

CAAC Meeting Minutes
March 27, 2018

Voting Representatives Present: Renée Clift, Pam Perry, Martina Shenal, Janet Sturman, Kim Jones, Robin Rarick (for Elliott Cheu), Amy Kimme-Hea, Barbara Citera, Lucinda Rankin, Amanda Gluski, John Koshel, Douglas Taren, Barbara Bryson, Jim Baygents, Jim Hunt, Maria Manriquez

Additional Representatives Present: Pam Coonan, Martin Marquez

Absent (without proxy): Keith Swisher, Laura Berry, Ted Tong

Chair Kim Jones called the meeting to order at 11:00 AM.

I. Introduction of new CAAC member: Maria Manriquez, Interim Associate Dean, College of Medicine-Phoenix

II. Approval of Minutes from the February 27, 2018 Meeting

Renée Clift moved to approve the minutes. The motion was seconded by Jim Baygents and approved with 3 abstentions.

III. Consent Agenda: consent agenda items approved

IV. Items for Discussion and Vote

a) Chinese Language Minor and Japanese Language Minor- Kim Jones

The new minor proposals are a result of last year's ADVIP clean-up project. The current Japanese Minor and Chinese Studies Minor have sub-plans. Sub-plans in minors are not permitted. The existing minors will be renamed Chinese Culture Minor and Japanese Culture Minor and two new minors- Chinese Language and Japanese Language minors are proposed. The new language minors will have the same structure as the Korean Language Minor and Critical Languages Minor. The minors require twenty units of language at any level. Could complete minor with no upper division units.

Renée Clift moved to approve both proposals. The motion was seconded by Douglas Taren and approved.

b) Department of Civil Engineering and Engineering Mechanics Name Change-Jim Baygents

College of Engineering and CAPLA jointly offer BS in Architectural Engineering. Primary home is in the College of Engineering, Department of Civil Engineering and Engineering Mechanics. The department wants the architectural engineering program to appear in the department's name. New department name change to Department of Civil and Architectural Engineering and Mechanics. The new name includes all the department offerings. CAPLA supports the name change.

Janet Sturman motioned to approve the name change. The motion was seconded by Barbara Citera and approved.

c) BSED in Mild Moderate Disabilities - Renée Clift

Proposal is not for a new program. Proposal is a result of the ADVIP cleanup. There is currently no curriculum overlap with existing sub-plans in the special education program. This is the last of the proposals to pull the existing special education sub-plans into separate majors.

Douglas Taren moved to approve the proposal. The motion was seconded by Barbara Bryson and approved.

V. Discussion/Additional Items

a) Announcement for Honors College Assistant and Associate Deans Search-Kim Jones

Honors College is searching for individuals to fill assistant and associate dean positions. A search committee will be assembled. Please encourage qualified individuals to apply. Minimum qualification for associate dean position is Ph.D. tenured faculty member. The assistant dean position requires a Ph.D. Kim will follow-up with Honors Dean to recommend qualification change to “terminal degree” for each position.

b) Draft Letter to Senior-level Leadership

The aim is to make the president and provost aware of CAAC’s presence, willingness to contribute strategically, and express concern about current processes in place. Leadership should view CAAC’s knowledge and experience as a resource. Barbara Bryson, John Koshel, and Pam Perry worked on the letter draft. They would like to have feedback from CAAC colleagues.

Possible revisions were discussed, then Kim Jones suggested updates be captured and uploaded to box. Barbara Bryson will let Kim know when the second draft is ready. Barbara requested CAAC members send feedback by email. Kim will send out a note to everyone that the draft is ready. Send email directly to Barbara Bryson with comments for incorporation in letter.

c) Schedule for Success –Vin Del Casino and Alex Rodriguez

In the end of January, the math department informed us that admissions and placement criteria for math courses was changing. The math department wanted to get rid of MATH 100AX. New placement in MATH 112 and MATH 107 relies on ACT/SAT scores. Students are enrolled automatically in MATH 100 if they do not have the minimum ACT/SAT score required for higher math course. Math department estimates impact on 1,800 students. MATH 100AX was the barometer used to make Schedule for Success (S4S). Clear breakpoint for students in MATH 100AX and MATH 100. Getting rid of MATH 100AX created a dilemma for identifying S4S students. Furthermore, this caused a balance issue with the other student success initiative, Wildcat Academy (WA), and developing student cohorts. Reasons for being in WA was hard to communicate; S4S based on MATH placement; WA based on predictive analytics. Discussed math department’s proposed changes and WA challenges with provosts. Provosts agreed to scaling up S4S so all students in MATH 100 are in S4S. Students can place out of S4S using proctored MATH placement exam. Students in degree programs not requiring those courses are not in S4S. Students can take MATH 100 before they start and enroll as part of Fall cohort. Currently working on the implementation of the changes to S4S. S4S programming has resulted in positive experiences for students including 2 additional units of developmental work. Additionally, we are using part of the WA model including the 10 week general education courses with supplemental instruction. Changes are radical and immediate, but are positive for student success. One of the biggest changes is that students and colleges cannot opt students out of S4S. Students must test out. These changes will help make sure students are ready to move forward with their degree programs.

c) SAS courses –Vin Del Casino

Vin received a list of questions from CAAC prior to the meeting. Questions from the list are *italicized* and were read by Vin.

For whom are these courses designed? The proposed success courses are part of an experiment/pilot idea to capture students not tied to career. The courses could be offered in the non-credit space. Many students do not have access to career-oriented courses. We wanted to see what it would look like if we built those courses and decide to offer the courses to those students. The idea is to partner with

academic colleges if basic curriculum works. Could cross-list or hand them over to the colleges. Designed for students needing better structure with career. *What is the plan as far as how and how often they will be offered?* We would offer the courses based on demand. *How will they be funded?* Funded as part of labor from staff in our office. We have a relationship with College of Education that could serve as an example and model. We teach education courses for free, student credit hours flow to the college and we take nothing- needed a vehicle to teach leadership internship for Blue Chip. There is a need for these types of courses. Transformed this area from service-oriented space to teaching and learning about career. Seen as another way to support students. *Who is in the approval loop for for-credit courses offered by a non-academic unit?* I oversee those courses and approve them. Understand the concern on having non-academic units offering credit courses. If CAAC says no, we have no problem. *Shouldn't this sort of course be taught in the colleges, which know the specifics of what their majors need? These skills are really only useful when learned in context, and the colleges provide context.* Believe these courses should be taught in the colleges. However, not all colleges offer these courses. Testing to see this would work. Willing to work with colleges on these courses. *Would it be possible for the proposers to work with the colleges to ensure that we are teaching our students these skills, rather than teaching them separately?* If colleges want the course, we can hand it over or cross-list. We want to partner with colleges in any curriculum development efforts. We want to be a resource hub for everyone. If colleges want to do this in a deeper way, we are fine with that. We just want students to come out with skills to help them be successful in getting careers. *What are the credentials of the instructor?* CAAC would appreciate the opportunity to look at a cv. You either trust the academic appointed at the top or you do not. I am not sure we are going to bring CVs to CAAC each time we hire a person to teach our success courses.

Asked about whether the solution might be to talk about how the colleges can do this better within our units vs having Vin's team take on the responsibility, Vin said that they have no problem with that, that they have resources that the colleges can leverage toward that goal, and that they can instead offer non-credit opportunities. Janet Sturman recommended possibly having an e-vote on issues like non-credit courses or what CAAC should send back to Vin.

VI. Meeting Adjourned

Respectfully Submitted by Martin Marquez, 4/12/18