

SADA Members:

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
 Jill Faudree, Math, CNSM (17)
 Jennifer Schell, English, CLA (18)
 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: Holly Sherouse

1. Approve SADA minutes from September meeting.
2. Placement Updates: [UAF English and Math Placement in the catalog](#)
 - a. FYI Certificate and associate degree applicants with fewer than 30 semester credit hours must submit the results of the ACT Plus Writing, SAT or ACCUPLACER test taken within the last two years for English and composition placement. Students will also need to submit ALEKS test scores taken within the last year for placement into math, DEVM or any course that requires a math prerequisite.
 - b. English placement - Excerpt from the UA Faculty Alliance report, August 29, 2016.

 TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
 FROM: Tara Smith, Chair, Faculty Alliance

 "We have requested that the appropriate English and Developmental English faculty review the ACCUPLACER tool and the recommendations of the 2012 faculty group (The Accuplacer Community of Practice) on writing placement. We hope to hear from these faculty in December. The ACCUPLACER contract is up for renegotiation in April, so academic leadership is interested to hear from the faculty on this topic."
 - c. Math placement - ALEKS Alignment in Fall 2017?
3. Discussion: [Academic Progress Reports](#) were due Sunday Oct. 2.
 - a. Early progress reports help students gauge their class performance and, if necessary, seek assistance early in the term. Instructors are responsible for ensuring that students are aware of the grading policy for a course and that homework, exams and other assignments are returned to students in a timely manner. Instructors are asked to submit early progress reports within the first six weeks of the semester.
 - b. History
 - i. [Freshman Progress Reports February 2005](#) is the most current motion passed by Faculty Senate (Meeting #127) regarding Freshman Progress Reports (attached, p. 4).
 - ii. A 2003 motion changed the name from Low Grade Reports to Freshman Progress Reports (Meeting #113 on February 3, 2003, attached, p. 4).
 - iii. Motion to modify the date of Freshman Low Grade notification. (Meeting #77, passed on Feb. 9, 1998).
 - iv. Motion to modify the deadline schedules for add/drop, withdrawal, credit/audit, and freshman low grade reports. (Meeting #59, passed on Nov. 13, 1995.)
 - c. Feedback.

- d. Are the reports due early enough in the semester so that students still have options to either improve their grade or withdraw from the class?
- e. Next steps?

New Business

4. Discussion: [UAF Pre-major status policy](#)
 - a. Students admitted in pre-major standing have not met the admission requirements for bachelor's degrees but are intending to major in a bachelor's degree. As a bachelor's-intended student, you will generally work with advisors in the Academic Advising Center, Rural Student Services or a community campus, but it is helpful to also contact the department of your intended major. Because not all requirements for immediate admittance to a bachelor's degree will have been met, pre-major students will work with an academic advisor to determine the best selection of courses to pursue.

Students who are in good standing and have completed 14 credits at the 100 level or above with a C grade average (2.0) or better, of which 9 credits must satisfy baccalaureate general education requirements, will be changed to major status.

The vice provost will notify students of their change of status and inform the registrar. Pre-major students do not use the change of major form to move from pre-major to major status but may use the form to change from pre-major status in one program to another program. Academic assistance and actions are processed the same as for general studies students.
 - b. Review and comment on the statement and questions on pre-major status (attached, p. 5).
 - c. What are advantages and disadvantages to the student? To the department?
 - d. Next steps?

5. Discussion: Review the [Repeating Courses Policy](#)
 - a. All grades (original and retakes) for a course completed at UAF are included on your academic record, but *only the last grade earned for a course* is computed in your GPA unless the course is one that can be repeated for credit. For purposes of calculating honors for graduation, all courses (even those repeated) are included in the GPA.
 - b. Review and comment on the statement and questions on repeating courses (attached, p. 6).
 - c. Next steps?

Future discussion:

6. FYI: Review UA College Readiness Definition and MEMORANDUM July 8, 2016

To: UA Faculty and Staff
 Re: College Readiness
 From: Jim Johnsen, UA President)

For the past two years the University of Alaska has debated a definition of college readiness. UA Faculty Alliance put a great deal of work into a detailed definition and developed a concise statement for college readiness in March 2015. Unfortunately we did not formalize the definition developed more than a year ago. As such, I am accepting and adopting the following faculty alliance version of college readiness with the addition of the statement "*A student who is college ready has the knowledge and skills needed to enroll in and succeed in credit-bearing courses at the University of Alaska*". I ask that this version be reviewed by faculty alliance annually beginning in Fall 2016.

Thank you for your commitment to the K-20 continuum and the success of all of our students.

College Readiness definition:

The University of Alaska defines college readiness as a combination of skills and abilities that position students for success. These include strong academic preparation, effective work and learning habits, knowledge of college culture and expectations, well-defined goals, and the ability to engage in independent problem solving. A student who is college ready has the knowledge and skills needed to enroll in and succeed in first-year courses at the University of Alaska.

Discussion Item: UAF Faculty Senate Motions on Freshman Progress Reports

- A. A 2005 motion passed by Faculty Senate on February 7, 2005 (Meeting #127) is the most recent one concerning Freshman Progress Reports (attached).
- B. A 2003 motion changed the name from Low Grade Reports to Freshman Progress Reports (Meeting #113 on February 3, 2003, attached).
- C. Motion to modify the date of Freshman Low Grade notification. (Meeting #77, passed on Feb. 9, 1998).
- D. Motion to modify the deadline schedules for add/drop, withdrawal, credit/audit, and freshman low grade reports. (Meeting #59, passed on Nov. 13, 1995.)

MOTION The UAF Faculty Senate passed the following at its Meeting #127 on February 7, 2005:

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The UAF Faculty Senate moves to enhance the Freshmen Progress Reports system to include the following:

- All faculty and instructors teaching 100- and 200-level classes must submit a progress report for all freshmen indicating the grade being earned by the fifth week of the semester.
- All new courses that permit freshmen enrollment must explicitly include the method(s) used to determine freshman mid-semester grades in the syllabus. The freshmen reporting requirement will be evaluated as part of the curriculum review process.

EFFECTIVE: Fall 2005

RATIONALE: Freshmen Progress Reports are a crucial part of our student retention plan. UAF is committed to the success of its students by providing an environment conducive to teaching and learning. The Freshmen Progress Report system (formerly Low Grade Report) was intended to serve as a retention tool to improve students' persistence and promote survival skills. It is based on a model that the faculty will be proactive, supportive and involved in facilitating the academic components of student retention. Faculty awareness of potential student problems constitutes the foundation of this retention program by assisting with the early detection and intervention of students who are doing poorly in class, chronically absent from class (since attendance is an integral part of the learning process), or experiencing other kinds of problems that affect academic performance.

As L. Noel stated in *Increasing Student Retention* (1985), "It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on a campus (p. 17)."

To augment this important function, incorporating the grading policy and time frame in the syllabus will indicate to students the commitment faculty and instructors have to the success and persistence of UAF students.

MOTION The UAF Faculty Senate passed the following at its Meeting #113 on February 3, 2003:

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The UAF Faculty Senate moves to change the Low Grade Report system for freshmen students to Freshmen Progress Reports, in which all freshman grades would be reported.

EFFECTIVE: Fall 2003

RATIONALE: The eight faculty and other staff members of the Early Warning Program recommended this change as part of an overall effort to provide personal intervention in a more positive assistance approach rather than what might appear as punitive. Specific issues forwarded by this group include:

- All faculty and instructors teaching classes with freshmen enrolled should submit Freshmen Progress Reports for all freshmen, not just for those who are doing poorly
- This switch from Low Grade Reports to Freshmen Progress Reports will assist all freshmen with the transition into college and provide an additional connection between students and faculty
- To make the process expedient, timely, and user-friendly, Freshmen Progress Reports should be available for faculty and instructors to submit electronically
- Students should be able to access their individual progress report electronically, as well as continued mailings to students at their current local address
- Freshmen Progress Reports need to be formatted in a clear and concise manner to eliminate extraneous information.
- The report will be provided to students at all UAF campuses.

Discussion Item: Premajor Status

Submitted by Faculty Senate President Orion Lawlor

Most of our schools and colleges have [minimum admission requirements](#) for new bachelor's degree students--for example, CEM, CNSM, SFOS, and SNRE require geometry and trigonometry.

Students not meeting the admission requirements for their major are admitted as premajors. But currently, students automatically exit premajor status upon successfully completing 14 credits, even if they still do not meet admission requirements. Some students then spend years in developmental courses before they can start their major coursework.

The faculty senate last [updated this policy in 2007](#) to make the premajor to major transition automatic; is this the right policy?

Consider an alternative policy:

Students remain in premajor status until they meet the minimum admission requirements for their major.

This would have major implications for advising, sending most developmental students to the academic advising center instead of their major department. The advantage is the academic advising center is likely more familiar with the developmental courses students need. A disadvantage is premajor students could lose their connection to their major.

A department's performance metrics can be heavily influenced by the number of premajors. Simply being more selective about entrance improves degree completion rate, and time to degree, at the price of reducing the number of students enrolled, and turning away promising students.

Two questions:

- Policy question, on consistently defining premajors
- Substantive question, how do we get these students the support they need?
 - Better connections between majors and premajors, e.g., invitation to colloquia

We're assigning these questions to SADA.

Discussion Item: Repeated Courses

Submitted by Orion Lawlor

The [current policy for GPA computation](#) counts only the last grade for a given course:

Repeating Courses

All grades (original and retakes) for a course completed at UAF are included on your academic record, but *only the last grade earned for a course* is computed in your GPA unless the course is one that can be repeated for credit. For purposes of calculating honors for graduation, all courses (even those repeated) are included in the GPA.

Some students fail and re-take courses. The repeated failures normally indicate a problem with the student's mastery of the course prerequisites, and repeatedly retaking the same course does not serve these students well.

This policy also creates a strange set of incentives for students seeking to improve their GPA. For example, this policy makes it rational for a student to re-take a course in which a student earned a C, with the hope of improving their GPA by earning an A or B; but this is duplicate effort and can result in an even lower grade.

Possible policies to discourage this:

1. Do nothing--let advisors advise as needed, and treat students as adult enough to make their own choices.
2. Require instructor permission for re-takes. (Does the student need MathBridge, or to retake a prereq as a co-req?)
3. Do not allow retakes for grades of C or better. This prevents students from retaking because they really do need to master the material.

Background:

The UAA faculty senate [changed their policy in 2013 to allow courses to be retaken only once](#), at the instructor's discretion.

Some institutions [compute the GPA by averaging all courses](#), regardless of repetitions.

Other institutions place [restrictions on repeated courses](#):

- Undergraduates may only retake courses where they earned a C- or worse.
- Only the first 15 credits of repeated work counts the last grade; repetitions beyond this are averaged in.
- Repeating a course more than once requires approval.

Assigned to SADA