

standards for the qualifications of instructors. Currently we rely on HLC policy related to Faculty Roles/Responsibilities: "Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations."

Action: The VP-Faculty and Staff will provide leadership on this effort and work with the University Committee, ASEC, HR, and others to set a policy for minimum standards for instructor qualifications..

3.2 The criteria relevant to this topic also specifies that "the institution makes readily available to students and to the general public clear and complete information including a full list of its instructors and their academic credentials." We interpret instructors here to be Instructors-of-record as formally recorded each semester for all courses. This criterion is not currently met.

Action: The VP-Faculty and Staff will provide leadership on this effort and work with others to develop and implement a strategy to meet this criterion.

3.3 The criteria include a requirement (3.C.6) that "staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development." More evidence needs to be assembled in relation to this criterion.

Action: Under the leadership of the VPT&L and the Associate VPT&L, assemble a working group with representation from the relevant groups to consider what evidence exists and if additional efforts need to be established to meet this criterion.

4.0 Course Delivery Topics – Assignment of Credit and Verification of Student Identity for Distance Education

4.1 Current requirements are to provide detailed curricular information to the HLC site visit team. Attempts to complete these worksheets (by APIR staff) illustrate that we have gaps in the ability to report required information for every course offered. To deal with this, we will need to establish new course attributes related to face-to-face instruction, mixed/blended face to face, distance courses, independent/directed student, internship/practica and a few other course features. In addition, we will need processes for accurate capture and collection. Current policy/guidelines on assignment of credit are probably insufficient. UCC will need to give this attention and to formalize the "at least an equivalent amount of work" of the federal credit definition provision.

Action: APIR and the Office of the Registrar will collaborate on progress on these requirements related to attributes. The director of APIR and the VPT&L will engage with the University Curriculum Committee to develop appropriate policy. To document and support this activity we will prepare a formal charge to the UCC from the provost on this topic.

basis and that we use the evidence. However, we recognize that the available evidence may not be viewed to be sufficiently comprehensive and systematic.

Action: With leadership of VPT&L and the Associate VP- Student Learning Assessment Coordinator, ramp up a project already initiated to review and establish needed policy, and establish systematic processes to develop learning outcomes for every degree program and collect more systematic patterns of evidence. Support efforts already initiated by the Graduate School. This project will involve deployment of a technology solution, such as Campus Labs, which is currently being pilot tested as an approach for a structure for policy implementation and information gathering.

2.0 Student "Outcomes" and Student "Achievement" – Although not specifically defined by the US Department of Education or HLC, there is a requirement to provide information to prospective students and the public on "student outcomes" and "student achievement". In this context, these words refer to graduation rates, time to degree, preparation for licensure, and the success students have after graduation in employment or subsequent education.

2.1. Criterion 4.C.1 requires that institutions have defined goals set for retention and graduation rates for undergraduates. While goals have been discussed and publicly considered, there has been no formal adoption of such goals.

Action: Use the working group that is working in response to a request from Chancellor Blank on progress to degree to address this gap by formally proposing goals. This group is led by the VPT&L and the Director of Advising, in collaboration with APIR.

2.2. HLC (criterion 4.A.6) and the US Department of Education require institutions to evaluate and provide information publicly on the success of students after they graduate. Requirements are to demonstrate that we collect this information and that we use it in planning, program review, and assessment. We have some pockets of excellent evidence to support this criterion. However, this could be strengthened with a more comprehensive approach. Several approaches could assist with this over time.

Action: Include these considerations in development of the student learning assessment project in section 1 above. Also consider ways that the L&S Career Initiative, the implementation of a contact management system by WFAA (ABE), use of National Student Clearinghouse data to confirm enrollment of graduates in future education, the Graduate School's ongoing PhD outcomes project might provide evidence. The pending Career Services Council report and other work will more fully inform next steps. The primary action at this time is to be attentive to activities on campus and re-evaluate status of evidence and need for more action at regular intervals.

3.0 Qualifications of Instructors and Student-Support Staff, and Public Disclosure of Instructors and their Credentials

3.1. Both the criteria (3.C.2, 3.C.3, 4.A.4) and the assumed practices for accreditation specify expectations related to appropriate qualifications of instructors. When instructors are tenured/tenure track faculty those expectations have been set in association with terms of employment and tenure. Similarly instructional academic staff are deemed qualified at the time of hiring. But there is no restriction on who can teach and no governance policy that sets