

Agenda: CAC meeting 25 Jan 2012 , 2-3 pm Kayak
1-800-893-8850 Participants' PIN: 1109306 Convener/Chair's PIN (Rainer): 1109371

A. OLD Business

1. Is this an ok day/time?? If not....suggestions?
2. Recent GERK issues and such —comments by Dave
3. 'stacked' courses -- comments by Tony?

B. NEW Business

1. Proposed motion #1

Change this:

One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes of instruction" (FS meeting #3, March 25, 1988). It is understood that an average student will be expected to spend 1600 minutes of study and preparation outside of class in order to meet the learning objectives for the unit of credit in lecture.

The number of minutes required for one credit of laboratory (1600 or 2400) depends on the amount of instruction given during the lab. For typical science and engineering labs where students work with teaching assistant guidance performing preset exercises, 2400 minutes (3 hours/week/credit for a 14 week semester) is used. For labs in which a faculty member interacts with students and provides feedback throughout the laboratory period (clinical labs, art studio, automotive technical labs) 1600 minutes (2 hours/week/credit for a 14 week semester) is used. A course submission with a lab component should include a justification for the number of minutes of lab per credit employed."

"One academic credit hour of non-laboratory instruction at UAF will consist of a minimum of 800 minutes (1 hour/week) of instruction. It is understood that an average student will be expected to spend 1600 minutes (2

number of minutes of lab per credit employed."

"Laboratory classes may require a minimum of 2400 lab minutes/credit (3 hours/week/credit), or they may require a minimum of 1600 lab minutes (2 hours/week/credit) AND 800 minutes (1 hour/week) of study and/or preparation outside of class. A course submission with a lab component should include a justification (in terms of required student work minutes outside of laboratory) if the laboratory does not require at least 2400 lab minutes per credit."

Justification: brings UAF policies in line with BOR

R10.04.090. Evaluation of Student Performance and Course Level Definitions.

F. Course Numbering system

2. Academic Credit Courses

Courses with these numbers count toward undergraduate and graduate degrees and certificates as described below. Each course includes a component for evaluation of student performance. Student effort is indicated by credit hours. **One credit hour represents three hours of student work** per week for a 15-week semester (e.g., one class-hour of lecture and two hours of study or **three class-hours of laboratory**) for a minimum of 2250 minutes of total student engagement, which may include exam periods

2. Proposed motion #2 (SEE NEXT TWO PAGES)

The UAF Faculty Senate moves to amend the Evaluation of Educational Effectiveness policy as indicated below:

EFFECTIVE: Upon approval by the Chancellor

RATIONALE: UAF institutional and specialized accreditation requires outcomes assessment reporting and assessment is important for the continuing improvement of curricula. To ensure that outcomes assessment information is collected regularly, with no long gaps, each program is asked to prepare a report every 2 years. This is consistent with the two year commitments that department chairs make so each department chair will know a report must be filed during their service. In addition, this change will provide timely information to summarize the implementation and results of assessment practices reported annually to the Board of Regents as required in policy P10.06.020.

CAPS = Additions

[[]] = Deletions

UAF EVALUATION OF EDUCATIONAL EFFECTIVENESS POLICY

In accordance with its mission, the University of Alaska Fairbanks has a continuing responsibility to review and improve performance of its students, faculty, and programs. The UAF therefore establishes the Educational Effectiveness Evaluation to describe the effects of curriculum, instruction, and other institutional programs.

The process will be useful for curricular and institutional reform and will be consistent with UA Board of Regents Policy and institutional and specialized accreditation standards.

The university shall ensure the academic freedom of the academic community in the development and maintenance of this process.

The data gathered and summarized as part of the educational effectiveness evaluation process shall not be used for evaluating individual faculty. Furthermore, no student shall be denied graduation based solely upon information gathered for the educational effectiveness evaluation process.

Each faculty member's activities in developing and/or implementing programmatic and institutional educational effectiveness efforts may be summarized in the instructional section of annual evaluations and promotion and tenure files.

Evaluations shall be conducted with regard to the following:

1) Student Information

Students shall be assessed upon entry to the university for purposes of course advising and placement, especially in mathematics and English, and for describing the gender, age, ethnicity, and previous education of students recruited, retained, and graduated over time.

2) Evaluation of the CORE Curriculum

Evaluation of the CORE curriculum shall include course assessment embedded within CORE courses as well as the assessment of students within upper division courses, especially oral and writing intensive courses.

3) Programmatic assessment

Each degree and certificate program shall establish and maintain a student outcomes assessment process useful for curricular reform and consistent with institutional and specialized accreditation standards.

4) Evaluation of Out of Class Learning

An important element of a student's overall education is learning that occurs outside of classes. Therefore, an evaluation of activities and student support services will be conducted.

The chair of each department (or equivalent as identified by the Dean or Director) shall prepare a report at least **BIANNUALLY** [[four years]] summarizing the Educational Effectiveness program for each certificate and degree program offered by that department. The report shall include a summary of the following:

- A. Student outcome goals and objectives of the program,
- B. The methods and criteria used to evaluate whether the goals and objectives are being met,
- C. A description of what information is collected annually, and
- D. How the results of such information are being used to improve the curriculum.

The report shall be presented to the dean or director's office **AND THE ACCREDITATION AND ASSESSMENT ASSISTANT IN THE PROVOST'S OFFICE BY THE END OF 9-MONTH FACULTY CONTRACTS IN MAY** [[during the month of May]]. At least some information gathering for this process shall occur annually.

Once an educational effectiveness evaluation program has been implemented for the core, the core review committee of the faculty senate shall prepare a report, at least biannually, summarizing the educational effectiveness of the components of the core curriculum. This report shall be similar in content to the report described above for individual programs but shall provide a summary for the components of the core curriculum. The components of the Core may be summarized in the report on a rotational basis, but at least some information should be gathered annually.