

Statewide Academic Council Summary – July 18, 2013

Present: Susan Henrichs, Elisha Baker, Carol Hedlin, Virgil Fredenberg, Rick Caulfield, Mark Myers, Robert Boeckmann, Helena Wisniewski, David Valentine, Gwen Gruenig, Saichi Oba

1. Approval of the summary of the 6.5.2013 meeting – Attachment
Dana will send out timing of MAU response to McDowell Graduate Survey.
2. New Program Proposals and Deletions
 - a. UAS AS degree proposal – Attachment - R. Caulfield

Rick - This program is similar to AS at UAA and UAF. This arose based on program review process. The program creates a clear pathway for science and engineering programs at UAF or UAA. Most coursework already offered; repackaging.

A few comments about statement “at least 15 credits required in residence” – intended to mean coursework at UAS not necessarily located in Juneau. Consistent language needed on this – e.g., “completed through UAS.”

Question – will science courses be laboratory courses? Answer: if student intends to transfer, the advising process would have to direct students to laboratory courses. Some concern about this because AS degree typically intended for transfer so labs needed. Should not mislead students about transfer issue – perhaps explicitly state this in the catalog materials. Robert raised the online lab course issue still being examined by faculty.

Some would like to see inserted wording before agreeing to approval. Not much need for faculty review because this program similar to existing programs at other MAUs but some want some faculty input. Rick will make revision and send out for SAC/faculty leadership review.

AGENDA ADDITIONS:

High demand jobs – need prep time and info. The list is not easy to find – send out the current high demand job list. Then formulate what to do. Separate meeting is needed – other groups need input. Come up with a related but different concept – give a new name. How do we currently use this information? Invite Fred Villa.

Dana Thomas addressed the August 8 budget meeting and the governor’s verbal guidance given to the president – state will take step down from \$6.8 billion budget toward \$5.7 billion budget per Economist Goldsmith recommendation. How big of a step is not clear. Impression is that this will occur in multiple steps not a single step. There was an indication that some reduction is likely in operating budget by legislature as well as capital budget.

3. Distinction between MOOCs and other forms of online education – R. Boeckmann

Conversation started with request to assess accepting credit for MOOCs. Consistent quality of MOOCs questioned. Some concerned about online course delivery but that is not intent. If differences occur on accepting such credits then a credit transfer within UA occurs. Faculty are generally okay with distance delivery but less so for MOOCs (minimal faculty engagement). Faculty concerned with MOOCs on two issues distinct from other distance coursework; preparation by students to enter course and quality of learning outcomes. Faculty expressed concerns about legislature seeing MOOCs as threat to quality delivery because seen as cheap approach.

4. Report on Common Student Survey – Attachment – C. Hedlin

Dana noted that the board asked for a common student survey based on guidance from the Association of Governing Boards and their recent publication Making the Grade: How Boards Can Ensure Academic Quality by Peter T. Ewell. Need representation of community campus director and student affairs. Should we have separate survey for two year programs and one for four year programs? CCSSEE inflexible to address online and hybrid delivery students and faculty workload related to using this tool were problems. Small response rates have been a problem as well. Adopt a common strategy for surveying students not a common survey – more than one survey may be the solution. Each MAU should be able to provide input on the interpretation of the results. Comparisons to peers should be emphasized and comparison among MAUs should generally be avoided. What has been done in past? UAF has used NSSE for baccalaureate students.

5. Metrics – Attachment including new version of metrics and definitions of metrics– G. Gruenig "Energy consumption per credit hour, building maintenance and operations cost per credit hour, completions (degrees/certifications) per unit of building area, seat time per student per degree, on-campus hours per student vs. off-campus (related to credit hours?). Also, State GF per FTE student." Kit Duke

Data is plural. How does ANSWERS provide for useful metrics not reflected here? ANSWERS will provide for some change but that will take time to develop. How many high school students taking dual enrollment courses + tech prep credits earned (unique headcount?)? Metrics using credit hours as part of ratio ignores non-credit coursework. Lab credits would bias using credit hours in a ratio. UA could do a better job representing faculty expertise to the public – use this information to tell the UA story. Mark – university provides much capacity for the state in research and intellectual growth – X% of R&D capacity – innovation or entrepreneurial index. Lots of comments on getting the UA research & expertise story told better, especially with legislature.

6. IBM Analytic Answers Student Retention – G. Gruenig

IBM offered a relatively low cost cloud solution for student success data mining – we would not own model – it would red flag students in time for student interventions.

7. Military Transfer Credit – S. Oba - Attachment

Here is link to bill and status. It was signed into law 6/2/13

(c) The president of the University of Alaska shall implement a policy and procedure for the acceptance of academic credit toward a degree or technical program offered by the university if an applicant provides satisfactory evidence of successful completion of relevant military education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

http://www.legis.state.ak.us/basis/get_bill.asp?bill=HB%20%2084&session=28

Saichi - looking for cross walk for handling military credit. Each MAU is handling this issue independently. New law causes us to reconsider this issue. Dana asked MAUs to examine the inconsistent application areas in the matrix - why are their inconsistencies and how should they be revised. Write a policy that says the Board empowers the president to establish process and University Regulation is created on military credit; use consistency issues in matrix to draft this.

8. Draft motion on minimum baccalaureate admission - tabled from June meeting

The Statewide Academic Council (SAC) recommends that the three faculty senates set a minimum baccalaureate admission standard for the UA system AND STUDENTS THAT DO NOT MEET THE ADMISSION STANDARD, WHERE HISTORICAL DATA INDICATES SUBSTANTIAL SUCCESS IN REMEDIATING THEM, SHOULD BE ADMITTED TO A SPECIFIC PROGRAM TO HELP THEM PREPARE FOR SUCCESSFUL ADMISSION. The faculty senates would be jointly responsible for determining what the minimum admission criteria are; a starting point straw proposal is given below modeled after UAF's admission criteria.

MOTION: The _____ Faculty Senate moves to adopt a common minimum baccalaureate admission standard across the UA system. Individual programs and individual institutions may set baccalaureate admission standards higher than the minimum but all institutions shall implement at least the minimum standard.

STRAW STARTING POINT FOR DISCUSSION: For admission to baccalaureate level programs, applicants must fulfill either:

Option 1: have a high school diploma*, and pass the 16-credit high school core curriculum with a GPA of at least 2.5, and have a cumulative GPA of 3.0. No minimum ACT or SAT score is required, OR

Option 2: have a high school diploma*, and pass the 16-credit high school core curriculum with a GPA of at least 2.5, and have a cumulative GPA of 2.5, and submit results of the ACT Plus Writing (preferred) with a score of 18 or SAT with a score of 1290.

Rationale: UA institutions currently admit students that our historical data indicate do not complete baccalaureate degrees; this is an unethical practice. UA is and will remain an open admission institution. The UA mission includes the community college mission so students who apply for admission into a baccalaureate program but are not admitted should be accepted into AN ALTERNATIVE PROGRAM, SUCH AS A PRE-BACCALAUREATE CERTIFICATE PROGRAM (LIKE THE PRE-NURSING PROGRAM), OR ~~either~~ an AA or AS program. UA should only admit students

into baccalaureate programs ~~THAT who~~ are prepared to complete those programs. ~~The historical use of pre-major and baccalaureate intended categories should be discontinued because students placed into these categories did not universally get the support they needed to be successful.~~

This change is intended to have several impacts. First, this change is intended to clearly communicate to future students, their parents, their teachers and school districts, UA standards for baccalaureate admission standards. Second, the U.S. Department of Education often currently treats UA institutions as only four-year institutions and the required data reporting does not represent UA or Alaska well. The intended change is intended to more appropriately represent UA and Alaska on the national scene. Third, currently UA has relatively few clear pathways from associate programs to baccalaureate programs the way other community college – universities do in other states. This change is intended to encourage the development of such pathways and for UA to track students following those paths.

Comments – UAF lost 15 to 20% of baccalaureate admissions when they implemented this. UAA still analyzing this change with respect to impact on them but okay to move forward for senate consideration. Some comments that this approach is contrary to guidance from Complete College America of main streaming underprepared students.

SAC agreed to move this forward to the Faculty Alliance. Faculty Alliance members were asked to take this motion and the common placement motion passed in June to their senates for consideration.

9. Smarter Balanced Consortium update – R. Caulfield
Rick is the UA Higher Ed Lead for this consortium. Keep eyes open on assessments of K-12 outcomes and how they relate to college and career readiness. What is level of awareness among UA leadership including Schools of Ed and others – modest at this time. Info will be shared with UA Teacher Education Consortium discussion among Ed Deans tomorrow.
10. UAS and the EED funded Alaska Learning Network – R. Caulfield
Rick – sent summary document on UAS-AKLN work. AKLN provides high school students any opportunity to take APS prep courses. EED funds AKLN. EED does not want to manage this so they asked UAS if they would do so – recruit high school teachers to offer coursework, develop career pathways and dual enrollment opportunities. Few rural students qualify for APS so a coordinated approach is needed; Victor Zinger’s work in math should be examined. Mining careers course was mentioned as a pathway element.
11. Policy/Regulation Revisions - <http://www.alaska.edu/research/sac/policy-revisions/>
R10.02.020 Academic Administrative Organization - Attachments from S. Henrichs and R. Caulfield
Completed – see attached final version
P02.02.017 A. Chief Academic Officer
P10.04 Academic Programs
P10.05 Admission and Graduation Requirements

P10.07 Research, Scholarship, and Creative Activity

P10.08 Equal Educational Opportunity and Nondiscrimination

12. Roundtable