

LISA NORRIS
DIRECTOR OF ASSESSMENT, ALO

HLC SITE VISIT PREP SESSION: CRITERION 3



Goals

- **Identify key parts of the criteria that may receive focus from the team**
- **Identify key people on campus who can best respond**
- **Review key evidence UAFS presented in our assurance argument**
- **Consider specific questions the team might have**

Review the Final Draft





Criterion 3. Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.D. The institution provides support for student learning and resources for effective teaching.

Key themes and those in the circle of responsibility:

- Wherever and however delivered
- Rigor by level
- The General Education program is appropriate
- Qualification and evaluation of faculty/staff
- Currency of syllabi, rigor, qualifications
- *16% of institutions reviewed in 2022-23 were not met or met with concerns about faculty qualifications*
- Examples: Advisors, student support staff, curriculum committee members, and faculty leaders in new programs

How do we address the criteria? 3A

The rigor of the institution's academic offerings is appropriate to higher education.

- Academic Catalogs
- Approval process for new courses and programs
- Process to add/delete/suspend/sub change programs
- PLO assessment
- Program Review and Specialized accreditation
- ACTS and transferability
- PLO visibility
- Learning outcomes differentiated by degree/credential level
- Common course numbering
- Dual listing policy (undergrad/grad)
- General Syllabus/Section Syllabus requirements for all modes of delivery
- Review of teaching
- Course-level assessment and promotion
- Concurrent course requirements/overview

How do we address the criteria? 3B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

- General Education and LO ties
- ULO for global and cultural perspectives
- International relations
- Promotion requirement of scholarly activities
- Research symposium
- *Applause*
- *Azahares*
- Spring mini-conference

How do we address the criteria? 3C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

- International Faculty and Staff Association
- Workload policies and distinctions (lab, clinical, private music instruction)
- Average class sizes
- Workload and release time review
- Assurance of qualified faculty
- Active professional engagement or publishing record
- Tested experience
- Concurrent faculty evaluation
- Annual evaluation of faculty
- Online support: best practice checklist
- Orientation, University Days, other training/Instructional Support
- Department determinations of expectations for scholarship, creative endeavors, professional development
- Professional development funds
- Mini-grants for research
- Faculty determination of office hours
- Staff credentials and review
- Staff professional development

How do we address the criteria? 3D

The institution provides support for student learning and resources for effective teaching.

- Student services: ADA, TRIO, ASC
- Military and veteran resources
- Economic support: food pantry, emergency assistance, rescue scholarships and completion grants
- Wellness, including mental health
- Cub Camp, Mane Event, Orientation
- Lion Scholars
- Placement tests and discipline-specific support (like Math Up)
- Writing Center
- Summer Bridge
- LLCs
- Centralized advising and first-year advising
- Training for advisors
- Facilities (including library and Pebley Center)
- Technology infrastructure and resources
- Clinics and labs

Possible Questions – Learning Outcomes and Quality Assurance

How does UAFS provide support for student learning and effective teaching?

What is your role in assuring students' learning?

Do faculty have the necessary infrastructure and resources to support effective teaching and learning (i.e., technology, laboratories, libraries, performance spaces, library/museum collections)?

How is the consistency of Student Learning Outcomes guaranteed from section to section for the same course?

Are you familiar with and do you support the university student learning outcomes?

What is the purpose of UAFS's General Education program? How do you know if it is achieving its purpose? How could it be improved?

How does UAFS assure quality in its educational programs?

What type of ongoing assessment is used for quality management?

How does the program review process work and what measures do you have in place to ensure that the review process has an impact on student learning?

Do you know your departmental program(s) student learning outcomes?

How do you know your majors are attaining the program learning outcomes?

How are course quality and consistency ensured in multiple-section face-to-face courses? In online versions of face-to-face courses? In concurrent enrollment courses?

Possible Questions – Rigor/Course development

What is the process for making curriculum changes in your academic programs?

How are concurrent courses managed?

Does your department offer courses or programs via online education? If so, how does your department ensure the quality of the curriculum?

Are the classes offered by your department taught by qualified faculty including adjuncts and concurrent enrollment course instructors?

Possible Questions – Faculty Qualifications

- How are faculty members evaluated? Who assigns/hires faculty?
- How are faculty credentials evaluated? How is previous experience evaluated?
- Are hiring committees developed for full and part-time faculty?
- Who determines the qualification for each course that is taught?

Possible Questions – Student Success/student services/co-curricular

- How do co-curricular activities/programs contribute to the educational experience of students?
- How are co-curricular activities defined?
- How do students receive academic advising?
- How are advisers trained about specific programs and disciplines?
- What services are provided to students enrolled in courses?
- Are students provided with adequate academic and personal support services?
- Are students provided with sufficient and relevant co-curricular experiences?
- Does UAFS have a commitment to retention and progression to graduation? How successful have the efforts been?
- What opportunities do students in your program have to gain experience with research? With community or civic engagement? With diversity or multiculturalism?
- Does UAFS provide sufficient technology support?
- What resources are available to support faculty? Are they sufficient?
- Does UAFS have sufficient and appropriate classrooms to instruct students?
- Are facilities appropriately maintained at UAFS?
- What policies are in place to guide UAFS's work in this area?
- How would you characterize the relationship between faculty and administration?
- How do you track your majors to determine how successful they are after they graduate?
- Is there anything you would like us to know that we have not asked or covered?

General Questions

- What do you believe have been the major accomplishments of UAFS over the last ten years?
- What are UAFS's problem areas?
- What concerns do you have about the future of UAFS?
- If UAFS were given \$2M to spend, how would you spend it?
- Is there anything you would like us to know that we have not asked or covered?



Questions, concerns, problems?

Lisa-Marie Norris

- 788-7766
- Lisa-Marie.Norris@uafs.edu

