

ARIZONA BOARD OF REGENTS
Minutes of the Academic and Student Affairs Committee
September 21, 2016

A meeting of the Academic and Student Affairs Committee was held on Wednesday, September 21, 2016 at Northern Arizona University.

Present: Regent Ridenour (Chair), Regent Patterson, Regent Myers, Regent Heiler, Regent Leonard, Regent Careaga, Regent Shoopman, Regent Penley, Regent Gorshe,

Also present were Provost Mark Searle, Provost James Coleman, Provost Andrew Comrie, Gail Burd, Kasey Urquidez, Christine Wilkinson, Jon Dudas, Christy Farley
Present from ABOR: President Klein, Nancy Tribbensee, Shelley McGrath, Chad Sampson, Dan Anderson, Sarah Harper, Britt Lewis, Tom Merriam, Jennifer Pollock, Kris Okazaki, John Arnold, Lorenzo Martinez, Gale Tebeau, Julie Newberg, Monica Simental,

Regent Ridenour called the meeting to order at 2:45 p.m.

Approval of Minutes

Upon motion by Regent Gorshe and seconded by Regent Leonard, the Committee approved the minutes of the April 6, 2016 Academic and Student Affairs Committee Meeting.

Addendum to 2015-2016 Academic Strategic Plan for Northern Arizona University (NAU)

Provost Coleman presented and asks the board to approve the adding of two new academic programs in the college of Health and Human Services. The programs are Health Sciences: Nutrition and Foods, BS and Nutrition Sciences/Dietetics, Masters of Public Health. In addition, they are eliminating University College, moving its programs into other academic units.

Upon motion by Regent Gorshe and seconded by Regent Penley, the committee approved forwarding to the board for approval, the addendum to the 2015-2016 Academic Strategic Plan for Northern Arizona University (NAU).

Addendum to 2016-2017 Academic Strategic Plan for Arizona State University (ASU)

Provost Searle presented and asks the board for approval to establish the School of Civic and Economic Thought and Leadership which will advance understanding of moral and political thought, economic principles in a free society and leadership in both theory and practice.

New appropriations have been allocated for the school.

Upon motion by Regent Gorshe and seconded by Regent Leonard, the committee approved forwarding to the board for approval, the addendum to the 2016-2017 Academic Strategic Plan for Arizona State University (ASU).

Proposed Revision to ABOR Policy 2-121 “Undergraduate Admission” (First Reading)

Shelley McGrath and Kasey Urquidez presented the research and findings of the work group who had been collaborating on the revisions during the year. They held 4 public forums throughout the state in Tucson, Flagstaff, Tempe and Yuma in order to encourage feedback and information from stakeholders.

The topics that were addressed were the review of assured and delegated admissions policies, best practices of peer institutions in other states, general aptitude and academic competencies requirements, relevant data and literature on college readiness and completion.

Dr. Urquidez presented some of the main changes to the policy:

- The former policy required students to be ranked in the top 25% of their high school. With the new policy, they may have assured admission based on class rank or based on a 3.0 unweighted cumulative GPA in the 16 core course competencies. This will expand the number of students eligible for assured admission.
- In order to make the policy easier to read and understand, the work group is presenting less dense text and are also including a chart that illustrates the core requirements that will be helpful for high school counselors and families of students.
- Another change is that types of students, i.e., resident, nonresident, or transfer students, for example, are differentiated in the policy. Now students can clearly see what requirements apply to their situation, specifically.
- The policy also allows for each institution to have greater flexibility to serve their student population.
- The work group replaced and updated verbiage, terms and test names, and addressed that Career and Technical Education is now approved in the academic coursework competencies.

Some of the discussion points included:

- Regent Penley asked about using Academic Index Scores.
- Regent Myers suggested we relay the information to the public succinctly.
- There was discussion about ways to communicate the new policy, for example, by sending it out the chart to High School Counselors

The Executive Summary for the First Reading states that the revisions will take effect the fall of 2019, but has since been recommended that the revisions take effect the fall of 2017.

Upon motion by Regent Gorshe and seconded by Regent Leonard, the committee approved forwarding for Board approval on first reading, the proposed revision to ABOR Policy 2-121 "Undergraduate Admission."

7 Year Academic Program Review

Dr. Gail Burd, UA, presented an overview of the program review process and how the reviews impact student learning outcomes and the universities' academic strategic plans.

The protocol is that every 7 years, the universities are asked to do an academic program review, which can be either a single program or a whole department including all of their programs. This can be combined or replaced with an accreditation review.

All of the reviews include a self study following specific guidelines, and a workshop on student learning assessments. There is a team of people in the Office of Instruction and Assessment that give the department an overview of the review, and they work with the unit as they move forward through their assessment.

Some of the areas that are looked at are faculty research, structure of academic programs, and the curriculum for each of the programs. They assess student outcomes, teaching quality and quantity, international and national recognition of faculty and programs, and the service that is provided to the nation, the discipline, the state, the university and to the local community. They also assess the quality of the students and staff, look at data in terms of the number of students enrolled in the program, the credit hours, and the number of tenure track and total faculty.

The comprehensive review includes committees with a diverse mix of people including 3 external experts in the field, 2 internal reviewers, an alumni, and a community member. There is an assessment website that has been developed for student learning

outcomes, from which a rubric has been developed. The committee follows protocol including an assessment of the self study, and meets with various people including the Dean, the department head, students, grad students, other departments heads, faculty, and the Provost. The written report from the committee is reviewed by the department head, The Dean and the Provost in order to decide on actions to address the issues that have surfaced in the review.

Dr. Comrie presented The University of Arizona reviews. There were 15 programs reviewed, and he pointed out that each program review might have an emphasis on faculty or outcomes, for example, so depending on that, each review is a little different.

The Department of Biomedical Engineering was reviewed and Provost Comrie pointed out that separately, there is also a Graduate Interdisciplinary Program. One of outcomes was to integrate the programs which will now have an undergraduate and graduate program.

The School of Architecture had an accreditation review, so the APR on the Masters of Science in Architecture, which does not have an accreditation was done simultaneously. The APR resulted in ways to increase research activity.

The School of Government Public Policy was the result of a merge of a program in the college of management and a program from social sciences. This now contains 9 programs after the 7 years that have passed since the merge.

The last program Provost Comrie mentioned was the review of the Department of Astronomy/ Steward Observatory, which are routinely ranked in the top 10 and sometimes the top 5 nationally. The undergraduate program has been revamped, so the APR was an opportunity to go through the assessments to make sure that they have the necessary processes in place.

Provost Searle has presented the APRs for Arizona State University. He gave a brief context on how the accrediting board assigns an accrediting body to each program. The accrediting body is comprised of faculty from other institutions, and are trained by the board.

ASU had 21 programs reviewed this year, most of which were accreditation reviews. Engineering had 15 programs that were reviewed by the Board for Engineering and Technology, who only accredits undergraduate programs.

All of ASU's programs that were reviewed were accredited. The accreditation body felt that 3 of the programs needed to be requiring a different calculus course, and that change has been made to those programs. That was the most serious issue that came out of the reviews.

Social work was reviewed by an accreditor this year. Both the bachelors and masters were reviewed, and they liked that the students had opportunity for input through an open mike, to provide feedback.

The Herberger Institute for Design and the Arts programs were reviewed. The major concern was the diversity of the faculty and graduate population. Recently, 7 faculty members of color have been hired. They also had a concern about space; and ASU has increased their space with the Grant Street studios downtown and invested in making the space more functional.

The Architecture Program was reviewed. The accrediting body thought the college should be more high profile in terms of it being The School of Design rather than the School of Architecture. Aside from that, the accrediting body believes that quality of the program is there.

Provost Coleman presented the Northern Arizona University reviews. He sees the APRs as the best continuous improvement mechanisms that the university has.

NAU had 9 programs reviewed.

2 programs went through their initial specialized accreditation; the Doctorate of Occupational Therapy and the Bachelor's degree in Interior Design. Clinical Speech Language Pathology Master's program was reaccredited.

Most comments were responding to the growth challenges of NAU, by suggesting that there be additional faculty and space. In addition, there were some comments pertaining to ways that they can improve research.

A few of the highlights were:

The program review of Biological Sciences was praised for progress with curricular maps, online and blended learning, research, assessments, student outcomes and were impressed by the faculties' thoughtful engagement with the students, especially in light of the growth from 1600-2600 enrollment over the last 7 years. A few concerns were, improving the quality of advising, and declines in graduate enrollments, which has already started to turn around.

Occupational Therapy had received a strong initial accreditation. They were praised for leadership in integration of many active learning strategies into curriculum and field work. Comments were made regarding some adaptations to the assessments as the program grows.

The Math and Statistics reviewers thought that NAU's math program was well ahead of most programs they knew of in terms of student learning outcomes. They have implemented the Lumberjack Math Center to improve math success, which they noted

was a strong program. The Actuarial Sciences Minor, was reviewed and was noted that the program should be better and more fully developed, which they are beginning to work on.

Upon motion by Regent Gorshe and seconded by Regent Penley, the committee approved forwarding for Board approval, the 7 Year Academic Program Reviews.

College Credit by Examination Incentive Program

Shelley McGrath presented to the committee that ABOR has been charged under the statute, A.R.S. 15-249.06, to approve a list of subject areas that are available in the area of IB, AP and Cambridge International Exams. The courses on the list articulate for college credit. The statute requires that they be categorized in English Language Arts, Mathematics and Science classes.

The list was vetted this through the AZTransfer Steering Committee and the university provosts.

Upon motion by Regent Gorshe and seconded by Regent Shoopman, the committee approved forwarding for Board approval, the list of proposed subjects that high school teachers may teach to be eligible for the teacher incentive bonuses pursuant to A.R.S. 15-249.06 and to review recommended additions to or deletions from the list annually.

Proposed Revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid” (First Reading)

Shelley McGrath presented this compliance issue to the committee. The policy is related to waivers for programs for purple heart recipients and those that have been medically discharged from the Arizona National Guard. The policy revision states that the waiver is for both undergraduate and graduate programs for eligible recipients.

Upon motion by Regent Gorshe and seconded by Regent Leonard, the committee approved forwarding for board approval the proposed revision to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid”

Arizona Department of Education Summary of the K-12 English Language Arts and Mathematics Standards Draft

This was a presentation by Carol Lippert, Associate Superintendent with the Arizona Department of Education. Joining her were, Johnathon Moore Deputy Associate Superintendent with the Arizona Department of Education, and Shannon Guerrero, who is a Math professor at NAU. Both were on the work group to revise the standards.

At the March 2015 meeting of the State Board of Education, Governor Doug Ducey called upon the Board to make any necessary changes to the Arizona Mathematics Standards and English Language Arts Standards to ensure that the standards are vetted, approved, controlled by Arizona, and best for Arizona's students.

In response, the Board implemented a process for conducting a specific review of the Arizona Mathematics and English Language Arts Standards. The process began in the fall of 2015 through collection of public comment on the Arizona 2010 Mathematics and English Language Arts Standards.

Johnathon Moore presented details on how they arrived at K-12 standards for English Language Arts, and Shannon Guerrero presented on how they arrived at the standards for Mathematics.

Discussions ensued about how it is important for The Arizona Department of Education to continue conversations with ABOR as the common goal is for students graduating from Arizona High Schools are prepared for post secondary certifications and/or degrees.

This was for informational purposes, with no board action required.

ADJOURNMENT

Regent Ridenour adjourned the meeting at 5:10pm.

Submitted by:

Debbie Sale
Committee Secretary