• Capacity Metrics discussion (Bland handed out worksheet)
  o Metrics – faculty and ratios, ex. student credit hours taught per faculty. There is no shortage of metrics.
  o The question is which metrics matter and what do they tell us?
  o Perhaps CALS statistics are different from campus-wide statistics because CALS doesn’t necessarily “count” the same metrics as other colleges/schools, such as lab meetings. They are still being done in CALS; just not being explicitly counted as in other locations on campus.
  o CALS “what’s needed” (small group activity)
    ▪ Service learning, capstones, internships, etc. all enable students to graduate as critical thinkers, informed citizens, experts of a certain area of content, etc. – (Jackson, Kloppenberg, Hammond)
    ▪ Independent research/internships, capstones, 12 credits of 50 or less students, midsize = 50-150, large = greater than 150 – (Olson, Day, Gisler, Sottile)
  o Hammond to come up with statistics for each group of CALS majors – lab science, life science, and field science type majors. Select a representative major from each category and report findings to committee.