I. President Bridges called the meeting to order at 7:00 pm.

II. Roll Call:


Absent: Luscher

Guests: FASVCAA&SL&DA Glen Powell, SVC Finnie Murray, Interim Director of Admissions Dusty Newton, DCTE&CA Jeanne Butler

Wozniak / Fredrickson moved to suspend the rules to hear from Interim Director of Admissions Dusty Newton. Motion passed.

IDA Dusty Newton introduced himself to the Senate and gave a historical background to UNK’s recruiting efforts.

- Year 2000 was the first year for a coordinated plan following what was a bad recruiting season.
- There are 6000-8000 priority 1 prospects (those indicating some interest in UNK), additional names are gathered for cold contacts from a variety of sources.
- The admissions office now generates letters for college deans that are sent to prospects.
- Last year had the highest application numbers ever recorded:
  - 48.3% of those admitted enrolled for classes, 50% is the goal.
- Campus visits are critical for enrollment:
  - 60% of admitted students that visit campus enroll.
- New Admissions Initiatives:
  - Handling of Dean’s initial correspondence
  - Lists of admitted students to department chairs at an earlier date
  - Rapid response times to any inquiry of the office, less than 1 week
  - Letter from the Chancellor sent to prospects (~7500 letters)
  - Better coordination of campus visits with departments
  - Reevaluation of and possible elimination of Saturday Campus Visits
- Current Admissions Numbers:
  - Last year was record year
  - This year off 4% from last year, but well ahead of prior years.
- Scholarship Eligibility:
  - Last year – 681 admitted students eligible
  - This year – 700 eligible
  - Honors applications up about 20
- Areas of Concern
  - Colorado:
    - Student numbers from there are looking good

1
Higher education there is a mess
UNK’s out-of-state tuition increases are hurting application numbers
Colorado higher education vouchers may help (can be used anywhere)
- Omaha and Lincoln
  - Outstate population is decreasing, therefore there is increased need to recruit the metro areas
  - Need a full time admissions person in the Omaha area
  - Lincoln recruiting is improving
  - UNK’s new website should help with metro area recruits
  - UNK is placing ads in high school student papers along I-80 corridor
- “Virtual Advisor” on Admissions homepage is a possibility – automatically answers questions posed by students.
- Office is looking into professional printing of materials

Senator Miller raised the issue of the role of faculty in recruiting. Numerous requests have been made for faculty time; how do we know if what we are doing is working? For example, all of the phone calls placed by faculty take a lot of time. He invited IDA Newton to get together to assess these techniques to see if they are effective. IDA Newton agreed.
Senator Miller went on the record stating that 10 minute notification prior to department visits is unacceptable—what is the cause? IDA Newton said the cause is due to walk-ins and late-deciding students. The office tries to accommodate all requests.
Senator Lightner offered a pair of ideas: 1. recruit at community colleges and 2. hosting of student groups on campus for their events. IDA Newton stated we do recruit the community colleges including advising days at CCC, but UNK lacks the conference facilities to host large student events.
Senator Fredrickson noted that admissions should work with alumni to setup booths at events.
IDA Newton agreed but stated that budget is a problem.
Senator Albrecht offered a thank you and asked who was in charge of graduate recruitment.
IDA Newton stated Dean Nikels was in charge. Senator Albrecht asked about the approach to distance education. IDA Newton stated that we may need to do more stating that some undergrad classes are marketed, but he didn’t know about degrees being marketed. Senator Albrecht noted that some students say the campus tours are too long and also asked about the Fort Hays flier that was being passed out- why UNK was more expensive than UNO or Fort Hays. IDA Newton said that Fort Hays is being very aggressive in their marketing and they offer Nebraska students tuition of 2/3 of the normal out-of-state tuition.
Senator Fredrickson asked in UNK was part of a student exchange with other universities. IDA Newton stated that we are and that we have non-resident merit based scholarships that reduce tuition to in-state costs.
Senator Unruh asked if UNK had considered making use of a recruiting consulting firm. IDA Newton stated that those consultants are expensive, but that it has been considered.
Senator Miller noted that the Regents have shown that Nebraska loses students in the multi-state student consortium. IDA Newton noted that a lot of the loss is due to Omaha students going out of state.
Senator Younes stated that she was bored to tears at previous Go for the Gold events. IDA Newton said that he was also, but that the current format has been changed significantly and that UNK is seeing a better response. The current format includes brief introductions, then an Open House. The events have been very successful, including students admitted on site.
Senator Younes also stated that the Saturday tours don’t work and that students could tour the campus on their own on Saturday, and further, that many campuses allow tours only
Monday through Friday, which most students accept. IDA Newton agreed, which is why there are no longer department visits on Saturday. It is more desirable for the students to be on campus when there is a lot of activity.

Senator Hartman asked about the impact of current facilities on recruiting, especially the residence halls. He asked if there had been surveys of students that were admitted but not enrolled to see the effect. IDA Newton said that surveys are taken, but no specific question addresses that point. General responses do show that the residence halls are a problem.

Senator Young asked why Admissions doesn’t have a permanent office in Omaha and Lincoln. IDA Newton said that he had asked that same question often and that he is considering that option. Currently there is a half-time person based in Omaha; we need an additional full-time person to work Lincoln and Omaha. Having a permanent office is an interesting point. Budget is a major concern.

The senate voiced its appreciation for the coherent presentation and for IDA Newton’s willingness to address the Senate.

III. Hodge / Young moved approval of the minutes for the Faculty Senate meeting of December 2, 2004. Minutes were approved with emendations.

IV. Reports from Academic Councils:
A. Graduate Council: no report submitted
B. General Studies Council (GSC): November 4, 2004
   No comments.
C. Council on Undergraduate Education: January 13, 2005
   Senator Miller inquired about the comment in the minutes about adding questions to student course evaluations that would address NSSE issues. Senator Lilly stated that NSSE suggested that our students perception about how much work they is lower than the national average, so there was a suggestion to add questions to the evaluations addressing that perception. The committee’s discussion did not go further than the initial comment.

V. Reports of Senate Representatives to Non-Senate Committees:
A. Assessment Committee: January 13, 2005
   No comments.
B. Affirmative Action Commission: no report submitted
C. Center for Teaching Excellence Advisory Committee: January 24, 2005
   No comments.
D. Council of Chairs: no report submitted
E. Ethnic Studies Advisory Committee: no report submitted
F. Gender Equity Committee: no report submitted
G. Fees Committee: no report submitted
H. Honors Council: December 8, 2004; January 12, 2005
   No comments.
I. International Education: no report submitted
J. Parking: no report submitted
K. Student Retention Committee: no report submitted
L. Safety Committee: no report submitted
M. Strategic Planning: January 20, 2005; January 26, 2005
   Senator Exstrom brought attention to VC Haack’s statement that 53% of unrestricted funds were spent on instruction versus 44% spent by our peers. That number is not necessarily a good
thing as it might indicate that not enough is spent on support staff. One interpretation is that the faculty members are doing more work that could be classified as support functions than our peers.

Senator Lilly asked that the committee membership be added to the minutes. President Bridges responded that the update provided the senators were not really minutes and that roll was not taken at the meetings. She was providing this information to keep the Senate up to date on the process.

Senator Lilly stated that this information was not getting out in other venues as perhaps it should. Senator Young asked about the SWOT analysis. (Strengths, Weaknesses, Opportunities, Threats) President Bridges said that the initial SWOT lists were compiled by the committee members as a homework assignment. The lists were then discussed and refined at the meeting in order to distill the ideas into themes. The SWOT lists are a brainstorming process.

Senator Damon suggested caution about patting ourselves on the back regarding the Honors Program in the “Strengths” category of the SWOT analysis. He questioned whether the quality of the Honors Program students is keeping pace with the quantity of students in the program. President Bridges stated that there had been no “validity checks” on any of the items in the lists. She will raise the question at future meetings.

Senator Davis said this was a good opportunity to discuss what happens in Honors classes. Senator Albrecht said that he had a difficult time distinguishing honors students by either their grades or in-class results. There is a need to assess the honors students in comparison with the rest of the student body. DA Glen Powell said that the honors assessment plan is looking into those types of questions.

Senator Wozniak stated that this discussion points to the need for strategic planning based on good data.

DA Powell took the opportunity to provide several handouts to the Senate: 1. NSSE comparisons; 2. Benchmarking profile of UNK from NSSE; 3. A brochure from Fort Hays State showing the use of assessment/NSSE data in marketing. He mentioned that the brochure was used both for information for legislators and for marketing to parents.

Senator Elder said that the brochure doesn’t tell the whole story about Fort Hays, specifically that many of the faculty are on double overloads which will effect teaching and research.

N. Student Support Services Advisory Committee: no report submitted
O. Technology Advisory Committee: no report submitted
P. Women’s Studies Advisory Committee: no report submitted
Q. Writing Center Advisory Committee: no report submitted

VI. Reports of Faculty Senate Standing Committees:
A. Oversight Committee: no report submitted
B. Executive Committee: **December 14, 2004; January 26, 2005**
   Senator Darveau asked about whether the $19,000 figure for Otto Olsen renovation should be $19 million. President Bridges indicated the figure should be $19 million.
   Senator Obermier indicated that he hadn’t seen a program statement for the Otto Olson renovation and asked where some of the programs in the building were going after the demolition of part of the building. President Bridges said the statement is available online with the information about the January Board of Regent meeting. There is no funding for the project yet. The program statement outlined only the costs and construction schedule.
   Senator Fredrickson asked about Item 9 concerning Blackboard (BB): Is 100% of the cost of BB being paid by the student tech fee? He asked that the Executive Committee look into the issue. He also inquired about Item 10 concerning UNK’s new website that will be up in March. What was the cost of the consultant? Why did our webmaster not do the design work? Is this being paid with the tech fee?
Senator Miller said the partial answer to those questions is that the company hired to do the website created the overall look and that the webmaster will be applying the template to convert the numerous remaining UNK webpages.

Senator Fredrickson asked why the University doesn’t make use of the considerable expertise and local talent of the faculty in projects such as these.

Senator Kelley asked about Item 3 from Jan. 26 about getting the assessment data from Student Life. DA Powell stated that some of the data is being sent and that the process is being set for the remaining assessment data.

C. President's Report: **December 11, 2004; January 25, 2004**

Senator Darveau asked about whether State Senator Raikes comments concerning higher education funding were accurate. President Bridges noted how higher education funding was being forced to compete with K-12 funding.

Senator Davis noted that state funding for entitlement programs is huge and quickly growing which is limiting spending on other areas such as higher education.

D. Academic Affairs: **November 18, 2004; December 16, 2004**

**Wozniak/ Kelley moved approval of the proposal for allowing CD credit for International Experience.** (Appendix A)

Senator Fredrickson noted that the major assignment after the experience was a paper. Could other projects or creative works be substituted? Senator Miller said that was a good point, but there is a requirement for a paper and presentation. The other creative work could be presented then.

**Motion Passed**

E. Academic Freedom and Tenure Committee: no report

F. Academic Information and Technology Committee: **November 29, 2004**

Senator Darveau noted that while the committee did engage in a discussion of the SMS server and related issues sent to it by the Senate, and that AVC Schroeder did explain much of it to the committee, there was nothing in the minutes describing what was said. He asked if a separate report was forthcoming or if that information could be included in the committee minutes.

G. Artists and Lecturers Committee: no report submitted

H. Athletic Committee: no report submitted

I. Continuing Education Committee: no minutes submitted

J. Faculty Welfare Committee: no minutes submitted

K. Grievance Committee: no minutes submitted

L. Library Committee: **December 8, 2004**

Senator Darveau noted that the minutes discussed several proposals for library grants, but that they were only listed by number. A listing of the funded proposal would have been appropriate.

M. Professional Conduct Committee: no minutes submitted

N. Student Affairs Committee: no minutes submitted

**VII. Reports of Faculty Senate Special (Ad Hoc) Committees**

A. First Year Experience Committee: no report

B. Encouragement of Study of Modern Languages: no report submitted

C. Writing Intensive / Cultural Diversity Committee: no report submitted

**VIII. Unfinished Business:**

A. Fall Convocation
Senator Wozniak described the proposal in the memo to create a steering committee for the Fall Convocation consisting of faculty, staff, and student.

Wozniak / Kelley moved approval of the creation of the steering committee for Fall Convocation. (Appendix B)

Senator Fredrickson asked if the FS Artists and Lecturer’s committee should handle this function. Senator Lilly stated that that committee currently only allocates the money for events. Senator Miller stated that the vision for the event was much more that just hosting a speaker, and therefore would by much more work.

Senator Hodge asked why so much of the initial focus had been on former U.S. Senator Kerrey. President Bridges said the focus of the proposal was on the future, and not only on a specific speaker. The committee would prepare for what will be an annual event. Senator Miller explained that Kerrey’s visit would be this Spring, while the proposal was for Fall and beyond.

SVC Murray said the situation with Kerrey is a lesson for the future—Kerrey wants to speak, but getting a mutual data has been problematic. Interest from Kerrey and the First Year Experience committee has been driving the event with Kerrey. DA Powell said the timeliness (with 9-11 and the elections) along with budget (very little) was driving the interest and causing the complications of bringing in former Senator Kerrey.

Motion passed.

B. Assessment Data Analysis Committee

DA Powell described the revisions to the committee structure since this was last before the Senate: there is now a specific initial request for an assessment based analysis of UNK’s strengths (to be used for marketing) and concerns (to be addressed internally); also the committee members included fewer faculty, but added representatives from Student Life and advising.

Miller/Fredrickson moved endorsement of the proposal. (Appendix C)

Motion passed.

IX. New Business:

A. GS Revision

Senator Young asked about the difference between a roundtable discussion and a committee meeting. Senator Kruse noted that other than the shape of the table, the roundtable discussion is led by a moderator.

X. General Faculty Comments

Senator Fredrickson noted that the recent conversion to electronic packet for the senate meetings has effectively spread the cost of producing the packets to the senators’ departments. He asked that the Executive committee look into getting wireless access for the Senate chamber so that senators could link to the packets electronically and not print them out. Senator Obermier stated that it should be possible for about $200.

Elder/Lightner moved adjournment at 9:01 pm. Motion carried.

Scott Darveau, Faculty Senate Secretary
Cultural Diversity Credit for International Experience

It is an institutional goal that our students gain an understanding of cultural diversity by directly confronting -- through reading, classroom activities, and other means--the experiences and values of groups and cultures outside the mainstream of American life. To achieve this goal, students are required to complete six hours of coursework, which is designed to enhance an understanding of cultural diversity. In general, cultural diversity courses expose students to the experiences and values of groups and cultures that have been underrepresented in portrayals of American life.

The purpose of this proposal is to provide students with an additional means by which they can gain an understanding of the experiences and values of groups and cultures other than their own.

This application process is primarily for U.S. citizens. International students are not eligible unless the international experience is not in their home country.

A. In order to receive Cultural Diversity credit for an international experience:
   1) A proposal of the student's international experience must be submitted to and approved by the WI/CD Committee prior to departure; *
   2) Academic preparation prior to travel as well as production of a paper upon return and oral presentation describing the experience must be overseen by a full-time faculty member.

B. The international experience must include:
   1) A minimum stay of two weeks (a longer time is preferable);
   2) Interaction with the people and social institutions in the target culture. This should include:
      • Staying in homes, if possible;
      • Visiting historical sites and political institutions;
      • Studying the target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, and geographical heritage;
   3) Some experience with the target culture's language

C. Paper to be submitted:
   1) The student should submit a copy of the 12-page to 24-page paper written in the most current version of either MLA or APA style to your faculty mentor and to the Chair of the WI/CD Committee.
   2) Each semester, students who have completed an international experience will meet with a group of faculty designated by the WI/CD Committee to discuss the experience. This could be in the context of a presentation at a public forum such as Student Research Day or the World Affairs Conference.
   3) The paper should include:
      • The student's complete name, address, telephone number and student I.D.;
      • Appropriate appendices with relevant photos and other documents beyond the 12-24 pages of narrative (optional);
      • Description and/or narration of the experience (Explore who, what, when, where, why, how long. Address the means by which you met the criteria in A-2 above.);
      • Analysis of the experience (What ideas and insights have you had as a result of the experience? What did you learn? How are you different because of your exposure to another culture?);
      • Reflection on the experience (What were your initial responses to the experience? Do you think differently about other cultures now after some reflection? How did what you read related to what you found out experientially);
      • Application of the experience (How would your knowledge be useful in other situations? Has the experience changed the way you approach certain situations?).

*
D. Credit Award
Credit for this activity will be in the form of a waiver of a portion of the required Cultural Diversity credit hours. The international experience can be used to reduce the overall requirement of six credit hours by 1-3 credit hours. A processing fee of $35.00 per credit hour will be assessed, unless the international experience is undertaken in conjunction with a UNK course offering. There is no additional fee is the international experience is taken in conjunction with a UNK course. The WI/CD Committee will apply uniform standards in recommending the number of credit hours to be awarded. These standards will be based on the time spent outside the home culture, the extent of the programmed interactions with representatives of the host nation, and the length and quality of the paper produced.

- Application for exception to the prior approval provision may be made by students with long-term expatriate experience or transfer students with international experience.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>No Credit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal</strong></td>
<td>Proposal is too sketchy to ascertain how world culture outcomes could be met.</td>
<td>Proposal is definite, and includes a purpose, academic goals, and a disciplinary focus with explicit details of planned visits to historical sites and other cultural experiences.</td>
</tr>
<tr>
<td></td>
<td>No evidence of contact with mentor.</td>
<td>Evidence of having met with mentor and proposed reading list attached.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Insufficient evidence that student met with mentor and completed requirements for travel.</td>
<td>Sufficient evidence that student met with mentor and completed requirements for travel, including pre-trip reading assignments. Evidence supplied through mentor recommendation.</td>
</tr>
<tr>
<td></td>
<td>No mentor recommendation.</td>
<td></td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>Stay of less than two weeks.</td>
<td>Stay of 10 days or longer.</td>
</tr>
<tr>
<td></td>
<td>Little or no contact with target culture.</td>
<td>Adequate contact with target culture</td>
</tr>
<tr>
<td><strong>Paper (Submitted Post-travel)</strong></td>
<td>Insufficient evidence of study of target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, historical, and geographic heritage.</td>
<td>Sufficient evidence of study of target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, historical, and geographic heritage.</td>
</tr>
<tr>
<td></td>
<td>Paper does not match catalog guidelines.</td>
<td>Said evidence is presented to Faculty Mentor as a 12-24 page paper; APA/MLA style, with citations from the reading list, and at a public forum, e.g., Student Research Day, World Affairs Conf</td>
</tr>
</tbody>
</table>
E. Role of the Faculty Mentor
The faculty member selected by the student and approved by the WI/CD Committee will be responsible for:

1) Preparing a reading list that will enhance what the student learns during the international experience. The reading list should include materials with a disciplinary focus relevant to the student's major or minor as well as materials that compliment the goals of general studies with regard to understanding cultural diversity, which can include material on the art, music, literature, social structure, and culture of those with whom the student will interact during the international experience.

2) Assisting the student in preparing a proposal for obtaining credit for the international experience. This will include approving the planned activities that the student will undertake during the international experience.

3) Meeting with the student prior to the international experience to discuss the readings and the student's plans. Meeting with the student after the international experience to assess what the student has learned. Grading the paper and assisting the student in preparing a presentation for a public forum that describes the experience.

4) Making a recommendation for the number of credit hours to be awarded based on a rubric provided by the WI/CD Committee.
Annual Fall Convocation

An outline of the proposal

• The idea was originally a proposed activity that would supplement the first-year experience courses, i.e., a nationally-known speaker who will give a presentation on a relevant academic topic. The first suggested speaker is former Senator Bob Kerrey, who would speak on citizenship, an especially timely topic during an election year. The speaker remains the centerpiece of Fall Convocation.

• The convocation should also become a traditional welcome to all first-year students. However, the event must include the entire campus.

• It could be connected to other activities related to the speaker’s topic, such as:
  o Faculty round tables on the topic
  o Town-hall meeting style groups, with the major speaker
  o Incorporating the topic and the speaking event into classes, especially first-year classes

• There needs to be an effort to make this event so worthwhile that it will become a campus tradition. Perhaps 2005, the 101st year of UNK as an institution is a good time to consider starting a new tradition.

• It is important that the event NOT become “another damn thing to do.” An element of fun and enjoyment should be part of it.

• The event should have a ceremonial component that marks it as uniquely UNK—perhaps, holding it under the bell tower, faculty dressed in caps and gowns, some ceremonial act indicating the start of a new academic year—and the beginning of College for the first-year students. Examples from other institutions: the march under the arch (St Thomas College), the distribution of graduation tassels (OSU)

Governance/Continuation

• The idea is seen as worthwhile and worthy of an organizational structure that would ensure its continuation.

• A Steering Committee of 2 Faculty members selected by Faculty Senate, 2 student members selected by Student Senate, 2 members of the Council for Undergraduate Education, and 2 staff members selected by the Staff Senate. The Steering Committee would report directly to the Senior Vice-Chancellor, but would also keep their constituencies informed (via minutes to the Faculty, Staff, and Student Senates and CUE). Terms of office are undefined, but should be staggered to ensure continuity of membership.

• Committee responsibilities:
  o Solicit nominations for speakers and maintain a pool of potential speakers.
  o Selection of the speaker—usually one year ahead of the event—and determination of the speech topic.
  o Solicit funding from the SVC and other sources.
  o Plan and encourage other activities connected to the Fall Convocation.
    ▪ (Perhaps the Director of CTE could assist in developing ways to incorporate the speaker into classroom activities.)
  o Possibly serve as the UNK hosts for the event.
Data Analysis and Strategic Benchmarking Committee
Proposal
6/21/04 and revised 9/29/04; 12/08/04; 1/27/05

Purpose(s):
1. The committee will review data collected from across the campus in order to identify trends in student performance on surveys (indirect measures) and assessments (direct measures) of student outcomes and will develop two initial analyses. The first analysis will consist of a description of data-based strengths and the second of a description of data-based areas of concern.
2. The committee will identify data that is needed to facilitate the decision-making process and refer those recommendations to the SVCAASL, the Faculty Senate, the Director of Assessment, and the Assessment Committee.
3. The committee will make recommendations regarding identification of academic priorities and benchmarks of student performance for campus academic strategic planning efforts.
4. The committee will monitor the progress made toward meeting benchmarks of student performance.

Potential assessment data to be used:
There are four potential categorical pools of data that are available. These categories are institution-wide data, college-wide data, and departmental/program level data, and data from the Student Life programs. These categories may be further defined in the following manner.

Institution-wide data: This data represents that which is collected to measure student outcomes or demographic characteristics regardless of specific major or college. Examples of data sources include:
   - National Survey of Student Engagement (NSSE): Freshmen and seniors
   - College Expectations Survey Questionnaire (CESQ): Freshmen
   - Educational Benchmarking Survey (EBI): Residence life
   - Graduating Student Survey: Seniors
   - NACE Performance Measurement Survey: Seniors seeking employment
   - General Studies Program: All students
   - Writing Intensive Requirements: All students
   - Cultural Diversity Requirements: All students
   - Acceptance rates for graduate/professional schools: Applicants
   - ACT Scores: All students
   - Honors Program: Honors students
   - First Year Program: Freshmen
   - Retention rates from admission to graduation

College-wide data: Data collected or analyzed at the college level may provide insight regarding student performance that reflects the unique missions of each of the colleges. Examples of data sources include:
   - College of Education: Student performance in relation to the Teacher Education Program objectives are collected annually as part of the NCATE accreditation process. The data would include assessments such as PRAXIS in addition to the locally developed assessment tools. Data analyses should identify areas of strength and needed development.
   - College of Business and Technology: Unit-wide assessments of students earning a degree in Business are administered annually as part of the process for seeking accreditation by AACSB. Data analyses should identify areas of strength and needed development.
   - Academic Program Reviews: Analysis of departmental Academic Program Review self studies by college may identify trends that cross programs. This would be useful in all colleges, but in particular may be useful for the Colleges of Fine Arts and Humanities, Natural and Social Sciences, and the Graduate College.
   - Departmental/Program Assessment Reports: Analysis of annual departmental/program assessment reports may yield information regarding trends in student performance on outcome assessments that transcend departments. Data sources would include assessments developed by the department/program, norm referenced tests used by the department/program, entrance to graduate or professional programs used by students, placement rates into graduate, professional schools, or employment placement rates.
   - Annual College Benchmarking Reports: Information regarding faculty productivity, or participation in service and research activities related to students.
Department/Program data: This data reflects assessment data that specifically relates to the student outcomes of individual programs. An analysis of performance trends may yield information regarding strengths and areas of need in the specific department/program. Data includes assessment measures developed by the department, norm referenced tests (if applicable), graduate or professional acceptance rates and test scores (if applicable), and employment placement rates (if applicable).

Student Life data: Each of the Student Life units assigned to the division of Academic Affairs and Student Life administer surveys (local or national) to assess student satisfaction with the specific service being provided. This information should be analyzed when examining the total development of the student.

Committee Members:

Chair: Faculty Assistant to SVCAASL
Members: members representing the Faculty Senate (1), each of the undergraduate colleges (1 each), the Graduate College (1), the Dean’s Council (1), the Library (1), academic advising (1), and from the Student Life division (3).

Selection Process:
Faculty Senate: The Senate representatives shall be members of the Senate and selected following procedures adopted by the Senate.
Undergraduate Colleges and Library: Representatives shall be nominated by the respective Academic Policies Committees for each College.
Graduate College: The Graduate Council shall nominate members from the Graduate Council and/or Graduate Faculty
Dean’s Council: The Dean’s Council shall nominate two Deans
Academic Advising: The SVCAASL shall select the member
Student Life: The Dean of Students shall nominate the members

Appointment: The SVCAASL approves nominations from the Colleges, Dean’s Council, and Dean of Students and issues a letter of appointment.

Term: Three year term

Ex-Officio Members: (serve on an as needed basis)
Director of Assessment
Coordinator of Assessment/Director of Center of Teaching Excellence
Director of General Studies
Director of Institutional Research
Director of Operations Analysis
Director of Academic Success
Director of Academic Advising
Director of First Year Program
Director of Honors Program
Director of Counseling
Director of Student Records and Registration
Director of Residence Life
Director of Career Services
Director of Admissions