

October 7, 2009

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Information Calendar: Academic, Career and Technical Education and Student Success (Programs) Committee

The following have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

A. Utah State University

i. New Minor: Climate Change and Energy

Request: Utah State University is proposing a stand-alone minor in Climate Change and Energy. Although administratively housed under the Plants, Soils and Climate department, the minor is an inter-collegiate effort, including coursework from the Agriculture, Natural Resources and Science Colleges. The minor was approved by the Utah State University Board of Trustees on October 9, 2009.

The Climate Change and Energy minor will consist of existing courses in the above mentioned Agriculture, Natural Resources and Sciences. Students will be required to complete fifteen credits to earn the minor. Six of these credit hours will be core courses, which can also be taken as general education requirements, depending on the students major. Other required courses include upper-division capstone class as well as six credit hours in climate science and socioeconomic change. For students who wish to continue their studies in related subject areas, additional support courses and upper division elective courses are available.

Need: Complex environmental problems face the 21st Century. These connected problems facing the world include, but are not limited to, accelerating climate change, reliance on non-renewable energy use, population growth and other environmental impacts of modern society face. Since these environmental problems, particularly climate change, are projected to have a profound effect on ecosystems and human activities and socioeconomic problems, Utah State University devised this minor to combat some of these problems. The minor will serve as an academic and objective source of knowledge and reason.

Because future climate change is inextricably connected to energy production and use, it is natural to integrate these two issues as the centerpiece of a new program of study. Utah State University has proven that student interest is growing in these emerging areas. One recent example is a new class added to the spring schedule, USU 1360 Climate Change on Earth. The enrollment was 85 students in its initial semester (Spring 2009). The Climate Change and Energy minor is a one of a kind program in Utah; there are no other minors with a similar structure of coursework currently offered in USHE. Currently, the closest minor offered in the Utah Higher System of Higher Education (USHE) is a Meteorology degree at The University of Utah. Institutions across the nation, including the University of Montana and University of Michigan have, or are implementing, similar interdisciplinary programs with much success.

Presently, the Plants, Soils and Climate (PSC) Department does not offer an undergraduate degree in climate or biometeorology. However, there are several faculty members who are climate scientists with active research and teaching programs. The proposed minor would add an option for students in PSC majors with interest in the area of climate change to receive formal training in this area of science.

Institutional Impact: The program of study is built around existing courses and faculty. Climate Change and Energy will be an inter-collegiate program. It will be housed in the department of Plants, Soils and Climate, but advising and coursework will be shared by all three participating Colleges, including Agriculture, Natural Resources and Science.

Should the minor increase enrollment in existing courses, particularly those listed as core course options, undergraduate teaching fellows from the Office of the Provost will be requested. Funding for the undergraduate teaching fellows (if needed) is on-going and presently established.

It is envisioned that students enrolling in this minor will come from a broad range of disciplines.

Finances: No additional funding is anticipated to administer the minor.

ii. *Program Review: Medical Radiography, Academic Year 2007-2008*

Reviewers:

- Linda Pearson, Program Director, Carl Albert State College
- Ray Gisclair, Assistant to the Dean, Delgado Community College
- Dr. Robert Huddleston, Professor of Accounting, Dixie State College of Utah
- Dr. Ami Comford, Assistant Professor of English, Dixie State College of Utah
- Members of the Dixie State College Curriculum Committee and Academic Council
- Members of the Dixie State College Board of Trustees

Program Description: For undergraduate studies, the Department offers an Associate of Applied Science in Medical Radiography. This is a two-year, full-time program which includes didactic and clinical experience at cooperating hospitals, clinics and doctors' offices. This degree consists of six semesters of academic studies with coordinated practice in area imaging departments. The program is a part of the Division of Health Sciences and is housed within the former School of Business, Health and Science (now the School of Science and Allied Health). Many of the prerequisite courses are through the Sciences program. The Medical Radiography Program received 3-year accreditation from the Joint Review Committee on Education in Radiologic Technology. This is the national accrediting agency for radiography programs. The next review date is scheduled for the First Quarter of 2010.

Faculty & Staff: Strengths and challenges presented to the Medical Radiography faculty and staff are summarized below:

- Good job of outlining the faculty experience and the necessary requirements for the faculty. They look highly qualified for running the program and the many years of experience seem especially important in a Health Sciences Program.
- Faculty-student ratios are low, a key selling point for the program.
- "Professional activities" is an area that could probably be enhanced, as it appears that both faculty members have only become involved in those activities in the past two years.

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees			
Number of faculty with Master's degrees	2		
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	2		

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical	0	
Laboratory Aides/Instructors	NA	
Advisors	NA	
Teaching/Graduate Assistants	NA	
Other Staff	0	
Total	1	

Students: The first Medical Radiography class completed the program in October 2007. All 12 students who graduated are currently employed in the profession. Three have applied to Weber State's baccalaureate completion program. Four of the thirteen second-year students are currently employed part-time as limited practical technicians at Dixie Regional Medical Center. All program graduates are employed in the State of Utah with 92% having found employment in Washington County. According to the 2007 Radiologic Technologist Wage and Salary Survey, conducted by ASRT, the median salary for a technologist in Utah is \$50,073. Starting wage at Dixie Regional Medical Center, in St. George, is \$18.15.

Additional strengths and concerns/challenges facing the students enrolled in the Medical Radiography program are detailed below:

- The finite number of clinical sites is limiting enrollment. That issue must be addressed if the program is to grow enrollment.
- Starting salaries of \$18.15 per hour seem low for such a rigorous program; this may be a deterrent in recruiting new students, since they will be able to make much more in nursing or dental hygiene.
- Apparently, DRMC hires many program graduates only as part-time employees. Dixie State need to determine whether this phenomenon represents students' choices or if this is a problem.
- Low faculty to student ratio
- Number of male students has increased;
- AART scores are impressive compared to the national median; it would be useful to know how this program compares with others USHE schools.
- High retention rates—97%;

- Placement statistics are outstanding—92% of graduates are placed in Washington County, and that raises the question: Will the county soon reach the point of being over-supplied?

AY	# of Majors	Student FTE	# of Faculty	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
03-04	NA	NA	NA	NA	NA	NA
04-05	NA	NA	NA	NA	NA	NA
05-06	NA	NA	NA	NA	NA	NA
06-07	12*	12	2	12:1	12	12
07-08	25	25	2	12:1	13	13

*A lack of clinical sites necessarily limits enrollment to 12 students per cohort.

Financial Analysis:

Financial Analysis Form*					
		04-05	05-06	06-07	07-08
Expense					
	Instructional Costs		\$68,125	\$117,435	\$129,716
	Support Costs	\$5,425	\$56,116	\$54,658	\$52,147
	Other Expenses				
	Total Expense	\$ 5,425	\$ 124,241	\$ 172,093	\$ 181,863
Revenue					
	Legislative Appropriation	\$3,746	\$86,177	\$115,867	\$124,990
	Grants				
	Reallocation				
	Tuition to Program	\$1,679	\$38,064	\$56,227	\$56,873
	Fees				
	Total Revenue	\$5,425	\$ 124,241	\$ 172,094	\$ 181,863
Difference					
	Revenue-Expense	\$0	\$ 0	\$ 1	\$ 0

Program Assessment:

Commendations

- *JRCERT accreditation reflects well on the program;*
- *Mission statement creates continuity between the program and the college at large;*
- *Course descriptions are well written and have appropriate co requisites and prerequisites clearly outlined;*
- *Admission criteria are logical and easily understood.*
- *The specificity of this segment of the Program Review was especially good, particularly in regard to the "tools utilized in data collection" for the JRCERT accreditation.*
- *Generally, language is measurable and specific in Outcomes Assessment.*
- *This is a thoughtful analysis that does not seek to justify problems or questionable areas but rather seeks to explain very methodically what might account for those concerns. The specific comments under Goal 1.4 were especially interesting and a unique addition to the program narrative. It also appears from the provided narrative that faculty are engaged with modifying the outcomes when*

necessary and examining the reasons for those modifications before coming to a conclusion. Specific decisions were made and implemented immediately.

- *The initial outcome assessment plan appears to be well designed. The benchmarks, methods, time frames and planned action follow a methodology that would assure the program evaluates its mission, goals and assessment plan in a coherent fashion. The outcome assessment plan for the year 2007 indicates progress on five goals. The narrative discusses the results and plans on improving student academic achievement.*
- *The medical radiography program has moved into the new Russell Taylor Health Science building with 6,000 square feet of dedicated classroom and lab space. This space consists of two-state-of-the-art classrooms, computer/study area, a darkroom, lab for diagnostic radiography and one for sonography.*
- *The radiography lab equipment is cutting-edge technology with stationary GE Proteus units, a mobile x-ray unit, Konica CR (computed radiography) reader and PACS. This equipment is, in the majority of instances, exactly like the equipment the radiography students will be using at the clinical sites which makes transferring of learning much easier.*

Challenges

- *The admissions requirements are grades of C or better but the core class requirements are only a C- or better. This seems problematic for students entering the medical profession. C- grades would not seem to illustrate proficiency for the material even though the program is based on certain standardized testing requirements.*
- *Though the Outcomes Assessment Plan does contain measurable outcomes, the Program Goals could also be revised to reflect that same type of language. Rather than use "demonstrate," which is not measurable or descriptive, re-word this idea into something more measurable so that students can see exactly what they will be achieving in the program. Particularly Goal #2 seems more like a mission statement than a testable outcome.*
- *The cost per FTE seems high, even for a health science program; these might be lowered by adding more clinical sites and using adjunct instructors.*
- *Good employer component of the assessment plan. This seems particularly pertinent for a Health Sciences degree; however, can you trust the absolute accuracy of the numbers obtained from both the employer and the graduate surveys, as the number returned from year to year vs. the number sent out could potentially skew any results that might prove useful? Recommend including a brief explanation about how this potential problem has been addressed within the program. The certification numbers on the ARRT exam, would, however, seem to offset the graduate surveys on the quality of their education at DSC, since if they passed the exam, then the program can claim success regardless of if the graduates send back affirmative surveys or not.*
- *A narrative devoted to the assessment results overall and how the individual faculty have been impacted at the classroom level, particularly since only two faculty members are involved at this point would be useful. The Assessment Narrative seemed to focus on the changing strategies of the goals involved and the specific benchmarks, not the actual teaching.*
- *According to the JRCERT, "the program has developed a plan to assess student learning outcomes, however, much of the required data is lacking because the program has recently developed. Therefore, priorities for improvement have not been identified. The program has not had the opportunity to review its assessment plan or goals."*

- *Certain benchmarks may need to be adjusted to better reflect a more objective sense of accomplishment for a new emerging program.*
- *While the didactic facilities are excellent, the limited number of clinical sites is a problem that must be addressed.*

Recommendations

- The administration needs to secure a competitive compensation package for its health science faculty. If this fails to occur, it will be challenging to retain quality staff; consequently, this will have a direct impact on the quality of instruction.
- Work to resolve the problem of clinical sites; develop the relationship with Valley View Medical Center so sites can be found in Cedar City. The Review could be benefitted by more information regarding the unsuccessful goal of making Cedar City a clinical site. Why has this pursuit failed? What needs to be done to make this more successful?
- Consider using adjunct instructors.

Institution's Response:

The administration is committed to the success of this program and retention of its faculty. The wage and compensation is equal to professional clinicians working contracts of comparable duration. Other concerns brought up by evaluation are open for discussion. The Cedar City clinical site discussion is ongoing. Its host company, IHC, has been unsuccessful in resolving the situation in favor of DSC's accredited program versus the long distance, unaccredited Weber State University program.

iii. Program Review: Communications, Academic Year 2007-2008

Reviewers:

- Frank Lojko, Vice President of Student Services, Director of Institutional Research, Dixie State College of Utah
- David Zielke, Professional Librarian, Dixie State College of Utah
- Dixie State College Curriculum Committee and Academic Council, comprised of faculty representatives and administrators
- Dixie State College Board of Trustees

Program Description: Communication is a four-year program that prepares students to work in a wide variety of fields in both human and mass communication and also in the digital film industry. Additionally, the department offers media and film students a hands-on component to their learning called the Student Media Center, where students participate in the production of media content of all kinds in a semi-professional environment under the tutelage of trained faculty and industry professionals

As an academic unit of Dixie State College, the Communication Department is located within the School of Arts and Letters. It is part of an undergraduate teaching institution and gives primary emphasis to this activity, in support of the General Education program of the college. This does not preclude research and other scholarly activity, which is encouraged on an individual basis, but must never come at the expense of effective course development and instruction.

Faculty & Staff: Strengths and challenges presented to the Communication Departments faculty and staff are summarized below:

- Great information overall
- Good information on contract faculty, including headcount
- Well-qualified and experienced instructors
- Insufficient faculty to meet the rapid enrollment growth

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	5		
Number of faculty with Master's degrees	2		9
Number of faculty with Bachelor's degrees	1		
Other Faculty			
Total	8		9

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial /Clerical	1	1
Laboratory Aides/Instructors	NA	
Advisors	NA	
Teaching/Graduate Assistants	NA	
Other Staff	NA	
Total		

Students:

AY	# of Majors	Student FTE	# of Faculty (full time)	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
02-03	NA	154.72	3	19.05	NA	NA
03-04	NA	174.34	5	23.09	NA	NA
04-05	NA	166.22	5	21.67	NA	NA
05-06	NA	163.43	5	20.64	6	
06-07	75*	146.89	7	20.29	13**	

*The 2007-2008 AY saw 179 majors and the 2008-2009 AY began with 266 declared majors.

**Twenty-six students graduated from the program in 2008.

Note: The downward trend of student FTE over the review period reflects the general enrollment trend at the institution. Since this review period, the trend has trend upward dramatically.

Financial Analysis:

Financial Analysis Form					
	03-04	04-05	05-06	06-07	07-08
Expense					
Instructional Costs	\$192,080	\$217,517	\$302,876	\$352,943	\$390,820
Support Costs	\$101,529	\$120,743	\$170,009	\$140,691	\$176,251
Other Expenses					
Total Expense	\$ 293,609	\$ 338,260	\$ 472,884	\$493,634	\$ 567,071
Revenue					
Legislative Appropriation	\$205,106	\$233,588	\$328,005	\$332,353	\$389,735
Grants					
Reallocation					
Tuition to Program	\$88,503	\$104,672	\$144,879	\$161,281	\$177,336
Fees					

Financial Analysis Form					
	03-04	04-05	05-06	06-07	07-08
Total Revenue	\$ 293,609	\$ 338,260	\$ 472,884	\$ 493,634	\$ 567,071
Difference					
Revenue-Expense	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Program Assessment: Students are measured by a variety of achievement indicators because of the broad range of communication related topics. Students are tested by Exams/Quizzes, Papers, Performance Tasks (demonstrating one's ability to apply their learning in concrete ways through service learning group efforts, presentations, etc.), and personal reflection. To complete their academic experience, all Communication graduates are required to complete a research-based senior seminar (capstone) during the final semester of their senior year. This provides an opportunity for them to explore in a scholarly manner an important issue or phenomenon within their chosen profession. Students are expected to present their findings to their peers at the end of the semester in a department-sponsored conference setting. All Communication graduates are also required to complete an internship in an appropriate major-related setting, typically between the student's junior and senior year.

Commendations

- *Excellent program mission statement; mission and goals well defined.*
- *Program description very clear*
- *Great illustrations of program's degree emphases and tracks*
- *Student progress checklists and student course planning sheets are very helpful*
- *Inclusion of the Department Course List is an excellent idea*
- *Several indicators listed.*
- *Lots of individual and course evaluations and assessment information included.*
- *Well-defined explanation of how assessment results are used to improve learning and instruction.*
- *Facilities well described, including schematic of building.*
- *Excellent review of library resources and needs.*

Challenges

- *It appears the program is making the most of its opportunities to support other programs, departments, and divisions, including classes, equipment, etc. A future challenge that could be addressed would be whether to continue this support with other departments and divisions outside of Allied Health when the program moves to the new facility.*
- *The review would benefit from some specific listings of what lab equipment is available.*
- *Most of the equipment lists were needs for equipment the program does not have.*
- *Include in the review a list of actual current equipment and technology available to the program.*

Recommendations

- Continue to monitor and refine assessment strategies and begin to accumulate evidence that assessment results in improvements to pedagogy, learning and curricula.
- Continue to seek funding for additional faculty and support staff, to avoid creating a demoralized faculty.
- Encourage and support valuable faculty members who do not hold terminal degrees.

Institution's Response: Since the Composition Program Review was submitted in 2008 , the College has made considerable gains in addressing the challenges faced by rapid enrollment growth in the Communication program. Four lecture-advisors have been hired and one new full-time faculty member has been added. The College is committed to continue adequately staffing the program as funding allows.

In 2009 the Communication program will move to its new home on campus with considerably more space for students and faculty, including television and radio studios; the move, along with new private-sector partnerships and donor gifts will allow the acquisition of much-needed equipment . As the program continues to grow, faculty are urged to undertake regular, on-going situation analyses to more adequately assess future needs.

The program is commended for their dedication to academic rigor and conscientious assessment activities and urged to continue this work. Future assessment should not neglect the role of Communication in the general education program and should make efforts to measure learning in relation to general education goals and outcomes as well as program outcomes.

iv. Program Review: Composition, Academic Year 2007-2008

Reviewers:

- Dr. Carole Grady, Professor of Nursing, Associate Dean of Allied Health Programs, Dixie State College of Utah
- Steven Sullivan, Associate Professor of Physics, Dixie State College of Utah
- Jonathan Morrell, Director of DSC Trio Programs
- Dixie State College Curriculum Committee and Academic Council, comprised of faculty representatives and administrators
- Dixie State College Board of Trustees

Program Description: The English Composition Program has its home within the English Department, which resides in the School of Arts and Letters. It serves DSC students by offering two general education writing courses required for graduation, English 1010 (Introduction to Writing) and English 2010, (Intermediate Writing). It serves the English baccalaureate degree programs and also works in conjunction with the Developmental Education Program.

It should be noted that the Composition Program has undertaken a Program Review apart from the larger English Program because the administration, at one point, thought that creating two separate programs to house the English baccalaureate degrees and Composition would be appropriate, and the Program Review schedule was structured accordingly. Further study and deliberation, however, resulted in a decision to leave English and Composition as one program; therefore, future Program Reviews will so reflect that arrangement.

Faculty & Staff: Strengths and challenges presented to the Composition Departments faculty and staff are summarized below:

- Full time faculty have many years of teaching experience;
- Well-seasoned and experienced full time faculty members;

- A “majority” of full time faculty attend and present at regional and national meetings.
- Professional activities not specified; no “detailed information” on specialization, rank and tenure, and memberships for individual faculty members; needs more information on full and part time faculty experience and professional activities.
- Too high FT-PT ratios;
- Too high secretary-faculty ratio;

Faculty Headcount	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	10		1
Number of faculty with Master’s degrees	3	1	12
Number of faculty with Bachelor’s degrees			
Other Faculty			2 MFA; 1 MBA
Total	13	1	16

Staff Headcount	Full-Time	Part-Time
Administrative	1	
Secretarial/Clerical	1	1
Laboratory Aides/Instructors		
Advisors	NA	1
Teaching/Graduate Assistants	NA	
Other Staff	NA	
Total	2	2

Students: Strengths and concerns/challenges facing students enrolled in the Composition program are detailed below:

- Enrollment/attrition trends not identified; graduation/retention data not supplied; placement and transfer data not mentioned (all three evaluators noted this deficiency).
- Faculty-student ratios are acceptable
- Enrollment/attrition trends not identified; graduation/retention data not supplied; placement and transfer data not mentioned (all three evaluators noted this deficiency).

AY	# of Majors	Student FTE Inc. literature	# of Faculty (full time)	FTE-to-Faculty Ratio	# of Grads	# of Grads Placed
02-03	NA	332.82	9	20.39	NA	NA
03-04	NA	338.98	12	19.90	NA	NA
04-05	NA	287.90	12	16.40	NA	NA
05-06	NA	278.16	12	15.00	NA	NA
06-07	NA	241.07	14	17.42	NA	NA

Note: The downward trend in student FTE during this review period generally reflected enrollment trends of the institution. Since the review period, enrollment has trended upward dramatically.

Financial Analysis:

Financial Analysis Form					
	03-04	04-05	05-06	06-07	07-08
Expense					
Instructional Costs	\$465,310	\$477,031	\$531,369	\$518,202	\$682,116
Support Costs	\$232,498	\$230,425	\$269,369	\$257,557	\$319,743
Other Expenses					
Total Expense	\$ 697,807	\$ 707,457	\$ 801,265	\$ 775,759	\$1,001,859
Revenue					
Legislative Appropriation	\$487,467	\$488,540	\$555,779	\$522,302	\$688,555
Grants					
Reallocation					
Tuition to Program	\$210,340	\$218,917	\$245,486	\$253,457	\$313,304
Fees					
Total Revenue	\$ 697,807	\$ 707,457	\$801,265	\$ 775,759	\$1,001,859
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

*The financial analysis is provided by the DSC Business Services office, and it combines composition and literature, including the English baccalaureates programs.

Note: The implementation of the baccalaureate degrees in English and the difficulty of isolating data for composition courses has lead to plans to combine Composition with the English program for the purposes of future program reviews

Program Assessment: Summative assessment is implemented in the form of pre/post tests comprised of multiple choice questions, a tool that examines indicators of student achievement. The multiple choice questions in the test directly correlate with stated program objectives.

Measure:

An analysis of achievement indicators indicate student success in the following learning objectives:

- Understanding of modifiers
- Understanding of semi-colons
- Understanding of sentence concision
- Understanding of documentation style
- Analysis of source credibility
- Analysis of other texts (i.e. reading)

Assessment revealed the greatest increase (30 percentage points or more) in terms of the above learning objectives. While students showed improvement in almost every area, the following areas showed less significant gains:

- Understanding sentence clarity
- Understanding paragraphing concepts
- Recognizing rhetorical modes
- Understanding effective writing processes
- Understanding parallel sentence structure.

Improvements Implemented Based on Assessment Results

Starting in Fall 2009, an essay assessment will be added. The department has agreed upon

common ingredients for the pre-essay (a diagnostic essay given at the beginning of English 1010) and the post-essay (the culminating 10-12 page research essay of English 2010). Furthermore, teaching source integration has been enhanced with the inclusion of a requirement for a 5-page research paper in English 1010

Commendations

- Articulation with GE is very well described;
- Description, objectives and minimum writing requirements well defined;
- Meets mission and goals of the college, works with developmental and library departments;
- Good articulation with college's mission;
- Solid placement plan;
- Clear and complete learning outcomes.
- Quantitative measure of student outcomes with plans to add essay assessment;
- Clear and complete learning outcomes;
- Great ideas on how to determine the validity of the data;
- Excellent use of assessment data to improve the composition program;
- Solid placement plan
- Excellent library resources (except for the subject-specific encyclopedias);

Challenges

- Secretary paid by department funds, not college.
- Built-in dilemma about quantifying outcomes. How to determine significant and moderate improvement on pre/post tests? Statistically? Use IR for test analysis.
- Plans to add essay component delayed until 2009. Why?
- Not clear if student evaluations of teaching used to improve teaching;
- Classroom shortage;
- Maintenance a problem;
- Needs new facility(all three evaluators made these comments);
- Some IT old;
- Some outdated library resources;

Recommendations

- As health sciences enrollments increase, add APA documentation style to curriculum.
- Decrease the number of adjuncts and increase number of full time faculty;
- Describe professional activities of full time faculty;
- Increase secretarial support; secretaries should be paid by college, not department funds;
- Add other qualitative indicators of student learning such as open-ended student survey, focus groups, portfolios;
- Develop more sensitive indicators of student learning, e.g. pretest-posttest for each course;
- Continue to refine assessment;
- Continue to increase the data pool as planned; perform needed research and report in next program review;

- Develop a formal plan for reviewing library holdings involving librarian and faculty;
- Request funding for subject-specific encyclopedias.

Institution's Response: The current structure and leadership in the Composition program has started to address the specific related concerns mentioned in the program review. Within the complexity of decreasing dollars, the program is making good efforts to find and select highly qualified adjuncts. The administration is striving to improve physical and technology environments.

It is important from an institutional perspective that the composition program re-evaluates the scope of its assessments. The core and fundamental contributions to general education must be reviewed and analyzed in relation to expectations for success of student writers within baccalaureate programs. The depth and application of knowledge learned should be measured in terms of transferability to advanced writing courses in four-year programs across campus.

Recommendation

The Commissioner recommends the Regents review the items on the Program's Information Calendar. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/MJL