program Graduates**					
	a. Number of Native Graduates	7	4	10	9	6
	b. Number of Non-native Graduates	13	14	22	15	24
	c. Total Number of Graduates	20	18	32	24	30
	d. Graduates as a % of Total Majors	11.63%	10.40%	16.84%	13.71%	15.38%
	Concentration Areas					
	Land Use	0	0	0	0	0
1	Urban Land Use (LUS1)	0	2	5	3	3
2	Environment & Resources (LUS3)	6	2	6	8	13
3	Geology (LUS4)	6	2	13	5	5
4	Geographic Information Systems (LUS5)	8	12	8	8	9
	Total	20	18	32	24	30
3.	**Median Credits to Graduation**					
	a. For All Program Graduates	138.50	127.50	123.00	125.50	126.00
	b. For Native Program Graduates	130.00	122.00	122.50	121.00	126.00
4.	**Program Minors**					
	a. Declared Minors	29	26	19	24	28
	b. Graduating Minors	8	11	8	7	7
5.	**Credit Hour Production (State-Funded)**					
	a. Summer Semester					
	Lower Division	833	801	758	844	890
	Upper Division	47	49	59	73	47
	Total - Summer	880	850	817	917	937
	b. Fall Semester					
	Lower Division	4,409	4,401	4,397	4,514	4,296
	Upper Division	587	747	661	834	896
	Total - Fall	4,996	5,148	5,058	5,348	5,192
	c. Spring Semester					
	Lower Division	3,585	3,716	4,151	4,303	4,244
	Upper Division	586	582	534	504	495
	Total - Spring	4,171	4,298	4,685	4,807	4,739
	d. Total					
	Lower Division	8,827	8,918	9,306	9,661	9,430
	Upper Division	1,220	1,378	1,254	1,411	1,438
	All Semesters	10,047	10,296	10,560	11,072	10,868
6.	**Credit Hour Production (Cash-Funded)**					
	Lower Division	213	165	159	219	264
	Upper Division	36	12	3	0	9
	All Semesters	249	177	162	219	273

Land Use Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
7. Full-Year FTE Students					
a. State-funded	334.90	343.20	352.00	369.07	362.27
b. Cash-funded	8.30	5.90	5.40	7.30	9.10
c. Total	343.20	349.10	357.40	376.37	371.37
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	44	51	51	51	52
b. Upper Division	6	10	8	9	9
c. Total	50	61	59	60	61
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	1,499	1,525	1,579	1,572	1,521
b. Upper Division	145	188	149	159	178
c. Total	1,644	1,713	1,728	1,731	1,699
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	34.1	29.9	31.0	30.8	29.3
b. Upper Division	24.2	18.8	18.6	17.7	19.8
c. Total	32.9	28.1	29.3	28.9	27.9
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	4.00	3.75	6.00	5.00	5.89
Other full-time	2.50	4.00	3.00	2.25	1.00
Part time	4.70	4.66	3.79	2.76	3.89
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	11.20	12.41	12.79	10.01	10.78
d. % of Instructional FTE Tenured	35.71%	30.22%	46.91%	49.95%	54.64%
11. Support Staff FTE	0.00	0.00	0.00	0.00	1.18
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	13.9	12.1	11.7	11.0	11.7
b. Avg Contact Hrs (Type A Courses)	19.1	16.7	16.3	15.9	16.7
c. Total Headcount (Type B Courses)	30	27	47	61	60
i. Online	0	0	0	0	0
ii. Other	30	27	47	61	60
13. Student FTE/Faculty FTE (State-Funded)	29.90	27.66	27.52	36.87	33.61
	334.90	343.20	352.00	369.07	362.27
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	15.50%	19.28%	39.36%	36.19%	35.07%
chp	1,421	1,821	3,835	3,675	3,483
b. Other Full-time Faculty	24.25%	25.42%	20.09%	14.36%	11.60%
chp	2,223	2,401	1,957	1,458	1,152
c. Part-Time Faculty	60.25%	55.30%	40.55%	49.45%	53.33%
chp	5,523	5,224	3,951	5,022	5,296
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%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	9,167	9,446	9,743	10,155	9,931
15. Program Costs (State-Funded)					
a. Total Cost	$ 675,737	$ 727,727	$ 688,366	$ 447,946	$ 682,601
b. Cost per Credit Hour	$ 67.26	$ 70.68	$ 65.19	$ 40.46	$ 62.81
total state funded credit hours from 5d	10,047	10,296	10,560	11,072	10,868

October 2011

Program Description

Metropolitan State College of Denver's Political Science Program
- offers a comprehensive undergraduate program leading to a bachelor of arts (BA) in Political Science.
- offers minors in Political Science, Public Administration, Native American Studies, and Leadership Studies, as well as a certificate of Public Administration.
- provides General Studies courses, including courses that meet the multicultural requirement, as well as courses required by other majors.
- prepares graduates for post-baccalaureate study in political science and other professions such as law
- provides prelaw advising to all students at Metro State, regardless of major.
- offers courses for teacher licensure programs.
- offers internship programs that allow students to gain experience working in local, state, or federal governmental agencies.
- directs the Golda Meir Center for Political Leadership, established by the program in 1993.

Key Issues Identified Through the Review Process

- Contribution to internships and service-learning should be recognized as effort toward retention, tenure, and promotion in alignment with the new formula for workload credit developed by the Dean's office. Limiting senior experience courses to 20 students and lowering the cap in writing-intensive courses should be explored.
- Civility in the classroom, in particular among students with different political ideologies or opinions, has been a problem in some classes. Instruction should be provided in courses that will cover contentious issues about developing skills for dealing with disagreement. Continuing discussion among faculty about appropriate civility-building instruction is also recommended.
- A program in "Applied Public Policy Research" would strengthen the Political Science department, distinguish the department as unique from others, and promote a positive reputation of the program at Metro State and in the community.

Program Assessment of Student Learning Outcomes

The College Program Review Committee recommends that the faculty develop a meaningful method of documenting student learning outcomes. It further recommends that the program faculty work to develop a curriculum map and assessments that occur at a variety of critical points in the program. Faculty utilizes the ETS Political Science Major Field Test for seniors, but might also administer it to majors in PSC 1010 and 1020 for comparison of progress.

Selected Survey Results
Favorable:
- Students value their participation in co-curricular activities such as simulations (Model Arab League and the Model United Nations), service-learning experiences, and internships.
- Students value the assignment of individual faculty members for advising based on area of interest, enhancing mentoring.

Concerns:
- Some students reported a lack of clarity in advising materials. Others requested more team activities.

Strengths Identified Through the Review Process

- The Political Science curriculum includes a comprehensive range of American government, comparative/international politics, and theory/methodology courses. The consultant noted that because the program has only 15 required credit hours, students have the flexibility to specialize in their areas of interest and prepare for their desired careers.

- The Political Science program offers Public Administration courses that prepare students for government service or serve to enhance qualification of individuals currently employed in the public sector. It also provides students with an understanding of the international system with a special focus on potential economic and military issues.

- Internship options offer students first-hand experience in the Colorado State legislature or in local, state, and federal governmental agencies. A Washington, D.C. Summer Semester allows students to work in congressional offices and other federal agencies, including the White House.

- Students have prepared papers for presentation at professional conferences; one received "Best Undergraduate Paper" at the Southwest Political Science Association meeting.

- The consultant stated that the faculty are highly professional, energetic, and committed to students. Despite the contentious and often divisive nature of politics, the faculty are cohesive and collegial.

- Faculty are active in professional organizations and present at national and international meetings including the American Political Science Association, International Political Science Association, and numerous regional/area specific conferences. Faculty are active in college, school, and community service.

- Political Science Faculty make themselves available to television, radio, and print media for interviews. More than faculty from other colleges and universities in the area, program experts address issues such as elections and events in places like the Middle East and Europe.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Internships and service-learning courses, and trips to conferences/events require an amount of work that exceeds course credit given to faculty. Enrollment management was indicated as a critical issue facing the program by the faculty. Reasonable class sizes are critical for discussion and writing-intensive courses and are necessary to provide adequate attention to each student.
  Recommendation: Contribution to internships and service-learning should be recognized as effort toward retention, tenure, and promotion in alignment with the new formula for workload credit developed by the Dean's office. Limiting senior experience courses to 20 students and lowering the cap in writing-intensive courses should be explored.

- Civility in the classroom, in particular among students with different political ideologies or opinions, has been a problem in some classes.
   Recommendation: Instruction should be provided in courses that will cover contentious issues about developing skills for dealing with disagreement. Continuing discussion among faculty about appropriate civility-building instruction is also recommended.

- The Golda Meir Center must comply with ADA requirements in order to reestablish it as a center for international, national, and local speakers.
  Action: The program is currently working with AHEC to restore the basement as a conference room in ADA compliance.
- A program in "Applied Public Policy Research" would strengthen the Political Science department, distinguish the department as unique from others, and promote a positive reputation of the program at Metro State and in the community.
  Recommendation: Continued discussion of this proposal is encouraged.

Political Science Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
1. Program Majors					
a. New Majors	185	195	188	174	160
b. Continuing Majors	239	277	253	276	253
c. New Majors as Percent of Total Majors	43.63%	41.31%	42.63%	38.67%	38.74%
d. Continuing Majors as % Total Majors	56.37%	58.69%	57.37%	61.33%	61.26%
e. Majors by Class Rank					
* Freshmen	99	113	131	140	113
* Sophomores	88	101	108	101	111
* Juniors	99	104	114	107	100
* Seniors	138	154	88	102	89
f. Total Majors	424	472	441	450	413
Concentration Areas					
Political Science	420	468	436	442	401
1 Social Studies Licensure Program (PSC1)	4	4	5	8	12
Total	424	472	441	450	413
2. Program Graduates					
a. Number of Native Graduates	25	25	17	32	22
b. Number of Non-native Graduates	24	50	37	49	36
c. Total Number of Graduates	49	75	54	81	58
d. Graduates as a % of Total Majors	11.56%	15.89%	12.24%	18.00%	14.04%
Concentration Areas					
Political Science	47	75	54	81	58
1 Social Studies Licensure Program (PSC1)	2	0	0	0	0
Total	49	75	54	81	58
3. Median Credits to Graduation					
a. For All Program Graduates	122.00	123.00	123.50	122.00	121.00
b. For Native Program Graduates	122.00	121.00	124.00	123.00	124.00
4. Program Minors					
a. Declared Minors	106	103	121	119	122
b. Graduating Minors	33	35	37	40	42
5. Credit Hour Production (State-Funded)					
a. Summer Semester					
Lower Division	612	828	774	477	423
Upper Division	372	372	330	332	231
Total - Summer	984	1,200	1,104	809	654
b. Fall Semester					
Lower Division	3,734	4,089	4,278	4,290	4,326
Upper Division	2,223	2,311	2,420	2,421	2,220
Total - Fall	5,957	6,400	6,698	6,711	6,546
c. Spring Semester					
Lower Division	3,933	3,789	3,780	4,512	3,675
Upper Division	2,334	2,560	2,744	2,859	2,239
Total - Spring	6,267	6,349	6,524	7,371	5,914
d. Total					
Lower Division	8,279	8,706	8,832	9,279	8,424
Upper Division	4,929	5,243	5,494	5,612	4,690
All Semesters	13,208	13,949	14,326	14,891	13,114
6. Credit Hour Production (Cash-Funded)					
Lower Division	417	273	255	354	264
Upper Division	174	102	30	120	75
All Semesters	591	375	285	474	339

Political Science Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
7. Full-Year FTE Students					
a. State-funded	440.27	464.97	477.53	496.37	437.13
b. Cash-funded	19.70	12.50	9.50	15.80	11.30
c. Total	459.97	477.47	487.03	512.17	448.43
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	65	66	65	77	81
b. Upper Division	60	55	62	66	64
c. Total	125	121	127	143	145
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	2,231	2,272	2,336	2,502	2,236
b. Upper Division	1,423	1,522	1,564	1,572	1,387
c. Total	3,654	3,794	3,900	4,074	3,623
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	34.3	34.4	35.9	32.5	27.6
b. Upper Division	23.7	27.7	25.2	23.8	21.7
c. Total	29.2	31.4	30.7	28.5	25.0
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	6.00	8.00	9.00	8.50	8.50
Other full-time	3.00	2.00	2.00	2.50	2.00
Part time	6.20	6.30	6.00	5.81	7.50
b. Non-instructional	1.00	0.00	0.00	0.00	0.00
c. Total	16.20	16.30	17.00	16.81	18.00
d. % of Instructional FTE Tenured	37.04%	49.08%	52.94%	50.57%	47.22%
11. Support Staff FTE	1.00	1.00	0.82	1.00	1.00
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	13.5	15.5	17.3	14.0	16.4
b. Avg Contact Hrs (Type A Courses)	14.6	16.7	18.6	15.0	17.6
c. Total Headcount (Type B Courses)	194	155	123	127	140
i. Online	171	129	67	50	99
ii. Other	23	26	56	77	41
13. Student FTE/Faculty FTE (State-Funded)	27.18	28.53	28.09	29.53	24.29
	440.27	464.97	477.53	496.37	437.13
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	32.64%	44.56%	45.98%	38.92%	40.46%
chp	3,990	5,681	6,079	5,481	5,041
b. Other Full-time Faculty	13.17%	9.39%	7.90%	10.84%	6.33%
chp	1,610	1,197	1,044	1,527	789
c. Part-Time Faculty	54.19%	45.93%	46.13%	50.23%	53.21%
chp	6,624	5,856	6,099	7,074	6,630
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%	0.12%	0.00%	0.00%	0.00%
chp	0	15	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	12,224	12,749	13,222	14,082	12,460
15. Program Costs (State-Funded)					
a. Total Cost	$ 914,232	$ 982,328	$ 955,522	$ 617,428	$1,157,940
b. Cost per Credit Hour	$ 69.22	$ 70.42	$ 66.70	$ 41.46	$ 88.30
total state funded credit hours from 5d	13,208	13,949	14,326	14,891	13,114

<p style="text-align:center;">**EXECUTIVE SUMMARY OF THE SOCIOLOGY PROGRAM**</p>
<p style="text-align:center;">October 2011</p>

Program Description

Metropolitan State College of Denver's Sociology Program:

- offers a comprehensive undergraduate program leading to a Bachelor's degree in Sociology.
- offers a minor in Sociology.
- provides General Studies courses, including courses that meet the multicultural requirement, as well as courses required by other majors.
- prepares graduates for post-baccalaureate study in sociology, equipping them with the skills to identify societal problems and the tools to study these problems intensively.
- offers courses for teacher licensure programs.

Key Issues Identified Through the Review Process

- It is recommended that a course in globalization be developed within the Sociology curriculum. The faculty could develop the current omnibus course on Globalization and Immigration into a regular course. Adding a demography component to the Family elective should be considered in order to satisfy current scholarly standards.
- Use of allocated reassigned time for assessment and curriculum work should be considered. Curriculum work should be considered a high priority for department service.
- The consultant recommends a faculty hire who could add expertise in social psychology and global dynamics.

Program Assessment of Student Learning Outcomes

The College Program Review Committee recommends that the faculty develop a meaningful method of documenting student learning outcomes. The program should work with assessment support staff to develop a curriculum map and to create assessments that occur at a variety of critical points in the program. Measuring student learning in order to improve instruction should become a program goal.

Selected Survey Results

Favorable

- Students report a very high level of satisfaction with the instruction they receive.

Concerns

- Student surveys indicate information about possible careers and about the availability of club experiences might be improved.

Strengths Identified Through the Review Process

- The Sociology Program curriculum includes a comprehensive range of courses and was judged as above average by the consultant. The requirement of a writing course in the major is a distinctive feature of the program, encouraging student success by providing a framework for analyzing and solving problems.
- The Program Review consultant noted that the curriculum meets expectations and is "on track in the critical area of critical thinking."
- One faculty member is involved with the College Assistance Migrant Program and mentors Latino/a students.
- The curriculum includes applied courses that offer training immediately applicable to the job market.
- The number of graduating minors is very high and underscores the strong service role that the department serves in the College.
- The Gerontology Concentration is current and draws on experts from other disciplines.
- SOC 4710 *Applied Sociology* has been reinstated with the hire of a new faculty member. Enrollment in SOC 2600 *Art and Craft of Sociological Writing* has been revitalized by the hiring of a new faculty member.

- The increased number of upper-division course offerings in recent years is a positive sign of quality and growth. Addition of the requirement of SOC 2600 *Art and Craft of Sociological Writing* increased the required number of hours for the major from 36 to 39.
- Since the last program review, the sociology program has updated courses and established a faculty rotation for teaching required classes. Additionally, an effort has been made to offer more evening classes.
- The department has a commitment to service both within the college and in the community. A number of awards have been received by individual faculty members, e.g. from the Center for Urban Connections for the "Community College," the Colorado Gerontological Society's Distinguished Pioneer in Aging Award, and the Latin American Research and Service Agency (LARASA) establishment of an annual named award.

Concerns Identified By the Process, Recommendations, and Actions Taken
- The consultant suggested greater curricular emphasis on the global, statistical, and technological aspects of the discipline. The Family Elective might be strengthened by include a demography component.
  Recommendation: A course in globalization would be appropriate within the Sociology curriculum. The faculty could develop the current omnibus course on Globalization and Immigration into a regular course. Adding a demography component to the Family elective should be considered in order to satisfy current scholarly standards.

- Lack of time for working on curriculum revision has limited the program from making changes and keeping the curriculum current.
  Recommendation: Use of allocated reassigned time for assessment and curriculum work should be considered. Curriculum work should be considered a high priority for department service.

- Program assessment has been addressed by some program faculty; however, real progress on the various pieces of a detailed assessment plan has stalled.
  Recommendation: Development of a sustainable assessment plan and measurable student learning outcomes should continue. Mapping of courses with student learning outcomes for all required courses should be undertaken. The consultant suggested that faculty need to review current assessment examinations, with an eye to revising for increased rigor.
  Recommendation: The consultant suggests a faculty coordinator for anthropology and another for sociology to shoulder some of the chair's duties. Faculty members are not interested in such a specific duty assignment, so some other mechanism should be explored to facilitate this work.

- The consultant recommends a faculty hire who could add expertise in social psychology and global dynamics.
  Recommendation: The hiring of new faculty is appropriate for this program. The dean is aware of the specific needs of the program in this area.

- There is the opportunity to develop curriculum specifically designed for the Denver area.
  Recommendation: The development of a Denver Area Project Curriculum could satisfy this opportunity.

- One staff person works with the chair to oversee three programs in the Department of Sociology, Anthropology and Behavioral Science.
  Recommendation: An additional staff position would be appropriate for this department. The program relies heavily on work-study students to provide much of its staff support, employing between one and four work-study students each semester. Despite this staff support, program faculty still do work that could be better handled by support staff. Exploration of alternatives to the Behavioral Science major is ongoing.

Sociology Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
1.	**Program Majors**					
	a. New Majors	94	103	103	114	102
	b. Continuing Majors	96	104	115	126	123
	c. New Majors as Percent of Total Majors	49.47%	49.76%	47.25%	47.50%	45.33%
	d. Continuing Majors as % Total Majors	50.53%	50.24%	52.75%	52.50%	54.67%
	e. Majors by Class Rank					
	* Freshmen	43	43	65	69	60
	* Sophomores	52	56	62	61	64
	* Juniors	52	62	62	64	61
	* Seniors	43	46	29	46	40
	f. Total Majors	190	207	218	240	225
	Concentration Areas					
	Sociology	187	206	214	234	219
1	Gerontology Sociology (SOC1)	3	1	4	6	6
	Total	190	207	218	240	225
2.	**Program Graduates**					
	a. Number of Native Graduates	3	1	4	4	5
	b. Number of Non-native Graduates	16	14	17	22	14
	c. Total Number of Graduates	19	15	21	26	19
	d. Graduates as a % of Total Majors	10.00%	7.25%	9.63%	10.83%	8.44%
	Concentration Areas					
	Sociology	19	14	20	26	19
1	Gerontology Sociology (SOC1)	0	1	1	0	0
	Total	19	15	21	26	19
3.	**Median Credits to Graduation**					
	a. For All Program Graduates	122.00	121.00	124.00	122.50	121.00
	b. For Native Program Graduates	120.00	120.00	136.50	124.50	121.00
4.	**Program Minors**					
	a. Declared Minors	201	196	226	274	335
	b. Graduating Minors	72	75	67	87	102
5.	**Credit Hour Production (State-Funded)**					
	a. Summer Semester					
	Lower Division	366	435	471	225	492
	Upper Division	407	357	522	759	828
	Total - Summer	773	792	993	984	1,320
	b. Fall Semester					
	Lower Division	2,910	2,928	2,841	2,796	2,748
	Upper Division	2,046	2,094	2,342	2,163	2,253
	Total - Fall	4,956	5,022	5,183	4,959	5,001
	c. Spring Semester					
	Lower Division	2,691	2,940	2,769	2,505	2,955
	Upper Division	1,878	1,998	2,235	2,322	2,334
	Total - Spring	4,569	4,938	5,004	4,827	5,289
	d. Total					
	Lower Division	5,967	6,303	6,081	5,526	6,195
	Upper Division	4,331	4,449	5,099	5,244	5,415
	All Semesters	10,298	10,752	11,180	10,770	11,610
6.	**Credit Hour Production (Cash-Funded)**					
	Lower Division	177	153	291	360	351
	Upper Division	495	427	357	291	417
	All Semesters	672	580	648	651	768

Sociology Program Productivity Measures

	2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
7. Full-Year FTE Students					
a. State-funded	343.27	358.40	372.67	359.00	387.00
b. Cash-funded	22.40	19.33	21.60	21.70	25.60
c. Total	365.67	377.73	394.27	380.70	412.60
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	46	49	45	47	53
b. Upper Division	68	70	75	76	80
c. Total	114	119	120	123	133
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	1,867	1,956	1,870	1,767	1,901
b. Upper Division	1,305	1,360	1,513	1,487	1,517
c. Total	3,172	3,316	3,383	3,254	3,418
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	40.6	39.9	41.6	37.6	35.9
b. Upper Division	19.2	19.4	20.2	19.6	19.0
c. Total	27.8	27.9	28.2	26.5	25.7
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	7.50	8.50	7.00	5.00	7.50
Other full-time	1.00	1.00	1.00	3.00	1.00
Part time	3.90	4.50	5.23	3.39	7.60
b. Non-instructional	1.00	0.00	0.00	0.00	0.00
c. Total	13.40	14.00	13.23	11.39	16.10
d. % of Instructional FTE Tenured	55.97%	60.71%	52.91%	43.90%	46.58%
11. Support Staff FTE	0.00	0.00	0.00	0.00	0.00
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	16.9	16.3	15.5	12.2	15.0
b. Avg Contact Hrs (Type A Courses)	18.1	17.3	16.6	13.0	16.0
c. Total Headcount (Type B Courses)	2	46	15	8	97
i. Online	0	42	0	0	83
ii. Other	2	4	15	8	14
13. Student FTE/Faculty FTE (State-Funded)	25.62	25.60	28.17	31.52	24.04
	343.27	358.40	372.67	359.00	387.00
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	49.73%	51.14%	51.38%	29.28%	43.32%
chp	4,737	5,094	5,234	2,865	4,458
b. Other Full-time Faculty	10.39%	8.10%	8.45%	22.35%	6.71%
chp	990	807	861	2,187	690
c. Part-Time Faculty	39.69%	40.75%	40.17%	48.38%	49.36%
chp	3,780	4,059	4,092	4,734	5,079
d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
e. Administrators/Classified Personnel	0.19%	0.00%	0.00%	0.00%	0.61%
chp	18	0	0	0	63
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	9,525	9,960	10,187	9,786	10,290
15. Program Costs (State-Funded)					
a. Total Cost	$ 788,054	$ 881,596	$ 800,333	$ 485,769	$ 913,577
b. Cost per Credit Hour	$ 76.52	$ 81.99	$ 71.59	$ 45.10	$ 78.69
total state funded credit hours from 5d	10,298	10,752	11,180	10,770	11,610

EXECUTIVE SUMMARY OF THE CIVIL ENGINEERING TECHNOLOGY PROGRAM
October 2011

Program Description

Metropolitan State College of Denver's Civil Engineering Technology Program:
- offers comprehensive coursework leading to a bachelor of science (BS) in Civil Engineering Technology in either of two concentrations: Structures or Construction.
- does not offer a minor to other students because of program rigor.
- is accredited by the Accreditation Board for Engineering and Technology (ABET).
- prepares graduates to apply engineering principles in performing many of the tasks necessary for the planning, designing and construction of highways, buildings, railroads, bridges, reservoirs, dams, irrigation works, water systems, airports and other structures.

Key Issues Identified Through the Review Process

- Recent graduates report that Metro State prepared them well for both graduate programs and their work environment.
- The learning outcomes focused on respect for diversity, ethical considerations, and concern for society and the environment introduced in the introductory course and reinforced in senior experience are measured by the Fundamentals of Engineering exam on which students have scored in the 75-85% range exceeding the expectation of a 50% score.
- Because the program utilizes equipment where safety is a concern, course instructors need to work with a lab coordinator to properly and safely conduct lab experiments. An additional lab coordinator position assigned to the Civil and Mechanical Engineering Technology programs would improve safety.

Program Assessment of Student Learning Outcomes

The Civil Engineering Technology program is developing a comprehensive program exam since no external supported exam is available. The exam is scheduled for use for students graduating in the spring semester of 2012. Continued effort should be expended in creating a curriculum map and in developing assessments that occur at critical points throughout the program.

Selected Survey Results
Favorable
- Recent graduates report that Metro State prepared them well for both graduate programs and their work environments.

Concerns
- Some students reported concerns regarding faculty advising on course selection and degree programs.

Strengths Identified Through the Review Process

- CET 4150 *Highway Transportation* is now required by all majors as recommended by the ABET team.

- Besides structures and fluid mechanics, CET 4135 *Foundation and Geotechnical Engineering* strengthens the program's geotechnical specialty. Approved as a new course in Spring 2008, it became a requirement for students starting in Fall 2008. CET 4150 *Highway Transportation* added another technical specialty analysis and design course. CET 1215 *Engineering Graphics*, CET 3185 *Fluid Mechanics I for Civil Engineering Technology*, and CET 4135 *Foundation and Geotechnical Engineering* were also added in 2008. In addition, CET 3135 *Mechanics of Materials with Laboratory* was added in 2010. Students must be at the senior level to take the course.

- ABET asked that the program "consider and respond to the non-technical aspects of engineering technology, including respect for diversity, ethical considerations, concern for society and the environment, as well as a commitment to life-long learning and service to the community." The soft

skills contained in these outcomes (life-long learning, contextual awareness and personal development) have been incorporated into the CET 1000 course which all students must take. These outcomes are further emphasized in the Senior Experience courses. To assess student performance, the Fundamentals of Engineering exam provides test results in these areas. The results from the past four exams reveal students scoring in the 75 to 85 % correct range which exceeds the 50% expectation. Additionally, the technology programs all require PHI 1030 (Introduction to Ethics) or PHI 3360 (Business Ethics) or PHI 3370 (Computer, Ethics and Society) as one of the Level II General Studies requirements for Arts and Letters.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Removing unused equipment and updating other equipment will result in an improved instructional facility.
  Action: Equipment has been removed, overhauled, or replaced, resulting in better space utilization.

- ABET identified a weakness with the senior experience for the Civil Engineering Technology program.
  Action: The program recently added CET 4100 (*Senior Project I* (0+2)) and CET 4110 (*Senior Project II* (0+4)). CET 4130 *Soil Mechanics* resulting in the addition of 3 credit hours to the CET program requirement.

- The ABET team recommended that the program introduce formalized advising structures.
  Actions: Program faculty worked with the other technology programs to improve advising in light of the stringent major requirements. All students have been assigned an advisor within their respective program disciplines, based on the student's last name. For the Fall 2011 semester, all professors are using the Banner Tracking System to track advising contacts with notes. The advising flow charts provide a graphic display of the courses required for students. Additionally, the enrollment management task instituted by the School of Professional Studies Dean has been incorporated into this new core which has increased class size and provided an understandable rotation of courses for students.

- Some transfer courses need to be re-evaluated to ensure rigor.
  Recommendation: The department continues to work on this issue and is looking at making a curriculum change that adds a prerequisite to the program for transfer students. The prerequisite would be that all transfer students pass the math Accuplacer test with a specific score.

- The percentage of Civil Engineering Technology female students is 6% (female graduation rate is 11%).
  Recommendation: Program faculty are acutely aware of this issue; however, since this is the trend nation-wide, obtaining a better gender balance is difficult. The Program Review Committee recommends consideration of partnering with the Society of Women Engineers or founding a student chapter.

- Metro State is particularly attractive because students who work full time can also attend school. An increased number of evening classes would better meet the needs of working students.
  Recommendation: Evening course offerings should be increased as faculty are available to teach them.

- Because the program utilizes equipment where safety is a concern, course instructors need to work with a lab coordinator to properly and safely conduct lab experiments. An additional lab coordinator position assigned to the Civil and Mechanical Engineering Technology programs would improve safety.
  Recommendation: A request for an additional full time lab coordinator shared between Industrial Design and the Engineering Technology programs has been sent to the Provost. Given the current funding situation, it may be necessary, as a temporary measure, for the program to hire an affiliate faculty to provide lab support.

CIVIL ENGINEERING TECHNOLOGY PROGRAM REVIEW

Civil Engineering Technology Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
1. Program Majors					
a. New Majors	80	94	87	107	116
b. Continuing Majors	112	126	131	137	149
c. New Majors as Percent of Total Majors	41.67%	42.73%	39.91%	43.85%	43.77%
d. Continuing Majors as % Total Majors	58.33%	57.27%	60.09%	56.15%	56.23%
e. Majors by Class Rank					
* Freshmen	57	62	74	110	104
* Sophomores	34	50	52	46	71
* Juniors	33	35	37	36	38
* Seniors	68	73	55	52	52
f. Total Majors	192	220	218	244	265
Concentration Areas					
Civil Engineering Technology	97	117	138	180	203
1 Structures (CET2)	52	58	43	39	36
2 Construction (CET5)	43	45	37	25	26
Total	192	220	218	244	265
2. Program Graduates					
a. Number of Native Graduates	2	10	7	3	5
b. Number of Non-native Graduates	10	10	14	8	11
c. Total Number of Graduates	12	20	21	11	16
d. Graduates as a % of Total Majors	6.25%	9.09%	9.63%	4.51%	6.04%
Concentration Areas					
Civil Engineering Technology	0	0	0	0	0
1 Structures (CET2)	7	8	10	6	3
2 Construction (CET5)	5	12	11	5	13
Total	12	20	21	11	16
3. Median Credits to Graduation					
a. For All Program Graduates	145.00	151.00	160.00	163.00	149.50
b. For Native Program Graduates	142.50	147.00	160.00	156.00	158.00
4. Program Minors					
a. Declared Minors	2	2	1	1	0
b. Graduating Minors	0	0	0	0	0
5. Credit Hour Production (State-Funded)					
a. Summer Semester					
Lower Division	0	0	18	0	42
Upper Division	61	128	195	192	114
Total - Summer	61	128	213	192	156
b. Fall Semester					
Lower Division	263	329	336	387	495
Upper Division	521	542	565	568	631
Total - Fall	784	871	901	955	1,126
c. Spring Semester					
Lower Division	186	309	333	408	363
Upper Division	594	539	483	504	581
Total - Spring	780	848	816	912	944
d. Total					
Lower Division	449	638	687	795	900
Upper Division	1,176	1,209	1,243	1,264	1,326
All Semesters	1,625	1,847	1,930	2,059	2,226
6. Credit Hour Production (Cash-Funded)					
Lower Division	0	0	0	0	0
Upper Division	0	0	0	0	15
All Semesters	0	0	0	0	15
7. Full-Year FTE Students					
a. State-funded	54.17	61.57	64.33	68.63	74.20
b. Cash-funded	0.00	0.00	0.00	0.00	0.50
c. Total	54.17	61.57	64.33	68.63	74.70

Civil Engineering Technology Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
8.	**Number of Classes Offered (Fall and Spring Semesters)**					
	a. Lower Division	12	11	11	13	14
	b. Upper Division	25	25	24	23	23
	c. Total	37	36	35	36	37
	Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
	a. Lower Division	144	208	223	265	286
	b. Upper Division	373	374	361	373	385
	c. Total	517	582	584	638	671
9.	**Average Class Size (Fall and Spring Semesters)**					
	a. Lower Division	12.0	18.9	20.3	20.4	20.4
	b. Upper Division	14.9	15.0	15.0	16.2	16.7
	c. Total	14.0	16.2	16.7	17.7	18.1
10.	**Faculty FTE (State Funded)**					
	a. Instructional					
	Full-time tenured or tenure track	2.00	3.00	3.00	3.00	3.00
	Other full-time	0.50	0.50	0.00	0.00	0.00
	Part time	1.03	0.50	1.00	0.83	1.20
	b. Non-instructional	0.00	0.00	0.00	0.00	0.00
	c. Total	3.53	4.00	4.00	3.83	4.20
	d. % of Instructional FTE Tenured	56.66%	75.00%	75.00%	78.33%	71.43%
11.	**Support Staff FTE**	0.53	0.53	0.53	0.53	0.53
12.	**Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)**					
	a. Avg Credit Hrs (Type A Courses)	15.0	21.0	26.3	24.7	23.3
	b. Avg Contact Hrs (Type A Courses)	18.1	27.0	35.6	35.8	33.1
	c. Total Headcount (Type B Courses)	13	8	5	2	2
	i. Online	0	0	0	0	0
	ii. Other	13	8	5	2	2
13.	**Student FTE/Faculty FTE (State-Funded)**	15.34	15.39	16.08	17.92	17.67
		54.17	61.57	64.33	68.63	74.20
14.	**Percent of Fall and Spring CHP by Faculty Type (State Funded)**					
	a. Tenured or Tenure Track Faculty	54.16%	64.92%	75.19%	71.67%	67.63%
	chp	847	1116	1291	1338	1400
	b. Other Full-time Faculty	10.17%	13.26%	0.00%	0.00%	0.00%
	chp	159	228	0	0	0
	c. Part-Time Faculty	35.68%	21.82%	24.81%	28.33%	32.37%
	chp	558	375	426	529	670
	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%	0.00%	0.00%	0.00%
	chp	0	0	0	0	0
	Total	100.00%	100.00%	100.00%	100.00%	100.00%
	Total chp	1564	1719	1717	1867	2070
15.	**Program Costs (State-Funded)**					
	a. Total Cost	$ 206,205	$ 285,057	$ 284,756	$ 288,599	$ 298,671
	b. Cost per Credit Hour	$ 126.90	$ 154.34	$ 147.54	$ 140.16	$ 134.17
	total state funded credit hours from 5d	1625	1847	1930	2059	2226

EXECUTIVE SUMMARY OF THE ELECTRICAL ENGINEERING TECHNOLOGY PROGRAM
October 2011

Program Description

Metropolitan State College of Denver's Electrical Engineering Technology Program
- offers comprehensive coursework leading to a bachelor of science (BS) in Electrical Engineering Technology in one of three concentrations: Computer Engineering Technology, Communications, or Power and Control Systems.
- prepares its graduates to enter their profession by offering courses which meet the needs of the industries the department serves.
- offers two minors in Electrical Engineering Technology and Network Communications.
- offers three certificates: Electrical Engineering Technology, Network Communications, and Engineering Fundamentals.
- is accredited by the Accreditation Board for Engineering and Technology (ABET).

Key Issues Identified Through the Review Process

- Student participation in a Metro State alumni social media site reveals substantial interest since more than 50 graduates have posted current information on this site.
- A FAA Airways Facilities Collegiate Training Initiative program was developed in 2005 and Electrical Engineering Technology majors have been placed and hired as a result.
- The percentage of Electrical Engineering Technology female students is 10% (female graduation rate is 4.5%), which is consistent with national trends. Recruitment efforts are encouraged.

Program Assessment of Student Learning Outcomes

In addition to structure course reports organized around the program learning outcomes, the Society of Mechanized Engineers (SME) Exam for has been utilized since the Fall of 2010 for program assessment purposes. Formative assessments that occur at critical points throughout the program should be developed to enhance the information provided by the other sources of data.

Selected Survey Results
Favorable
- Student participation in a Metro State alumni social media site reveals substantial interest since more than 50 graduates have posted current information on this site.

Concerns
- Some students cited accessibility of faculty, facilities, and lack of student organizations as concerns.

Strengths Identified Through the Review Process

- A FAA Airways Facilities Collegiate Training Initiative program was developed in 2005 and Electrical Engineering Technology majors have been placed and hired as a result.

- An industrial advisory board allows business to have direct input regarding the course curriculum which was updated in 2008-09 and 2010-11 to reflect current professional practice.

- The department has partnered with the Internship Office to allow students to receive credit for jobs which are related to curriculum content.

- The EET program replaced outdated Digital Multi-meters with Instek GDM-8145 Multi-meters Additionally, two spectrum analyzers were purchased from a grant awarded by National Instruments due to a program alumnus receiving the "Test Engineer of the Year" award.

Concerns Identified By the Process, Recommendations, and Actions Taken

- The ABET team recommended that the program introduce formalized advising structures.
  Actions: Program faculty worked with the other technology programs to improve advising in light of the stringent major requirements. All students have been assigned an advisor within their respective program disciplines, based on the student's last name. For the Fall 2011 semester, all professors are using the Banner Tracking System to track advising contacts with notes. The advising flow charts provide a graphic display of the courses required for students. Additionally, the enrollment management task instituted by the School of Professional Studies Dean has been incorporated into this new core which has increased class size and provided an understandable rotation of courses for students.

- Some transfer courses need to be re-evaluated to ensure rigor.

  Recommendation: The department continues to work on this issue and is looking at making a curriculum change that adds a prerequisite to the program for transfer students. The prerequisite would be that all transfer students pass the math Accuplacer test with a specific score.

- The percentage of Electrical Engineering Technology female students is 10% (female graduation rate is 4.5%).
  Recommendation: Program faculty are acutely aware of this issue; however, since this is the trend nation-wide, obtaining a better gender balance is difficult. The Program Review Committee recommends consideration of partnering with the Society of Women Engineers or founding a student chapter.

- Program faculty expressed a need for a conference room.
  Actions and recommendations: The Engineering Technology office has been re-designed to provide a space for a conference room. An additional space allocation and/or additional remodeling of the current space would provide better confidentiality.

- The Electrical Engineering Technology program reports the need for new faculty hires.
  Recommendation: The data indicate that increasing enrollment would support one additional faculty member when funding allows.

- The cross listing of courses has caused a problem with scheduling.
  Action: To eliminate the confusion, an agreement was established so that specific courses would be taught by specified Civil, Electrical or Mechanical Engineering Technology faculty and be a requirement for the respective degree programs previously involved in the cross-listing.

Electrical Engineering Technology Program Productivity Measures

		2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
1.	**Program Majors**					
	a. New Majors	94	82	108	143	136
	b. Continuing Majors	120	131	116	146	171
	c. New Majors as Percent of Total Majors	43.93%	38.50%	48.21%	49.48%	44.30%
	d. Continuing Majors as % Total Majors	56.07%	61.50%	51.79%	50.52%	55.70%
	e. Majors by Class Rank					
	* Freshmen	76	75	99	135	131
	* Sophomores	35	37	36	58	73
	* Juniors	42	35	39	38	38
	* Seniors	61	66	50	58	65
	f. Total Majors	214	213	224	289	307
	Concentration Areas					
	Electrical Engineering Technology	164	156	181	233	243
1	Communications (EET1)	14	12	9	10	12
2	Control Systems (EET3)	1	1	0	0	0
3	Computers (EET4)	2	2	3	1	1
4	Power (EET5)	0	0	0	0	0
5	Computer Engeering Technology (EET7)	10	14	12	18	14
6	Power and Control Systems (EET8)	23	28	19	27	37
	Total	214	213	224	289	307
2.	**Program Graduates**					
	a. Number of Native Graduates	2	8	4	4	4
	b. Number of Non-native Graduates	10	12	6	12	9
	c. Total Number of Graduates	12	20	10	16	13
	d. Graduates as a % of Total Majors	5.61%	9.39%	4.46%	5.54%	4.23%
	Concentration Areas					
	Electrical Engineering Technology	0	3	1	2	2
1	Communications (EET1)	7	2	3	5	3
2	Control Systems (EET3)	0	0	0	0	0
3	Computers (EET4)	1	0	0	0	0
4	Power (EET5)	0	0	0	0	0
5	Computer Engeering Technology (EET7)	0	5	2	1	1
6	Power and Control Systems (EET8)	4	10	4	8	7
	Total	12	20	10	16	13
3.	**Median Credits to Graduation**					
	a. For All Program Graduates	148.00	154.00	138.50	149.50	141.00
	b. For Native Program Graduates	152.50	141.00	149.50	139.00	140.00
4.	**Program Minors**					
	a. Declared Minors	5	6	3	3	6
	b. Graduating Minors	0	0	0	2	2
5.	**Credit Hour Production (State-Funded)**					
	a. Summer Semester					
	Lower Division	0	0	24	57	57
	Upper Division	19	7	42	0	18
	Total - Summer	19	7	66	57	75
	b. Fall Semester					
	Lower Division	701	713	819	837	939
	Upper Division	318	292	277	457	305
	Total - Fall	1,019	1,005	1,096	1,294	1,244
	c. Spring Semester					
	Lower Division	656	652	747	850	885
	Upper Division	450	465	526	384	504
	Total - Spring	1,106	1,117	1,273	1,234	1,389
	d. Total					
	Lower Division	1,357	1,365	1,590	1,744	1,881
	Upper Division	787	764	845	841	827
	All Semesters	2,144	2,129	2,435	2,585	2,708
6.	**Credit Hour Production (Cash-Funded)**					
	Lower Division	0	0	0	0	0
	Upper Division	0	0	0	0	0
	All Semesters	0	0	0	0	0

Electrical Engineering Technology Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
7.	**Full-Year FTE Students**					
	a. State-funded	71.47	70.97	81.17	86.17	90.27
	b. Cash-funded	0.00	0.00	0.00	0.00	0.00
	c. Total	71.47	70.97	81.17	86.17	90.27
8.	**Number of Classes Offered (Fall and Spring Semesters)**					
	a. Lower Division	28	27	31	31	27
	b. Upper Division	27	26	25	19	19
	c. Total	55	53	56	50	46
	Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
	a. Lower Division	390	401	455	474	516
	b. Upper Division	259	258	275	274	262
	c. Total	649	659	730	748	778
9.	**Average Class Size (Fall and Spring Semesters)**					
	a. Lower Division	13.9	14.9	14.7	15.3	19.1
	b. Upper Division	9.6	9.9	11.0	14.4	13.8
	c. Total	11.8	12.4	13.0	15.0	16.9
10.	**Faculty FTE (State Funded)**					
	a. Instructional					
	Full-time tenured or tenure track	3.00	3.00	4.00	3.00	4.00
	Other full-time	1.00	1.00	0.00	1.50	0.00
	Part time	1.98	2.47	2.41	2.86	2.86
	b. Non-instructional	0.00	0.00	0.00	0.00	0.00
	c. Total	5.98	6.47	6.41	7.36	6.86
	d. % of Instructional FTE Tenured	50.17%	46.37%	62.40%	40.76%	58.31%
11.	**Support Staff FTE**	1.34	1.34	1.34	1.34	1.34
12.	**Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)**					
	a. Avg Credit Hrs (Type A Courses)	20.3	19.8	21.3	16.2	18.0
	b. Avg Contact Hrs (Type A Courses)	27.9	27.0	30.0	24.1	25.9
	c. Total Headcount (Type B Courses)	4	13	13	21	11
	i. Online	0	0	10	0	0
	ii. Other	4	13	3	21	11
13.	**Student FTE/Faculty FTE (State-Funded)**	11.95	10.97	12.66	11.71	13.16
		71.47	70.97	81.17	86.17	90.27
14.	**Percent of Fall and Spring CHP by Faculty Type (State Funded)**					
	a. Tenured or Tenure Track Faculty	30.73%	33.74%	51.54%	31.05%	45.96%
	chp	653	716	1221	785	1210
	b. Other Full-time Faculty	16.85%	18.10%	0.00%	23.22%	0.00%
	chp	358	384	0	587	0
	c. Part-Time Faculty	52.42%	48.16%	48.46%	45.73%	54.04%
	chp	1114	1022	1148	1156	1423
	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%	0.00%	0.00%	0.00%
	chp	0	0	0	0	0
	Total	100.00%	100.00%	100.00%	100.00%	100.00%
	Total chp	2125	2122	2369	2528	2633
15.	**Program Costs (State-Funded)**					
	a. Total Cost	$ 581,976	$ 383,073	$ 498,919	$ 443,798	$ 574,530
	b. Cost per Credit Hour	$ 271.44	$ 179.93	$ 204.89	$ 171.68	$ 212.16
	total state funded credit hours from 5d	2144	2129	2435	2585	2708

EXECUTIVE SUMMARY OF THE HUMAN SERVICES PROGRAM
October 2011

Program Description

Metropolitan State College of Denver's Human Services Program:

- offers a comprehensive undergraduate program leading to a Bachelor of Science with concentrations in Addiction Studies, Domestic Violence Counseling, High Risk Youth Studies, Nonprofit Studies, Mental Health Counseling, and Paramedic.
- offers a minor in Human Services and certificates in High Risk Youth Studies and Nonprofit Studies
- allows students from programs at Community College of Denver to transfer 30-32 hours of credit and is one of only two programs among the state's colleges
- offers internship programs in sites as diverse as detoxification facilities, domestic violence shelters, and programs for the homeless population
- is the only undergraduate program in Nonprofit Studies in the eleven Western states
- is accredited by the council for Standards in Human Services Education.

Key Issues Identified Through the Review Process

- Graduates were satisfied with faculty instruction, accessibility, and advising, felt prepared to work in their field, and felt the classroom climate encouraged active learning
- The Human Services curriculum includes a comprehensive plan of study and, according to the Program Review consultant, an impressive range of courses.
- The consultant recommended development of a central identity for the program and the faculty are discussing this at their regular department meetings.

Program Assessment of Student Learning Outcomes

The department began the process of developing an assessment plan in 2010-11. The faculty updated the mission statement and developed both learning outcomes and a curriculum map. The faculty will continue this process over the coming year by discussing strategies for assessing specific learning outcomes. The department is initiating a series of meetings among faculty who teach the same courses in Fall 2011.

Selected Survey Results

Favorable

- Graduates were satisfied with faculty instruction, accessibility, and advising
- Graduates felt prepared to work in their field
- Seniors felt that the classroom climate encouraged active learning

Concerns

- Seniors expressed concern about their ability to use and interpret quantitative data
- Seniors expressed concern about the usefulness of the department webpage

Strengths Identified Through the Review Process

- The Human Services curriculum includes a comprehensive plan of study and, according to the Program Review consultant, an impressive range of courses.

- The field components of the curriculum are supported by a new pre-field experience course, offered for the first time in Spring 2011, and by a thorough and practical Field Manual for students.

- The program added a new course requirement entitled HSP 3710: *Research Methods and Program Evaluation*, to be offered for the first time in Fall 2011.

- Since the last program review, faculty have worked to increase the number of writing assignments (including research papers) in individual courses.

- All department faculty and the full-time staff person carry a heavy advising load. Survey data from the last program review indicated that human service students tend to seek advising at a higher rate than other students.

- Student clubs include the Human Services Education Organization (HSEO), the Association of Nonprofit Professionals (ANP), and Tau Alpha Upsilon, a chapter of the honors society for Human Services.

- The Center for High Risk Youth coordinates a program called Partners for Youth (PYP) which is a series of speakers on topics of interest to students and community members focused on youth.

- Courses are offered across a range of day, night, and weekend sections; students are able to take classes at times that allow them to complete their degrees in a timely manner.

- The faculty are active in serving the community and the profession. Individual faculty have served as a consultant for Cherry Creek School District (drug/alcohol Alternative to Suspension Program), a Board Member for Healing from the Heart, and have testified before the Colorado Senate.

- Classrooms are adequate, although some are arranged in theater row style and are too small to allow for the group work that is essential to teaching this discipline. A Smartboard and other technology are available.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Developing a central identity for the program.
  Plan: The consultant's comments about developing a central identity for the program will be discussed at a fall department meeting.

- Plan to improve program assessment, including developing a curriculum map and formative assessments There is a particular concern regarding inconsistencies in multiple section courses and a lack of clarity about equivalent learning experiences. In addition, the Field Competencies Evaluation does not align with the student learning outcomes.
  Plan: The department faculty are engaged in conversation about program assessment activities. They also initiated two pilot assessment activities and will continue this process over the coming year. The faculty are rewriting the Field Competencies Evaluation to match the new student learning outcomes.

- Plan to vet field placement sites and create a department-level database of sites.
  Plan: Faculty are sending the Internship Center names and contacts for agencies they would like included on the database, as well as including the Center in the conversation when new agencies contact the department. There will be a centralized database.

- Plan to address consultant's observation that faculty are not active in scholarship.
  Recommendation and Plan: The program should take scholarship expectations into account as it moves forward in its plan to develop new Department Guidelines. Because the College is currently updating the faculty evaluation process, the department will look to the Dean and Provost for leadership in this process and guidance about the role of scholarly activities in faculty evaluation.

- Workload compensation for those who take on administrative functions, such as the proposed Field Coordinator, or Directors of a Center.
  Recommendation and Plan: There is a College level discussion about the concept and definition of "centers", and also about the issue of faculty workload, so the department will follow the College's lead. For a proposed Field Coordinator position, workload compensation would depend on the type of position. The department needs to do more research on models to define what would be most appropriate for the program.

Human Services Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
1. Program Majors					
a. New Majors	143	183	212	262	266
b. Continuing Majors	298	267	275	291	355
c. New Majors as Percent of Total Majors	32.43%	40.67%	43.53%	47.38%	42.83%
d. Continuing Majors as % Total Majors	67.57%	59.33%	56.47%	52.62%	57.17%
e. Majors by Class Rank					
* Freshmen	68	84	122	156	181
* Sophomores	78	88	124	146	157
* Juniors	99	106	129	142	165
* Seniors	196	172	112	109	118
f. Total Majors	441	450	487	553	621
Concentration Areas					
Human Services	193	185	233	252	282
1 Drug/Alcohol Counselor (HSP1)	2	2	1	1	0
2 Nonprofit Organization Administration (HSP6)	17	20	21	36	35
3 Domestic Violence Counseling (HSP7)	12	10	12	12	18
4 High Risk Youth (HSP8)	45	39	44	62	70
5 Addictions Studies (HSP9)	46	58	69	87	111
6 Generalist-HSP (HS10)	11	8	1	1	1
7 Counseling & Mental Hlth Services-HSP (HS11)	114	124	99	96	100
8 Paramedic-HSP (HS12)	1	4	7	6	4
Total	441	450	487	553	621
2. Program Graduates					
a. Number of Native Graduates	24	19	19	15	20
b. Number of Non-native Graduates	50	61	38	52	55
c. Total Number of Graduates	74	80	57	67	75
d. Graduates as a % of Total Majors	16.78%	17.78%	11.70%	12.12%	12.08%
Concentration Areas					
Human Services	2	0	0	0	0
1 Drug/Alcohol Counselor (HSP1)	0	0	0	0	0
2 Nonprofit Organization Administration (HSP6)	5	3	3	7	5
3 Domestic Violence Counseling (HSP7)	2	3	3	2	3
4 High Risk Youth (HSP8)	12	8	7	6	9
5 Addictions Studies (HSP9)	8	14	5	7	13
6 Generalist-HSP (HS10)	8	8	0	0	1
7 Counseling & Mental Hlth Services-HSP (HS11)	37	44	38	44	42
8 Paramedic-HSP (HS12)	0	0	1	1	2
Total	74	80	57	67	75
3. Median Credits to Graduation					
a. For All Program Graduates	128.00	130.00	132.00	129.00	130.00
b. For Native Program Graduates	122.00	127.00	136.00	124.00	124.00
4. Program Minors					
a. Declared Minors	45	51	54	72	96
b. Graduating Minors	18	17	21	19	30
5. Credit Hour Production (State-Funded)					
a. Summer Semester					
Lower Division	424	260	432	356	444
Upper Division	546	498	331	323	403
Total - Summer	970	758	763	679	847
b. Fall Semester					
Lower Division	1,515	1,576	1,477	1,643	1,518
Upper Division	1,727	1,661	1,577	1,523	1,656
Total - Fall	3,242	3,237	3,054	3,166	3,174
c. Spring Semester					
Lower Division	1,466	1,347	1,440	1,511	1,648
Upper Division	1,935	1,922	2,106	1,999	2,174
Total - Spring	3,401	3,269	3,546	3,510	3,822
d. Total					
Lower Division	3,405	3,183	3,349	3,510	3,610
Upper Division	4,208	4,081	4,014	3,845	4,233
All Semesters	7,613	7,264	7,363	7,355	7,843
6. Credit Hour Production (Cash-Funded)					
Lower Division	0	0	0	0	0
Upper Division	328	392	317	221	232
All Semesters	328	392	317	221	232
7. Full-Year FTE Students					
a. State-funded	253.77	242.13	245.43	245.17	261.43
b. Cash-funded	10.93	13.07	10.57	7.37	7.73
c. Total	264.70	255.20	256.00	252.53	269.17

Human Services Program Productivity Measures

		2006-07	2007-08	2008-09	2009-10	2010-11
8.	**Number of Classes Offered (Fall and Spring Semesters)**					
	a. Lower Division	30	28	27	28	28
	b. Upper Division	59	55	64	54	56
	c. Total	89	83	91	82	84
	Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
	a. Lower Division	646	654	660	690	737
	b. Upper Division	1,098	1,003	1,114	1,122	1,187
	c. Total	1,744	1,657	1,774	1,812	1,924
9.	**Average Class Size (Fall and Spring Semesters)**					
	a. Lower Division	21.5	23.4	24.4	24.6	26.3
	b. Upper Division	18.6	18.2	17.4	20.8	21.2
	c. Total	19.6	20.0	19.5	22.1	22.9
10.	**Faculty FTE (State Funded)**					
	a. Instructional					
	Full-time tenured or tenure track	7.25	7.00	9.00	7.50	8.00
	Other full-time	2.00	3.00	1.00	3.00	2.00
	Part time	4.06	3.49	3.06	1.15	1.80
	b. Non-instructional	0.00	0.00	0.00	0.00	0.00
	c. Total	13.31	13.49	13.06	11.65	11.80
	d. % of Instructional FTE Tenured	54.47%	51.89%	68.91%	64.38%	67.80%
11.	**Support Staff FTE**	0.80	1.00	1.00	1.38	1.50
12.	**Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)**					
	a. Avg Credit Hrs (Type A Courses)	13.6	13.2	16.5	16.2	14.6
	b. Avg Contact Hrs (Type A Courses)	17.5	17.2	22.6	20.6	18.8
	c. Total Headcount (Type B Courses)	124	151	178	181	168
	i. Online	19	73	72	77	89
	ii. Other	105	78	106	104	79
13.	**Student FTE/Faculty FTE (State-Funded)**	19.07	17.95	18.79	21.04	22.16
		253.77	242.13	245.43	245.17	261.43
14.	**Percent of Fall and Spring CHP by Faculty Type (State Funded)**					
	a. Tenured or Tenure Track Faculty	44.41%	50.06%	61.71%	60.13%	60.85%
	chp	2950	3257	4073	4014	4257
	b. Other Full-time Faculty	19.01%	27.31%	14.38%	25.67%	22.58%
	chp	1263	1777	949	1714	1580
	c. Part-Time Faculty	36.53%	22.63%	23.91%	14.20%	15.58%
	chp	2427	1472	1578	948	1090
	d. Temporary Lecturers	0.00%	0.00%	0.00%	0.00%	0.00%
	chp	0	0	0	0	0
	e. Administrators/Classified Personnel	0.05%	0.00%	0.00%	0.00%	0.99%
	chp	3	0	0	0	69
	Total	100.00%	100.00%	100.00%	100.00%	100.00%
	Total chp	6,643	6,506	6,600	6,676	6,996
15.	**Program Costs (State-Funded)**					
	a. Total Cost	$ 930,766	$ 874,573	$ 925,771	$ 940,465	$ 1,015,626
	b. Cost per Credit Hour	$ 122.26	$ 120.40	$ 125.73	$ 127.87	$ 129.49
	total state funded credit hours from 5d	7,613	7,264	7,363	7,355	7,843

EXECUTIVE SUMMARY OF THE MECHANICAL ENGINEERING TECHNOLOGY PROGRAM
October 2011

Program Description

Metropolitan State College of Denver's Mechanical Engineering Technology Program (MET)
- offers a comprehensive undergraduate coursework leading to a bachelor of science (BS) in Mechanical Engineering Technology in one of two concentrations: Mechanical and Computer-Aided Manufacturing
- qualifies students to take the Fundamentals of Engineering (FE) exam during their senior year and Professional Engineers (PE) exam after the required years of experience
- offers a minor in Mechanical Engineering Technology
- prepares graduates for employment in government, design and construction firms, manufacturing, sales, and testing companies
- is accredited by the Accreditation Board for Engineering and Technology (ABET).

Key Issues Identified Through the Review Process
- Enrollment has steadily increased by approximately 150% since the year 2000.
- Metro State is the only college or university in the state of Colorado offering the Mechanical Engineering Technology degree, which focuses on applied rather than theoretical engineering. A tri-institutional course is offered as part of an engineering consortium, providing students with exposure to new ideas and areas of expertise. This also increases the visibility of the Engineering program at Metro State.
- Because the program utilizes equipment where safety is a concern, course instructors need to work with a lab coordinator to properly and safely conduct lab experiments. An additional lab coordinator position assigned to the Mechanical and Civil Engineering Technology programs would improve safety.

Program Assessment of Student Learning Outcomes
After the recent ABET review, the program outcomes remained the same, but the program objectives were rewritten and approved by the Industrial Advisory board and the ABET team. The assessment process has been simplified to meet the assessment requirements of Metro State and ABET. The program has written a comprehensive exam for seniors that is utilized to assess overall performance. Formative assessments made at critical points throughout the program should be developed to measure progress toward learning outcomes.

Student Survey Results are not included in this report due to extremely low response rates.

Strengths Identified Through the Review Process
- Enrollment has steadily increased by approximately 150% since the year 2000.

- The program is involved with the Colorado Space Grant Consortium with students participating in the DemoSat and RocketSat programs. The senior experience course involves work with a local company, Swisslog, to perform research and design on topics identified by that company.

- An industrial advisory board allows business to have direct input regarding the curriculum.

- The program has an active ASCE chapter which competes in annual competitions. In 2010, the team from Metro State placed third in the steel bridge competition.

- Metro State is the only college or university in the state of Colorado offering the Mechanical Engineering Technology degree, which focuses on applied rather than theoretical engineering. A tri-institutional course is offered as part of an engineering consortium, providing students with exposure

to new ideas and areas of expertise. This also increases the visibility of the Engineering program at Metro State.

- The recent budget allocation for SmartBoards and computers has improved the quality of laboratory equipment. All software is current and has recently been upgraded.

Concerns Identified By the Process, Recommendations, and Actions Taken

- Because the program utilizes equipment where safety is a concern, course instructors need to work with a lab coordinator to properly and safely conduct lab experiments. An additional lab coordinator position assigned to the Mechanical and Civil Engineering Technology programs would improve safety.
  Recommendation: A request for an additional full time lab coordinator shared between Industrial Design and the Engineering Technology programs has been sent to the Provost. Given the current funding situation, it may be necessary, as a temporary measure, for the program to hire an affiliate faculty to provide lab support.

- The Mechanical Engineering Technology report stresses the need for new faculty hires.
  Recommendation: The data indicate that increasing enrollment supports the addition of a faculty member.

- A tri-institutional course is currently offered, and has been very effective for student learning. Additional consortia courses would benefit the students in terms of broadening their exposure to ideas and expertise.
  Recommendation: Incentive initiatives to write grants to develop consortia courses could be provided to faculty. Ultimately, grants to develop such courses should increase resources in the department, and thus the investment would be recouped.

- Faculty expressed concern about students' writing skills.
  Recommendation: Faculty should consider adding a "writing in the discipline" unit in one of the early courses in the sequence, while also referring students to the Writing Center on campus as needed.

- The ABET team recommended that the program introduce formalized advising structures.
  Actions: Program faculty worked with the other technology programs to improve advising in light of the stringent major requirements. All students have been assigned an advisor within their respective program disciplines, based on the student's last name. For the Fall 2011 semester, all professors are using the Banner Tracking System to track advising contacts with notes. The advising flow charts provide a graphic display of the courses required for students. Additionally, the enrollment management task instituted by the School of Professional Studies Dean has been incorporated into this new core which has increased class size and provided an understandable rotation of courses for students.

- Some transfer courses need to be re-evaluated to ensure rigor.
  Recommendation: The department continues to work on this issue and is looking at making a curriculum change that adds a prerequisite to the program for transfer students. The prerequisite would be that all transfer students pass the math Accuplacer test with a specific score.

- Removing unused equipment and updating other equipment will result in an improved instructional facility.
  Action: Equipment has been removed, overhauled, or replaced, resulting in better space utilization.

Mechanical Engineering Technology Program Productivity Measures

			2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
1.	**Program Majors**						
	a. New Majors		79	100	105	137	141
	b. Continuing Majors		95	108	136	161	185
	c. New Majors as Percent of Total Majors		45.40%	48.08%	43.57%	45.97%	43.25%
	d. Continuing Majors as % Total Majors		54.60%	51.92%	56.43%	54.03%	56.75%
	e. Majors by Class Rank						
	* Freshmen		72	78	96	119	122
	* Sophomores		31	54	55	72	95
	* Juniors		25	28	43	53	45
	* Seniors		46	48	47	54	64
	f. Total Majors		174	208	241	298	326
	Concentration Areas						
	Mechanical Engineering Technology		137	171	210	262	285
1	Manufacturing (MET1)		5	5	5	2	0
2	Mechanical (MET2)		27	28	21	28	36
3	Computer-Aided Manufacturing (MET4)		5	4	5	6	5
		Total	174	208	241	298	326
2.	**Program Graduates**						
	a. Number of Native Graduates		1	2	4	2	4
	b. Number of Non-native Graduates		12	5	7	19	17
	c. Total Number of Graduates		13	7	11	21	21
	d. Graduates as a % of Total Majors		7.47%	3.37%	4.56%	7.05%	6.44%
	Concentration Areas						
	Mechanical Engineering Technology		0	0	0	0	0
1	Manufacturing (MET1)		1	0	0	1	0
2	Mechanical (MET2)		10	5	5	17	21
3	Computer-Aided Manufacturing (MET4)		2	2	3	3	0
		Total	13	7	8	21	21
3.	**Median Credits to Graduation**						
	a. For All Program Graduates		152.00	167.00	156.00	159.00	150.00
	b. For Native Program Graduates		142.00	172.50	156.50	171.00	145.00
4.	**Program Minors**						
	a. Declared Minors		10	8	11	15	18
	b. Graduating Minors		1	2	1	4	1
5.	**Credit Hour Production (State-Funded)**						
	a. Summer Semester						
	Lower Division		0	0	0	0	0
	Upper Division		43	103	135	27	60
	Total - Summer		43	103	135	27	60
	b. Fall Semester						
	Lower Division		436	513	588	672	834
	Upper Division		253	299	370	469	575
	Total - Fall		689	812	958	1,141	1,409
	c. Spring Semester						
	Lower Division		294	537	684	780	846
	Upper Division		294	335	507	513	542
	Total - Spring		588	872	1,191	1,293	1,388
	d. Total						
	Lower Division		730	1,050	1,272	1,452	1,680
	Upper Division		590	737	1,012	1,009	1,177
	All Semesters		1,320	1,787	2,284	2,461	2,857
6.	**Credit Hour Production (Cash-Funded)**						
	Lower Division		0	0	0	0	0
	Upper Division		0	0	0	0	0
	All Semesters		0	0	0	0	0

Mechanical Engineering Technology Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
7. Full-Year FTE Students					
a. State-funded	44.00	59.57	76.13	82.03	95.23
b. Cash-funded	0.00	0.00	0.00	0.00	0.00
c. Total	44.00	59.57	76.13	82.03	95.23
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	20	19	22	31	31
b. Upper Division	21	17	24	22	24
c. Total	41	36	46	53	55
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	242	349	424	484	560
b. Upper Division	181	203	310	325	352
c. Total	423	552	734	809	912
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	12.1	18.4	19.3	15.6	18.1
b. Upper Division	8.6	11.9	12.9	14.8	14.7
c. Total	10.3	15.3	16.0	15.3	16.6
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	2.00	1.94	2.93	3.00	3.00
Other full-time	0.50	0.50	0.00	0.00	0.00
Part time	1.20	1.60	1.63	2.40	2.70
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	3.70	4.04	4.56	5.40	5.70
d. % of Instructional FTE Tenured	54.05%	48.02%	64.25%	55.56%	52.63%
11. Support Staff FTE	1.13	1.13	1.13	1.13	1.13
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	15.4	18.3	23.3	24.7	22.3
b. Avg Contact Hrs (Type A Courses)	19.6	24.2	30.9	33.7	29.5
c. Total Headcount (Type B Courses)	17	12	7	9	12
i. Online	0	0	0	0	0
ii. Other	17	12	7	9	12
13. Student FTE/Faculty FTE (State-Funded)	11.89	14.74	16.70	15.19	16.71
	44.00	59.57	76.13	82.03	95.23
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	52.70%	38.54%	49.84%	45.73%	42.94%
chp	673	649	1071	1113	1201
b. Other Full-time Faculty	11.51%	13.18%	0.00%	0.00%	0.00%
chp	147	222	0	0	0
c. Part-Time Faculty	35.79%	48.28%	50.16%	54.27%	57.06%
chp	457	813	1078	1321	1596
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%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	1,277	1,684	2,149	2,434	2,797
15. Program Costs (State-Funded)					
a. Total Cost	$ 306,332	$ 298,152	$ 360,950	$ 381,812	$ 420,466
b. Cost per Credit Hour	$ 232.07	$ 166.84	$ 158.03	$ 155.15	$ 147.17
total state funded credit hours from 5d	1,320	1,787	2,284	2,461	2,857

Program Description

Metropolitan State College of Denver's Nursing Program:

- offers two programs leading to a B.S. in Nursing (BSN) the Baccalaureate Registered Nurse Completion Option available to RNs with an associate degree or diploma in nursing and the Accelerated Nursing Option) for students with a previous non-nursing baccalaureate degree.
- prepares graduates for graduate study in nursing.
- prepares students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) licensure exam.
- has an exemplary record of preparing students for health professions.
- is accredited by the National League for Nursing Accrediting Commission.

Key Issues Identified Through the Review Process

- The graduate survey revealed that 90% of respondents were satisfied or very satisfied with their experiences at Metro State and that over 80% would recommend the program to others. An additional 15% would recommend it with reservations. Within 3 months of graduation, 84.5% reported being employed in nursing.
- Ninety seven percent of students passed the national professional nursing exam in 2010 and 100% passed in 2011.
- The program has partnerships with more than 25 acute and community care organizations.

- The National League for Nursing Accrediting Commission (NLNAC) noted concerns in regard to curriculum standards, as well as to updating courses to reflect current trends. A consultant was hired to assist with curriculum mapping, revision of the curriculum framework and student learning outcomes, and curriculum revision targeting completion prior to the next accreditation visit in April 2013.

Program Assessment of Student Learning Outcomes

To achieve the goal the of developing the professional nurse, nursing faculty identified three major categories of Student Learning Outcomes that are foundational to the practice of nursing with fourteen associated outcomes. These outcomes, congruent with the program philosophy, are used as an organizational framework throughout the program, form the basis for the clinical evaluation tool, and provide the foundation for graduate and employer feedback about the nursing program. The nursing program uses evaluation methodologies that are varied and consistent with course and program outcomes. Course examinations are primarily composed of multiple-choice questions consistent with the NCLEX-RN exam format. A variety of written assignments provide additional measures of student learning. The Clinical Evaluation Tool uses the Student Learning Outcomes as the basis for evaluating student practice. The Clinical Evaluation Tool identifies outcomes unique to each course as well as outcomes common to clinical courses throughout the curriculum.

Selected Survey Results

- The graduate survey revealed that 90% of respondents were satisfied or very satisfied with their experiences at Metro State and that over 80% would recommend the program to others. An additional 15% would recommend it with reservations. Within 3 months of graduation, 84.5% reported being employed in nursing.

Strengths Identified Through the Review Process

- Ninety seven percent of students passed the national professional nursing exam in 2010 and 100% passed in 2011.

- With the support of the SPS dean, a search for a chair with a Ph.D. has been completed.
- The faculty-to-student ratios in the classroom and clinical settings are appropriate to ensure adequate teaching, supervision, and evaluation.
- The Accelerated Nursing Option (ANO) curriculum is 17 months in duration and provides an affordable and efficient alternative for students wishing to change careers.
- The Baccalaureate Registered Nurse Completion Option (BRNCO) was re-designed to be completed in three semesters on a full-time basis or five semesters on a part-time basis effective with the fall 2010 semester. Students transfer from community colleges within the region to pursue the BSN degree.
- The program has partnerships with more than 25 acute and community care organizations.

Concerns Identified By the Process, Recommendations, and Actions Taken

- The National League for Nursing Accrediting Commission (NLNAC) noted concerns in regard to curriculum standards, as well as to updating courses to reflect current trends.
  Recommendations: A plan has been developed to respond to these concerns that includes monthly telephone calls to the consultant Dr. Pam Springer. The consultant will review curriculum mapping, revision of the curriculum framework and student learning outcomes and curriculum revision. Although the hiring of the new chair slowed the process somewhat, the work is on track to be completed by the next accreditation visit in April 2013.
  The mission statement has been more clearly aligned with the accreditation requirements and linked to student outcomes. Revisions and course maps are to be completed in spring semester of 2012

- Workload issues are an ongoing concern.
  Recommendations: An equitable written policy regarding faculty workload should be developed. A clear formula for balancing classroom teaching, online teaching, preparation and supervision of labs, and clinical observation in healthcare sites may help with faculty retention.

- Recruiting and retaining faculty is necessary for the continued strength of the program, especially in consideration of the disparity between Metro State salaries and the salaries offered to Ph.D credentialed nurses in the health care industry.
  Recommendation: The Program Review Committee recommends that some or all of the following be investigated: salary reevaluation, inclusion of summer teaching in faculty workload or increase summer pay schedule, staff for a 12 month program, provide reassigned time for doctoral study, revise department standards to allow credit for service and professional development for uncompensated workload hours, provide tuition credits for faculty doing graduate work at Colorado institutions, provide compensation or workload credit for hours of on-call supervision.

- The BRNCO will require further resources if the program is to add students. The Institute of Medicine's recommendation for the Future of Nursing that was endorsed by the ANA, (American Nurses Association), AONE (American Organization of Nurse Executives) and AACN (American Association of Colleges of Nursing) (October, 2010) was due to the increasing technical demands of nursing that 80% of all nurses be trained a BSN level by 2020. An estimation of the responsibility of each program in Colorado to accomplish the need to fulfill the deficit created by retiring nurses in Colorado and this mandate would be awarding credentials to 200 nurses per year.
  Recommendation: Space, equipment, and faculty will be required. A five-year projection of staff and faculty needs was submitted to the Dean. Admitting 24 additional students to the program each year would require adding 3 faculty FTEs and 1 FTE coordinator.

- Advising needs to be streamlined, especially in light of workload concerns.
  Recommendation: The department should develop an advising plan for admitting students and evaluating credits for transfer students. Changes to the college catalog should clarify program requirements for both students and advising faculty.

Nursing Program Productivity Measures

		2006-07	*2007-08*	*2008-09*	*2009-10*	*2010-11*
1.	**Program Majors**					
	a. New Majors	68	7	38	48	80
	b. Continuing Majors	51	68	43	46	42
	c. New Majors as Percent of Total Majors	57.14%	9.33%	46.91%	51.06%	65.57%
	d. Continuing Majors as % Total Majors	42.86%	90.67%	53.09%	48.94%	34.43%
	e. Majors by Class Rank					
	* Freshmen	5	2	4	13	12
	* Sophomores	34	7	12	13	11
	* Juniors	29	18	27	20	21
	* Seniors	51	48	38	48	78
	f. Total Majors	119	75	81	94	122
	Concentration Areas					
	Nursing	119	74	79	88	117
1	Nursing-Accelerated Program (NURA)	0	1	2	6	5
	Total	119	75	81	94	122
2.	**Program Graduates**					
	a. Number of Native Graduates	0	4	5	5	6
	b. Number of Non-native Graduates	48	51	48	63	56
	c. Total Number of Graduates	48	55	53	68	62
	d. Graduates as a % of Total Majors	40.34%	73.33%	65.43%	72.34%	50.82%
	Concentration Areas					
	Nursing	16	24	19	33	26
1	Nursing-Accelerated Program (NURA)	32	31	34	35	36
	Total	48	55	53	68	62
3.	**Median Credits to Graduation**					
	a. For All Program Graduates	154.00	152.00	153.00	153.00	153.00
	b. For Native Program Graduates	0.00	197.50	169.00	135.00	188.50
4.	**Program Minors**					
	a. Declared Minors	0	0	0	0	0
	b. Graduating Minors	0	0	0	0	0
5.	**Credit Hour Production (State-Funded)**					
	a. Summer Semester					
	Lower Division	0	0	0	0	0
	Upper Division	0	0	0	0	2
	Total - Summer	0	0	0	0	2
	b. Fall Semester					
	Lower Division	0	0	0	0	0
	Upper Division	512	448	528	551	887
	Total - Fall	512	448	528	551	887
	c. Spring Semester					
	Lower Division	0	0	0	0	0
	Upper Division	454	433	536	571	826
	Total - Spring	454	433	536	571	826
	d. Total					
	Lower Division	0	0	0	0	0
	Upper Division	966	881	1,064	1,122	1,715
	All Semesters	966	881	1,064	1,122	1,715
6.	**Credit Hour Production (Cash-Funded)**					
	Lower Division	0	0	0	0	0
	Upper Division	2,048	1,943	2,223	2,853	2,267
	All Semesters	2,048	1,943	2,223	2,853	2,267

Nursing Program Productivity Measures

	2006-07	2007-08	2008-09	2009-10	2010-11
7. Full-Year FTE Students					
a. State-funded	32.20	29.37	35.47	37.40	57.17
b. Cash-funded	68.27	64.77	74.10	95.10	75.57
c. Total	100.47	94.13	109.57	132.50	132.73
8. Number of Classes Offered (Fall and Spring Semesters)					
a. Lower Division	39	38	41	45	75
b. Upper Division	33	32	30	36	45
c. Total	72	70	71	81	120
Number (Duplicated Headcount) of Students (Fall and Spring Semesters)					
a. Lower Division	896	939	1,062	1,191	2,126
b. Upper Division	841	429	529	606	898
c. Total	1,737	1,368	1,591	1,797	3,024
9. Average Class Size (Fall and Spring Semesters)					
a. Lower Division	23.0	24.7	25.9	26.5	28.3
b. Upper Division	25.5	13.4	17.6	16.8	20.0
c. Total	24.1	19.5	22.4	22.2	25.2
10. Faculty FTE (State Funded)					
a. Instructional					
Full-time tenured or tenure track	6.00	6.00	7.00	6.50	7.00
Other full-time	0.00	0.00	0.00	0.00	0.00
Part time	2.64	2.24	1.94	1.65	4.69
b. Non-instructional	0.00	0.00	0.00	0.00	0.00
c. Total	8.64	8.24	8.94	8.15	11.69
d. % of Instructional FTE Tenured	69.44%	72.82%	78.30%	79.75%	59.88%
11. Support Staff FTE	0.34	0.50	0.48	0.50	0.50
12. Faculty Load for Full-Time Faculty (State Funded, Fall and Spring Semesters)					
a. Avg Credit Hrs (Type A Courses)	5.0	5.2	3.4	5.3	3.0
b. Avg Contact Hrs (Type A Courses)	6.2	6.3	4.2	6.6	3.8
c. Total Headcount (Type B Courses)	174	137	134	185	246
i. Online	106	81	58	102	34
ii. Other	68	56	76	83	212
13. Student FTE/Faculty FTE (State-Funded)	3.73	3.56	3.97	4.59	4.89
	32.20	29.37	35.47	37.40	57.17
14. Percent of Fall and Spring CHP by Faculty Type (State Funded)					
a. Tenured or Tenure Track Faculty	85.09%	94.10%	77.44%	89.30%	63.16%
chp	822	829	824	1002	1082
b. Other Full-time Faculty	0.00%	0.00%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
c. Part-Time Faculty	14.91%	5.90%	22.56%	10.70%	36.84%
chp	144	52	240	120	631
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%	0.00%	0.00%	0.00%
chp	0	0	0	0	0
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Total chp	966	881	1,064	1,122	1,713
15. Program Costs (State-Funded)					
a. Total Cost	$ 362,852	$ 270,733	$ 320,364	$ 323,319	$ 384,412
b. Cost per Credit Hour	$ 375.62	$ 307.30	$ 301.09	$ 288.16	$ 224.15
total state funded credit hours from 5d	966	881	1,064	1,122	1,715