

End of Year Report  
Student Academic Development and Achievement (SADA) Committee  
May 2016

AY 15-16      SADA Membership

*Appointed Members:* Sandra Wildfeuer (chair), Interior Alaska Campus and Bristol Bay Campus; Jennifer Tilbury (co-chair), Community and Technical College; Cindy Hardy, Developmental Education; Ben Kuntz, Kuskokwim Campus; *Joe Mason, Northwest Campus, retired December 2015;* Stacey Howdeshell, Academic Advising Center; Colleen Angaiak, Rural Student Services

*Elected Members:* Jill Faudree, Math/CNSM (17); Eileen Harney, English/CLA (16); Bill Howard, Science/CNSM (17)

*Ex officio:* Alex Fitts, Provost's Council Rep; Office of Admissions and the Registrar: Holly Sherouse

*Meeting schedule:* Fall 2015 (Aug 26, Sept 15, Oct 6, Nov 10, Dec 8) and Spring 2016 (Feb 5, Mar 2, Apr 20).

2015-2016      SADA Activities and Discussions

1. Approved a new committee definition, which includes a new position from CLA and the review of policies related to student appeals.

*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.*

2. SADA committee reviewed the UAF Grade Appeal policy and the UAF Academic Appeal (other than grades) policy, and then collaborated with the Curricular Affairs committee (CAC) on the Grade Appeal policy and the Graduate Academic & Advisory committee (GAAC) on the UAF Appeal for Academic Decisions policy. Initially it appeared there was out of date language. It was also determined that the documents are not in compliance with BOR regulations and UA policy.
  - a. CAC reviewed the Grade Appeal policy and established a sub committee. The chair of SADA served on the subcommittee and participated in rewriting this document. The current version has been reviewed by CAC and is being reviewed by the Administrative Committee.

The rationale for changes include bringing the UAF document in alignment with BOR policy and UA regulations; clarifying the informal and formal procedures, establishing a new faculty senate committee for grade appeals, and including faculty that are not tenure-track. In addition, a form was created to guide the student through the informal and formal procedures of the grade appeal.

- b. The chair of SADA established a committee to work on the Appeal for Academic Decisions (other than grades) policy at UAF. Members of the committee include a member from GAAC, a graduate school representative, Vice Provost Alex Fitts, the assistant to the provost, and the dean of students. This document is currently not in compliance with BOR policy or UA regulation. The written UA policy also does not reflect current practice, and there is no form to complete. The committee is meeting to update the informal and formal procedures. This business will continue in Fall 2017, and be ready for review at the start of the academic term.
3. SADA was asked to look into dual degrees and double majors for possible issues that students face. We discussed this issue from the perspective of the advisors and also the registrar's office. There is some confusion about the difference between double degrees and dual majors. The registrar's office will work on a FAQ document for students and advisors to help clarify and explain how to code double majors and double degrees in the software system. This should be ready by Fall 2017.
    - a. Interesting trends at UAF are that the total number of baccalaureate students has decreased, while the number graduating with a baccalaureate degree has increased.
    - b. There has also been an increase in the number of students seeking a double bachelor's degree.
    - c. In Fall 2015, 1% of students were double majors, while 11.4% were double degree seeking. The majority of those seeking double degrees are at the OEC/Cert/AAS level.

#### **UAF Baccalaureate Students: Trends in Multidisciplinary Studies**

##### **BACCALAUREATE ENROLLMENT**

	Number of Baccalaureate Students	Number that are Double Majors	Percent that are Double Majors	Number that are Double Degree-Seeking	Percent that are Double Degree-Seeking	<i>Double Degree-Seeking Students by Degree Type</i>			
						OEC/Cert/AAS	AA/AS	Second Bachelor's	Masters & Licensure
Fall 2011	4,054	69	1.7%	382	9.4%	194	114	69	5
Fall 2012	4,074	69	1.7%	413	10.1%	205	124	81	3
Fall 2013	3,989	52	1.3%	442	11.1%	209	141	83	9
Fall 2014	3,951	46	1.2%	450	11.4%	203	127	115	5
Fall 2015	3,872	38	1.0%	440	11.4%	209	109	115	7

**Note:** Baccalaureate enrollment counts include baccalaureate-intended (BI) students.

##### **DEGREES AWARDED**

	Number of Students Graduating with a Baccalaureate Degree	Number of Baccalaureate Degrees Awarded	Number of Baccalaureate Degrees that had a Double Major	Percent of Students Graduating that had a Double Major	Number of Students Graduating who Earned a Second Baccalaureate Degree within the same year of graduation	Percent of Students Graduating with a Second Baccalaureate Degree within the same year of graduation
FY11	513	523	17	3.3%	10	1.9%
FY12	529	534	15	2.8%	5	0.9%
FY13	535	550	15	2.8%	15	2.8%
FY14	569	579	9	1.6%	10	1.8%
FY15	561	572	9	1.6%	11	2.0%

**Source:** UA Information Systems, Banner SI Closing Extracts 2011-2015.

4. SADAC approved courses 2015-16 Review Cycle, takes effect in AY2016-17.
1. 1-Trial: Trial Course: [DEVE F094 - Basic Writing and Reading](#), 4 credits (4+0); prerequisite of appropriate placement scores; grade of C or higher qualifies students for DEVE F194 course; letter-graded; to be first offered spring 2016 upon approval. Status: 11/10/2015: SADAC approved with minor revision to course description; syllabus info. 11/11/2015: Provost approved. 11/10/2015: [REVISED DEVE F094 - Basic Writing and Reading](#) (PDF)
  2. 2-Trial: Trial Course: [DEVE F194 - Writing and Reading Strategies](#), 4 credits (4+0); prerequisites are appropriate placement scores, or C or higher in DEVE F094 or DEVE F060 or DEVS F052; letter-graded; to be first offered spring 2016 upon approval. Status: 11/10/2015: SADAC approved with minor revision to course description; syllabus info. 11/11/2015: Provost approved. 11/10/2015: [REVISED DEVE F194 - Writing and Reading Strategies](#) (PDF)
  3. 1-DEV: New Course: [WRTG F080 - Basic Reading & Writing](#), 4 credits (4+0); prerequisite of appropriate placement scores; letter graded; to be offered fall, summer and spring as demand warrants; effective fall 2017 (per system alignment) upon approval. (DEVE trial courses will be submitted for spring 2016 offering.) 10/28/2015: Updated signature page; and Format 1 - section 7 on first offering (JH). Status: 11/10/2015: SADAC approved with minor edits. 11/11/2015: Provost approved.
  4. 2-DEV: New Course: [WRTG F090 - Writing & Reading Strategies](#), 4 credits (4+0); prerequisites include appropriate placement test scores, or C or higher in WRTG F080, or DEVE F060 and DEVS F052; letter graded; to be offered spring, fall and summer as demand warrants; effective fall 2017 (per system alignment) upon approval. (DEVE trial courses will be submitted for spring 2016 offering.) 10/28/2015: Updated signature page; and Format 1 - section 7 on first offering (JH). Status: 11/10/2015: SADAC approved with minor edits. 11/11/2015: Provost approved.
  5. 3-DEV: New Course: [DEVM F054A - Modularized Mastery Math \(M-Cubed\): Prealgebra Module A](#), 1 credit (1+0); prerequisite of appropriate ALEKS placement test scores and required permission of instructor; letter grades; to be offered each fall and spring; effective summer 2016. (Registrar's Office has OK'd summer effective date.) Status: 11/10/2015: SADAC approved. 11/11/2015: Provost approved.
  6. 4-DEV: New Course: [DEVM F054B - Modularized Mastery Math \(M-Cubed\): Prealgebra Module B](#), 1 credit (1+0); prerequisite of Grade of B or better in DEVM F054A or appropriate ALEKS PPL placement test scores; letter grades; to be offered each fall and spring; effective summer 2016. (Registrar's Office has OK'd summer effective date.) Status: 11/10/2015: SADAC approved. 11/11/2015: Provost approved.
  7. 5-DEV: New Course: [DEVM F054C - Modularized Mastery Math \(M-Cubed\): Prealgebra Module C](#), 1 credit (1+0); prerequisite of Grade of B or better in DEVM F054B or appropriate ALEKS PPL placement test scores; instructor's permission required; letter grades; to be offered each fall and spring; effective summer 2016. (Registrar's Office has OK'd summer effective date.) Status: 11/10/2015: SADAC approved. 11/11/2015: Provost approved.
  8. 6-DEV: New Course: [DEVM F068 - Math Essentials](#), 4 credits (4+0); prerequisite of appropriate placement test scores; to be offered as class lecture or via synchronous and asynchronous distance delivery; letter graded; to be offered every semester; effective summer 2016 (if OK'd at Registrar's Office). Status: 11/10/2015: SADAC approved. 11/11/2015: Provost approved.
  9. 7-DEV: New Course: [WRTG F110 - Introduction to College Writing](#), 3 credits (3+0); prerequisites include C or better in WRTG F090, or appropriate placement test scores; letter

graded; to be offered fall, spring, summer as demand warrants; effective Fall 2017 upon approval. Status: 12/8/2015: SADAC approved. 12/16/2015: Provost approved.

5. Early Warning, Early Progress Reports, Freshman Progress Reports; name changes and deadlines  
Until this semester there were two processes. There was an early warning program for core courses and courses with low pass rates. A few weeks later, there were freshman progress reports. Now there is one progress report.

Discussion:

- a. Does the date come to early or too late in the semester? English may like it later because students are just finishing drafts to complete first paper. Math may want the deadline earlier, so student can drop and swap to a more appropriate class. In math, the instructor can usually determine whether student has prerequisite knowledge within the first few weeks.
- b. What is the follow up procedures with the student? Advisors were asked to pull their advisees and follow up as they did with Early Warning. With early warning, instructors could put in a note. With this system, the only thing that shows is the grade – no information and no explanation. It is challenging to identify faculty advisors. Staff advisors are also rarely notified. There is no central reporting system on students – it's up to faculty and advisors. Let faculty know that this is the new norm. For Math, could there be a broader “window” that is open earlier? Would need to be sure that advisors also check and run reports earlier.
- c. Other reasons for low performance include not having money for books or online access.
- d. The date is set by Faculty Senate. What would be the ideal date? Right before Spring Break is too late. Does this committee feel the date should be adjusted?

6. English alignment and placement

English placement has been aligned for UAA, UAS and UAF since 2012. Courses are nearly aligned between the different campuses. There is a change from DEVE developmental English, to WRTG writing designator. Some old course numbers are being offered this fall as trial courses, even though the new version of the course has been approved, because the entire English sequence has not been agreed upon yet by all campuses. There are questions about 200 level English courses.

7. Math alignment and placement

UAF is in the second of a three year math placement policy that uses ALEKS software. This can be taken without a proctor by any incoming student online. There is a fee associated with the test, and students can improve their initial placement by practicing in the online modules provided. UAA and UAS use accuplacer, and there is a movement to align placement at all campuses. Discussions are being held in Spring 2016 with UAA and UAS about math placement. Math courses and numbers were aligned in the previous year.

At UAF, there is support among the DEVM and the MATH faculty to continue the use of ALEKS. The UAF math placement committee shared their reports with SADA and they were reviewed and discussed. There is a general trend of students placing at a higher level than when using accuplacer.

8. Learning Commons Project

This has been an ongoing discussion item for the SADA committee for several years. The idea is to create a common learning and study area for students with the resources that they need located around the study area. There has also been discussion to create an online forum. There is limited

real estate for such a commons at UAF. Last year, the Learning Commons project influenced an increase in the number of available study rooms on the 3<sup>rd</sup> floor of the library, and the creation of a Developmental Reading and Writing Lab in 407 Rasmuson.

9. Student Resiliency Project

This has been an ongoing discussion item in terms of identifying the factors that impact student success and failure. In 2014-15 a proposal was discussed to survey students, including why students are not successful. The lead researcher for this project was an invited member from CLA and did not attend SADA this academic year. However, this individual will serve on SADA next academic year as a new committee member, so SADA will continue to discuss ways in which to build student resiliency in AY17.