

SADA Meeting Notes

15 Sept 2015

Motion to approve minutes - passed

Motion to approve agenda –passed

Present: Colleen Angaiak, Eileen Harney, Stacy Howdeshell, Cindy Hardy, William Howard, Mike Earnest, Alex Fitts, Sandra Wildfeuer, Jennifer Tilbury, Jill Faudree, Joe Mason

Item 1: Committee Definition

Debu Misra, pres of Fac Senate, notes that this committee is the only one that deals with student issues. Wants to add items to committee definition for things not currently handled: student appeals. This committee wants to clarify which sort of appeals (academic appeals?). Debu brought up that some students who are dual majors receive advising from two different advisors (need advising input on these issues).

Committee reviewed the definition that was passed last year; passed in Committee but not at faculty senate.

Wording suggestion: add “academic advising and student academic appeals”. Question: do we want to have Faculty Senate over advising?

Is this more of a Curricular Affairs issue? – will discuss with Debu for more direction with regards to our committee.

Perhaps SADA could concern itself with policies regarding advising and academic appeals specific to the developmental level.

There was some discussion of pre-requisites and some BANNER mechanisms need improvement; TOAD queries can assist with some questions regarding pre-req. Limitations on the underlying technology. This group can take concerns to the Statewide group.

Possibility of a student on the SADA committee.

The overall committee sentiment expressed was to see the focus remain on entry level students.

Second paragraph rewording for last sentence: The committee may also invite a student rep to serve as ex-officio.

Voting Change: This committee operates by consensus unless a vote becomes necessary, in which case faculty members can vote.

Item 2: New Course Approval Update

There are several courses coming through the committee that will need our approval. DEVM: Mathematical Literacy. They are in CRCD Academic Council currently and expected to come to this committee in October.

DEVE update: All DEVE sequence will be converted to WRTG 080, 090 and 110. Anchorage wanted to meet to discuss course objectives and syllabi, which might postpone the course change process.

Jennifer – Engl 212 could possibly fulfill the 200-level core writing requirement. There is great interest at CTC as this type of writing is more aligned with students' career goals.

Item 3: Common Calendar

The group discussed drafting a response to the proposed common calendar in our August meeting. Today we reviewed a current draft of the calendar.

Some decisions are made above faculty with little way to impact the changes.

This version of the calendar doesn't include holidays or UAF Springfest. **Does the administration want to call classes off on this Friday without a make up?**

Finals week counts as contact hours, so there are make up days included in the calendar already for Fairbanks. Anchorage has two extra holidays (before Labor day and before Thanksgiving – might give up one of those). **The problem would be that some classes would wind up with extra contact hours. Keeping our later start date keeps open the Wintermester option.** The Spring Break was made to align with Anchorage and Fairbanks public school Spring Break. Issues might arise with a start date on Monday and dorms traditionally open on Sundays– student services options will have to adjust to the changes. Faculty and staff community will need to adjust.

Item 4: Subcommittee Report for the Student Resiliency Project

Met once and decided to set another meeting. A committee member has been ill. Dana Kinzy from Student support services would like to join us. Interested in soliciting a student member to work on this via ASUAF. Alex Fitts: rather than reiterating what is known, examine what is particular about UAF culture, policies or traditions that either helps or doesn't help UAF students. We want to examine the mechanisms already in place to assist students that maybe could benefit other students if we had a broader approach. Access. One issue the committee should examine is cost of these resources. Committee to look at data but also programs already in place.

Life Coach at IAC – could possibly attend one of our meetings to talk about her techniques. Distinct from advising. She works on a grant funded position.

Other Items:

Meeting Times: Advising changed their meetings to Thursdays at RSS so that advisors can attend SADA meetings.

MATH : Jill brought up a concern about ALEKS math placement testing. She is concerned that, with the coming alignment, Fairbanks will move back to Accuplacer, She expressed that the Math Dept. has not had enough time to collect information on how ALEKS is working. Placement. Mandatory placement using aleks implemented last year. Is this placement effective? Consequence: it changed enrollment in Developmental Math. It shifted everyone's math placement level up. The pipeline in Mathematics has gotten shorter. Students have had better outcomes because of Aleks. HOWEVER it is not what UAS and UAA do. We don't want to charge people the way Accuplacer does. aleks allows students to retake the test using tutorials via aleks. Students are using these tutorials to place higher. Calculus has not been so successful. Calculus pass rates have not gone up; they have gone down. They have gone down for everyone – people who have gotten in via test scores and coursework. Real success with aleks has been at the developmental level. The math dept wants time to adjust to this and see if they can see some changes re: Calculus. Have the students been getting to Calculus through course work or developmental math? How many of them are entering via placement from aleks?

Does this committee feel that aleks is a positive change? Can we issue a statement of support its continued use for next two years as a committee?

The Math dept has this data and it can be shared with the committee. Helpful would be to track the number of students who are successful in Math courses, not just Calc.

Developmental Math re: aleks – pre aleks, most students placed into Pre-Algebra even if it didn't seem they belonged there. Under aleks, it is more accurate and people have moved up. From DEVM perspective – more students are placing into math courses but they are not as prepared. Anecdotally. Int Alg students were well placed. In general, it is liked.

Costs: minimal charge to students. Now all high schoolers are required to take the ACT since there is no more high school exit exam. This might be a reason for using Accuplacer and SAT/ACT scores for placement—students already have these scores.

aleks allows students to take tutorials remotely w/out the need for a proctor.

Advisors mentioned that aleks and ACT placements seem to be similar: this would be good data to have.

The cut scores for aleks can be decided only in the Spring. IN spring, aleks scores can be adjusted for placement to reflect our student body. Argument to keep it for another year so we can better calibrate this test to our students.

Another benefit of aleks is that it could be used in Chemistry to show if a student is ready for the math. (For Ex Chem 105 "placement in Math 107).

Jill to provide further information to the committee for a future discussion.

Adjourned