

**University of Hawaii at Mānoa Faculty Senate
Committee on Academic Policy and Planning**

**Minutes of the CAPP Meeting on October 24, 2012
Hawaii Hall 208, 2:30 – 4:00 p.m.**

Present: Todd Sammons (Chair), Thao Le, Stacey Roberts, Katya Sherstyuk, Annette Wong, Kate Zhou, Carolyn Stephenson (SEC Liaison)

Absent (all excused): Maya Saffery, Xu Di, Cengiz Ertekin

Guests: Bonniejean Manini (SEC), Tom Conway (SEC), Ron Cambra (Assistant Vice-Chancellor for Undergraduate Education)

1. **Meeting Call to Order:** The meeting was called to order at 2:37 p.m. by Todd Sammons (Chair), who re-organized the agenda to allow Ron Cambra to speak first.
2. **Ron Cambra**, Assistant Vice-Chancellor for Undergraduate Education, addressed Issue 26.12 Undergraduate Degree Plan Implementation. The issue concerns truth in advertising about UH undergraduate students being able to graduate in four years. The central question: is it in fact possible for students to do this – are departments offering courses such that students can in fact graduate in four years?

Annette Wong reported. Maya Saffery had looked at STAR, specifically for time-to-degree data; Annette and Maya wish to identify departments that are outliers in terms of longest time to degree: maybe their majors are finding it especially difficult to finish in four years. Committee members also suggested looking at departments whose majors are doing well in terms of time to degree: maybe other departments can adopt these departments' practices/ideas/whatnot.

Ron Cambra's remarks: We need to see this as a step-by-step process. Our four-year graduation rate is extremely low, but we have made progress. Our six-year graduation rate has climbed above the national average a bit, via a steady increase over the last several years. Indeed, the number of students graduating from UHM over the last several years has increased. The rationale behind the four-year plans is to give students a picture of how they can graduate in four years. We discovered initially that the four-year plans did not always match, for instance, catalog copy, usually because more than one person in a given department was responsible for keeping that department's information up to date, leading to the aforementioned inconsistencies. The second year of the four-year plans, we ensured that one person in each dept was going to be responsible for looking at and keeping track of the four-year plans. This year, he is pretty confident that the four-year plans are both accurate and consistent with the catalog. The major adjustment was when we moved to 120 credits for graduation. There is also the issue of how summer school can help students make up work they are unable to do during the semester.

First two years of college – major challenges in terms of putting enough courses in place. Enrollment has increased while population in Hawai‘i’s K-12 schools is decreasing. Course pressure-point data tracks the number of students who tried to get into courses but couldn’t. We have been tracking diligently the courses that are high-demand and that freshmen have to take. Impact – We are now in the fifth year of pressure-point tracking. We were averaging 30,000 hits per semester; this dropped to 3,000 this fall semester. Biggest challenge is now that students are not getting the classes at the time they want. Vice Chancellor of Academic Affairs Dasenbrock has looked at the bottleneck classes (chemistry, biology, etc.) and seems to have addressed this. The challenge remains where we have large academic majors. STAR’s Gary Rodwell has pressure-point data about upper-division courses, but that issue becomes how various Deans allocate resources to the departments. We have imbalances (great demand, not enough courses vs. low demand, plenty of courses; and “boutique” courses – those that reflect faculty rather than student interests). We are looking at pressure points in the academic major and seeing where we can re-allocate resources (e.g., more GTA requests for some academic majors).

All students are required to take English 100 in first year. We have adjusted the ratio between fall and spring sections of this class; we have had a problem getting enough instructors for the course.

Basically, we have enough courses to satisfy students’ need in their first two years.

We are also working on a block registration project called Premier that allows students to identify an area of interest; and, from that, we lay out three courses that they are automatically registered for, with the option of registering for another three credits (for a total of 15). We were able to register 800 students (but for 12 credits each) last year. We were able to register 1200 freshman this year under the “15 To Finish” initiative. For the last two (upper-division) years, the Deans need to be more involved.

It’s important to understand that we are trying to make a cultural shift in getting students to think they can (and even should) graduate in four years. But a lot of students are moving through the institution “comfortably.” Students are not thinking that way yet (despite the four-year plans, the myth persists that graduating in four years is just not possible). The idea now is to move the four-year plans into STAR, to allow students to see where they are in their own personal four-year plans.

Another part of this is the role of summer school. At UH Mānoa, summer school enrollment has decreased. The new Dean of Summer Session and Outreach College is looking at this, to see ways to assist departments with safety valves, options, etc. Figuring out summer school and getting the word out is the other task here.

An automatic waitlist is now employed and allows students to see where they are in the queue.

Basically, we need to give the four-year plans a couple more years. No doubt that the four-year plans are accurate; no doubt that we have made things easier for students during their

first two years. For the next two (upper-division) years, Vice Chancellor Dasenbrock wants Deans to use the pressure-point data to identify where “clogness” is taking place; he also wants them to bring summer school into the discussion.

We are in the midst of trying to understand what is going on with transfer students. We need a thorough study of the impact of current policies and practices on transfer students. We do have data that suggest that transfer students who do well at the UH community colleges do well at UH Mānoa—and vice versa. But these students still register after all others are done. Transfer students also have more impact on upper-division courses than they do on lower-division courses. Transfer students are coming to us with 20-30 credits already (intro courses), and they are thinking about the major.

Carolyn: What is the Premier Program and who gets to participate in it?

Ron: Every student is allowed to participate. Second option is Learning Community, which is connected to Premier Project. Students who don’t participate want to be independent, want to do it on their own. Premier is voluntary not mandatory. Learning Community is part of the 1200, about 35% of incoming freshman; would like to increase it to 50%.

Carolyn: What are the three courses students will be automatically registered for in Premier?

Ron: We’ve worked with each of the majors to see which courses are the best courses in the first semester of the first year. We are grabbing three of the five classes: that is, we are enrolling students in these three (they get to choose which ones). We are striving to distribute students equally across the various days/times these courses are offered. For their other two courses, we suggest choosing ones that fulfill diversification requirements. This is a way to balance their schedule out a bit.

Kate: On transfer students, who do you count in the data?

Ron: We are taking more transfer students from outside the UH system; lots of students are coming back from the mainland. We don’t know which group of transfer students is most “successful” (e.g., transfer students from the mainland or students from one of the UH community colleges).

3. Review of October 10, 2012 minutes

Since the chair does not generally make motions, what Todd said was that he would entertain a motion to accept the 10/10/12 minutes. So substitute “Stacey” for “Todd” and say “Stacey moved to approve the minutes, and it was seconded.”

“New Issues: Issue #28.13: Strategic Plan Committee’s Sustainability Initiative.” Change the last sentence to something like “Carolyn recommended that two CAPP members be assigned to the issue, and she will check with SEC on coordination across committees.”

“Committee Report, Carryover 2011-12 Issues,” fourth text block: Change “Vice Chancellor Reed” to “Vice Chancellor Dasenbrook.”

“New 2012-13 Issues: Issue #9.13: Governance of Interdisciplinary Programs: “Population Studies and Peace Studies” (i.e., plural, not singular).

Second paragraph from bottom, change to “Nursing will do so next.”

Todd entertained motion to accept the minutes as amended. Katya moved; Stacey seconded. Unanimously accepted by those present.

4. Report(s) from Todd Sammons and/or Carolyn Stephenson

Stacey’s new MFS committee assignment is as Vice Chair of the General Education Committee. She will, however, stay on this committee as a non-voting member. She will stay on 12.13 Admissions Policy, but she will move off issue 10.13 Counting Courses Credits on Cross-Listed Courses.

Since Stacey is moving off of CAPP to GEC, do we need another CAPP member? We currently only have eight. Committee on Faculty Service should look at this.

Issue 23.12 High DFIW Course Follow-Up. Todd reported. Working group met on Oct 19th. The working group has been constituted, two members from each of the three Senate committees involved. The group had a productive discussion about what direction to take. The initial working group two years ago looked at high failure-to-proceed courses (in which students get a high percentage of D’s, W’s, F’s, or I’s). That group identified five high-enrollment general education courses with high DFWI percentages and then consulted with people involved with the courses. This working group made recommendations that were accepted by the 2010-2011 MFS. Some follow-up was done last year (2011-2012) by an implementation working group that itself made a few recommendations. This year, we are going to get updated data. Todd is going to meet with Yang Zhang, the new Head of the Mānoa Institutional Research Office, who has been looking at what she calls low success classes. This group is going to look at the previous two sets of recommendations. We are going to try and revisit the issue – are we talking about the usual suspects? We are going to look at the specific recommendations (about 10 total). The whole idea is that this is part of the University’s plan to increase retention and graduation rates. If we can remove barriers, we can better meet this goal.

5. Committee Reports

New 2012-13 Issues

Issue # 9.13 Governance of Interdisciplinary Programs. Todd Sammons and Katya Sherstyuk. Katya reported. Todd and Katya met last week. We decided that we should do some investigating first. We also decided that we will interview folks from existing interdisciplinary programs and look at the catalog to see how interdisciplinary programs are represented there. Katya interviewed a colleague in the interdisciplinary studies program, Andrew Mason. He said that there are different aspects to this issue – research vs. teaching. Best if run by a college. Said that key to success of the program that he was involved in is

that there was a lot of funding coming from the East West Center. When that funding dried up, the program had to move to the School of Public Health. Not a good situation as it is not interdisciplinary anymore. Katya will talk to Carolyn next about Peace Studies.

Todd is looking at the catalogue. There are only two degree-granting programs (Nutrition and Interdisciplinary Studies). Part of the catalogue does list entities under the “Interdisciplinary Program” rubric. Since we have 2 SEC guests here, Todd appealed for their input/- suggestions. Bonniejean: perhaps look at mechanisms for collaboration that could lead to a degree. Carolyn: I think the question is how do you make collaboration work on subjects that are not within a discipline and not in a single College. How does one foster that? How can you use resources efficiently? What do you do when your course is dependent on courses offered by the department (faculty is pulled out of duties in faculty’s own department)? Look at successful models in other places that UH could use. How did School of Asian and Pacific Studies get created, and how is it working? We should not focus on the problems, but on what has worked for others.

Issue #10.13: Counting Course Credits on Cross-Listed Courses. Stacey Roberts and Kate Zhou. No report.

Issue #11.13: Campus Navy ROTC. Kate Zhou and Cengiz Ertekin. Todd reported and provided a recap about a meeting with the commanders of the two existing detachments. We are basically waiting on information/data on what they are doing already and whether there is support for a new detachment.

Issue #12.13: Admissions Policy. Thao Le and Stacey Robert. Stacey reported. Thao and Stacey met with Council of Academic Advisors (CAA). CAA told us there is a College Opportunity Program for those coming in with lower GPA, 2.8-3.5 – students in this program have high success rates because of the intensive counseling offerings. Average GPA of freshmen is 3.5. Did not think raising math standards to four years of math courses required of incoming freshman would resolve this issue; the problem is more at the high school level. High schools can’t even offer three years of math courses because they don’t have the teachers to teach them.

Rather than focus on the issue of upping the GPA, there should be a program to support transfer students and to help students enter UHM with preparation in math.

The meeting adjourned at 4:00.m. Will pick up at next meeting.

The next meeting will be held as scheduled in two weeks, 2:30 – 4:00 p.m., Hawaii Hall 208, November 7, 2012.

Submitted by Thao Le.

Approved as amended on November 7, 2012.