Voting Representatives Present: Jim Hunt, Barbara Bryson, Renée Clift, Pam Perry, Lisa Ordóñez, Jim Baygents, Martina Shenal, Janet Sturman, Kimberly Jones, Keith Swisher, Ted Tong, Elliott Cheu, Amy Kimme-Hea, Barbara Citera , Lucinda Rankin, John Koshel, Amanda Gluski, Douglas Taren

Additional Representatives Present: Pam Coonan, Chrissy Lieberman, Martin Marquez

Absent (without proxy): Honors College

Chair Kim Jones called the meeting to order at 11:01 AM.

I.   **Approval of Minutes from the October 24, 2017 Meeting**
Renée Clift moved to approve the minutes as presented. The motion was seconded by Barbara Citera and approved.

II.   **Elect Chair and Vice Chair**
Lucinda Rankin nominated Kim Jones as chair. Kim accepted nomination.
Jim Baygents moved to elect Kim Jones as chair by acclamation, seconded by Barbara Citera. **Kim Jones re-elected as CAAC Chair.**

Lucinda Rankin and Janet Sturman self-nominated for vice chair position. Paper ballots distributed and vote held. **Janet Sturman elected as CAAC vice chair.**

III.   **Assessment Update -** Ingrid Novodvorsky
Presenting to CAAC in order to provide a fall assessment update and answer questions about the score summary spreadsheet provided in the CAAC box. Evaluation of assessment plans occurs during a unit's Academic Program Review (APR) and years 1, 3, and 5 post-APR. The first 5-year post APR evaluations occurred last summer. Cohorts 1, 3, and 5 and the cohort completing APR this past year are on the score summary report. The report displays scores based on a four point rubric and is color-coded based on score (4=green, 3 & 2= yellow, 1= red). In 2015-16 academic year the score distribution is 22% green, 28% yellow, and 50% red. The score distribution for the 2016-17 academic year is 32% green, 36% yellow, and 32% red. Gains made suggest a shift in departmental engagement towards assessment even though different departments are represented in each report.

Discussion:
•   What happens next? The Provost will send out letters based on results. The purpose of the letters are to commend those departments that are using assessment data to close the loop or to encourage departments to renew focus on assessment. The letters have gone out the past two years and generates requests for assistance. A review of the impact of Provost letters on assessment practice is planned for next summer.
•   Are units still working on the old website or fully migrated to Taskstream? Is this impacting unit uploads? The majority of the units on this spreadsheet recorded data on the assessment website. A small group used Taskstream. Those units already in Taskstream have results based on data submitted to the website and Taskstream. There is a plan to move all colleges to Taskstream starting January.
•   Have you found an effective strategy for getting buy-in from departments that have been resistant? APR and letters from the Provost have helped. Additionally, accrediting bodies requiring program level assessment has reduced resistance. Hopeful that TaskStream will help the process due to ease of use compared to the website.

IV. **Institutional Learning Outcomes Update**-Elaine Marchello
Assessment of Institutional Learning Outcomes housed entirely in TaskStream. Units will enter program learning outcomes in Taskstream. Units will then be able to align program and institutional learning outcomes in Taskstream. Reporting on those program learning outcomes aligned with institutional learning outcomes will be automatically linked. Program and general education outcomes will be used to generate evidence for assessment of institutional learning outcomes. No additional institution level assessment other than what is being done already in the programs.

Discussion:
- How will this help general education? Assessment of general education program outcomes planned for all students across the institution. Program outcomes will be assessed within your major. This will give checks at both general education and major level for how we meet institutional goals.
- Are the data going to show how students in specific programs are doing in general education? We could go granular. Hope to start recertification/re-approval process of general education courses next semester. The process will be done in TaskStream. Each course will have a page for inputting course learning outcomes. The course learning outcomes will be able to align with general education program and institutional outcomes. Gathering assessment data on the general education course learning outcomes will help with the assessment of institutional learning outcomes because of the alignment. Students have the opportunity to meet general education outcomes by taking several diverse courses.
- Could you subdivide data per major? How do we know the general education program is working in specific majors? Are students choosing the right array of general education courses to meet the outcomes? General education reviewed as whole student body. A general education course consists of students from multiple programs. The results are provided as whole course and student body. OIA will help address needs as they arise. Gathering data is the starting point and will refine/develop as this moves forward. Discussed proposed longitudinal study of writing. A CAAC member discussed the concerns, background, and information on completed longitudinal study on the writing program. Another CAAC member suggested a plan for the second round include messaging to request self-identification of problems in order to improve courses, potentially including financial support for improvement.

V. **Items for Discussion and Vote**
a) **Instruction and Teaching for Librarians and Information Professionals Graduate Certificate**- Bruce Fulton and Carla Stoffle
Bruce provided information on the School of Information's certificate strategy including double dipping of courses. Certificates allow students to show specialization on transcripts and gives students tools needed to continue in higher education and K-12. Carla provided information about the current proposal. Historically, librarians did not receive training on instruction through formal education or through information schools. Rather, librarians learned on the job and through colleagues. The focus of the proposed certificate is on teaching certificate students instructional strategies for teaching the public on how to use rapidly-changing tools in order to find, understand, and evaluate information. Three university library members have experience creating online instructional materials and teaching seminars, workshops, and CEU credit courses for the Association for College and Research Libraries. The proposed certificate is a result of working with those three individuals to provide systematic offerings to MA students. The head of the public library reaffirmed that public librarians working with the public now teach information. Support from College of Education and UA South with hopes for collaboration in the future. Libraries want people with these skills. Certificate comprised of three current courses focused on instruction for information literacy.

Discussion:
- What are the pre-requisites/admission requirements for this certificate? Bachelors degree in any field from an accredited institution with a 3.0 minimum GPA. Admission requirements are the

same as the Masters in Library and Information Science. Most students stack certificates. Students starting in the graduate certificate often go for Masters.

- Someone who is already a working librarian may want to take this for specialization, have you seen this interest? Yes. Continuing education, digital archives and digital media as examples. Few programs offer this specialization. There is a demand for these skills and librarians are currently self-teaching.

Discussion without presenter:
- Questions about graduate certification and financial aid. Students may not get financial aid if they are not concurrently enrolled in the MA. There may be students that may not need financial aid. Program admission information alerts students early on that they should declare the masters if that is a possible pathway in order to be eligible for financial aid. Examples discussed of other funding opportunities: UA South students pursuing educational technology certificates by Fort Huachuca and school districts coding promotion and raises for continuing education. Certificate offered to UA Online and main campus students, priced to those populations.
- Can a college waive tuition for certificate only students? That has not been the practice. However, UA Online has reduced tuition rate. We have not been doing reduced tuition for certificates. Possible exploration. Eller has lower price for students from NPOs. Special tuition rates are available by student groups.

Renée Clift moved to approve the proposal. The motion was seconded by Jim Baygents and approved with 17 votes.

b) **BA and BS in Statistics and Data Science**- Joe Watkins and Laurie Varecka
Thanked all departments that provided letters, notably School of Information, Systems and Industrial Engineering, Computer Science, and Management Information Systems. Thanked Mike Wells for pointing out that students could no longer do data intensive science. Thanked Karen Kafadar, president-elect of American Statistical Association, for suggesting that the interdisciplinary atmosphere and good foundational sciences was ideal for offering an undergraduate degree program here.

Discussion:
- Many new courses needed to develop? Three new courses will get us off the ground. Will need 4-5 after that.
- Requesting 5 new faculty for 250 majors? Expect large number of minors, about same number of majors. The new faculty consist of 3 faculty and 2 instructional faculty. Demand is there.
- New students or shuffling current students already here? Add to tuition pool? Yes, new students. Talked to AP high school teachers and found information that students would come here for this program. This program will attract students from every department wanting the complementary statistics minor. CAAC member stated that this would be a great funnel for masters programs, keeps students here.
- Is there a thought about application coursework? For minor students, application orientation comes from home major. Major students' application coursework is dependent on student's goals. Predict, based on current MATH majors, several double degrees/dual majors combinations that would consist of multiple application coursework within the fields. Cited several complementary degrees as examples including MCB, ENVS, SIE, MIS, and POL.
- Reminder that there are colleges that do not allow double dipping of coursework. Confirmed that they will pay attention to other colleges' double dipping policies.
- Statistics has an increased campus presence. Yes, statistics has a good starting point. Expect more mathematically intensive data centered proposals in the future.

- **Do you see themes within capstone?** Could work, it may take a while. Similar capstone course in applied mathematics. The application/activities can be all over the place. Requires effective mentoring.

Doug Taren moved to approve the proposal. The motion was seconded by Janet Sturman and passed with 17 votes.

c) **Astronomical Studies Undergraduate Minor** – Tom Fleming
Existing subplan within Astronomy minor. Can no longer offer subplans within a minor. Proposal would turn the liberal arts subplan into a separate minor. We have had 78 students graduated with this subplan. This minor is attracting more students than the major. Of the students graduated: 60% male, 40% female; Ethnicity: 12% Asian, 6% African American, 21% Latino, 1 % Native American, and 60% White; Majors attracted to this minor: 14% Creative Writing and English, 12% Psychology, 8% Political Science and Law, 6% Journalism, and 5% from Eller.

Discussion:
- No questions.
- Procedural proposal because of ADVIP clean-up.

Barbara Citera moved to approve the proposal. The motion was seconded by Lucinda Rankin and passed with 17 votes.

d) **BS in Education in Deaf Studies and BS in Education in Rehabilitation Studies and Services**- Cindy Volk and Renée Clift
Plans currently exist as subplans and are being proposed as separate majors due to ABOR compliance. Both exist as subplans under special education. Proposed BSE in Deaf Studies would have two subplans: educational interpreting and general. Advising early on to help guide students to appropriate subplan based on interest and goals. Students in the subplans would take the same major core coursework. Renée added that this is part of cleaning up loose ends. Expect a future proposal for Mild Moderate Disabilities.

Discussion:
- How many students are in your major? 48 majors and 700 students in American Sign Language.
- Equal interest in two subplans? More interest in educational interpreting subplan due to Department of Education funding and the job market leaning towards educational interpreting. The general subplan requires students finding their own niche.

Elliott Cheu moved to approve the BSE in Deaf Studies proposal. The motion was seconded by Jim Baygents and passed with 17 votes.

Jim Baygents moved to approve the BSE in Rehabilitation Studies and Services proposal. The motion was seconded by Elliott Cheu and passed with 17 votes.

e) **Undergraduate Syllabus Template**-Celina Ramirez
Shortening and simplifying the DRC accommodation statement and rewording the absence section based on DRC, Office of Institutional Equity, Dean of Students, and Campus Health recommendations. Based on ADA regulations and the broad definition of disability regarding accommodations. Current wording makes faculty vulnerable to discrimination complaint. Campus Health is overwhelmed with appointments. Students with colds and flus trying to get doctors notes may get others sick. Undergraduate Council recommended simple language asking students to connect with their faculty for general absences. In addition, Undergraduate Council requested broad outreach to educate faculty on medical documentation.

Discussion:

- <u>Strict absence policies in College of Education due to fieldwork requirements. How will this impact those policies?</u> It may not affect the COE, necessarily. If students suggest they are missing for medical or disability reasons, do not ask questions or documentation and refer them to the DRC. DRC will contact and work with faculty regarding reasonable accommodations. Do not need to accommodate students if the accommodations fundamentally alter the nature of the program. CAAC member recommended clear and helpful dissemination of information to departments and program directors regarding what is appropriate. Another CAAC member stated that there may be unintentional consequences of this policy. Initially suggested a paragraph explanation to go along, but the Undergraduate Council stated that many instructors might accidentally include the paragraph on their syllabi. Programs can have their own absence policies. Faculty members should not look at medical documentation, which is often disability documentation. Technically, faculty members can look at cold and flu documentation.
- <u>Is this likely to overwhelm DRC?</u> Most students with disability related concerns/issues already work with DRC. Focused on chronic conditions. Colds and flus should be worked out with the instructor, if possible. CAAC member gave example of advising students that may have multiple absences that fundamentally changes the nature of the program and advising students accordingly. Template language change for recommended language-not a policy change.
- <u>Are temporary injuries included?</u> Sometimes yes. Disability definition changed in 2008, temporary conditions that limit life activity. This has been managed through DRC since the definition change. CAAC member mentioned the help DRC has been for students and empowering faculty by providing support.
- <u>Are injured athletes a part of this?</u> Yes, already have significant resources from DRC and campus health.
- <u>Is there a way to go through a system/workflow? Why isn't there an electronic workflow?</u> That would be great, do not have that technology in place yet. CAAC members gave examples of electronic workflows that might serve as templates for medical documentation.
- <u>What are faculty allowed to say?</u> CAAC member concerned that the language directs students to go see the instructor. The CAAC member suggested creating guidelines that instructors can develop and make it clear what faculty can and can't do. Additionally, the current language puts the ownership on the teacher instead of the student. CAAC members discussed individual examples of absence policies and concerns surrounding unintended consequences of the language provided. CAAC member stated that many departments copy syllabus template verbatim, including recommended language.
- <u>At what point can an instructor draw a line about their policies?</u> When it comes to cold and flu it is at the instructor's discretion. An instructor can take points away for those absences.
- <u>How do instructors go about establishing that a student had the flu?</u> Instructors can ask for documentation. Undergraduate Council wants to get information out to faculty about what can be done. Disabilities and chronic conditions will go through DRC. CAAC member stated that Office of General Counsel confirmed that it is still okay to request documentation as long as you do not ask for information about the condition. Be aware that doctors often write up more details than what the student requests. We wanted to create a form, but not approved by Undergraduate Council.
- <u>This wording makes it seem that all a student needs to do is contact the instructor in order to get their absence excused.</u> CAAC member suggested restarting discussion of creating a syllabus handbook to capture the policies. It should start at CAAC. Another CAAC member suggested creating a webpage expanding on specific situations and providing information to faculty. Discussion of the policy subcommittee and undergraduate council discussions leading up to the creation of the proposed wording. CAAC member suggested adding clarifying statement regarding documentation and DRC.
- <u>CAAC member suggested that drafting wording for revised syllabus.</u>

- CAAC members suggested course descriptions and pre-requisites be required instead of recommended.

CAAC will propose wording for revised syllabus. Chrissy Lieberman will send out information used by Dean of Students.

VI. Additional Items and Open Discussion

a) Dean's Excuse-Elliott Cheu

Mentioned inconsistency in language regarding dean's excuses on websites, policy, and email/memo sent out by Faculty Senate. Language on policy and form is not clear for individuals. Clear for groups. Need to check ABOR. CAAC member requested forwarding the email to everyone for review.

b) College Notifications: Student Deaths-Chrissy Lieberman

Dean of Students charged with closing student records for alumni and current students. Emotionally charged situation. In the past, we have contacted faculty and administration. However, it is often disconnected. Whom should be contacted about student deaths? Will send out request to CAAC members. We do not know who will be impacted by student deaths. Please respond to the request. Are faculty members automatically included? Not now, due to specific situation. Process begins with family confirmation. Issues around publicity and examples. Suggest that notification be given to faculty that include privacy wishes, if requested. Discussion of college approaches and concerns regarding current approach of notifying colleges and departments of student deaths.

c) Consent agenda items in CAAC box

Let Pam know within one week about concerns, if any.

VI.   Meeting Adjourned

Respectfully Submitted by Martin Marquez, 12/11/17