

3 – CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING – 7/14/05			
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.			
Core components			
3a	<i>The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.</i>		
	Response or Evidence Needed:	Response/Evidence Needed from	Evidence already available or that should be easily accessible.
	Faculty from each program should review their student learning outcomes (assessment goals) and their assessment methodology for their <i>majors</i> . This should take place in a meeting of the <i>program</i> faculty, not department faculty, and be reported to the dean. The goals for multidisciplinary majors, e.g., environmental science, should be reviewed by faculty who offer courses for the program.	Program faculty	<ul style="list-style-type: none"> • Student learning goals, program assessment plans and reports • Program review procedures • General studies goals • Goals stated in the mission statements • Note that program review surveys are used for assessment. •
	The student learning goals should be placed on each program's Web site.	Program faculty	
	Each school should establish at least one assessment committee. The dean will select the faculty to serve on the committee(s) and those faculty members will be provided with information about assessment prior to undertaking their task. The committees' primary task will be to review the student learning outcomes and assessment methodologies used by each program in that school. The purpose of the review will be to improve the statements of the student learning outcomes if possible and, if appropriate, to provide suggestions about additional methods of assessing whether or not students meet the stated goals. For other duties, see the Self-Study Plan	Deans and faculty	
	At the present time we do not have student learning goals for minors or certificates. At the very least student learning goals should be established for certificates.	Program faculty and deans	
	The existing General Studies Committee or another committee should reevaluate MSCD's current method of assessing General Studies. It should consider the following questions: 1. Can the current assessment methodologies be improved? 2. Is there a way to obtain information that will help MSCD "close the	General Studies Committee	

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<p>loop” and improve its general education program?</p> <p>3. A stated goal of MSCD’s General Studies Program is to “prepare its graduates for a lifetime of learning.” Currently MSCD assesses attainment of this goal by program review surveys. The committee should review the survey results and determine if additional measures are needed.</p> <p>For more tasks, see the Self-Study Plan</p>		
<p>The Multicultural Committee should determine measurable goals of the Multicultural Requirement especially with respect to preparing students to live in a multicultural society and make recommendations on how achievement of those goals can be measured. Some information is in the surveys.</p>	Multicultural Committee	
<p>Institutional Assessment Committee: An Institutional Assessment Committee should be established that will:</p> <ol style="list-style-type: none"> 1. Review the results of the NSSE and Noel Levitz surveys to determine the ways in which MSCD could improve and enhance student learning. The committee should also determine if there are other surveys that would be better to use and/or if questions specific to MSCD should be added to existing surveys. 2. Review appropriate policies at the college to determine if those policies help student learning, e.g., does the current drop/add policy promote student learning or does it primarily increase student satisfaction. 3. Work with different non-academic units to determine the ways in which they contribute to student learning and how they assess their contributions to that learning. Each unit should be asked the question: how does what you do help or impact student learning? It may be that the impact is providing the needed support and/or environment to enhance student learning. This statement includes student services. 4. Give special attention to the assessment of co-curricular activities and how they contribute to student learning. For example, what are the 	Institutional Assessment Committee	

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	student learning goals for the Diversity Program and how are they being assessed? See the comments and recommendations of the Assessment Task Force. For other duties see the Self-Study Plan		
	Determine if we can obtain more information about the GRE and LSAT scores. We have some information.		
	The HLC-NCA Criterion stated (p. 3.2.9): “institutions offering courses in accelerated, asynchronous, or other nontraditional formats” need to be diligent in determining that the student learning outcomes are met. What steps are taken to try to ensure that the same student learning outcomes occur online as on campus?	Change Request for Online	
	The above comment applied to the Surveying and Mapping program, which is offered, to an extent, by “distance delivery.” How do we know the same student learning outcomes occur? Some courses were offered originally as part of a REAP grant with Northeastern Community College???	Dean of the School of Professional Studies	
3b	<i>The organization values and supports effective teaching.</i>		
	Response or Evidence Needed:	Response/Evidence Needed from	Evidence already available or that should be easily accessible.
	Need an approved curriculum process	Academic Affairs and the Faculty Senate	<ul style="list-style-type: none"> • Performance reviews and promotions based on excellence in teaching. At least 50% of the weight is given to teaching. • Faculty Resource Center?? • Describe the Adventures of the American Mind grant. • Technological innovations to support teaching
	Need list of professional development activities and the support given.	Annual Reports from Departments/Deans	
	Need to create a list of teaching awards		
	Need updated faculty resumes	Faculty	
	Need updated syllabi in electronic form for all standard courses in the catalog and syllabi of omnibus and special topics courses, which do not need	Faculty and deans	

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	to be in electronic form. Updated is defined to mean having a date at the top (not a signature date) of 2000.		<ul style="list-style-type: none"> Known teaching awards include Golden Key Excellence in Teaching Award, Faculty Senate Teaching Award, SPS Teaching Award, Psy Chi Teaching Award.
	Description of new technologies and their use in academic programs. Technological advances include both special computer labs and specialized software. Need a list of what has been purchased for different programs. <i>Help from IT</i>	Faculty, deans and IT	
	List of faculty participation in professional organizations relevant to their disciplines.	Annual Reports from Departments/Deans	
3c	<i>The organization creates effective learning environments.</i>		
	Response or Evidence Needed:	Response/Evidence Needed from	Evidence already available or that should be easily accessible.
	Create a list of all programs requiring internships.	Academic Affairs?	<p>This core component includes learning environments outside the normal classroom as well as special programs: the First-Year Experience, Honors Program, internships, study abroad, cooperative education, and faculty-student research.</p> <ul style="list-style-type: none"> Placement testing is a means of trying to give students the skills needed for academic success. Describe online tutoring. (SMARTHINKING) Describe peer group learning in mathematics.
	Continue to calculate the performance indicator that determined how many graduates had an internship or cooperative education experience.	OIR and Cooperative Education	
	Create a list of faculty-student research activities. These might be primarily in psychology, biology, physics, and chemistry.	Faculty and deans	
	Have programs list activities outside the classroom that contribute to student learning, e.g., visiting artists, student travel funds, support for students to present at conferences, conferences hosted by MSCD.	Annual Reports from Departments/Deans	
	Describe student services that are designed to provide students the skills required for academic success, especially the First Year Program. How are these programs (Student Support Services) assessed? Renee Ruderman should have information about the success of students in the First Year Program.	Student Services and Academic Affairs (Renee Ruderman)	
	Have the Noel Levitz or the NSSE survey results caused changes that would improve some student services, including advising?	Student Services, Institutional Assessment	

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		Committee, Academic Affairs	
	Determine if SMARTHINKING is effective		
	Implement the recommendation of the <u>Assessment Task Force</u> : Initiate a college-wide discussion to arrive at a coordinated means of assessing student advising, and continue current efforts to assess the relative effectiveness of departmental, school, and centralized academic advising. <i>This may be too complicated a task. Can we use the Tracking system?</i>	Academic Affairs	
	Implement the recommendation of the <u>Assessment Task Force</u> : There should be a College-wide emphasis on student learning that extends beyond academic departments. Student learning should be a priority for all MSCD endeavors. Co-curricular programs, including Student Services, must make student learning intentional, deliberate and purposeful. Learning outcomes must then be systematically assessed and incorporated into the planning cycle.	Institutional Assessment Committee	
	The <u>Task Force on Student Success and Admission Index</u> issued a report in February 2005 that also addresses the problem of students having the skills needed for success. Some or all of the recommendations of the Task Force should be implemented.	Student Services and Academic Affairs	
3d	<i>The organization's learning resources support student learning and effective teaching.</i>		
	Response or Evidence Needed:	Response/Evidence Needed from	Evidence already available or that should be easily accessible.
	How are the Writing Center, Tutoring Center, Math Tutoring Lab and the computer labs assessed as to their effectiveness?		<ul style="list-style-type: none"> Program review/ accreditation analysis of the adequacy of the labs or studios needed by
	Need a list of programs that require practica or internships to provide students access to effective learning resources. How are the resources assessed?	Deans and faculty	

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	Several program review reports indicate that there is insufficient staffing and support for some learning resources, e.g., program computer labs. Are there plans or strategies to address this?	Administration	<p>programs. Steps taken to improve the learning resources. Describe the process and some results.</p> <ul style="list-style-type: none"> • Data showing the use of the library, computer labs, Writing center, Tutoring Center, Math Tutoring lab • Describe the physics arrangement. • Describe the shared Performing Arts Center. • Describe Auraria