See Attachment panel below.

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources

6.1.a Unit Leadership and Authority

Summarize unit's leadership and authority in the design, delivery, operations of all programs at the institution for the preparation of educators and other school professionals.

The Dean of the College of Education is the head of the unit and has responsibility for its administration. The dean is responsible for all personnel and budgetary matters and oversees long-range planning and program development in the college. The dean also has final authority over curriculum matters, providing verification that candidates complete their program for licensure purposes, and student issues. The dean is appointed by the President and Provost of the university, and reports directly to the provost.

The College of Education Organizational Chart (NCATE Exhibit 6.3.b) shows that there is one Associate Dean, a Director of the Teacher Education and Human Development Division and a Director of Professional and Specialized Studies, and seven program coordinators—one coordinator for each of the following: Elementary Education, Secondary Education, Counseling and Educational Psychology, Human Development and Family Studies, Literacy Studies, Equity and Diversity in Education, and Educational Leadership. We are one college with no departments—only programs. The unit has a College of Education Faculty Senate that works with the College of Education By Laws (Exhibit 6.3.a COE By Laws). The unit has also developed Guidelines for Evaluation and Merit, and a Procedures Manual for Tenure and Promotion (see Standard 5 Exhibit 5.3.f).

The College of Education has standing governance committees (see Exhibit 6.3.a COE Bylaws). These committees are the College Senate, the Diversity Committee, College Personnel Committee, Doctoral Committee, Teacher Licensure Coordinating Committee (TECC), Public Relations and Communications Committee, Research and Grants Support Committee, Recruitment and Retention Committee, and the Executive Council. All committees are advisory to the Dean of the College and meet a minimum of two times per semester and should post minutes within a week of their approval. Committee members are selected by program areas. All committee members serve three year terms with 1/3 of the membership turning over each year. Any curricular changes must be voted on by faculty in program areas. All committees report regularly to the Executive Council.

The Teacher Education Advisory Committee (TEAC) serves in an advisory capacity to the Teacher Education Coordinating Committee (TECC) (Exhibit 6.3.a TECC Governance). The TECC is made up of programs across the college and includes the Associate Dean, the Director of Teacher Education and Human Development Division, the Director of Professional and Specialized Studies Division, representatives from the five teacher licensing program areas Integrated Elementary Teaching Program (IETP), Secondary Education, Elementary First-Time Licensure (M.Ed.), the Advisement Center Coordinator, and the Director of Assessment and Clinical Experiences (formerly Office of Field Experiences). The Associate Dean presides over these meetings and provides support for communications, documentation, and proceedings. The TECC provides regular reports to the Executive Council. The TECC acts as a teacher education curriculum committee, and all teacher education related
curriculum changes go through the TECC for approval. In terms of process, curricular changes in teacher education are initiated at the program level and passed up through the TECC which approves or disapproves the change. If approved by the TECC, the request is sent up to the EC for approval and then to the Associate Dean who is the college representative to the University Courses and Curriculum Committee (UCCC). The Associate Dean or designee forwards the change to the UCCC. For example, a change in a course pre-requisite must be initiated at the program level. It is then sent to the TECC which comprises of both a representative of the program initiating the change and other members from the teacher education program. If approved at the TECC level, the change goes on to the college-wide Executive Council for approval then on to the UCCC. If disapproved, reasons for the disapproval are provided to the appropriate representative who then takes the comments back to the program. Programs can make the change and resubmit to the TECC. In cases where there is disagreement between the program and the TECC the decision is passed onto the Education Appeals Committee (EAC) (see TEAC Governance above). Members address and rule on all student appeals related to Teacher Education with the exception of Grade Appeals, which are handled through the University's Grade Appeal Policies and Procedures (see Exhibit 6.3.a UNR Administrative Manual). The Associate Dean regularly updates the Executive Council on the TECC.

The other affiliate group is the Assessment Committee for Education (EAC) (see TEAC Governance above). As a result of the NCATE visit in 2012, the unit saw the need to convene a college-wide committee related to assessment. This group began in summer 2013 and has met regularly throughout 2013-2014. This committee coordinates college-wide assessment activities, and its mission continues to evolve. Examples of college-wide assessments include the Conceptual Framework Survey and Faculty Teaching Practices Survey (see Standard 5). This committee provides updates on assessment matters related to teacher education at least once per semester at regular TECC meetings. The Associate Dean oversees the EAC and provides regular updates to the Executive Council.

The Integrated Elementary Teaching Program (IETP) Steering Committee is not a college-recognized committee. However, the IETP Steering Committee oversees the IETP and meets monthly. The IETP Steering Committee comprised of IETP faculty (that includes field-based, Special Education, Early Childhood, and TESOL faculty, as well as representatives from the Advisement Center, the Literacy program, and the Associate Dean for teacher education. This steering committee addresses all issues related to the elementary education teacher preparation program including curriculum, practicum, assessment, student awards, and endorsements. The IETP Steering Committee Chair provides regular updates to the Executive Council.

The Doctoral Committee is made up of representatives from the six doctoral program strands of the unit's doctoral degree program: Learning and Literacy, Educational Leadership, Equity and Diversity, Special Education, Learning, Language and Literacy, Science Technology and Culture. This group of representatives deal with policies, procedures, and admissions to the program. The Doctoral Committee Chair provides regular updates at the Executive Council meetings.

The Personnel Committee is made up of representatives (3-year terms) from all of the academic programs as well as centers located in the unit. This committee meets to review the merit and evaluation recommendations prior to the dean's signature as well as meeting for all promotion and tenure considerations. The Chair of the Personnel Committee provides regular updates to the Executive Council.

Research and Grants Committee provides regular updates to the Executive Council. Research and Grants Support Committee increases the culture of research in the college through activities for faculty and students. Specific responsibilities include but are not limited to recommending on the distribution of college research funds and other incentives to increase grant and research quantity and quality within the college. The committee also recommends the recipient of the college faculty research award.
Diversity Committee provides regular updates to the Executive Council. This committee will promote and support a greater proportion of faculty and students who are from historically marginalized or underrepresented groups. The goals of this committee are (1) to recruit and retain diverse faculty and students, and (2) to strive to ensure that individuals from marginalized or underrepresented groups experience a positive, supportive, and equitable climate in the COE.

6.1.b Unit Budget

Summarize budget allocation and its sufficiency in supporting both campus and clinical work that are essential to the preparation of educators and other school professionals.

In terms of context, Table 6.G.1 (Exhibit 6.3.g COE Teacher Candidate Enrollments) shows candidate enrollment in teacher education programs from 2010-12. This table reflects fluctuations in enrollment due to the changing of the Elementary Education program to the Integrated Elementary Teaching Program (IETP). This program was redesigned in the 2011-12 year and fully implemented in fall, 2013. Enrollments are holding steady or slightly increasing for the advanced programs related to teacher education.

Table 6.F.1 (Exhibit 6.3.f COE State Funded Budgets) shows the College of Education ($6,279,077 for 2013) budget from 2010-13. The differences between salaries between 2011 and 2012-13 were due to several things. The provost office swept a faculty position in 2011 after the person retired. We lost an administrative assistant in the Learning Resource Center, and the position was not replaced. There were a few retirements and positions that were left open. Finally, there were some base salary cuts and furloughs. As of 2014, many of these issues have been resolved. For example, furloughs have been suspended and faculty are receiving merit raises for the first time since 2010.

Table 6.B.3 (Exhibit 6.3.g State Funded Operating Comparison) shows a comparison of four other UNR college state-funded operating budgets for the fiscal Year 2013. The College of Education's financial support (42.86 FTE, $237,934, and 124 UG and 215 Graduate Level graduates in 2013) is equivalent if not more hearty than the other academic units, given the overall enrollment levels. For instance, the College of Engineering typically has more state monies, although they do provide internships. The undergraduates graduating in the College of Engineering (66.05 FTE, $658,537, and 188 UG and 215 Graduate level graduates in 2013) are comprised of chemical, civil, mechanical, electrical, and environmental engineering as well as computer science, and computer science and engineering, and material science and engineering. The college of Agriculture, Biotechnology, and Natural Resources (18.51 FTE, $173, 965, and 133 UG and 147 Graduate level graduates in 2013) undergraduates range in biochemistry and molecular biology, environmental science, forest management and ecology, nutrition, wildlife ecology and conservation, and veterinary medicine. Undergraduates who graduated from the Division of Health Sciences (63.28 FTE, $216, 569, and 209 UG and 300 Graduate level graduates in 2013) came from community health sciences, speech pathology, nursing, and social work.

Table 6.B.4 (Exhibit 6.3.g Program Data FTE Comparison) shows that the unit's programs (Elementary, Secondary, Special Education, Literacy (Equity and Diversity and TESOL), Educational Leadership) maintain equal faculty-to-student ratios. This is true regardless of the number of faculty. The two exceptions are Counseling and Human Development and Family Studies. Overall, the college ratio is 1 : 18.5, and lies in the middle between the College of Business and the College of Engineering. The data in this table concomitant with data from Tables 6.B.1 and 6.2 offers further support that the COE is funded equitably.

The unit has 26 state-funded Graduate Assistants (GAs) who are assigned to help tenure-track faculty
with teaching duties. Each program is assigned 3 GAs, and Directors are responsible for overseeing how the GAs are used. GAs often help the three field-based faculty members who are hired from the school district for three year tenure. The unit splits the cost ($50,000) of using the services of these field-based faculty members. Field-based faculty teach in the IETP, Secondary, and Special Education programs.

Student course fees ($250.00) for internships, including both teacher education candidates and School Counseling candidates support the lead/supervising teacher stipend. The university supervisors are a line item in the unit's budget, and currently they receive $250 per student. Field-Site supervisors for school counselors are paid $250 per student as well, and these supervisors are paid through the $250 course fee.

6.1.c Personnel

**Summarize policies, procedures, and practices of faculty workload; unit's use of faculty and personnel in ensuring coherency and integrity of programs and operations; and resources and opportunities for professional development.**

The unit's workload policy is the University's Workload Policy. As stated in Nevada System of Higher Education (NSHE) Faculty Workload Policy (Exhibit 6.3.h NSHE Workload Policy; also see Table 6.H.1 Faculty Work Load, 2011-2013.), all academic and administrative faculty are required to file a Role Statement. For academic faculty the normal workload is spread across efforts in teaching, research/scholarly activities, and service. Effort is measured by percentage totaling 100% effort so that a typical FTE faculty member's Role Statement would reflect 40% Teaching, 40% Research/Scholarly Activities, and 20% Service. All teaching faculty are required to announce to students and maintain at least 2-hours of Office Hours.

In the Initial Licensure Programs, Teacher Education Unit Faculty members who are supervising student interns supervise six candidates for an equivalent of a three-credit course. In the Advanced Programs, the counseling faculty supervise interns according to the accreditation standards (CACREP) of 6:1 equaling a 3-credit course. The advanced program in Educational Leadership assigns one faculty member to clinical experience (EL 798, Internship), one faculty member was assigned to supervise 13 interns for 6 credits. Courses such as independent study, thesis, and dissertation are in addition to the regular fifteen-credit load. To further support the initial programs, the college has two full-time, state-funded lecture positions and three field-based faculty who are on special assignment from the Washoe County School District for three-year terms. These faculty are integrally involved in our academic programs and teach eight courses (4/4 load) each academic year because they do not have the expectation of doing research and publishing.

Fulltime tenure-track faculty are expected to teach 15-credits across two semesters. Off-contract teaching (Summer School and Wintersession) is encouraged not mandated. Guidelines for assigning clinical faculty workloads are governed by equity, accreditation requirements (e. g. CACREP for School Counseling), program needs, and appropriate supervisor to student ratios. The number of teaching credits taught by COE faculty by rank, 2011-13 is reflected in (Exhibit 6.3.h Faculty Work Loads: Credits Taught 2011-2013) Given the differential Role Statements and other factors, the credits taught by faculty reflect an equitable distribution of teaching loads including supervision courses.

The university and college workload policies allow for a flexible distribution of effort among teaching, scholarship, and service that balances the teaching, scholarly and service interests of individual faculty members. The variation in distribution of faculty effort allows optimization of faculty contributions to
professional and institutional goals. In addition, the Teacher Education Unit has policies for large and small class size and the impact upon teaching loads (Exhibit 6.3.a Policy on Large and Small Class Size).

For Initial Licensure programs, the Teacher Education Unit has a fully-staffed Advisement Center (AC). The Advisement Center (Exhibit 6.3.d Advisement Center Data) handles the recruitment and the advisement for the undergraduate teacher education program. At the Advanced Program level, advisement is part of one's graduate teaching load. Faculty teaching through the University's Extended Studies Online Program (Exhibit 6.3.j) are provided a stipend to develop the course and are expected to have that course taught for at least three semesters (in order for Extended Studies to recapture the investment). The development of assessments for a particular course is considered a part of one's teaching load. For unit-wide assessments, the activity is considered service to the unit or college. The number of teaching credits taught by COE faculty by rank (see Exhibit 6.3.h), 2011-13 indicates that the credits taught by faculty reflect an equitable distribution of teaching loads including supervision courses.

While advisement for undergraduate Initial Licensure programs is conducted through the AC, advisement at the Advanced Program level is part of one's graduate teaching load. Faculty who teach through the University's Extended Studies Online Program are provided a stipend to develop the course and are expected to have that course taught for at least three semesters (in order for Extended Studies to recapture the investment). The development of assessments for a particular course is considered a part of one's teaching load. For unit-wide assessments, the activity is considered service to the unit or college.

Part-time faculty members contribute substantially to the integrity, coherence, and quality of the unit and its programs. The unit has 3 full-time field-based faculty on loan from the local school district who supervise some practicums. These field-based faculty attend program meetings and participate in critical decisions affecting the curriculum and unit as a whole.

University supervisors (N=23, 2013-2014) work with candidates during the student teaching internship. The Office of Field Experiences and Assessment conducts 2-3 trainings for all university supervisors each year (see Standard 3). Meetings for all university supervisors are held once a semester, in which these supervisors attend an all-day workshop conducted by the Office of Field Experience. The Associate Dean for Teacher Licensure participates in these meetings. The various meeting venues allow for information to be shared and strategies for improvement identified. For example, the spring 2014 meeting included a cross-walk between our new student teacher evaluation form and the InTASC standards. We also provided training on bias and inter-rater reliability (see Standard 3). Full-Time Teacher Education Unit Faculty have financial support from the Dean's Office for travel support ($600), conference registration or professional organization membership ($200), and special requests

6000 character limit

6.1.d Unit Facilities

Summarize campus and school facilities to support candidates in meeting standards, including support for use of technology in teaching and learning.

The unit is housed in the William Raggio Building (2000) and is located in the center of campus. It physically houses faculty offices, lecture halls, "smart" classrooms, the Early Learning Center, The Raggio Center, The Nevada Center for Excellence in Disabilities, the Downing Counseling Clinic, and the Center for Learning and Literacy. The William Raggio Building (approx. 240,000 sq. ft.) is considered one of the most up-to-date buildings on campus, and its classrooms and conference rooms
are always in high demand. Every teacher education faculty member has an office with a computer, and almost all offices have windows. The building also has The Learning Resource Center which provides a variety of resources to educators, university students, teachers, and counselors (see below). This center acts as a social and learning environment for teacher education students as well as students from campus. The Deans Future Scholars (see Standard 4) operates out of the Raggio building. This innovative grant-funded program is aimed at attracting first-generation students while they are in middle/high school and provide mentoring to help prepare for college. Once in college, services are offered to help them succeed. This provides candidates with a significant presence of diversity in the building.

The unit is equipped with technology, a computer lab, the math tutoring room, and five conference rooms. The math room is equipped with 10 McIntosh computers. The science room has a smart cart with 16 PC-based netbooks that could be used throughout the room or on field trips. The Learning Resource Center (Exhibit 6.3.i Technology Equipment in the COE) makes available a cart containing 30 iPads and another with 32 PC-based netbooks. These carts can be used in any room in the building, allowing all students in the class to access technology during class sessions. In addition, other resources include Dell and Apple computers, color printing, copying, poster printing, scanners, and binding.

The COE Computer Lab, located on the first floor of the William Raggio Building, has 60 computers that are used for classes and by faculty and students. The university has an Information Technology office located in the IGT-Mathewson Knowledge Center, that supports faculty and students. As seen in Standard 2, the Director of the Office of Clinical Experiences and Assessment is the Assessment Coordinator, and help will be provided by a .53 FTE Administrative Assistant and a 1.0 FTE Administrative Assistant (to be upgraded to Program Officer I) (see Standard 3). Staff in the Advisement Center track teacher candidates, and academic program faculty track data collected. In 2013, the unit contracted with the Nevada Center for Excellence in Disabilities for a consultant to help with data management system. At the university level, the provost office houses the Office of University Assessment that assists colleges and programs with individual program assessment plans. As mentioned earlier in this narrative, the unit's Assessment Council helps with the coordination of the university requirements that all programs have assessment plans.

The College of Education has a Memorandum of Understanding with the Washoe County School District for assistance with the unit's program assessment plan. The district will provide data related to candidate performance in years 1, 3, and 5 to help inform the program. As of 2013, approximately 50% of the local school district's teaching staff are from the unit's Teacher Education Program. Approximately 95% of student interns are placed in the local school districts (Washoe, Douglas, Carson, and Storey Counties), and the remaining 5% are placed in California or in other states (see Standard 3).

The unit has an Advisement Center (AC) (Exhibit 6.3.c) that is staffed by a full time Administrative Faculty, two Graduate Assistants and a full time Administrative Assistant. The AC has appointments available for undergraduate teacher education students M-F. Students are required to meet with an advisor at least once a year. The AC monitors enrollments, student files, and has a coordinator attend meetings at the local community college (Truckee Meadows Community College) to help ensure course equivalency. The AC uses Appointment Plus to schedule advising appointments, and it tracks appointments made and completed (see Table 6.C.1 Advisement Center Data). This software also sends confirmation emails and follow-up requests for advisees to take an evaluation survey on Survey Monkey. The AC also provides information regarding advising changes that might need to occur. University catalog information such as course information, course schedules, and advising checklists are kept current and coordinated through the University Courses and Curriculum Committee. In addition, the Dean's Office has a designated administrative assistant who monitors unit's website. Students are also provided information through students' email accounts and fliers are posted around the college reminding candidates of upcoming events and deadlines.
The unit is sensitive to the needs of students for access to counseling confidential services. The unit houses the Downing Counseling Clinic. Staffed by counseling student interns, candidates, their spouses and families can be seen for sliding scale. There is also a counseling center on campus.

Mathewson-IGT Knowledge Center is the state of the art university library, and is nationally recognized. All students—including those taking coursework through Extended Studies, have online access to a number of cutting edge technologies, research and computing help, digital labs, small computing meeting rooms, conference rooms, traditional stacks, and electronic communications. Students can access all services online, including live chats. The Knowledge Center provides online access to all major databases, and has other curricular materials (see Exhibit 6.3.i Knowledge Center Budget).

6.1.e Unit Resources including Technology

Summarize resource allocations to support candidates in meeting standards, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable.

There are four academic units housing seven academic programs, and the four units have at least one Administrative Assistant assigned to them (Exhibit 6.3.a Administrative Assistant Support). One student workers is budgeted for each academic unit and are supervised by the Administrative Assistant. The dean's office has one (1) Administrative Assistant, two (2) student workers, one (1) Program Officer III who handles budget and personnel, a half-time Graduate Assistant, and one grant support Administrative Assistant. The Nevada Center for Excellence in Disabilities (NCED) and the Child and Family Research Center (CFRC) are both grant-funded and hire their own Administrative Assistant team. The Center for Learning and Literacy (CLL) is staffed by one (1) Graduate Assistant who does clerical work and is paid for through their grants. Each program Administrative Assistant is provided with an annual budget of $8200 for wages to pay student workers. All program Administrative Assistants have a student worker to assist. The Advisement Center has one dedicated Administrative Assistant who handles the data for the Advisement Center and various reporting requirements for the college. The Office of Field Experience has one (1) Administrative Assistant who helps with the coordination of practicum and internship placement, does LOA contracts for supervisors and lead/cooperating teachers, and fingerprinting.

The Advisement Center director is also a member of the university's Recruitment and Retention Committee as well as the unit's IETP Steering Committee and attends the Secondary Program meetings and the meetings of the Executive Council (EC). The Advisement Center makes reports to the EC on teacher education-related issues such as admission issues, enrollments, student concerns with courses, and on changes in requirements across campus. The AC also provides information regarding advising changes that might need to occur. University catalog information such as course information, course schedules, and advising checklists are kept current and coordinated through the University Courses and Curriculum Committee. In addition, the Dean's Office has a designated administrative assistant who monitors unit's website to keep it current and updated on a continuous basis. Students are also provided information through students' email accounts and fliers are posted around the college reminding candidates of upcoming events and deadlines.

The college utilizes a course, EDU 110 Society and Education, as a first-year experience course for incoming freshman. This course is meant to help freshman adjust to college and to increase recruitment and retention. Students are declared or intended majors in education and many of them live in the University's Living and Learning Community. This community houses students by majors, and almost all of the students in EDU 110 lived on the same floor. Table 6.C.2 shows EDU 110 student
demographic data. The data indicate that the students enrolled represented a group of individuals who had excellent high School GPAs and were involved in a variety of after school programs such as athletics or band. Exhibit 6.3.c Table 6.C.3 shows the data gathered and related to students who have taken EDU 110. The data shows a steady improvement in all categories across questions from 2010-13. Q2, Q5, and Q6 show that COE is retaining students who take EDU 110. Since EDU is a first-year experience course that aims to help students adjust to college life, it appears to benefit students who are taking higher levels of Math and English during their freshman year.

Exhibit 6.3.f (COE Technology Budget), 2011-2014 reflects the technology budget for the unit. For 2014 the allocation is $105,093.

The budget for the COE (Exhibit 6.3.i Knowledge Center Budget) is over $331,000. The following is a breakdown of the budget allocated for the unit by the IGT-Knowledge Center:

- Books $6,507.18
- E-Books $385.00
- Audiovisuals $525.00
- Print Journals $8,538.08
- E-Databases $28,162.95
- Other Interdisciplinary databases, etc $267,745

Assessment on campus involves three levels of review and analysis: institutional, program, and course. In outcomes-based assessment at UNR, we thus seek to document student learning in relation to the goals and expectations of degree programs, colleges and divisions, and the university, including the Core Curriculum, and to collect evidence at specific points in the curriculum for measuring student learning.

While the university expects degree-granting programs to measure student performance and seek improvement in curricular and pedagogical matters, departments have full autonomy in the design, development, and implementation of their assessment plans. All programs are expected to develop a plan to assess their learning outcomes and determine the current effectiveness of their curriculum or identify areas for modification. In addition, program assessment plans and reports are required annually. Programs should collect data to inform these reports and use all available information (i.e., from all three levels of assessment) in considering changes to their curricula. The role of the Provost's Office and the University Assessment Coordinator is to ensure that programs and faculty members receive the necessary guidance and information to conduct this process, and to ensure as well that institution-, program-, and course-level assessment is completed in a symbiotic and holistic fashion.

6.2 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Standard 6 AFI was, The unit does not provide adequate resources to implement and maintain as assessment system (Initial and Advanced).
Several changes have taken place to address this concern. The unit has changed the job description of the Director of Field Experiences. Now, that office is headed up by the Director of Clinical Experiences and Assessment. We felt this was the right move because a great deal of data was flowing through this office. Additionally, very strong collaborations already existed with the local school district. This allowed for the unit to enhance its assessment system by including data from the school district. The unit has configured the Education Assessment Committee as a part of the Teacher Education Coordinating Committee (TECC; see Standard 6) and created an Assessment Manual. This is a valuable resource that provides description and guidance for assessment in the unit.

The unit also reconfigured the administrative duties of the Administrative Assistant in the Office of Clinical Experiences and Assessment. This has allowed for the Director to take on the duties of coordinating the assessment. In the process of this change, the Administrative Assistant is being moved to a Program Officer I which means that the administrative assistant will have more duties over the Career Fair--thus freeing up the Director's time. The unit is also adding an Administrative Assistant III on a part time basis to help with that office This move allows for the assessment system to be more clearly identified, visible, and sustainable.

Finally, the unit dedicated resources so that we could reorganize the unit. This reorganization puts two directors in place and creates program directors. The duties of these positions helps ensure that data is collected, analyzed, and disseminated on a regular and sustainable basis. Before, there was only a dean and an associate dean who administered the college. We had no department chairs. Now, we have a governance system that helps with assessment. The unit has also put financial resources into follow-up studies of graduates which helps us gather data and helps to maintain consistency. The Executive Council reviews data at their meetings, and allocating time to this endeavor has been instrumental in enhancing the unit's assessment system.

6.3 Exhibits for Standard 6

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<td>Policies, procedures, and practices to ensure that all candidates access have to distance learning including support services and resources, if applicable</td>
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6.3.c - Table 6.C.1 Advisement Center Data.pdf
6.3.c - Table 6.C.2 EDU 110 Student Demographic Data.pdf
See Attachment panel below.

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This is the end of the report. Please click "Next" to proceed.