

CHAIRS AND DIRECTORS MEETING MINUTES

Wednesday, September 23, 2015

Alden Library 319

1:00-3:00 p.m.

Attending: C. Asleson, J. Bender, S.Bergmeier, B.Carlson, R.Colvin, S. Downard, H.Duschinski, J.Dyer, T.Eisworth, R.Frank, J. Grant, S.Gradin, L.Hatch, D.Ingram, K.Jellison, D.López, C. Mattley, B.McCarthy, R.Muhammad, H. Oshita, W.Owens, B.Partyka, A.Ritchie, B. Shambora, M.Vis, J.White, M.White

1. Information items

a. Stackable certificates

McCarthy noted recent conversation at an Associate Dean's Graduate Council Meeting regarding stackable certificates. Stackable certificates at the graduate level would often be associated with earning a Master's Degree. McCarthy asked that departments begin thinking about stackable certificates at the undergraduate and graduate level. Stackable certificates would financially be more feasible for students, marketed as a leg-up for a degree and would attract adult students. Elizabeth Sayrs is heading a University wide committee that is considering stackable certificates and additional information should be available by November.

2. Discussion items

a. Retention initiative update- Biology 1700

M. White reported on data regarding Bios 1700 and the development of an early intervention program. Bios 1700 typically reported a high WDF rate. In looking at student performance in past years there is a strong correlation between the grades the students earns on the first exam and their final grade for the semester. Based on this the Department of Biological Sciences developed an early intervention program. This included the development of two new courses (BIOS 1500 and a careers course) offered to students not receiving a passing grade on the first exam. Additional advising was offered with the development of an Advising and Resource Room (BARR) and other specialized departmental advising. Data indicates that students participating in the program were more successful than those that did not, and the program continues this year. Departments offering courses with high student failure rates are encouraged to explore similar programs.

b. Arts and Sciences advising survey report

The advising survey report was presented by Frank. The report was based on data collected from all Arts and Sciences students using class climate. The survey included questions about demographics, advising and topical questions such as questions regarding summer classes and the themes initiative. The report indicated increased student participation and improved ratings in student advising. This year's survey results are somewhat skewed given they included some regional campus students. Frank sent notecards to all advisors that were noted positively in the report. He is pleased with the report and hopes to continue to great progress on the quality of student advising.

c. Responding to student and parent complaints

Most student/parent complaints are handled at the departmental level. Some first come to our attention at the Dean's Office or President's Office. Wilson Hall staff routinely send complaints first to the department level for appropriate action.

A few suggestions were made regarding student/parent complaints including:

- Documenting advising information in the Faculty Advising Center helps resolve conflicting reports about the advice provided to students. (Note: non majors/minors can't be documented please forward this information directly to Asleson.)
- Invite the Office of Community Standards to talk with departmental faculty.
- Encourage faculty to report conduct issues to the Office of Community Standards