

	2018-2019 SADA Representatives
✓	Sandra Wildfeuer (CRCD Math)
✓	Dana Greci (Writing)
✓	Jennifer Tilbury (Writing, English) (Community and Technical College)
X	Robert Heath (Student Services Manager) (Bristol Bay Campus)
✓	Robin Brooks (Student Success Coordinator) (Interior Alaska Campus)
✓	Kelechukwu I. Alu (CRCD Math) (Kuskokwim Campus)
✓	Kacey Miller (Student Services Manager) (Nome Campus)
✓	William Howard (Chemistry)
✓	Beth Zirbes (Mathematics)
✓	Peter DeCaro (Communication & Journalism)
✓	Wendy Martelle (English)
✓	Gabrielle Russell (RSS Advisor)
✓	Lena Krutikov (Academic Advisor) Stacey Howdeshell
✓	Bernard Aoto (ASUAF representative)
✓	Alex Fitts (Vice Provost & Accreditation Liaison Officer)
✓	Holly McDonald (Associate Registrar)

Physical Location: Kayak Room, Rasmusson Library

Google Hangouts Meet meet.google.com/ywp-yscd-wtj (US) +1 478-419-0002

PIN: 488 913 156#

1. Minutes for Meeting #1 September 18, 2018 approved. [1 SADA Meeting Minutes 9/18/18](#)
2. Next meeting planned for Nov 6, 2018, 2-3 pm, and Dec 4, 2-3 pm.

3. Placement Updates

- a. The committee had a discussion about ACT versus ALEKS placement in the first math class at UAF.
 - Is there a study that compares these in placement?
 - From an advising perspective, students seem to place into the same course via ACT and also via ALEKS, so incoming students ask why they have to retest.
 - What about using ACT as a temporary placement for incoming students, and then they can retest once they are on campus.
- b. Right now it is hard to place last minute students, and our instate population will wait to the last minute to register.
- c. Suggestion to placement test incoming students on their campus visits, like Inside Out, and during orientation at the beginning of the semester. This may only represent a small percentage.
- d. Proctoring math placement exams
 - Different options are being explored by the Math Placement committee, which includes members from UAF, UAA, and UAS.
 - SADA committee discussed how proctoring could work at UAF.
 - In person testing, would require a space to accommodate students. We discussed the environment of the current testing center on the 2nd floor of Gruening, and that the environment should not be one that increases test anxiety for students.
 - Online proctoring/ proctoring someone at distance

- a. There is a program that locks down the browser for a student so they can't use other tools to help during the exam.
 - b. Another option is one that videos all the screen actions and mouse clicks of the student.
- 4. Announcement made that we are seeking committee members to join an adhoc committee of the faculty senate to work on a Student Bereavement / Emergency Absence Policy.
 - a. ASUAF update, is that they passed a resolution in the summer to encourage this moving forward.
- 5. Rural Student Services (RSS) provided an update on the cohort model. Tutors in communication, writing, and mathematics are available to students in the Brooks Building at RSS. Greci and Wildfeuer and other faculty participate in this.
- 6. **Co-Requisite** discussion in response to the needs addressed by the report to support students in 100-level courses with reading skills, READING EXPECTATIONS AND TEXT-READINESS IN 100-LEVEL COURSES AT UAF Summary Report and Updated Reading Study with Questions and issues.
 - a. We have co-requisite support courses on the books for students.
 - b. Issues with co-requisites
 - Taking the course when it is not required
 - Funding, who pays the tuition and instructor salary?
 - Academic Advising Center used to host study skills workshops to support students in topics like time management and test anxiety, but attendance declined over years.
 - It may be up to the faculty senate to recommend/require the courses.
 - c. Current efforts:
 - DEVS 111 Reading in the Mathematical Sciences is a new required co-requisite.
 - This course is designed to assist students in learning mathematics through the development of successful study skills and exam-taking methods. This course addresses learning styles, how to read a math book, completing homework assignments, how to take notes and exams and techniques for overcoming math anxiety.
 - d. It was mentioned that other DEVS corequisite courses already exist to support students, but have not been offered due to some of the issues already listed.

[This list of a few of the other DEVS courses that exist already has been added to the minutes.]

- DEVS F110 College Success Skills
 - An introduction and overview of the diverse skills, strategies and resources available to ensure success in the college experience. Topics include study skills, time management, career planning, stress management, communication skills, test taking and personal development skills.
- DEVS F112 Reading in the Natural Sciences
 - Will improve student success in their current and future natural science classes. Will provide supplemental instruction time focusing on introducing and/or developing reading skills that will aid in reading, understanding, and retaining science information delivered in the natural science lecture and lab. Skills emphasized will include identifying,

organizing and prioritizing topic, main idea, and details, note taking, and using effective reading to improve test performance. Must be linked to freshman level science class.

- DEVS F114 Reading in the Humanities/Social Sciences Offered Fall
 - Introduction and application of effective reading strategies for increased comprehension and retention of course content delivered via written formats, e.g., textbooks, articles, web pages, etc.
7. Prior efforts to support students include work toward a **Learning Commons**, having students take classes in cohorts. We are in open admission university, and students will most likely need academic support.
8. Committee discussed the current **Academic Probation policies**.
- a. Issue: A student at CTC was on academic probation in Spring, and in the Fall they tried to register. The student's advisor in Process Tech was not aware. What is the process?
 - [Faculty Senate Policy](#)
 - [UAF Catalog Language](#)
 - b. The Associate Registrar pulls down list of students to notify, and they are sent an email to their @alaska.edu email address. Students may need to check spam. A detailed list is sent to the deans, and the deans distribute them down to other departments. This is done in a timely manner at the end of each semester.
 - c. What happens when it goes to deans, is that they may all handle it differently. Needs to be distributed from dean's level. Advisors in Banner are listed by department
 - d. Problems:
 - There may be faculty not accurately listed as a student's advisor.
 - Students may have no advisor listed.
 - Ratio of number of advisees to one advisor varies across university.
 - RSS serves about 500 students, Nava, and CLA has many students
 - There is no comprehensive advising.
 - Students may be advised by more than one person and get mixed messages. (Athletic advisors, student services, CoJo)
 - Once a student declares or becomes a Junior they have to be advised by a department.
 - Students in Certification, AAS and AA programs complete their degrees, without becoming Juniors.
 - Some advisors are not knowledgeable about new programs.
 - Once a student declares, the program is the major advisor
 - Historical practices in how departments and programs support students vary across the university.
 - Email letter notification to students. Issues are that many students don't read the email, or don't read it all the way through. Student may already be in a bad spot when they get the letter.
 - e. What can SADA do?
 - We can push and encourage to get advisor listings updated in Banner.
 - Can we run a reverse report to find out who has been assigned?
 - Other?

