

**Student Academic Development and Achievement End-of-the-Year Report
AY 16-17**

Chair and Convener: Sandra Wildfeuer

Co-Chair: Jennifer Tilbury

Committee Definition:

The Student Academic Developmental and Achievement (SADA) Committee considers policies related to student placement, academic advising and student appeals, development, and retention. This committee further functions as a curriculum review committee for all developmental education courses.

SADA includes one faculty representative from each of the following campuses of the College of Rural and Community Development: Bristol Bay, Chukchi, Interior Alaska, Kuskokwim, Northwest, and the Community and Technical College. One or more of these should be from Developmental Education. The committee also includes one representative from the Fairbanks Department of Developmental Education; two representatives from the College of Natural Sciences and Mathematics: one from the Sciences (Biology, Chemistry, Geology, or Physics), and one from Math; two from the College of Liberal Arts, including one from the English Department; and one each from Rural Student Services, Rural Campus Student Services, and the Academic Advising Center. The committee may also invite a student representative to serve as an ex officio member.

AY 16-17 SADA Membership:

Sine Anahita, Sociology, CLA (18)
Cindy Hardy, DEV English, CRCD - SADA Liaison to CAC
Ben Kuntz, DEV English, Kuskokwim (KUC) Campus
Jennifer Tilbury, DEV English, Community and Technical College (CTC) - Co-chair
Sandra Wildfeuer, DEV Math, CRCD - Chair and convener
Jill Faudree, Math, CNSM (17)
Jennifer Schell, English, CLA (18) *sabbatical*
Eric Heyne, English, CLA
Bill Howard, Science, CNSM (17)
Stacey Howdeshell, Academic Advising Center
Colleen Angaiak, Rural Student Services (RSS)
Robin Brooks, Student Success Coordinator, Interior Alaska Campus (IAC)
Dean's Council Rep: Alex Fitts
OAR: Mike Earnest

MOTIONS FROM SADA PASSED AT FACULTY SENATE IN AY 16-17

- Midterm Progress Reports
- Pre-Major Policy
- Appeals of Academic Decisions Other than Grades

STATEWIDE ALIGNMENT & PLACEMENT

Throughout the academic year, SADA received updates regarding statewide alignment progress in DEVM, DEVE, ENGL and MATH. Of particular concern to our committee is the alignment of Developmental Education courses. Developmental English course have been aligned for a year. New course changes with aligned course numbers will appear in the fall catalog. Math courses have also been aligned.

PLACEMENT UPDATES: In concert with our discussion of course alignment was a discussion of placement alignment and placement tools. Developmental English faculty at UAF and statewide decided to retain Accuplacer for another year while also exploring the development of our own placement tool. Funding and time for this development will be an obstacle.

ALEKS has been used at UAF for math placement. Next fall, UAA and UAS will also use ALEKS for placement, bringing the three universities into alignment. DEVM 068 Math Essentials is now in the placement table as a new developmental course option for students. DEVM 055 placement was raised by two points.

MOTIONS

The SADA committee progressed several policy changes to Faculty Senate for approval in AY16-17. The motions presented were the Midterm Progress Report Policy and the Pre-Major Policy. In addition, the Appeals of Academic Decisions Other than Grades Policy was updated and brought into alignment with Board of Regents policy.

MIDTERM PROGRESS REPORT MOTION:In an effort to improve retention, SADA revised the Midterm Progress Report Policy. Midterm Progress Reports have also been called Midterm Grades or Freshman Progress Reports and the policy had not been updated for some time. The committee clarified the purpose and scope of Midterm Progress Reports, including adding wording strongly encouraging instructors of 0-200 level to report midterm grades. Additionally, the motion strategically adjusts the reporting dates, thereby creating a range, and alerts faculty members to a “window” of two weeks during which to report midterm grades. The motion passed in the March Faculty Senate meeting.

PRE-MAJOR POLICY: In March, SADA revised a Pre-Major policy and sent the motion onward to Faculty Senate, where it was approved in the April Faculty Senate meeting. Some departments include pre-majors in their data and some do not. A department's performance metrics can be heavily influenced by the number of pre-majors. Moreover, the committee was concerned whether these students are being served by the department. In an attempt to better serve pre-majors and improve retention, the Pre-Major policy establishes new system that places pre-majors into the General Studies program until they have achieved the prerequisites for admission to their major.

APPEALS OF ACADEMIC DECISIONS OTHER THAN GRADES POLICY: SADA first reviewed this policy in AY15-16, along with the Grade Appeals Policy. After meeting with members of GAAC, the Provost's office, academic advisors, registrars, and Vice Provost Fist an updated policy appeals policy was written that brings the policy in line with Board of Regents policy and reflects current practice. This motion passed at the April Faculty Senate meeting.

COURSE APPROVALS: As part of SADA's purview, the committee reviewed several new course approvals over the academic year. Many new courses and course discontinuations were submitted as a result of the statewide alignment. SADA voted to approve WRTG F068 College Literacy Skills and to discontinue DEVE F109 College Preparatory Writing III.

REPEATING COURSES

At UAF, students can take a class repeatedly for a higher grade if they have failed or want to boost their GPA. Other universities have different policies regarding repeating a course. For example, UAA policy states that a course can be re-taken only once. The questions SADA grappled with was whether UAF should change the policy for repeating courses. The committee explored several issues and questions regarding repeating courses: Financial aid will only pay for a class three times. From a degree completion perspective, counting the higher grade is the more student friendly policy. The committee discussed whether a support class should be required for students who repeatedly do not pass a class. A suggestion was made that perhaps there should be, after a certain number of attempts to pass, an appeal process to re-take the class (the goal of this being early identification of student support services). The committee moved to a consensus that there didn't seem to be anything wrong with the current policy allowing students to repeat courses and their GPA will count the most recent attempt. The committee decided to leave it as is for now, but will renew the discussion in the fall.

OUTSTANDING ITEMS & GOALS

*Review UA College Readiness Definition and MEMORANDUM July 8, 2016

*Recruit new members, including a student representative

*Retention movement discussed -- how can SADA support the ideas coming out of the six retention committees formed; Perhaps renew discussions of Learning Commons