Focus on Quality
In my Senate report in May, I listed the following item as one that would be a priority for Academic Affairs this year:
A deeper focus on high-impact learning strategies as required in our ACCT (Applied Critical and Creative Thinking) for all majors.

Since then, these ACCT requirements have taken on even greater significance. As CPE prepares its new Statewide Strategic Agenda, CPE is considering asking institutions to report on these high-impact learning strategies to demonstrate quality. Note that four of the five are included in our ACCT.

From Dr. Jay Morgan, VP for Academic Affairs and Student Success at CPE: For instance we could use the following as a common set of metrics: (Institutions would select 3 of the 5 to focus on)

- **Internships/Co-ops**: the total number of students (or percent) that participate in an internship or cooperative work experience that would qualify for academic credit, and/or be composed of at least 200 professional working hours or more (measured by each institution’s career or internship office)
- **Study Abroad**: the total number of students (or percent) that participate in a university-level study abroad experience that would qualify for academic credit, or be involved with a study abroad experience of two weeks or more that is academically administered (measured by each institution’s study abroad or education abroad office)
- **Service Learning**: the total number of students (or percent) that participate in a university-level service-learning or community-learning experience that would result in academic credit, or be a portion of an academic-credit-bearing course in which the student participates in at least 15 hours of service-learning or community-service time (measured by each institution’s specific office(s) or another campus designee)
- **Undergraduate Research**: the total number of students (or percent) that participate in a university-level undergraduate research experience which culminates into completion of an academic credit in undergraduate research, or at least one peer-reviewed presentation/publication, or at least one off-campus presentation which exhibits the students research outcomes (measured by each institution’s specific office(s) or designee)
- **Value-Added Academic and/or CTE/Workforce Certificates**: the total number of students (or percent) that complete a value-added certificate resulting in academic credit that is used to enhance the students skill set and/or experience. These certificates can be embedded into the existing 2- or 4-year or graduate curriculum.

These learning strategies are heavily emphasized in EKU’s new Strategic Plan as well; so, again, I believe EKU’s academic focus is appropriate and even ahead of other institutions.

CPE will also ask us to identify two or three “institution-specific” metrics to be selected from a CPE-provided list. The following items are being considered:
Quality Enhancement Plan (QEP-2017)
We will be further developing our new Quality Enhancement Plan (QEP-2017) this year. The Topic Selection Team has recommended a topic: “Critical reading for independent learning.” To learn more about the QEP-2017 topic and process, see the newsletter at http://associatedeanup.eku.edu/sites/associatedeanup.eku.edu/files/newsletter_vol_3_qep_2017_2.pdf
I’m excited about this topic. The need for improved reading is great, and this focus complements and builds on our commitment to graduating students with critical and creative thinking and communications skills, which continues to be a focus for all programs.

Council on Academic Affairs
- At the August meeting, the Council on Academic Affairs began discussing a potential change in language for students who have not declared a major. The change would designate these students as Exploratory rather than Undeclared.
- The Associate Deans are reviewing how to streamline the curriculum process. For example, at what level do certain curriculum items need approval? Less substantive changes may only need department- and college-level approval, without coming to CAA. The Associate Deans will also be working with chairs and faculty to include a program’s curriculum map when a program is being revised.
- To help keep the departments and colleges informed of substantive curriculum or process changes, an executive summary will be prepared and distributed after each CAA meeting.

CPE’s Proposed “Institution-Specific” Metrics:
- Passage rates on licensure and certification examinations
- Maintenance of passage rates and maintenance of graduation rates for professional programs
- Number of regionally/nationally or discipline-specific accredited academic programs
- Percent of total E and G expenditures expended on instruction/research, etc.
- Faculty-to-student ratios or students served both major and non-major per faculty FTE
- Percent of graduates gaining academic credit for applied learning experiences (internships, co-ops, etc.)
- Number of hours of training the faculty body has in each year related to pedagogical development via an institution’s faculty development center
- Performance of students on institutional assessments (general education and major areas)
- Faculty instructional cost per student FTE
- Average ACT/SAT of incoming students
- Number of faculty peer-reviewed publications
- Percent of graduating seniors who also obtain an honors college/program completion certificate/diploma
- Percent of graduate students (masters level) who complete a thesis
- Percent of graduates who also complete one or more “value-added” certificates in an area of expertise
- Accountability in distance-learning courses – (percent of online courses using software to validate student identity via camera, fingerprint, or other type of advanced identification process)
- Participation in the Multi-state Collaborative for the Advancement of Learning Outcomes Assessment
Conversations for the Fall
The following discussions are continuing this Fall.

- The structure and role of the STEM-H Institute
- Reforming Developmental Education
- Transitioning to an Honors College
- Further focus on Metacognition of Learning
- Cultural and Global Competence: Are we preparing students for new environments?
- The Academic Calendar

New Programs
As a result of the KY Council of Chief Academic Officers’ (CCAO) action, institutions will file a “notice of intent” with CPE and the CAOs for each proposed new program. After the new program is on the CCAO agenda for at least two consecutive months, the pre-proposal can then move forward to CPE.

The CAOs were informed (second reading) in April of EKU’s intent to file the following new programs:

- Master of Science in Athletic Training
- Bachelor of Science in Biomedical Sciences

CPE has now reviewed these programs, and they will be action items on CPE’s September agenda.

The CAOs will do a second reading in September of our intent to file the new program:

- Master of Arts in American Sign Language Studies

Important Dates
Please mark the following upcoming dates on your calendars:

1. **Friday, September 18** –
   - 2 p.m., O’Donnell Auditorium, Whitlock Building
     Post-Tenure Review Policy Open Forum *(co-sponsored by Provost’s Office and Faculty Senate)*
   - 3:30 p.m., Faculty Lounge, Keen Johnson
     Open Faculty Forum to discuss Tips for Success in Promotion & Tenure *(sponsored by the EKU Chapter of the AAUP)*

2. **Friday, September 25** – 4th Annual Assurance of Learning Day *(see attached ad)*
3. **Friday, October 30** – Metacognition workshop for Faculty with Dr. Saundra McGuire, O’Donnell Auditorium, Whitlock Building. Pre-register at [http://studio.eku.edu/saundra-mcguire-faculty-workshop-registration](http://studio.eku.edu/saundra-mcguire-faculty-workshop-registration)

   Please encourage your students to attend Dr. McGuire’s session on Thursday evening, October 29, 6-8 p.m. in Brock Auditorium

Invitation for Lunch
Please join me for lunch, Wednesday, September 16, 12-1 p.m., Fresh Food Company, Powell, if your schedule allows. Sign in at either register.

Respectfully,

Janna Vice