### Texas A&M International University TAMIU Faculty Senate Friday December 2, 2022 12:00 p.m.– 2:45 p.m. WHTC Rm. 125

I. The meeting was called to order by the Faculty Senate President, Dr. Ruby Ynalvez at 12:06 p.m.

II. Roll Call: Dr. Ruby Ynalvez, Dr. Marvin Bennett, Ms. Jeanette Hatcher, Dr. Li-Zheng Brooks, Dr. Seong Kwan Cho, Dr. Deepak Ganta, Dr. Ariadne Gonzalez, Dr. Tatiana Gorbunova, Dr. Andrew Hazelton, Dr. Kate Houston, Dr. Kameron Jorgensen, Dr. Runchang Lin, Dr. Diana Linn, Dr. Gilberto Martinez, Dr. Mehnazz Momen, Ms. Marcela Moran, Dr. James Norris, Dr. Leonel Prieto

III. Our Guests were given the floor:

#### Dr. Pablo Arenaz

Dr. Arenaz announced that there will be 4 or 5 Innovation Grants awarded this year. Also, the Research Grant proposals will be due by mid-January and Dr. Kenneth Tobin will be the chair of the committee that is going to review these grants. The University has contracted with the Parker Search Firm and is putting together the committee to begin the search for the new Vice President for Student Engagement and for the Director of the Library.

Dr. Arenaz met with all of the student advisors to discuss the various things that are bottle-necking our students from progressing in their degrees. Among the problems are:

- courses that have not been taught here for many years, they need to be purged,
- need to start planning a schedule of course offerings a year in advance,
- and more upper division courses offered in the summer.

The Senate was asked as to what was their objection to the language of a 4-day work week provided by Dr. Mitchell (see attachment)? Some of the responses included:

- no provision for not being on campus while attending conferences,
- not flexible enough to accommodate online teaching,
- faculty are conducting school business during the evenings and on weekends already and this, apparently, is not being credited,
- faculty are perceiving the 4-day presence as a punishment or as strictly punitive,
- there is no similar statement in any other System handbook to be found,
- it is viewed by some as upper administration micro-managing faculty and their teaching,
- the majority of the faculty are already doing four days or more of campus presence
- the 4-day expectation is already in the offer letter to new faculty,
- many faculty are doing office hours remotely to help accommodate their students and that does not seem to be counted.

Dr. Arenaz also mentioned that they (administration) work very hard every year to try to provide some form of merit for faculty and he reminded the Senate that merit becomes part of their yearly base pay. Also, merit is based on credit hour production and if we have a lower credit hour production then it is difficult to budget in merit pay. Dedicated tuition has remained flat these past 3 years, which also impacts merit pay. The 1.5 percent merit raise given to faculty this year cost the University about \$1.3 million.

#### **Dr. Thomas Mitchell**

Dr. Mitchell presented to the Senate a handout regarding the pay rates and teaching limits for summer teaching for 2023 (see attachment). The cap on summer pay has increased from \$5,500 to \$6,000 for this year.

IV. The minutes for the November 11th Faculty Senate meeting were approved with no corrections.

#### V. Old Business

a. Senator Jorgenson, representing the Committee on Creation, Composition, and Responsibilities of Committees, sent a document to the Senate regarding the addition of an Assessment Committee as a standing university committee (see attachment).

b. Senator Ynalvez, representing the Academic Oversight Committee, announced that Senator Kazen will draft a memo to the provost notifying him of the Senates' decision to include the mean, median and mean of the median on all faculty PPEs. Also, the various deans have designated certain faculty members in each department who will be helping out in the training of faculty on putting their electronic PPEs into AEFIS. It was announced that faculty will not have to use AEFIS for their PPEs until all faculty have been trained on the system.

#### VI. New Business:

a. Senator Brooks presented the Administrator Assessment forms to the Senate for approval. Also, presented was a summary of questions on the academic assessment process and the Chairs' responses to these questions (see attachment). A vote was taken and the Administrators Assessment forms were unanimously approved.

b. Senator Houston led a discussion on Faculty Senate members involvement in the University Awards process. There were concerns raised that Senate members may be biased in the voting of University Awards if a Senate member was a candidate for one of the awards. It was suggested that if a senator is a candidate, then the Senate should bring in someone from outside to monitor the awards process. It was finally decided after lengthy discussion that this item will be taken up again at the next senate meeting. c. Senator Moran, representing the Awards Committee, addressed the question of formatting of the dossiers for candidates for the University Awards. It was suggested that candidates follow the formatting of their current PPE documents in their awards dossiers. It was also suggested that we set of a virtual meeting with all nominees to help with the organization of content and document formatting. It was decided by vote and approval that all dossiers for University Awards would be submitted electronically this year.

d. A lengthy discussion followed on Dr. Mitchell's suggested wording for the 4-day presence to be placed in the handbook. A ballot vote called for the statement to be included in the handbook. The vote was 1 in favor and 17 against putting the statement in the handbook.

VII. The meeting was adjourned at 2:30 p.m.

### Suggested Revisions of the TAMIU Faculty Handbook

Add under "Others with Faculty Status,", page 35, item #7: Fixed-Term Faculty:

Fixed-Term faculty may petition to be reclassified as tenure-track Assistant Professors. Their petition would be evaluated by the promotion and tenure committee of their department or college, by their department chair, by their dean, by the provost, and, finally, by the president. In general, to be reclassified as a tenure-track faculty member, the fixed-term faculty member must have a terminal degree and demonstrate a record of research and publications strong enough to suggest likely success in eventually securing tenure.

Add a second paragraph on page 25 under "Major Faculty Responsibilities" (and before the "Teaching" heading):

All full-time faculty are expected to have a regularly scheduled on-campus presence of at least four days of a regular work week during the fall and spring semesters to fulfill their teaching and service duties, hold office hours, or to conduct research. Any exceptions to this expected four-day on-campus presence must have the approval of the college dean and provost.

#### Summer Teaching for 2023

- <u>Full-time faculty may teach up to 2 classes in the summer</u> or, because of labs, up to 7 total hours during the summer, preferably in the same summer session. That is the limit. We do not want full-time faculty teaching more than that for several reasons, chief among them the desire to give them time to increase their research productivity and, long term, to prevent burning them out.
- 2. The dean and provost must approve any overloads (>7 SCH) for full-time faculty in the summer.
- The cap per course for summer has been raised, though the basic concept of paying 1/12 (or 8.33%) of the faculty member's 9-month salary for a 3 SCH course, with an upper limit, has not changed. However, the total budget for summer has not. Colleges cannot exceed the total amount spent last year on summer. <u>Chairs and deans will need to balance adjunct and full-time faculty assignments to remain within budget</u>.

#### Adjunct Faculty:

The rate per class in the summer is the same as for the fall and spring.

#### Full-Time Faculty:

**1 SCH = 2.77%** of the faculty member's 9-month salary, with a <u>maximum pay limit</u> for 7 hours or fewer set at \$2,000 per 1 SCH or \$6,000 for a 3 SCH course. Faculty making more than \$72,029 will hit the maximum limit. <u>This limit has been raised from \$5,500 to \$6,000 per a 3 SCH course</u> and has been approved by President Arenaz.

**3 SCH = 8.33%** of the faculty member's 9-month salary, with a total limit for a 3 SCH course set at \$6,000.

Overloads (>7 SCH): \$1,000 per SCH regardless of the faculty member's 9-month salary.

**IMPORTANT NOTE:** Please have your Administrative Assistants coordinate the cancellation of classes with notifications to HR, Budget & Payroll, and the Office of the Provost. Failure to do this has led to overpayments for teaching classes that did not exist, which in turn led to faculty having to reimburse TAMIU. Not good.



# TEXAS A&M INTERNATIONAL UNIVERSITY

January 28, 2023

Dr. Robert Wilkinson Karol A. Batey

### RE: Proposal for Institutional Assessment and Effectiveness Committee

The faculty senate has voted in favor of approving the ad hoc committee "Institutional Assessment and Effectiveness Committee" **for one year**. After that year, the faculty senate committee on committees will reassess the request. Please note that the Faculty Senate has reached this conclusion to provide the Institutional Effectiveness group time to do the following:

- define the committee makeup systematically
- gain a better idea of the purpose and responsibilities of the committee
- gather detailed information regarding tasks for its members

All the above-mentioned information will assist the Faculty Senate in assessing whether the composition and charge of the proposed group require a continuing Official University Committee.

Thank you, Faculty Senate, Committee on Committees Chair, Dr. Kameron Jorgensen cc: Jeanette Hatcher, Dr. Ruby Ynalvez

5201 University Boulevard, Laredo, TX 78041 TAMIU.EDU

N	Date Received	Department or Division	Chair .	Questions and Responses
st set set ble set sted vithe sted sthe sthe sthe sthe sthe sthe		Educational Programs	Faltis	<ol> <li>How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</li> <li>The Faculty Assessment Committee identifies and assigns key assessments, such as</li> <li>Student Learning Outcomes for specific courses, including WIN courses.</li> <li>How do you distribute the collected assessment data to the faculty in your department or division?</li> <li>Assessments are made available to faculty members at the program and committee levels, specifically the EPP and Curriculum Committees.</li> <li>Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</li> <li>Yes, adjustments are made to syllabi based on the assessment Committee.</li> <li>How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your</li> </ol>
ni b	sta is collecte ctor of on body of		(ORAF). In some crite some coscie Assessment.	department or division? The Curriculum Committee in consultation with the Faculty Assessment Committee report to faculty on an annual basis at a College level faculty meeting.

Freiche disseminates the data with the individual essussment coordinators to work on the assessment report.
3. Do you use data collected from assessments to improve the corriculum in your department or division? If yes, how? If not, why not?
The assessment everelse is a data-driven process.
Specific pedagogical, corricular and studentupport related implications coming out from the assessment in an first discussed by the

1

2	11/08/22	DIBFS	Ghosh	1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?
				Assessment in our division is an entirely faculty- led process. Faculty members in a given discipline
etit	es to conduct		. How do yr	first decide on the program learning outcomes to test. Next they decide on the direct and indirect
	ies and core		livision, alse ourses?	measures to be used. Based on this, the suitable courses are selected and instruments are
bas	tee identifies		ire Faculty / ssigns key a	designed by the faculty that are tested in these courses.
,89	specific cours		tudent Lean Noloding Wit	The CORE courses are tested in the foundational economics courses (micro- and macroeconomics)
	liected n vour		How do yo	offered by the division. Again, the economics
			Inominequi	faculty decide on the assessment exercise to be tested in different section of these courses.
	to facuity minittee		estessments at a tradman	Similarly, the assessment of WIN-courses is tested in BA 3310 (Legal Environment of Business) by the
	mutuoimu		evels, specifi ommittees	instructors who teach this course.
07.22	m assessmen		. Do yeu us	2. How do you distribute the collected assessment data to the faculty in your
yris	now? If not,		pulation and	For direct measures that are tested in a course,
sift d	bezed idell	ants are made to st	lat? es actustim	the faculty responsible for teaching it share the data with the program assessment coordinator
	V		ssessment i issessment i	who then uses it to write the assessment report. Next that report is shared with other faculty in the
e to	unicate the lent planning	rhen da you comm oass from assesan	r bria wołł . na pimeban	division for their input before the final annual assessment report is submitted to the Office of
	uity in your		ssecoment i epartment	Institutional Research, Assessment and Planning (OIRAP).
<u>_</u>	nsultation w tee		he Curriculi he Faculty A	In some cases the assessment data is collected in some courses by the ARSSB Director of
93	asis at a Colle		eport to fac ever tecuity	Assessment, through the common body of knowledge survey, attitudinal and
				multiculturalism survey questionnaires. Then the director disseminates the data with the individual assessment coordinators to work on the
				assessment report. 3. Do you use data collected from assessments to
				improve the curriculum in your department or division? If yes, how? If not, why not?
				The assessment exercise is a data-driven process.
				Specific pedagogical, curricular and student- support related implications coming out from the
				assessment results are first discussed by the discipline-specific faculty members. Subsequently,

	refinement to the surriculum are planned and
CONTRACTOR STORE STUDIES OF A DESCRIPTION OF A DESCRIPTIO	refinement to the curriculum are planned and
IN THE BUSICESS IN A MARKED BE DEVICED BE	incorporated.
ownston, and include WWV courses and core	Furthermore, in ARSSB, the program-specific
1.954AC7	assessment coordinators are part of the College
The faculty sho are familiar with the courses joind-	Curriculum and Assessment committee that is led
the process) are generally assigned to the	by the Director of Assessment. The committee
one mithre. The entire committe examination in	reviews once every two weeks. They review
decisions as reacted and not an individual in	assessment results and provide recommendations
mender sets ng od the commit ee, e set	to institute any potential curricular changes across
2. Now an year disbilings the collected	programs.
accessment catalog fige faculty a your solo	
de participar an division? Eno division de marches en	4. How and when do you communicate the
committee is a committee of a sympath	academic process from assessment planning to
Committeely all be responsible or gathenag and	assessment reporting to the faculty in your
distributing he data among the members in [20]	department or division?
S. Do you us data collected from datestmarts to	At the beginning of the academic year in the first
improve the numiculum in yolu department, in	divisional meeting the program assessment
division? If yes, have if not, why not? Yes, tressed	coordinators are selected. In the majority of
decisions is reach a set than be with the epitre	cases, faculty volunteer to serve in this role. These
toorby main vibitiere family lightered and	coordinators become the de facto members of
day the second se	the College undergraduate, masters and Ph.D.
<ol> <li>Alle state de your smithigite (les constants).</li> </ol>	Curriculum and Assessment committees. Then the
and and press from Assessment planning to	assessment coordinator works with the discipline
allow of which is the Your inferious of market the	faculty colleagues to draft the assessment plan for
department in division? As a multiple we will need	the academic year – which program learning
east trachthe of the survey on the survey of the states	outcomes to test, which measures and
issues and only on the description (lovel) and	instruments to use and which courses to test
	these. This assessment plan is then submitted
1. Hew do yest available courses to couder the	following the timeline given by the OIRAP. The
arademic as passed in your department or	division chair then reviews it, provides comments
division, also include WIN-courtes and core	and approves. Next, the assessment data is
Second Second	collected during the course of the academic year.
In Alche and Will other all currently	At the beginning of the next academic year, or in
and whose its many mere beause	some cases even before that, mostly during the
nwo risnt ga nalumos to balan men	summer, the assessment coordinator works on
a son ments	writing up the assessment report. Then it is
<ol> <li>How your Academic Projection 3556 (200 effective)</li> </ol>	shared with colleagues in that discipline for
MD11 was an Inited in which courses we	feedback and improvement. It is subsequently
can easign for accessments since stude its	submitted using AEFIS following the timeline of
an pile courses in other colleges as part	the OIRAP. Finally, the division chair reviews it,
of their multidisciplinary degree, Sind, We	provides comments and approves it.
only have data involution college, we	

3	11/07/22	Mathematics and Physics	Goonatilak e	1. How do you assign the courses to conduct th academic assessment in your department or
	ram-specific	In ARSS8, the proc	Furthermore	division, also include WIN-courses and core
- 20	t of the Colle	ornfinaters are pa	a forst rest of a	courses?
hal	i terit asttim	non tuscossossà ba	Gundenland a	The faculty who are familiar with the courses (a
	The committee	trent Assessment	but the lister.	the process) are generally assigned to the
	wainen vari	overn two washes		committee. The entire committee will take the
enoà	ebao cencencia	aburn hor store		decisions as needed and not an individual
2010	e asseeda wit	alation between the second		member serving on the committee.
	e contration de	energy and the second second for		2. How do you distribute the collected
			1.1.1.1.1.1.2.1.1.1.1.1.1.1.1.1.1.1.1.1	assessment data to the faculty in your
	and a second out	an anticipa construction for an an atte	a han and a	
	United the state	COLORY OF REAL	ALTING WEDTER .49	department or division? The chair of the
02	Sunuerd 100	Cess Inum about the	PRE DETENDEDE	committee (the Department Assessment
	uity in your	Net and or Suppose	arsas araanna	Committee) will be responsible for gathering and
		TADISTORY O	ave waredep	distributing the data among the members.
15.15	c year in the t	imposes and to grid	At the beginn	3. Do you use data collected from assessments
	assessment	mangoing shing seting	divisional me	improve the curriculum in your department or
	majority of	are selected, in the	ano ismbroos	division? If yes, how? If not, why not? Yes, these
szará	in this role. 1	volueiterinto sarve	diugen Jacuity	decisions if needed are taken up with the entire
. B	to members d	berning the de fac	coordinations	faculty (mainly fulltime faculty in the
	Cers and Ph.D	ndergraduate mas	the College u	department).
n the	mittees. The	15 Assessment con	Configuration a	4. How and when do you communicate the
anli	ath the discip	oordinator works v	a buomeastas	academic process from assessment planning to
101 (1	sessment pla	gues to draft the a	(actility collins)	assessment reporting to the faculty in your
	ram learning	year - which prog	the accidence	department or division? As a group, we will mee
	• bris ze	test, which measur	of control log	at least three times in a semester to discuss thes
	test of rest	o dalidiy bos seu o	instrumente	issues and others at the department levels.
	en submitted	sessment plan is ti	these. This a	
4	12/2/202	UC	Perez	1. How do you assign the courses to conduct the
23/18	2 000 295100	then reviews it, pr	división chan	academic assessment in your department or
	ient data is	Nort, the assessm	end approve	division, also include WIN-courses and core
155	ie academic y	ing the course of th	toliected dos	courses?
011	demic year, o	ing of the next aca	At the begint	<ol> <li>All core and WIN courses are currently</li> </ol>
90	ostly during t	ven before that, m	some cases o	assessed every year; all faculty are
R	hator works o	ibnoos mermeora	summer, the	responsible for completing their own
	t. Then it is	e assessment repor	dt an pridhiw	assessments.
		olleagers in that d	shared with	2) For our Academic Program assessment
	subsequently	improvement. R R	ne dos do an	(MDS), we are limited in which courses v
10	the timeline	ine AEPis following	solostaria da	can assign for assessment since students
	hair reviews l		P 9AZIO Adt	can take courses in other colleges as par
	ti n	erated a box strain	not relevant	of their multidisciplinary degree. Since w
				only have data for our college, we
				currently assign our one upper division
				course as part of the assessment. This is
				topic of discussion for this year's
				assessment review with program
				coordinator and faculty.

mes to assessment, I want to	1. When it co	2. How do you distribute the collected
e Curriculum/WIN assessment from	separate Cor	assessment data to the faculty in your
ional assessment like AIER in some of	other institut	department or division?
	the answers	1) Core data is currently not distributed, only
rs to the Office of Institutional	Note: IR refe	Dean had access to last year's data.
Research and Planning.	Assessment	Assessment, including artifacts and
	Ouestion 1	rubrics, is discussed at each faculty
033	Care Crescu	meeting. Additional info, we have
of Engineering, only Geology (GEOL)	in the School	designated a day at the end of the
d Physical Sciences (EPSC) courses		semester to set up AEFIS (create and link
e university core curriculum, i always	are nert of th	assignments on the platform), as well as
01/8PSC faculty meet and discuss	have the GE	calibrating to be on the same page.
selves which courses and outcomes		2) For our Academic Program assessment
		(MDS program), the program coordinators
lie incorporating any selection		review and discuss the data at least once
ALVE BALLES	CONSTRAINTS O	
and the second second second second second	Preve	a semester.
have 1-2 WIN countes offered every	semester po	3. Do you use data collected from assessments to
program, Therefore, these are		improve the curriculum in your department or
ChOsen	automaticali	division? If yes, how? If not, why not?
- 37151	AILN Assessm	1) For UNIV (core courses) due to major
programs are either currently	Engineering	changes in curriculum, we have not used
seeking accreditation by/from ABET	accreenced of	data yet. We plan to use it after this
requirements califor assessment of	ACCERDING AUDI	academic year to assess and improve the
vitcomes every year. We typically	O V 10 MIGLE	new curriculum.
sessment of them over the course of	se aut apivip	2) For Academic Program Assessment (MDS
. year Because we bo this	1016-30306901	Program), we do use the data every year
or ABET, we use the same data to	assessment i	to review and make necessary changes to
ALER's reporting requirements. I say	e pred Arsnes	the program.
e AIER calls for two measures for	shroad gred	4. How and when do you communicate the
ABEL, we only note I measure per	olismostuo	academic process from assessment planning to
prefore, we identify additional	outcome, i h	assessment reporting to the faculty in your
be used and discribute the worldoad	of semiseru	department or division?
is logical (assess an outcome in it	nn a way that	1) For Academic Assessment (MDS
a good fith while also rotating	a tent assura	program), the program coordinator is in
sers involved whenever possible		charge of communicating with designated
	S noireadu	faculty when the assessment goes from
tata is electronically available to all	ALSS (STRINGTT)	planning to reporting. This process
acuity via a shared drive on the	Supposible	includes meetings to discuss the plans,
	wien LiiMiAT	data collection, data analysis, findings,
	Question 3	action plan discussion, and submission of
re discussed in faculty meetings and	The results a	report. In addition, Hayley Kazen and
t plans are made accordingly.	improvemen	Cihtlalli Perez are on the University
	Question 4	assessment committee and will be tasked
	CORE/WIN	with providing more information to
s communicated from IR to us. I must	The process	department on assessment planning and
rically, because they have been 💫	say that histo	reporting.
		*

5	11/08/22	School of	Khasawne	1.When it comes to assessment, I want to
	in your	Engineering	hiemzzezzą	separate Core Curriculum/WIN assessment from
		Snoisivib to	department d	other institutional assessment like AIER in some of
	ot distributed	data is currently n	. 1) Care	the answers.
	year's data.	had access to last	Dean	Note: IR refers to the Office of Institutional
	rtifacts and	isment, including a	Asse	Assessment, Research, and Planning.
	ach faculty	is, is discussed at e	ndun	Question 1
	, we have	ing. Additional infe	19001	Core Curriculum
	end of the	nated a doy at the	desu	In the School of Engineering, only Geology (GEOL)
		stor to set up AER		and Earth and Physical Sciences (EPSC) courses
		nments on the plat	1 m m	are part of the university core curriculum. I always
		ating to be on the		have the GEOL/EPSC faculty meet and discuss
		ur Academic Progr		among themselves which courses and outcomes
		(program), the pro	(MD)	to select, while incorporating any selection
	lata at least o	w and discuss the t	BIVEN	constraints dictated by IR.
		rester.	192.5	WIN
		e data collected fro	3. Do you us	
10		curriculum in your		1 1 5
		es, how? if not, wh		
		NIV (core courses)		AIER Assessment
0.98		ges in curriculum, 1		Engineering programs are either currently
		yet. We plan to use		accredited or seeking accreditation by/from ABET
341	avoidue pue	ernic year to assess	3636	Accreditation requirements call for assessment of a total of 7 outcomes every year. We typically
2018	1) the owner of the	curriculum. cademic Program.	anna 18	divide the assessment of them over the course of
	e data everv v	canemic Programs arm), we do use th	9 101 101 101 101 101 101 101 101 101 10	the academic year. Because we do this
		view and make neo		assessment for ABET, we use the same data to
	Summer Augura	rogram.	o nefa	satisfy part of AIER's reporting requirements. I say
33	adt stealau	when do you comm	v bns wolf . A	
0.1		ncess from assessm	ng Simebasa	outcome. For ABET, we only have 1 measure per
		eporting to the fac	10-31022-4225	outcome. Therefore, we identify additional
	and the form	Sociation?	department	measures to be used and distribute the workload
	nt (MDS	cademic Assessme	11 606 0	in a way that is logical (assess an outcome in a
esi :		margoro orbr ime	19010	course that is a good fit) while also rotating
		e of communicatio		faculty members involved whenever possible.
		ty when the assess		Question 2
		ing to reporting. T		Assessment data is electronically available to all
2		des meetings to dis		engineering faculty via a shared drive on the
		collection, data an		TAMIU network.
n of		n plan discussion, a		Question 3
	ey Kazen and	to in addition, Ray	ogen	The results are discussed in faculty meetings and
	University	eres are on the	(1610)	improvement plans are made accordingly.
best		sment committee	1	Question 4
	prmation to	providing more inf	ritiw	CORE/WIN
bne	ent planning	rtment on assessm	depa	The process is communicated from IR to us. I must
1.11		.goit	oqat	say that historically, because they have been
	S. T. Martin			understaffed for such a long time, for no fault of
				their own, the communication hasn't been ideal.

ts to or to	m assessmen department y not? n, but also vir unicate the ent planning ulty in your	lara collected fra moulum in your how? If not, wh is course redealg est do you comit est do you comit est from assessin borting to the fac	Do you use d prove the cu dsion? If yes, summarif vi dow and wh atemic proce sessment ep	<ul> <li>IR works very hard with our faculty to make sure everything is submitted in a timely manner.</li> <li>AIER</li> <li>Because we do it in conjunction with ABET assessment, the plan is set before the beginning of the academic year and every faculty member knows what to do, where to do it, and how to do it.</li> </ul>
6 10 10 10 10 10 10 10 10 10 10 10 10 10	12/2/202 2	Biology and Chemistry	Kidd	<ul> <li>academic assessment in your department or division, also include WIN-courses and core courses?</li> <li>I'm not sure that I understand the question. It's whoever is teaching those courses. I try to avoid giving first year faculty WIN courses, but other then that, every member of my faculty teaches an assessed or WIN course at some point. Which course will be used for AERES reporting is up to the assessment committee.</li> <li>How do you distribute the collected assessment data to the faculty in your department or division?</li> <li>Any data that comes back to me goes to the assessment committee and to all of my faculty via email.</li> <li>Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</li> <li>Yes. We have often used data from assessments to update or reemphasizes our deliverables, or the types of assignments that we used to achieve our SLOs.</li> <li>How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</li> </ul>
s <b>7</b> for It con tiy 350,	12/01/22	DIBTS	Kock	<ul> <li>to each new semester.</li> <li>1. How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</li> <li>Those are chosen by the faculty.</li> <li>2. How do you distribute the collected assessment data to the faculty in your department or division?</li> <li>The program coordinators provide the results to the faculty in a meeting.</li> </ul>

7

ure son ser she	ifty to make s ely manner. with ABET re the begine facuity memi tt, and how ti tt, and how ti epertment or ses and core	thard with our fact submitted in a tim to it in conjunction the plan is set before the very and every to do, where to do a assign the cours besonme in your d	IR works ver everything is AIPR assessment, of the acado knows what h. Now do ys academic as division, ass	<ul> <li>3. Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</li> <li>Yes, primarily via course redesign, but also via curriculum redesign.</li> <li>4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</li> <li>The program coordinators provide the results to the faculty in a meeting, once per semester.</li> </ul>
8 old cs an c c c c c c c c c c c c c c c c c c c	iont planning suity in your si meetings p es to conduct spartment oi	Humanities		the faculty in a meeting, once per semester. 1. Courses are assigned based on faculty course loads, faculty specialization and rank, and university (core curriculum) and departmental (majors and minors) needs. For English, we assess selections of all courses at every level (1000-5000) every year. We also subject many of these courses to CC and WIN assessment protocols. CC and WIN courses are assigned to all FT English faculty members. Since most Humanities courses qualify for WIN-designations, faculty typically request to teach these courses, or the chair is advised to designate a certain number of courses as WIN. Core curriculum course are assigned based on faculty loads and student demand. Spanish rotates the assessment annually, so that only one faculty member evaluates final class papers in only one or two courses per AY. History meets collectively and assesses a common final paper presentation. 2. For English, faculty are required to submit Final Papers from their respective courses (a representative sample at every course level) to the assessment coordinator. Final papers are distributed to all FT English faculty for assessment and are evaluated based on a six-category rubric that aligns the PLOs in English. Every cycle, ENGL 4399 students are required to take the ETS: English Literature Field Test (Due to Covid, this practice was interrupted, but there are plans for it to be restored). Core curriculum English courses
67	anoA u	osen by the faculty tata to the faculty data to the faculty or division? coordinators prov a meeting	courses? Those and cli 2. Now do yr assessment department The program the faculty in	have their own rubrics (freshman writing). The English unit also evaluates freshman composition and sophomore literature classes independently of the CC and WIN protocols (using our own rubrics). Spanish offers only one core curriculum course: SPAN 2350. ENGL 1301/1302, SPAN 2350, and History core curriculum courses (HIST

				1201/1202) and WIN classes are all accessed via
	eur erenne	mmoo way eo sans	A DUG ANGAL TH	1301/1302) and WIN classes are all assessed via
03	ent planaing	M858532 WOLL 55034	scatemic pri	CC assessment protocols steered by Associate
	mer in your	aporting to the fac	10500219320	Provost, Dr. Duffy. PHIL 1301 and 2301 are
	unicate the	or division? I comin	department.	assessed using WIN and CC protocols as well.
S.	igram directo	cess directly to pro	academic pro	3. Typically, AIER reports are distributed at
	na our	role bas motoriba	and ARR cool	department meetings in the fall or spring. The
		rectings	department	results are discussed and a consensus is reached
the	nents that an	the course assigned	T. We choose	on new measures to implement to improve on the
	nonizziezza nie	PLD of the academ	elt of reach	results of our assessment from the previous year.
	hitsam waiwa	the structure of the state	West and a With St.	These conversations may result in a shift in our
1	11222311111213132			pedagogical priorities and course standard
			CARDINESS 1941	
Seco	cuon piens da	e overniov verderi v	86 BUNG 223 T. C.	requirements might also be reevaluated. The
			the course he	assessment protocols might also undergo revision
			4, Same as O	based upon these conversations.
odi	es to conduct	u assign the cours	<ol> <li>How do yo</li> </ol>	4. This is done at departmental meetings.
	spartment or	estment in your d	acadomic ass	Assessment coordinators for each discipline
	ies and core	indude WIN-coun	division, also	(Majors and standalone Minors) are rotated
			COURSES	annually, except in those Minors where there is
arts	the core with	choose courses in	We pererally	only one faculty member on staff (Philosophy,
-111.24	23003 9703 30	an out bis inam	highest enco	Translation, Creative Writing).
9	11/14/22	Psychology and	Lozano	1. How do you assign the courses to conduct the
	11/14/22	Communication	Lozano	academic assessment in your department or
	13.513.3.511	communication	by on warring	
	n your	Annael and pi sist	1 201010125228	division, also include WIN-courses and core
		the second secon		2
- 213	rom AEFIS, p	ar division? C mail	department	courses?
us righ	rom AERIS, p ess. data thro	or <b>division</b> ? E mail Immittees also acc	department faculty sub c	Core courses are assigned based on the Core
us righ	rom AEFIS, p essi data thro alson for	or division? C mail munitiess also acc the department II	<b>Bepertment</b> NoteRy sub o Dr. Gampires	
រប្រ ព័ទ្ធរ	rrom AEFIS, p ess. data thro aison for	or division? C mail: mmittees also acc The dedactment ll	Bepartment faculty sub c Dr. Gampitos Assessment	Core courses are assigned based on the Core
us- ign ign is to	rrom AEFIS, p essi data thro alson for miassessmen	or division? Email ommittees also acc The detactment II the detactment II	Bepartmant Mebertmant De Georgine Assessment 3 Do you us	Core courses are assigned based on the Core Curriculum schedule determined by the Core
us Jgh Jgh Jgh Sto	rrom AEFIS, p ess data thro aison for m assessmen department	or division? Email munitees also aco The department II e data confected fro curriculum in volu	Bepertment Notify sub o Psstament S De you us Improve the	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in
us Jgh Jgh Jgh Jgh Jgh Jgh Jgh Jgh Jgh Jgh	rrom AEFIS, p ess data thro alson for m assessmen department? v not?	or division? C mail immittees also acc The department II e data confected fro curricultion in your es, bow? If not, wh	Repartment faculty sub of Assessment 3 Do you us improve the division 1 (	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER
ບຣ ແຮກ ເຊີຍ ຄວ ເຊີຍ	rrom AEFIS, p esc data thro aison for m assessmen dapartment? y not?	or division? C mail munithees also acc The dedartment li data codected fro contriculum in your es, bow? If not, wh	Repartment faculty sub of Assessment J Do you us division far	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department
ປະ ເຊົາ ເຊັ່ງ ເຊິ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ ເຊີ່ງ เลี้ม เล้ เล้า เล้า เล้า เล้า เล้า เล้า เล้า	rrom AEFIS, p -s: data thro aison for m assessmen dapartmetf y not? eeded, that p	or division? C mail munittees also acco the dedactment li e data confected fra curriculum in your es, how? If not, wit pher changes are	Bepartment Sciences (Compile Assessment 3 Do you us division (Tr division (Tr compile (The data (Tr	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty.
ປະ ມູຊູກ ທີ່ ທີ່ ເອດ ເອດ ເອດ	rrom AEFIS, p si data thro iison for m assessmen departmetf y not? evded, that a	or division? C mail immittees also acc the department II e data confected fro curriculum in your es, how? If not, wh plies changes are a and is subjection	Repertment faculty sub of Assessment 3 Do you us fingtove the division" if y the uses of the uses of the uses of the uses of	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b>
us xgh ks to sr oes	rrom AEFIS, p ss data thro aison for m assessmen department v not? v not? eview and e past 6 years	or division? C mail munithees also acc the department li edata confected for ourricultion in your es, how? If not, wh plies changes are i and is misjeoc for each division in th	Repartment faculty sub of Assessment 3 Do you us division 1 ( the data in to the facult discursion in	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. 2. How do you distribute the collected assessment data to the faculty in your
นร ผู้สูก 18 10 10 10 10 10 10 10 10 10 10 10 10 10	rrom AEFIS, p ss. data thro aison for m assessmes dapartment v not? v not? evew and cview and past 6 years for major	or division? C mail munithees also acc the dedartment li edata confected fro contriculum in your es, how? If not, wh pires changes are t and is rublecc for each division of th enerced any need	Repartment faculty sub of Assessment 3 Do you us division fair to the data in to the facult discussion in have not dig	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. 2. How do you distribute the collected assessment data to the faculty in your department or division?
us righ sto ses ses stro sto sto	rrom AEFIS, p -s: data thro aison for m assessmen dapartmetf y not? y not? cview and cview and for major roars, to med	or division? C mail minittees also acc the dedartment li edata confected for curriculum in your est, how? If not, wit plies changes are a enerced any need enerced any need	Repartment faculty sub of Assessment Assessment from you us division in to the data of discursion in base not dip othorges out	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted
9	rears, to mee ve have a larg	or division? C mail munittees also acc the dedactment li e data confected fra curriculum in your es, how? If not, wit plies changes are a and is moleoc for a extenced any need erienced any need and the pandemic	Repartment frictions sub of Assessment 3 Do you us division if y friction if y discursion in bave not dip bave not dip bave not dip	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the
9	vears, to mee	or division? C mail munithees also acc the department li edata confected for ourriculum in your es, how? If not, wh pres changes are i and is misleoc for erfenced ony need enfenced ony need enfenced ony need enfenced ony need enfenced ony need	Repartment frictions sub of Assessment 3 Do you us division 1 ( the data in discussion in have not data sevenancia promose of to	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their
9	rears, to mee ve have a larg	or division? C mail munithees also acc the detertment li edata codected for ourriculum in your es, bow? If not, wh and is subjection and is subjection effented any need effented any need effented any need intertrack faculty r nore-track faculty r	Repartment fro diaminities Assessment Joo you us division 16 y division 16 y discursion 16 discursion 16 discursio	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and
9	rears, to med ve have a larg rew in the par	or division? C mail munithees also acc the dedartment li edata confected for conficution in your esc, how? If not, wh pres changes are i and is realized for enteried boy need enteried boy need and the pundeme one counties and p to our only 2 major	Repartment froutry sub of Assessment Assessment if the yourus division frout froute facent have not dro basesment assesment truncher of to protors where truncher at to	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core
9	wars, to mee we have a larg tow in the par yilabi across	or division? C mail munittees also acc the dedactment li edata codected fit ourriculum in your est, how? If not, wit price changes are a act division in the energian of the part of the parternic energian solution there courses and a the solution of the part of the part of the parternic	Repartment fro Georgine Assessment Assessment Jo Constant division in to the data in division in to the data in division in to the data in discension in these and to yothe wheth Name and it offlerent, an	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A
9	wars, to mee we have a larg tow in the par yilabi across		Repartment fro Georgine Assessment 3 Do you us division 1 ( your sound from one in discussion in to the facut have not dip discussion in to the facut assessment y different and different and	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core
9	vears, to mee ve have a larg tow in the pat yilabi across , are new,		Repartment fro Georgine Assessment 3 Do you us division 10 y division 10 y discursion 10 to the data in discursion 10 discursion 10 discursion 10 different 2 different 2 diff	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A
9 E 1	vears, to mee ve have a larg tow in the pat yilabi across , are new,		Repartment fro dampine Assessment Joo you us division fro division fro division fro different sesesment different, an different, an assessment different, an	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments,
9 E 1	rears, to mee we have a larg wilabi across , are new, anicate the ent planning	nen do you comm cost from apposen	Repartment fro Gampine Assessment Joo you us division 10 y division 10 y division 10 y division 10 y division 10 y division 10 y division 10 y different and different and	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair.
9 E 1	rears, to mee we have a larg wilabi across , are new, anicate the ent planning	hen do you comm coss from access sporting to the fac st division?	Repartment fro (compile Assessment Assessment fro (compile division in the compile division in the the facult have not dro basesment is weats wheth mander and it gesterment is assessment is different, an different, an seats ment assessment is different, an	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair. <b>3. Do you use data collected from assessments to</b>
9 E 1	rears, to mee ve have a larg vilabi across are new, uncate the ent planning uity in your	hen do you comm coss from access sporting to the fac st division?	Repartment fro (campire Assessment Assessment improve the division in y division in y discussion in have not dip discussion in number of te with a where different, an different, an	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair. <b>3. Do you use data collected from assessments to improve the curriculum in your department or</b>
9 E 1	rears, to mee ve have a larg vilabi across are new, uncate the ent planning uity in your	hen do you comm coss from access sporting to the fac st division?	Repartment fro diampine Assessment Joo you us division 16 y division 16 y division 16 y discussion 16 y discussion 16 y discussion 16 y different at assessment y different and assessment y different assessment y different y different assessment y different assessment y different assessment y different y differen	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair. <b>3. Do you use data collected from assessments to</b> <b>improve the curriculum in your department or</b> <b>division? If yes, how? If not, why not?</b>
9 E 1	rears, to mee ve have a larg vilabi across are new, uncate the ent planning uity in your	hen do you comm coss from access sporting to the fac st division?	Repartment fro diampine Assessment Joo you us division filly division filly discussion in have not dro discussion in have not dro different, an different, an different, an discustment saarsment different, an different, an different, an different, an different, an different, an different, an discustment saarsment	Core courses are assigned based on the Core Curriculum schedule determined by the Core Curriculum Committee. Instructors are assigned to courses by Program Directors, who keep in mind requests from faculty. Courses for AIER assessments were determined by the department faculty. <b>2. How do you distribute the collected</b> <b>assessment data to the faculty in your</b> <b>department or division?</b> Core and WIN assessments are conducted through AEFIS. Instructors are emailed at the beginning of the semester regarding their obligations and provided with trainings and support through Karol Batey and the Core Curriculum representative for the department. A similar procedure is used for AIER assessments, but data is solicited by and sent directly to the AIER Chair and co-Chair. <b>3. Do you use data collected from assessments to improve the curriculum in your department or</b>

ia ba	all assessed I by Associate d 2301 are cols as well. inbuted at or spring. Th	nd WIN classes are it profesols stearer uffy, PHIL 1301 ar g WIN and CC pron IER reports are dis seetings in the fail cussed and 2 cons	1301/13021	4. How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division? I communicate the academic process directly to program directors and AIER coordinators and also via our department meetings.
10	11/11/22	School of Nursing	Luo	<ol> <li>We choose the course assignments that are the closest to the PLO of the academic assessment.</li> <li>We discuss them in a course review meeting per semester.</li> <li>Yes. We ask faculty to make action plans during the course review.</li> <li>Same as Q2's.</li> </ol>
11 		Fine and Performing Arts		<ol> <li>How do you assign the courses to conduct the academic assessment in your department or division, also include WIN-courses and core courses?</li> <li>We generally choose courses in the core with the highest enrollment, and the major core courses in each major.</li> <li>How do you distribute the collected assessment data to the faculty in your department or division? E mail from AEFIS, plus faculty sub committees also access data through Dr. Campbell, the department liaison for Assessment.</li> <li>Do you use data collected from assessments to improve the curriculum in your department or division? If yes, how? If not, why not?</li> <li>If the data implies changes are needed, that goes to the faculty and is subject for review and discussion in each division. In the past 6 years, we have not experienced any need for major changes, outside the pandemic years, to meet the assessment goals. Additionally, we have a large number of tenure-track faculty new in the past 3 years where those courses and syllabi across Music and Art, our only 2 majors, are new, different, and developing.</li> <li>How and when do you communicate the academic process from assessment planning to assessment reporting to the faculty in your department or division?</li> </ol>

12	11/07/22	Casial Caismana	Zaabiunt	1 Feel program within the Department of Social
12	11/07/22	Social Sciences	Zschirnt	1Each program within the Department of Social
				Sciences (i.e., Criminal Justice, Political Science,
				Sociology, etc.) designs its own assessment plan
			1	and decides which courses will be assessed.
				Teaching of WIN and Core courses is assigned
				largely on the basis of programs' own 2-year
				course plans.
				2. Assessment data reported in assessment
				reports is subsequently discussed by program
				faculty at monthly program meetings.
				3. Yes, recommendations made in assessment
				reports and discussions of assessment data at
				program meetings have led to curriculum
				changes.
				4. The designated program assessment
				coordinators are informed of the process and
				schedule by the assessment office. I have
				provided periodic reminders and answered
				questions that assessment coordinators may
				have.



### **DEITC Meeting**

## Minutes



Date: 2/28/22 Location: WebEx <u>Co-chairs:</u>

1. Dr. Patricia Abrego, ex-officio

- Members Present:
- 1. Dr. Cynthia Pina
- 2. Dr. Chao Chen
- 3. Janet Carillo
- 4. Dr. Jennifer Coronado
- 5. Dr. Martha Salinas
- 6. Dr. Mehnaaz Momen
- 7. Rene Prado
- 8. Karol Batey
- 9. Dr. Kevin Lindberg
- 10. Dr. Yong Chen

#### Time: 3:12pm

#### **Administrative Associate**

Stephanie Alderete Instructional Designers (non-voting)

- 1. Melissa Soulas
- 2. Carlos Vallarta
- 3. Ivette Soto
- 4. Gloria Sanchez

#### Members Absent:

- 1. Triana Gonzalez
- 2. Dr. James Norris
- 3. Karla Linero Reyes
- 4. Dr. Donavan Weight
- 5. Dr. Marcela Moran

Item	Action/Information					
Approval of Minutes	*Committee members reviewed minutes from October 24, 2022. Dr. Jennifer Coronado and Dr. Mehnaaz Momen motioned to approve minutes with modifications to the AP portion of the minutes. Dr. Coronado will email Stephanie the changes.					
Introduction of new staff member	<ul> <li>*Dr. Abrego introduced our new Instructional Designer III, Dr. Nirupama Akella to the committee:</li> <li>* Dr. Akella has 10 years' work experience as an instructional designer, curriculum developer, researcher, and instructional technologist in higher education. Has a doctorate in Educational Leadership and a Masters in Instructional Design and Development and Communications from US accredited universities. She is also certified in Graphic Design, eLearning in Instructional Design and Storyline.</li> </ul>					
Learning Technologies	*Carlos Vallarta presented the following Learning Technology Week PowerPoint data analysis:					
Week presentation	-Survey Questions					
	-Presentation Survey Feedback					
	-Attendance by Session					
	-Participation by College/Department					
	• -Video of recap of all the weeks sessions, prize winners and student scavenger hunt event.					
	*Please refer to attached PowerPoint presentation.					

Top Hat Campus	*Dr. Abrego presented information on the Top Hat campus wide deployment and
Wide Deployment	1
	- Title 5 grant for Top Hat was approved, January 1 paywall is removed from all
	TAMIU courses, both faculty and students will have access to Top Hat without
	having to pay for a year. Full Top Hat launch Spring 2023.
	-eLearning was Top Hat trained in November, a Top Hat session was provided
	during Learning Technology Week, and we will also be having department
	trainings workshops November/December/January. Our eLearning team has already
	started contacting the chairs of the departments and scheduling these trainings.
	Open lab trainings will take place November 28-December 2 in Cowart 112
	(schedule will be posted)
	- In late December the TAMIU Single Sign On will be activated for Top Hat/
	Blackboard, so when students sign into their Blackboard account they will
	automatically be signed into Top Hat. (Faculty need to make that connection inside
	of their courses launch so that this sign in can be activated; training will be provided
	for this during eLearning Top Hat trainings.)
	*Carlos Vallarta/Dr. Abrego presented a PowerPoint providing information on the
	TAMIU and Top Hat partnership implementation:
	-Enterprise Partnership Services, Ongoing Services Included for all Institution Wide
	Partners
	-Start Up Services, Ensuring a Successful Launch
	• -Title V Grant
	-Schedule for Implementation
	-Promotion of Top Hat to Faculty
	<ul> <li>-Top Hat Integration with Blackboard</li> </ul>
	-Adding Course Launch
	-Adding Content from Top Hat
	-Single Sign On Implementation, December 2022
	*Please refer to attached PowerPoint presentation.
Blackboard Base	*Carlos Vallarta presented Blackboard Ultra Base Navigation, introducing a new,
Navigation	fluid, and modern user interface for Spring 2023.
ivavigation	• Blackboard Ultra Base Navigation will be switched on December 19, 2022.
	• -Content within Blackboard will not change, course will be streamlined to
	be black and white, changes will be seen on the landing page of
	Blackboard only, and navigation will always be on the left side of screen.
	• -Annoucements for this change will be posted on social media and emails
	will be sent out to faculty.

	*Corles Vallerte presented the Academy Course Euchenge Pregram:
Acadeum-Course	*Carlos Vallarta presented the Acadeum Course Exchange Program:
Exchange Program	The <b>Course Exchange Program</b> was previously used across the Texas
	A&M System for course-sharing.
	• Texas A&M System started an agreement with Acadeum, a third-party
	course-sharing vendor, that allows institutions to offer their courses to
	other institutions through Acadeum system.
	• At TAMIU, current approach is to use Acadeum for a "last resort" and
	depending on a student's case.
	• At the conclusion of this project, institutions seeking to enroll students in a
	partner institution's course through Acadeum will have the option of
	searching for courses that align with QM's quality standards.
	TAMIU is currently working on:
	• Policy Guidebook - know process, how to answer questions, select
	schools, etc.
	• Advising and Registration Process - how to advise students for an
	Acadeum course, they need to meet certain criteria as it is not for everyone
	to use, registration process of creating course and everything related to
	• Institutional Agreements - Agreement needs to be signed in order to be
	able to treat coursework as TAMIU coursework.
	• After the policies and procedures are finalized, the Spring 2023 semester
	will be used for training advisors over TAMIU's involvement with
	Acadeum.
	<ul> <li>No immediate plans to have TAMIU as a course provider in the Acadeum</li> </ul>
	system
	system
	*Please refer to attached PowerPoint presentation
<u> </u>	*Dr. Yong Chen asked if anyone from TAMIU attending the ACUE Trainings?
Open Agenda	-Dr. Lindberg responded- ACUE is a collaboration with other A&M System
	Universities and various faculty from other system institutions have been attending
	the training.
	*Karol Batey discussed a few upcoming items:
	1.SACS-COC will be visiting TAMIU in 2025, prepping is underway to be
	prepared for that visit.
	2. Faculty can start submitting their PPE forms through AEFIS over the December
	break or in January (training videos will be uploaded to assist). Soon, there will be
	a representative from each college to assist their faculty with AEFIS, PPE and
	faculty portfolios.
	3. Wind course curriculum are due February 6th
	*Dr. Abrego asked how faculty can make changes to their online information?
	-Karol responded that can be done through their AEFIS under faculty portfolio and
	Erick Garcia in OIT uses that information to make changes online (soon there will
	be trainings posted on faculty portfolio)
	*Dr. Coronado had a few AP reminders:
	-AP is working with the school of business to provide information and program
	specific modules for MBA graduate online student orientation, which will be
	launching mid December 2022 to be available for students Spring 2023. Any other
	colleges wanting to have program specific modules embedded within the graduate

online orientation can contact the AP office so that the information can be added When students are admitted into the graduate program, they are automatically enrolled in the Blackboard online orientation. *Rene Prado mentioned some important upcoming dates: 1.Finals Exam Period will be November 30- December 6 2.Grades are Due for graduating students by December 7 3.Graduation is December 8 4.Final Grades for all students are due December 9	
---	--

Unanimous Motion to adjourned at 4:02 p.m.