

SADA Dec 8th, 2016 Meeting minutes

Present: Sandra, Jennifer, Cindy, Mike, Jen Schell, Colleen, Bill, Jill,

Minutes from Oct and Nov are approved

Meeting times for spring semester: Looks like we will meet Thursdays at 8-9:30 am. Jan 26th will be our first meeting of the semester. Proposed dates for our four meetings are Jan 26, February 16, March 23, and April 20.

Old Business

Academic Progress Reports and Student Success

The committee reviewed a history of academic progress reports at UAF, focusing on Faculty Senate motions. We also reviewed a UAF retention plan from 2012.

Mike informed the committee that there are retention committees being formed for the Graduate, Baccalaureate, and Associate/Certificate level right now. Cindy asked why Developmental Ed is not involved as Dev Ed plays a significant role in retention. Sandra also emphasized that a formal role of this (SADA) committee is retention. Mike is sending the information to Sandra to assist with increased involvement for any interested members of this committee.

There was a discussion on how academic progress reports are currently used, or if they are under-used, etc.

What is the timeline for those like? Is it too early or too late? Jill mentioned that it would be nice to have an easy drop/swap option with an extended timeline. For a drop/swap, if they do it after the withdrawal deadline, there will be a W on the transcript. Do we want this changed so the dropped class just disappears?

A discussion came up about departments/classes that will do a faculty initiated withdrawal for students pretty early on if the student is already not performing. If students who are just dropped from a class, where do they go? The university does not have any specific criteria for withdrawal, only the deadlines for faculty and for students.

The question was brought up: is there any impact on students based on academic progress reports? Is there evidence that these reports help - that the time spent on them and then the time invested by staff/faculty following up on them - actually improves pass rates?

We emphasized the need to "close the loop" and connect students with resources.

Admissions now has a new CRM: Customer Relationship Management company. They could use this with the current student population; the program calculates how students are doing and can develop a specific communication plan for students. This program might eventually help us if we don't feel that the early date of academic progress reports is really working right now.

It was brought up that there already is a great deal of flexibility in the current progress reports. However the changes in name, due dates, and participation levels have led to some confusion regarding who needs to complete them and for which courses.

Currently, for instance, faculty could just enter students who have a D or F (not necessarily ALL students). Also, there actually currently IS a window of time during which faculty can enter grades; it's not just one date. We could always adjust or expand this window of time.

The goal is how do we increase faculty (including instructors, like graduate students and adjunct faculty) to participate in this; one solution is to make our goal clear and what the minimum is that they have to do.