ASCRC Minutes 9/6/162:00 GBB 202

##  Call to order

Members Present: M. Boller, C. Chestnut, D. Coffin, I. Crummy, J. Eglin, C. Fitzpatrick, C. Greenfield, K. Lamar, T. Missett, M. Semanoff, G. St. George, E. Uchimoto G.G. Weix
Ex-Officio Present: B. French N. Lindsay J. Hickman, B. Holzworth
Members Excused: B. Hillman

Guest: J. Cahil, P.Zagalo-Melo

The minutes from 5/3/16 were approved.

## Communication

* Members introduced themselves and new members were welcomed.
* Chair Eglin will be meeting with the Dean and Associate Dean of the College of Humanities and Sciences to discuss its proposed interdisciplinary rubric H&S. According to Registrar Hickman the “&” won’t work because it is used in Banner programming. The proposal will be considered by the full committee after the deadline.

## Business Item

* ASCRC considered the motion to suspend the rolling review of general education courses (Historical and Cultural, Mathematics, and Science) and Writing courses (WRIT and LIT). Professor Weix, General Education Committee co-chair provided a rationale for the proposed suspension. The communication sent to the general education committee asking for a vote on the proposal from the other co-chair, Sue Bradford was sent to ASCC members as a follow-up (appended below). The motion passed unanimously. The General Education Committee will consider establishing a new cycle for review (7 years) that is consistent with the Board of Regents program review policy. This could be structured in a couple of ways: five years of review, and two of analysis, or smaller groups of courses to be distributed into the 7-year cycle. The Committee will need to discuss the specifics.
* The list of subcommittee members and chairs was briefly reviewed. Additional members are needed in the humanities and social science. The subcommittee chairs were confirmed. Camie will send a message verifying subcommittee members are willing to serve. The curriculum deadline for submission is September 30th. The curriculum subcommittee summaries should be available October 4th and the subcommittee chairs can schedule when to present consent agendas. The curriculum review process is outlined in various ASCRC procedures. Camie will send the links to ASCRC members.
* ASCRC has two members whose terms are continuing on the Academic Conduct Board. It is charged with determining whether a violation of the Standards of Student Conduct has occurred and, if so, to decide an appropriate academic penalty and/or University sanction. The Board is chaired by Associate Provost Lindsay.
* Members were asked to consider the Chair-elect position. The chair-elect also serves as a member of the Graduation Appeals Committee. The ASCRC Chair is awarded a one course buyout for the year that they serve to compensate for the workload.
* Associate Provost Lindsay summarized the First-year Seminar pilot report. Fifteen students were enrolled in the spring courses. The instructor’s feedback and list of benefits and challenges were included in the report with a brief data analysis. The feedback from students has been positive. This fall there are 27 seminar sections with 700 student s pre-enrolled. This number will likely go down as students drop the course. The incoming students were informed about the preregistration during orientation. The course will continue to evolve. Eventually it will be integrated better with the various required trainings.

Some ASCRC members are concerned about making a course with very little academic content mandatory. There was also mention of the proliferation of registration holds. Some first year students are confused.
* The workgroup investigating the possibility of offering credit for standard level international baccalaureate course work met twice during spring semester. The Mathematics department made the most progress and mapped specific courses. Discussions are also taking place in English, Physics, and MCLL. MSU accepts standard level language courses as equivalent to its first year language courses. However, their courses are 3 credits. Associate Provost Lindsay will reconvene the workgroup. The next step is for departments to talk with the high school IB instructors and then review the exams.

There is concern that if students transfer from another MUS institution that gave the IB credit UM would have to accept. Julie Cahill’s understanding is that IB credits are not automatically accepted. Often students are required to provide their test scores. In maybe advantageous for the accepted scores/equivalencies to be consistent across the MUS system.

The new members would like a brief history of the discussion when the subcommittee makes a recommendation.

* Julie Cahil, Associate Director, International Enrollment summarized the information provided to ASCRC to support International Programs request to accept three additional English language exams (Pearson Test of Academic English (PTE Academics), Cambridge English Exams –Advanced (CAE) and Proficient (CPE), International Test of English Proficiency (iTEP)). The Concordance of the exams in comparison to TOEFL was provided by the Common European Framework of Reference. Other US universities follow the same acceptance scores. Given the enrollment crises we need to look at ways to increase applications from international students. These exams are commonly taken by students in Asia and India and are less expensive than the TOEFL.

It would be helpful to know how students perform based on admission scores. Assessment is also needed on EASL courses that students are required to take. The committee will review the information and make a decision at the next meeting.
* Institutional Research has completed the analysis of the data requested to track retention and pass rates of transfer, AP, IB, and dual credit students. Associate Provost Nathan Lindsay and last year’s Chair Tim Manual need to meet with IR to discuss. After this discussion the information will be shared with ASCRC.
* Associate Provost Lindsay provided an update on the WICHE mapping project. Professor Kim Riser is coordinating UM’s involvement in the pilot through the fall. She attended training in Boulder, CO over the summer. The areas of focus are: written communication, critical thinking, and natural sciences. Eight faculty members, including professor Weix have volunteered to participate in the project. This fall assignments to assess learning goals will be identified and student artifacts will be reviewed similar to UPWA.
* Dual Enrollment continues to be an issue of concern as it seems to be an unfunded mandate and also a measure used for the two-year campuses performance based funding. The Faculty Senate Leadership was informed of the difficulties and had two meetings at the end of the spring with the Missoula College Dean and others. Camie will send background information to ASCRC members (appended). Registrar Hickman will provide a list of courses currently offered for Dual Enrollment.
* Chair Eglin will meet with Psychology to discuss the graduation appeal issue. The Psychology department has an articulation agreement to accept courses taken at the two-year campuses as equivalent to their 300-level courses, but the students should still have 39 upper-division credits to receive a degree from UM. It is important to uphold curriculum standards, as well as consider the students experience, common course numbering and the BOR transferability initiatives.
* The ad hoc health curriculum coordination committee had three meetings in the spring. It was hoped that curriculum maps could be developed between MC and UM with regard to various health professions. The efforts are on hold to allow the UMHM initiative to unfold.

## Adjournment

The meeting was adjourned at 3:55 p.m..

**Background information regarding motion to suspend rolling review of General Education and Writing Courses**

<http://www.umt.edu/facultysenate/procedures/ASCRC_200/202.40_GenEdReview.docx>

         A review of Group H is needed to update the current formulation of Group H, Historic and Cultural Studies, to eliminate overlap  with the new formulation of Group X, Cultural and International Diversity, which was approved by Faculty Senate last year.  We think it makes sense to do this before we review courses to see if they should carry an H designation for the next 4-5 years.

         General Education Assessment is another topic that has been in the works for several years and relates to accreditation and strategic planning. For the last two years we have worked with Assistant Provost Nathan Lindsey to conduct pilot projects for assessment of Groups N, M, and E.  These results need review and analysis to develop a formal proposal that can be brought forward to ASCRC and Faculty Senate for proper vetting.

         The General Education Form and review process have also been affected by these pilot projects, which has led to some confusion and criticism among faculty.  As part of the faculty governance structure, we need to be accountable to faculty and assure that the review process is reasonable and clearly articulated.   Again, it makes sense to clarify the process before we ask more faculty to submit courses for review.

         Unlike most program review at UM, which takes place on a 7-year cycle, the General Education Review currently takes place on a 4-year cycle (although the committee last year voted to lengthen this).  Examining the review process would also be an opportunity to consider moving to a standard 7-year cycle to reduce the burden on faculty while clarifying the process.

In recent planning discussions, the leadership of Faculty Senate (ECOS), ASCRC and the Writing Committee have all expressed support for this proposal.  Because the scheduled review of Groups M, N, and H has already been announced with a published submittal deadline of September 30th, any changes to this need to be announced as soon as possible.   Moreover, any suspension or change to General Education Review requires a vote of Faculty Senate.

Dual Enrollment Concerns

Missoula College and Mountain Campus faculty are concerned about the quality of dual enrollment.  Current policies call for a “discipline specific supervisor” to be identified to provide academic oversight, and for NACEP standards to be used to ensure academic quality.  ASCRC developed these guidelines last year but it appears no funding has been allocated for their implementation.  Chair Stark informed the Faculty Senate Leadership and ASCRC chairs of the situation. It remains a strong concern with regard to maintaining academic standards.

Professor Medvetz, who oversees WRIT 095 and 101 and writing-intensive courses at Missoula College, joined the committee in the spring and had firsthand experience with Dual Enrollment management.  The Dual Enrollment experiences and quality can be different given discipline specific/ pedagogy issues. He identified four issues related to dual enrollment:

1. How well are high school faculty members prepared?  This is the biggest issue.  He has proposed workshops to help them understand the differences in the curriculum and to support their curriculum in an ongoing way.
2. How do students know if they are ready for dual enrollment courses? The MUSWA exam is being eliminated, so there needs to be a process to validate the students’ placement.  A letter of reference from a teacher or counselor may work.
3. How will faculty be supported?  Resources are needed for site visits to make sure curriculum is moving along in an appropriate way.
4. Who assesses the portfolios?  Resources are needed to make the program successful.

Dual Enrollment could be a great initiative with appropriate resources.  Additional concerns exist around mixed populations (content and resources), the readiness of students for the experience of Intermediate Writing Courses, how the student FTE is counted/assigned between the Missoula College and Mountain Campus, etc. Because the Board of Regents recently mandated an increase in Dual Enrollment students (which also counts as a performance-based funding metric for the 2-year campuses) this continues to be an issue that the Writing Committee needs to consider at length