ASCRC Minutes 9/5/172:00 GBB 225

## Call to order

Members Present: D. Coffin, J. Eglin, B. Hillman, J. Iverson, T. Missett, G. Morell, K. Sudgen, G. Weix

Ex-Officio Present: B. French J. Hickman, B. Holzworth N. Lindsay
Members Excused:

The minutes from 4/25/17 were approved.

## Communication:

* Members introduced themselves and new members were welcomed. There are still several vacancies on the committee.
* Rolling reviews of general education and writing courses are suspended this year due to APASP. New general education /writing courses will still be considered. The Provost has suggested that units wait to submit curriculum forms if they are not urgent. Still, Camie has heard from departments that are processing forms. ASCRC may consider streamlining its review procedures for efficiency. At MSU the level of review depends on the scope (Department, College, University) of the course. The campus-wide curriculum committee only reviews courses with a university scope (levels I & II). ASCRC will discuss this option further next week.
* Chair Coffin received a recommendation from the Native American Student Advisory Council for a cultural hardship excused absence policy. Professor Kate Shanley, NASAC co-advisor will attend next week’s meeting to discuss the recommendation.
* Chair Coffin referenced the Six Rolls for Faculty in Student Success Chart sent with the agenda. He would like to set a positive tone for the committee’s work this year. ASCRC may provide leadership on areas within its purview. It should consider whether there are curriculum road blocks to students graduating in four years. Early Alert-Starfish should be used to guide struggling BA-BS students towards associate degrees (AA/AS) or certificates if not completing a four-year degree. Academic progression maps should be established within academic programs to allow certificate and AA/AS students to complete BA/BS degrees without having to repeat courses.

## Business Items

* Next week Brian French will provide a presentation of the new student success technologies (Starfish, Courseleaf and Degreeworks, etc.). They interface well with Banner and should facilitate better advising and registration. The early alert, Starfish system was piloted last spring at Missoula College. The pilot had a 60% faculty participation rate and positive feedback. The software is more interactive and helps faculty strengthen connections with students. Members can link to the [website](http://www.umt.edu/it/projects/student-success/default.php) to get project updates.

Next year the Course Inventory Management System will be implemented. It will take the place of e-Curr and interact with Banner. It could lead to a semi- annual catalog. Evaluating review procedures will be helpful in terms of planning for technology efficiencies. The system may allow for ease in publishing alternating year schedules for some units.
* The general education rolling review consent agenda that arrived as a seconded motion after the last meeting in the spring 2017 is pending. Chair Coffin has spoken to the professors that appealed the loss of the ethics designation. He also spoke with the subcommittee chair. The courses are not scheduled to be taught again until spring 2019. The committee approved the consent agenda with an amendment to table HSTR 272E and ANTY 326E that indicates the appeal is pending.
* Members were asked to consider the chair-elect position. Typically the chair receives a course release equivalent to 3 credits at $1500 per credit. This can apply to research through negotiations with your dean.
* Associate Provost Lindsay provided an update on the First-year Seminar course. The course is designed to 1) inform students of resources, 2) connect student with faculty and 3) develop core academic skills. The pilot now has data on 550 students with mostly positive feedback. The feedback about the first-year reading experience has been mixed. The Lentil underground is this year’s book. This fall there are 25 sections with additional courses offered for majors in Theatre, Humanities, and Sciences. The courses will meet twice a week for 7 weeks. Guests present on Mondays and Tuesdays. Thus far the course has an 89% retention rate. No GLI or honors students take the course.

There are other first-year experiences (Trio, Honors College, Athletes, Pre-med, Learning Strategies for Higher Education etc.) Data should be collected to study whether they are having a positive impact on students.
* The Transfer student tracking data requested when Tim Manuel chaired ASCRC needs to be analyzed. A meeting should be scheduled with Chair Coffin, Tim Manuel, Associate Provost Lindsay, and Jordan from the Data Office. ASCRC needs to request information on the demand for dual enrollment courses as well. In Missoula, high school students must re-apply for each dual enrollment course. Bozeman may have a different procedure that should be investigated. Chair Coffin will follow up with Jordon Patterson at Missoula College.
* Last year seven faculty participated in assessment research for the WICHE Passport Project. Professor Kim Rieser provided leadership for the project last fall and Associate Provost Lindsay took over in the spring. The faculty mapped student artifacts to learning outcomes in communication, critical thinking, and natural science using rubrics. Many participants seemed to be ambivalent about joining the WICHE Passport program. There will be further discussions when the results of the full project are available.
* Registrar Hickman had the vendor mockup a diploma with multiple majors. It looks fine if the majors are in the same college. If not, there is a spacing issue for signatures. Some students have triple majors. The campus as a whole needs to decide the appearance of the ceremonial document. It hasn’t changed in 60 years. The transcript is the official document.

## Good and Welfare

Chair Coffin sent an article, “What Businesses are looking for in Graduates.” It showed the correlation of education and income earnings. Earnings go up with the education level. The University needs to ensure students can articulate the value of the degree.

There was some discussion of the use of certificates. In some disciplines “certificate” is a national term that implies a body of knowledge. The value of a certificate is determined by the market. Students may not understand the job market. ASCRC may want to evaluation the demand for education end goals other than the traditional degree. The University needs progression strategies that can provide students with incremental success and exiting points. Courses should be offered when students have the availability. Some University and Board of Regents policies that regulate curriculum, including the current course scheduling policy, are not followed or enforced. It is ASCRC’s responsibility to maintain standards.

The meeting was adjourned at 3:50 p.m.