



COMMITTEE ON ACADEMIC POLICY AND PLANNING
MEETING MINUTES

MEETING DATE: **January 22, 2014**
LOCATION: Hawaii Hall 208
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		GUESTS	TIME
CHESNEY-LIND, Meda	P	RAI, Sarita	P	STEPHENSON, Carolyn	P		
ERTEKIN, R Cengiz	P	SAFFERY, Maya	P	VALENZUELA, Hector	P		
ITO, Ken	P	SIMANU-KLUTZ, Manumaua	P	WERTHEIMER, Andrew	E		
QURESHI, Kristine	A	SORENSEN, Trevor	P	WOODRUFF, Rosemarie	E		

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER	The meeting began at 1:02PM.	
Issue #21.13	<p>Guest speaker: Ron Cambra, Assistant Vice Chancellor for Undergraduate Education, provided a general background on advising students at UHM; additional information on retention and graduation initiatives his office has implemented since 2003 or will implement in the near future; updates on different advising related issues, especially as related as to the time to graduation and on consistency in advising across colleges and disciplines.</p> <p>Cambra touched on several points listed on a handout that was provided:</p> <ul style="list-style-type: none"> Historically, Mānoa had a very decentralized approach to advising—advisors are based in the colleges and answer to different deans. This created gaps between the offices in terms of policies and implementation of policies. The Council of Academic Advisors was formed in 2003 in response to this problem of inconsistency to allow people from different schools to meet and talk. With the trend toward increased tuition costs, the atmosphere on campus has changed where assisting students to graduate on time is a top priority. Thus, initiatives developed from his office revolve around creating a campus where students are actively engaged, to form partnerships, with the outcome that students feel a relationship with the campus and a connection of stewardship. The first major initiative created in response to these goals was a degree audit system (STAR). It showed students where they stood in pursuit of their degree. It created transparency but was only a retrieval system in the beginning. 	Sub-committee will contact Cambra with any follow-up questions.



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	<ul style="list-style-type: none">• In 2008, an advising office called Mānoa Advising Center (MAC) was created where students with undeclared majors could receive academic advising. This is the most at risk group of students at UHM. The problem is that the longer undeclared students wander, the longer it takes for them to graduate. For instance, ca. 35-40% of a freshman class in any given year have undeclared majors. Motivation increases once students have a major and create a plan to fulfilling their major.• Student Success Center in Sinclair Library (started 2008) provides tutorials and tutoring to students during their 1st year on campus.• Ka'ie'ie Transfer Degree Pathways (started 2008) places UHM advisors in several community campuses to better facilitate transfer to UHM.• Mandatory undergraduate advising was implemented in 2008, for the first two years on campus. After the first two years, department faculty from their respective majors usually advises students.• Mānoa Academic Planning (MAP) launched in 2008 with the development of 4-year academic plans for all majors. Four-year plans give students a graduation road map for their 4 years. The 15-to-finish initiative doesn't specify which 15 credits you need to graduate, so this is why the 4-year academic plan is needed. The 4-yr academic plans are revised annually to make sure that courses are being offered for timely graduation. These plans are also valuable to departments because it requires them to actually look at what is in their curriculum, plus look at all the pre-requisites.• Peer Mentoring Program (started 2010)—peer mentors get 6-8 weeks of training, are given scholarships, and help answer early student questions. There are about 60 peer-mentors across UHM.• Sophomore Experience Committee was convened in 2010 to figure out what is happening in the sophomore slump. They found out that the key to avoiding or getting out of the slump is helping students find a major.• NEW Retention and Graduation Initiative 1--Exploratory Student Initiative (2014)-Helps students identify an area of interest. Currently piloting a 3-credit course for 1st semester sophomores without a declared major. Tries to identify student strengths and then help them find a major that matches their strengths and interests. Getting students to declare a major early is key given that financial aid packages are limited to 12 semesters. It is critical for students staying on track so that they can continue to receive financial assistance. For transfer students (50% of incoming classes are transfer students, half of them being from UH system and half from other colleges on the UH continent) it is critical that we assist them because the clock is already ticking in terms of financial assistance.	



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	<ul style="list-style-type: none"> NEW Retention and Graduation Initiative 2-- At Risk Initiative (2015)- implement a computer program called Grades First that allows us to communicate with students about resources available on campus. Piloting now at UHM with Student Athletic Academic Services to keep track of 500 athletes. Next pilot in MAC with undeclared majors in Fall 2014. Also being used in UH West O'ahu. NEW Retention and Graduation Initiative 3—a discussion series on undergraduates and student success on campus. Hoping to engage students, faculty & staff. <p>Other topics discussed with Cambra:</p> <ul style="list-style-type: none"> Arts & Sciences at one time was a combined advising office. It was a little slow in responding to changes, especially the use of STAR to keep student records up to date. The STAR report is critical, all dates and meetings can be referenced between advisor and student. The plan now is to divide A&S advising office into three different academic advising offices: 1) Natural Sciences with 3 advisors; 2) Social Sciences; and 3) Arts and Humanities & LLL. Moving the advisors closer to their colleges will hopefully result in advisors acting quicker and using STAR and the 4-yr plans. A director has been hired to oversee the three offices but the timeline for creating the offices and actually moving the advisors is still unknown. The location for the offices is also unclear at this point. The graduation rate has increased 1.5% every year for the past 5 years-- this has been a great success. Thus the 4-year graduation rate has improved about 6% in that time. MIRO has this retention and graduation data. We are still at ¾ of the way in terms of reaching the national average. Basic resident tuition is almost \$10K tuition, with \$20K total. Non-resident tuition doubles that. We have some of the best payback rates, but it takes them a lot of time to payback their debts. The question is are we being as efficient as possible? <p>Questions from CAPP:</p> <ul style="list-style-type: none"> Question- how do students know which of the three new offices to go to for advising? Answer-Students are told during orientation. Office of Undergraduate Education web site also has some guidelines on where to go for advising and where they are located. If undeclared, they are directed to the MAC (Manoa Advising Center). Information on mandatory advising goes out in late Sept./Early Oct. Students are told exactly where they need to go. Question-Some students have 3 advisors. Is that still the case? Answer-No, this is no longer the case. Two is possible, via Arts & Sciences professional advisors and then a major advisor 	



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	<p>(faculty member). One deals with general education requirements and another with major requirements.</p> <ul style="list-style-type: none"> • Question- With the new initiative (3 offices for A&S advising), will both kinds of advising be combined? Answer-Yes but it is still important to have student connect with a faculty advisor. Next major area to focus on for his office is working with faculty to share with them the value of advising. Faculty can have a strong role in advising. It would be good to better familiarize faculty with STAR and some of the other initiatives and programs available. 	
MINUTES	<p>The minutes of the Dec. 11, 2013 meeting were amended and accepted unanimously.</p> <p>H. Valenzuela, assigned alphabetically, served as the recorder for these minutes.</p>	Amended minutes passed with 8 votes in favor, 0 opposed.
Report by Chair	<ul style="list-style-type: none"> • Mahalo from Chair for help with presentation of the resolution to accept the proposed BEnvD program provided at the last Faculty Senate meeting. • Issue 51:12. brought to Chair's attention from Kristin Kumashiro from the College of Natural Sciences via email. She requested to meet with CAPP to update us on the data they have collected in regards to the impact of the 45 credit upper division graduation requirement on their majors. The College of Natural Sciences received approval to delay implementation of this requirement for 2 years. When the new requirement was first discussed, some of the departments (Chemistry and Biology, especially) were concerned about the impact of this requirement on our majors. Natural Science majors have a lot of intense 100 & 200 level coursework, so there was a concern about the negative impact the additional requirement of 45 credits of 300 & 400 level classes would have on their majors. The extension was granted so that they could perform an analysis of the situation and also propose some solutions. • MFS background--In 2010 the Faculty Senate accepted the motion from CAPP to require 45 upper division credits to graduate, changing the language from "non-introductory" to "upper division". On 2011, a request to reduce the requirement from 45 to 35 by College of Natural Sciences was received, but this request was later withdrawn. • As part of the extension the College of NS was supposed to be collecting data. The two-year extension is now up so we should ask them to see this data. 	Chair Saffery will follow-up with the School of Natural Sciences and ask them to send CAPP in writing the data they have collected and specifically what they need from CAPP before we decided whether or not to invite them to a future meeting.
Issue 10:14	<ul style="list-style-type: none"> • As requested, Krystyna Aune's office collected data from our peer and benchmark institutions on their policies for counting transfer credits from junior colleges as well as the impact of our current policy on students. This data was forwarded to the CAPP sub-committee in charge of this issue to review. • In their review they discovered that over the last decade this requirement affected only about 100 students/yr or 1% of 	



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	<p>student body was impacted since 2000. The survey of peer and benchmark institutions showed that only 1 other campus allows 75 credits, six allow only 60 credits. Other campuses allow a transfer of 64-67 credits but rarely 70.</p> <ul style="list-style-type: none"> • A question was raised as to why this policy exists in the first place, and it was indicated that this is a historical policy that provides privilege to within-system students who take courses that are articulated with UHM. • It was clarified that this only relates to junior college transfer students and does not include other universities in Hawai'i. • The recommendation was made by the sub-committee to maintain the status quo with respect to this policy, that is, maintaining a limit of 60-credits allowed to count towards the 120 credits needed to graduate for out-of-system students transferring from a junior college, with no limit for within UH-system transfer students. This recommendation is based on a) the peer-benchmark data and b) the relative low number of students that are affected by this policy. 	<p>Sub-committee to write up their recommendation and explain their rationale referencing the data collected by Krystyna Aune so CAPP can review and vote on it.</p>
Issue #15.14	<ul style="list-style-type: none"> • Discussion on the program proposal for a BS in Astrophysics and BA in Astronomy. • It was decided at the last CAPP meeting that a list of questions be developed and sent to the proposal authors to respond to in writing. Once we receive a response, CAPP can decide to invite the authors to a future meeting if needed. • It was asked about the deadline for CAPP to complete our review of this program proposal and whether CAPP needs to request for an extension from the SEC and/or VCAA. • Cengiz is taking over as lead on this issue. He prepared a draft list of questions and sent it to CAPP for review. Here is a summary of the discussion around this list: <ul style="list-style-type: none"> ○ The proposal should clarify FTE numbers needed and their functions (pg. 18) because the committee noticed inconsistencies in the current proposal. It was noted that we should reference where the inconsistency is found. It was suggested that questions 5 and 11 be combined to clarify what faculty resources would be needed and what functions these faculty and staff members will fulfill. ○ The proposal mentions 'assessment measures' but does not specify what these measures actually are (pg. 23-24). ○ It was noted by a committee member that these are two good degrees that are not offered by a lot of institutions. The degree in Astrophysics would be good for the state with employment implications, but the proposal itself needs to be improved. ○ Question 9--It was noted that there are inconsistencies in the estimated enrollment numbers for the BS and BA. We need to see total enrollment numbers expected per year. The 	<p>Chair Saffery to follow up with VCAA on deadline extension.</p> <p>Cengiz to make following changes to questions and then send to Chair Saffery to review before he sends to authors by the end of the week:</p> <ul style="list-style-type: none"> • Combine questions 5 & 11 and make more broad to ask what new faculty and staff FTE are needed and what will be their functions because we noticed some inconsistencies in the proposal. • Add a question asking for clarification on the kinds of assessment measures they will use. • Revise question 9



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	proposal gives numbers from different categories, but we would like to have a total number. It was also noted that the enrollment numbers they do provide are very small. Small programs are always financially troublesome for the university because of budget deficits. The authors need to justify the existence of a relatively modest program a make a stronger case.	about enrollment numbers asking for total enrollment number projections per year AND asking them to strengthen their case for these degrees in spite of small enrollment numbers. <ul style="list-style-type: none">• Add a note at the end of the list of questions requesting that these questions be answered by submitting a revised proposal to CAPP with all changes and new sections highlighted within in order to expedite the process.• CAPP will give authors a deadline of Feb. 5th to submit the revised proposal and answer the questions so that CAPP can review their response prior to our next meeting on Feb. 12th.
Additional Issues	<ul style="list-style-type: none">• A Kualī Curriculum meeting is coming up on Feb. 3rd with Chair Saffery attending.• Chair Saffery will ask Andrew to join the sub-committee in charge of looking at Issue 9.13 Interdisciplinary Programs.• We will get an update on the rest of the issues that were on the agenda at the next CAPP meeting.	
ADJOURNMENT	The meeting was adjourned at 2:54PM.	Next meeting: Feb. 12, 2014 at 1:00 in HH 208.

Respectfully submitted by Hector Valenzuela.

Approved on 2/12/14 with 6 votes in favor of approval, 2 abstentions, and 0 against.