

FACULTY SENATE MEETING #553

November 20, 2014

12:45 P.M. in BAB 114

Present: *Wai Mok, Charles Hickman, Jack Schnell, Tim Landry, Xiaotong Li, Jill Johnson, Joe Conway, Joe Taylor, Linda Maier, John Kvach, Carolyn Sanders, Deborah Heikes, Eric Seemann, Anne Marie Choup, Kyle Knight, R. Michael Banish, Richard Fork, Kader Frendi, Babak Shotorban, Ellise Adams, Azita Amiri, Marlena Primeau, Monica Beck, Luciano Matzkin, Debra Moriarity, Letha Etzkorn, Mark Pekker, Lingze Duan, Seyed Sadeghi*

Absent with proxy: *Eric Fong, Nick Jones, Junpeng Guo, James Swain, Ken Zuo, Kristen Herrin, Cheryl Emich, Lenora Smith, Peter Slater*

Absent without proxy: *Derrick Smith, Ying-Cheng Lin, B. Earl Wells, Mark Lin, Larry Carey, Udaysankar Nair, Carmen Scholz, Jeff Weimer, Nikolai Pogorelov*

Guests: *Provost Christine Curtis*

➤ Faculty Senate President Wai Mok called the meeting to order at 12:48 pm.

➤ Kader Frendi **motions to suspend the rules**. Michael Banish seconds.

➤ Administration Reports

❖ President Altenkirch is on a recruiting trip.

❖ Provost Curtis

Recruiting

We've been to Louisville, Knoxville, Jackson, MS and the north shore of Louisiana, as well as Baton Rouge. Also been to Houston. Our admissions counselors are working hard with guidance counselors. Every guidance counselor in the state has been invited to a counselor event. They then meet with them in the schools, and then they meet with the students. Doing the same thing in other states. We are finding that students who come are interested in our university, particularly our size, programs that we offer, and our environment. The numbers aren't great but we hope they will grow next year when we go back.

We are hitting cities that students can get here by interstate. We are looking for a particular type of student. I showed this information to the Leadership workshop back in August. It includes the set that the committee came up with as well as Suzanne's set. We've looked at 50 institutions and the data doesn't vary much. The data selected by the faculty committee is representative. The Educational Advisory Board is part of the Student Success Collaborative. We are working with advisors and the leadership group. We are getting all the data that we have for the last 10 years into the system. The next leadership workshop will be in January. I will share that information with you, too.

What do we need to focus on? What is the message? We are reading "Completing College: Rethinking Institutional Actions" by Vincent Tinto in the Deans Council. Dean Wilkerson is

leading the discussion. The main thesis is that the one place we touch all of these students [first-time full-time freshmen, transfer students, and part-time students (the 3 main types of students)] and truly impact academic success is in the classroom. Many of us have done things peripheral to classroom to help students succeed, and we need to continue doing those things, but we need to focus on the classroom. That's where we provide academic support. Raise our expectations—have high expectations. Give them frequent feedback and assess what they do. Get them involved. Engage them with their classmates and with their instructor.

“Expanding Horizons: Focus on Student Success”

The strategic plan states that we need to grow our student population to 10,000 by 2020.

Number of reasons to do so:

1. Ensure all disciplines have a competitive number of students.
2. Make campus very vital and rich with bright students.
3. It's fiscal.

The competition is unbelievable. Alabama this year had over 6,500 freshmen—so they're up by several hundred. South Carolina had 5,000 freshmen in 2013, and 6,700 this year. We can't raise tuition in this economy, so what do we do? We get more students.

High school diplomas are flat, no matter what state you're in. Associate's Degree awarded by state is flat, except it's rising in Florida.

The big challenge is to keep the students we get. Admissions counselors are very enthusiastic and adequate. They paint a realistic picture in a very positive light.

Undergraduate Profile

57% male, 43% female. That's different than the national trends.

21% live on campus.

Average high school GPA for freshmen is 3.94.

Aspirants

The committee came up with near-term peer aspirants and long-term peer aspirants.

Near Term Peer Aspirants:

Clemson, University of Massachusetts, Colorado State University, University of New Mexico, University of Tennessee, University of California Santa Barbara.

Long Term Peer Aspirants:

Georgia Tech, University of Maryland, Texas A&M, Virginia Tech, NC State, Purdue, University of Utah

Strategies for Increasing Undergraduate Enrollment

- Block Tuition will happen in 2016. It's getting there now.
- Scholarship matrix, which is so good for the good student, and parents are looking for this.
- We increased Nursing capacity
- We made the Honors College an actual college
- We have a number of new programs over the last several years
 - Aerospace has a major. There are students who come here using the academic common market where they pay in-state tuition because their state doesn't have Aerospace.
 - We are building the College of Education.
 - The proposal for the Theater major was passed by the Board this last time.

- We are taking some additional Bachelors degrees to the Board—Early Childhood and Early Childhood Special Education—to go with our UAH RISE School.
- A Writing degree is in the process of being proposed.
- Vice President of Student Affairs has experience in enrollment management and she will be here December 1.

Strategies for Graduate Enrollment

- We had an increase in enrollment this year, so it has been successful.
- New programs
 - Business (Fall 2015)
 - Education, Masters
 - Space Science, Masters and Ph.D.
- Proposed Program for Masters in Teaching for Education
- David Berkowitz has been on the road most of this Fall, in-state and out of state.

ACT and SAT scores

We are primarily ACT. How do we stack up? There are institutions lower than us. We are on the higher end. We are competitive with our near-term aspirants.

We have your college scores. They vary by college. They're good. They are the scores for first-time full-time freshmen. We are working on a study for transfer students, and we will talk about that in the spring.

Student-Faculty Ratio

We are at 16. We are competitive with our peer institutions.

Retention

We went down from last year. All but one of our peers is above us.

U.S. News and World Report says we should be retaining more. This is Year-1 to Year-2.

Current strategies for retention

Students who participate typically get a letter grade higher in their course. We need to figure out a way to change this in classrooms and to encourage more participation. There is a stronger student life now than there was a few years ago. Now we have a Vice President of Student Affairs. FYE will be in the colleges as of 2015. There will still be a core curriculum throughout. The rest of it can be more focused around skills and fundamentals needed in the college. We also have to consider that students jump colleges. So there does need to be some broadness.

- Jill Johnson: Where will students who are undecided be?
- Provost Curtis: We will find a place for them. We are thinking about having certain sections for them.

Graduation Rates

We went down from 48% in 2013 to 46% in 2014. *U.S. News and World Report* says we should be at 63%. I have seen the national average at 57 or 58%.

I recommend that everyone read Tinto. Tinto says that if we bring students in, we have a moral obligation to help them succeed. We need to give students feedback. They haven't built a mechanism for self-assessment. Maybe that's something we need to be teaching them in FYE.

Out of contacts and open houses and orientations, we get 8 applicants, out of which we get 6 admits, then 2 new freshmen, but only 1 graduate. If we don't keep those that we have, we will never make it to the 10,000 we need.

The QEP Committee is contemplating student retention and student success as our QEP. Keep their expectations high and support them through academic support. Provide frequent assessment and feedback and get the students involved. This is our responsibility. We need to work on this together. Everyone's ideas are valuable. This doesn't just take one person or a small group.

- Joe Conway: Have there been any thoughts about why the male to female ratio is so skewed? Female enrollment is generally higher.
- Provost Curtis: The other thing is females tend to be more successful as students. I'm guessing it's because of our Engineering, whose enrollment tends to be male, which is also true of the Sciences. Nationwide, Liberal Arts tends to be dropping and that's where enrollment is female. We are building Education and Nursing, which is dominantly female, so that might help. By and large the majority are saying it's Engineering—not Biology or Chemistry.
- Kader Frendi: For the graduation rates, our location is part of the equation because our students work. They claim to be full-time but they work 30 hours. When a student in my class fails, I bring them in and ask why and they say because they're working 60-hour weeks. How do you make them succeed with that?
- Provost Curtis: That's what we need to figure out. We need to find out how to reach them.
- Letha Etzkorn: Most of our senior students were accidentally given an alumni survey and we found out that over 70% of them were over half-time employees.
- Provost Curtis: That's something, particularly in the fields where there is employment available, that we have to figure out. It's separate from what the Student Success Collaborative is going to look at. There are key things we will have to work on.
- Kader Frendi: But the problem is that it is affecting our graduation rate.
- Provost Curtis: If they're first-time, full-time freshmen then it will.
- Charles Hickman: Do you have ACT and SAT scores broken down by discipline?
- Provost Curtis: No, but I'm sure I can get it.
- Carolyn Sanders: How much influence does our Board of Trustees have? I've heard for years that Alabama is the Liberal Arts school, UAB is the medical school, and we are the Engineering school. So how much sway do they hold over that?
- Provost Curtis: I have submitted about 4 to 5 Education proposals and 2 Science proposals, and now Bryant is backing this Nursing scholarship, so I feel like they are fully supportive. The Chancellor has been; he pushes us too.
- Eric Seemann: In terms of recruiting, do we participate in the academic common market?
- Provost Curtis: Yes.
- Jill Johnson: What is the retention rate on our transfer students?

- Provost Curtis: We don't have that data yet. We are working on it. Almost all of the students at orientation today were transfer students.
- Approval of Faculty Senate Meeting #552 minutes.
Deborah Heikes **motions** to approve Faculty Senate Meeting 552 minutes. Kader Frendi seconds.
Ayes carry the motion
*Motion to approve Faculty Senate Meeting #552 minutes **passes***
- Acceptance of the October 23, 2014 Faculty Senate Executive Committee Report.
- Signage Committee, Deborah Heikes
Deborah Heikes updated the Senate on the Signage Committee's progress. She showed examples of the inside-building signs. Deb Moriarity asked if they are going to put signs inside of the buildings that will point students in the right direction to get to rooms. Deborah Heikes responded that they will, and that they might even be re-numbering the rooms.
- Climate Survey
Wai Mok: I'm in the process of finding people to sit on the Ad-Hoc Committee. Currently the committee members are Delores Smith, Suzanna Simpson, and Mike Banish, as Chair of the Personnel Committee. I contacted several other people who declined or didn't get back to me.
 - Kader Frendi: Do you want representatives from all colleges? That way questions will be distributed.
 - Wai Mok: I'm just worried about getting enough people right now.
- Bill 378
We are going to have a private discussion with the Provost before we continue with this.
- Additional Business

IRF Committee

I've had 2 people come forward to sit on this committee. I cannot disclose their names because they are supposed to be anonymous. One will sit on the IRF Committee and one will sit on the New Faculty Research Program. These 2 and the IIDR are the 3 major internal grant programs.

IIDR
I advise you to write to a layman who wouldn't understand your proposal, but put in some technical details. IIDR hasn't asked me for any names, yet.

I talked with Ray Vaughn and he said as long as he is VPR, we will have one representative from this body sit on the review board.

- Kader Frendi: It would be very useful to give feedback to the people who were turned down. That way they know why they were turned down.
- Wai Mok: I will pass that along to the member on the review committee.

The New Faculty Research was cancelled before by Dean Smith. We wrote a bill and he turned that down, but Ray Vaughn resurrected this.

Deb Moriarity: Please go back and remind your departments that if they have any course changes or department forms that they want to appear in the new catalogue that those need to go in very soon.

- Jill Johnson: Isn't the point of having an electronic catalogue that we can add things as they needed to be added?
- Deb Moriarity: This is a new format and software. But that's a very good question because I was under that impression; however, this is a legal document so we can't change too many things without this.
- Jill Johnson: The new software is better, right?
- Deb Moriarity: I believe so.

Faculty Senate Meeting #553 adjourned
November 20, 2014, 1:53 P.M.



Expanding Horizons



**Focus on
Student
Success**

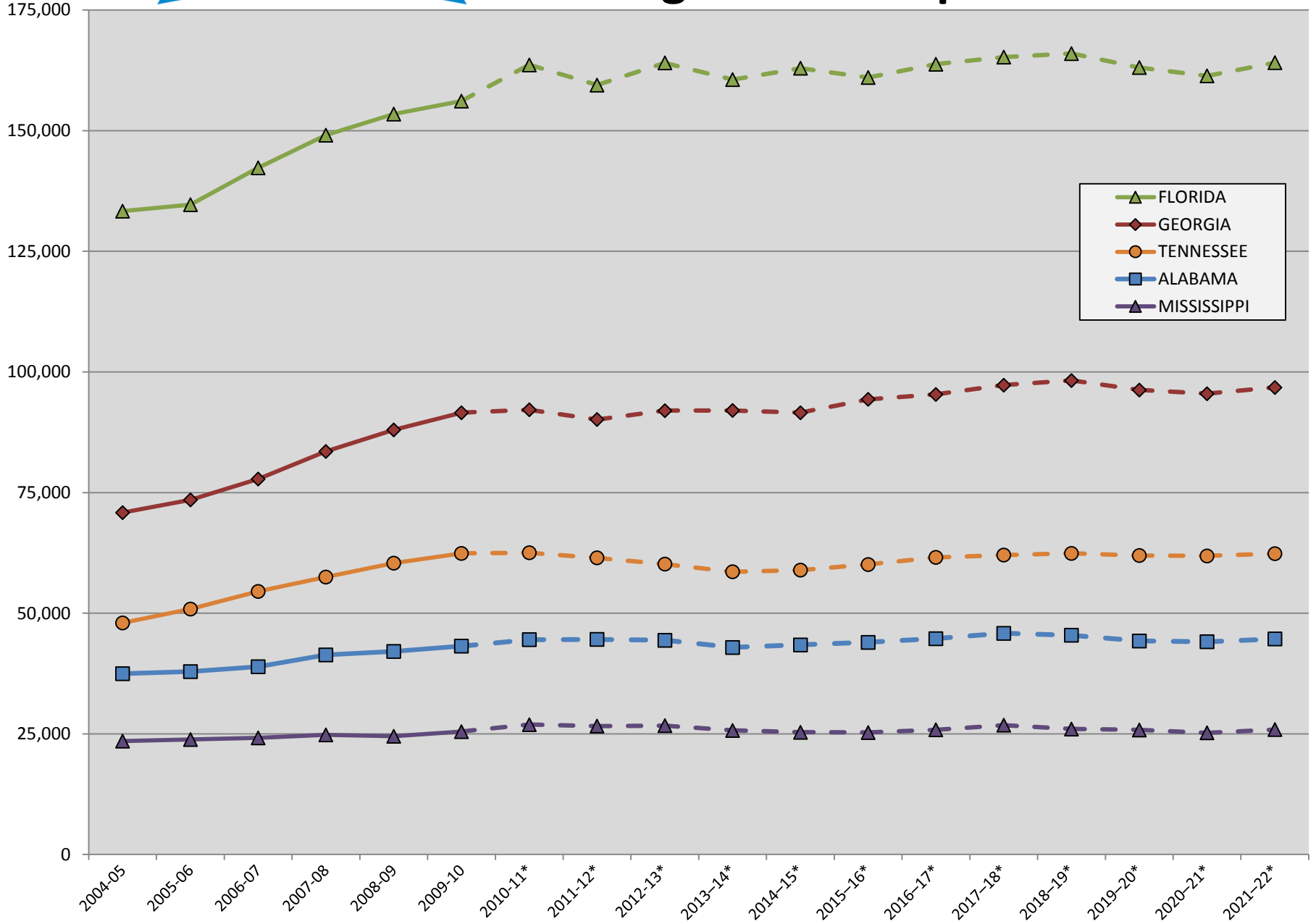
Explore. Discover. Create.

Context for Discussion

- Grow to 10,000 by 2020, with enhanced diversity and quality of students
- UAH and its student body are different than 10 years ago
- Increased competition for transfers and first-time freshmen, and the number of H.S. graduates is flat-to-shrinking

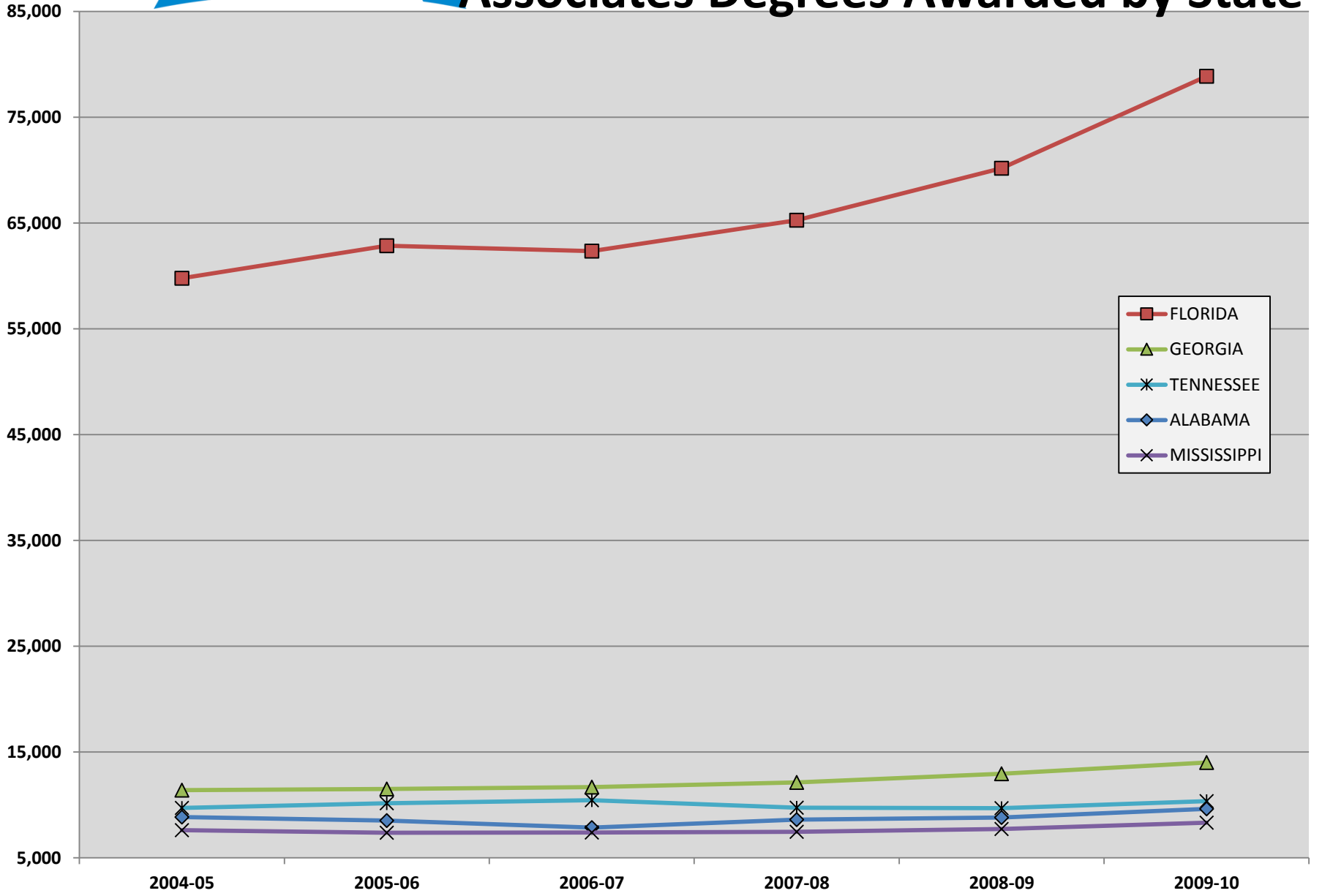


High School Diplomas





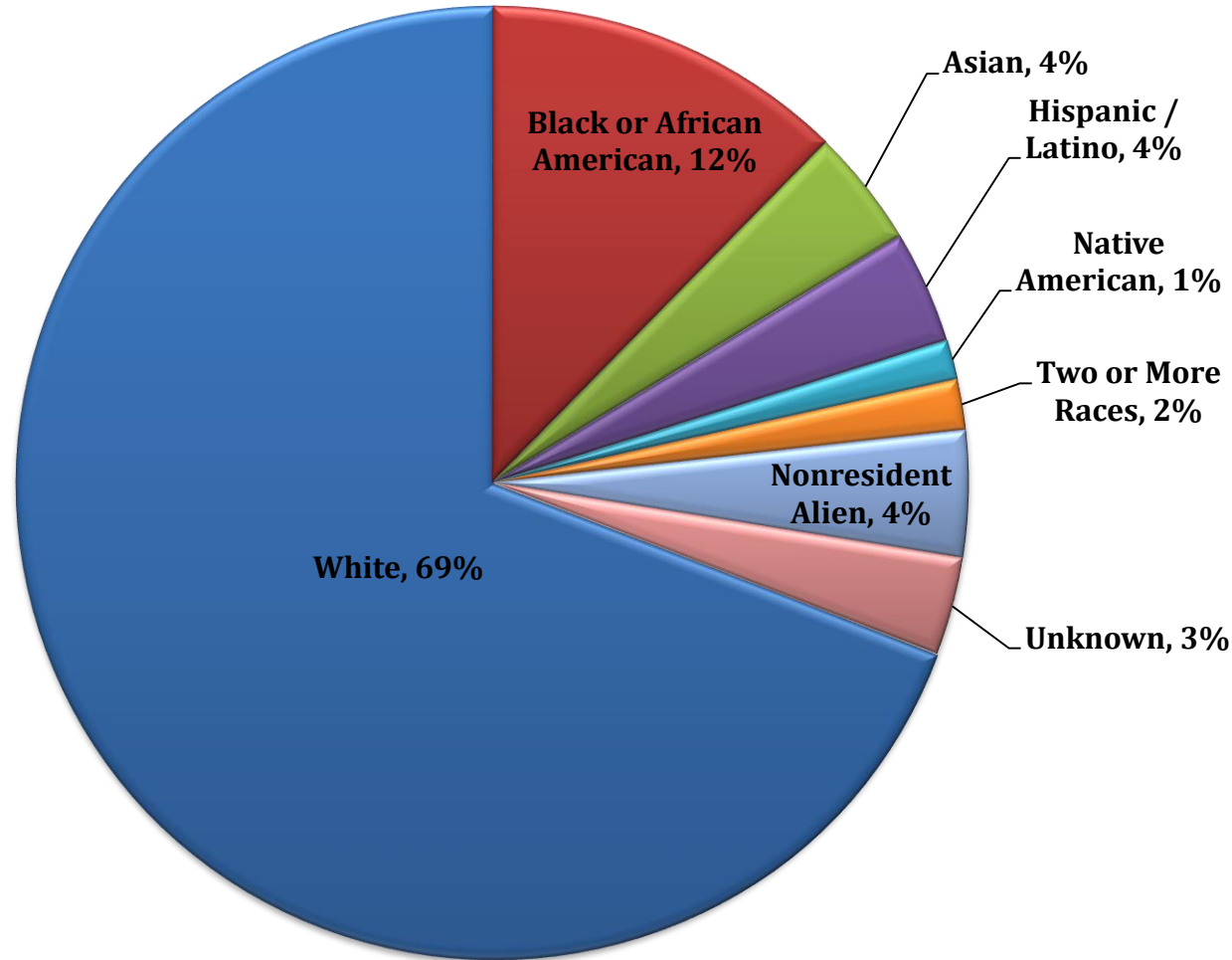
Associates Degrees Awarded by State



Context for Discussion

- Grow to 10,000 by 2020, with enhanced diversity and quality of students
- UAH and its student body are different than 10 years ago
- Increased competition for transfers and first-time freshmen, and the number of H.S. graduates is flat-to-shrinking
- **Finding new students is challenging so we need to keep the ones we get.**

Fall 2014 Undergraduate Profile



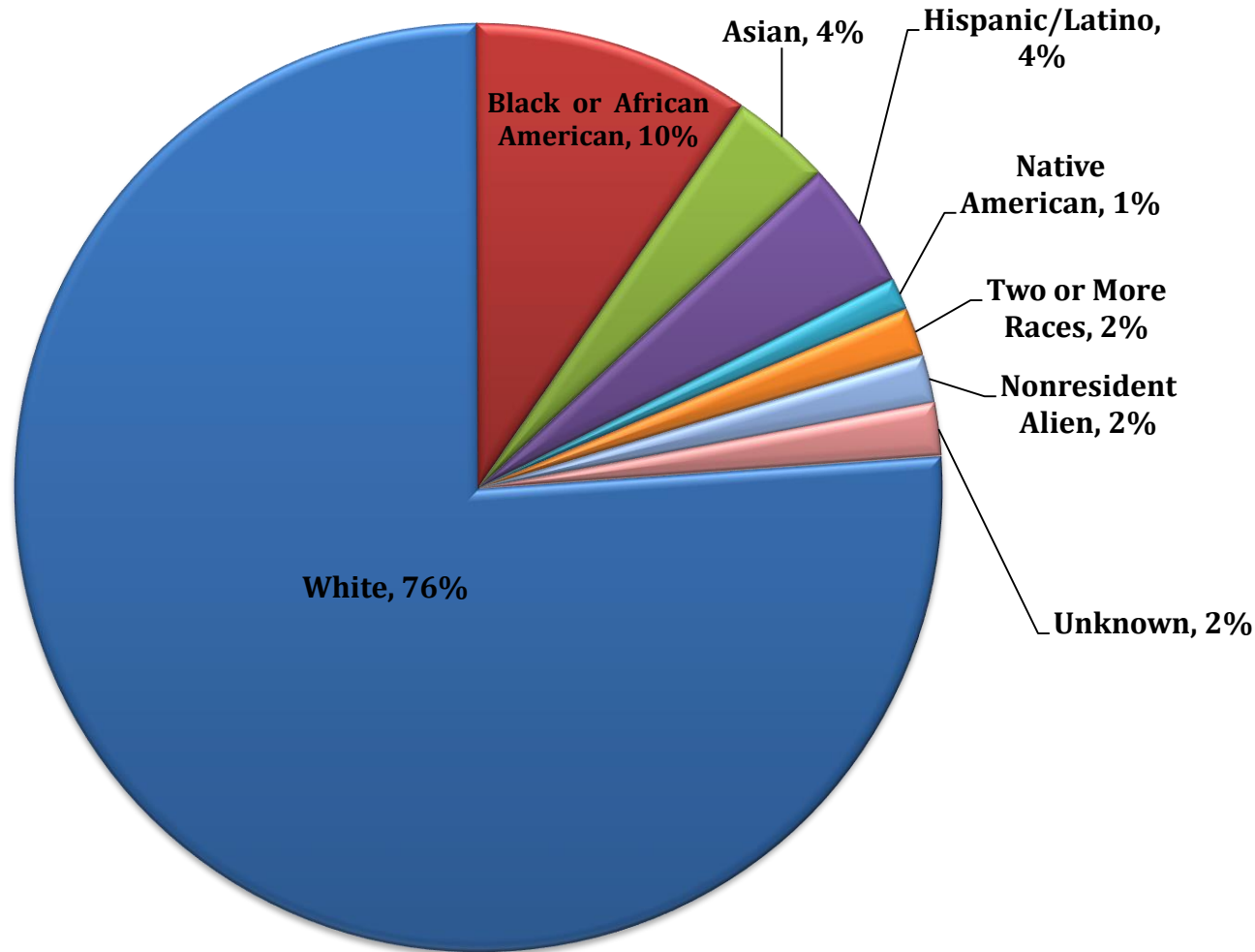
Gender
Male 57%
Female 43%

Average Age: 23

21% live On-Campus

10% from Out of State

Fall 2014 Freshman Cohort Profile



Gender
Male 61%
Female 39%

Average HS GPA: 3.69

58% live On-Campus

19% from Out of State



How UAH Compares to Peer, Near-Term Aspirant, and Long-Term Aspirant Institutions

Enrollment, Student-Faculty Ratio,
Retention, and Graduation Rates
Fall 2009 to Fall 2014

Peers as selected by UAH Committee
Office of Institutional Research



UAH Peer Institutions

as selected by UAH Committee



George Mason

Portland State



Texas Tech



U of Texas at Dallas



U of Central Florida



U of Delaware



**U of Maryland –
Baltimore County**



Georgia State



Michigan Tech



New Jersey Tech



Old Dominion



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

UAH Near-Term Aspirant Institutions

as selected by UAH Committee



Clemson

UC Santa Barbara



Colorado State

U of Massachusetts



U of Tennessee

U of New Mexico





UAH Long-Term Aspirant Institutions

as selected by UAH Committee



Georgia Tech



NC State



Purdue

Texas A&M



U of Maryland



U of Utah



Virginia Tech





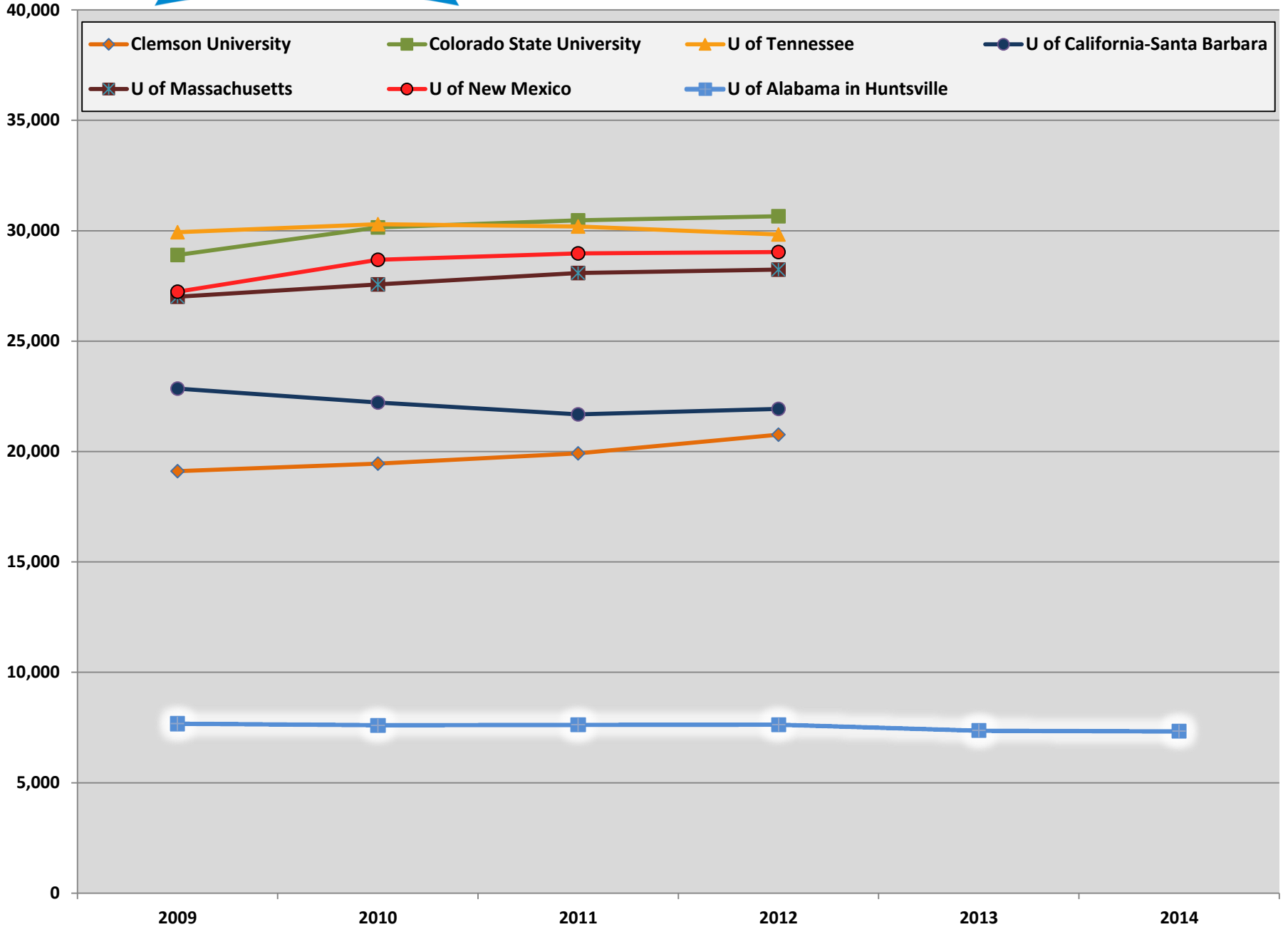
Enrollment

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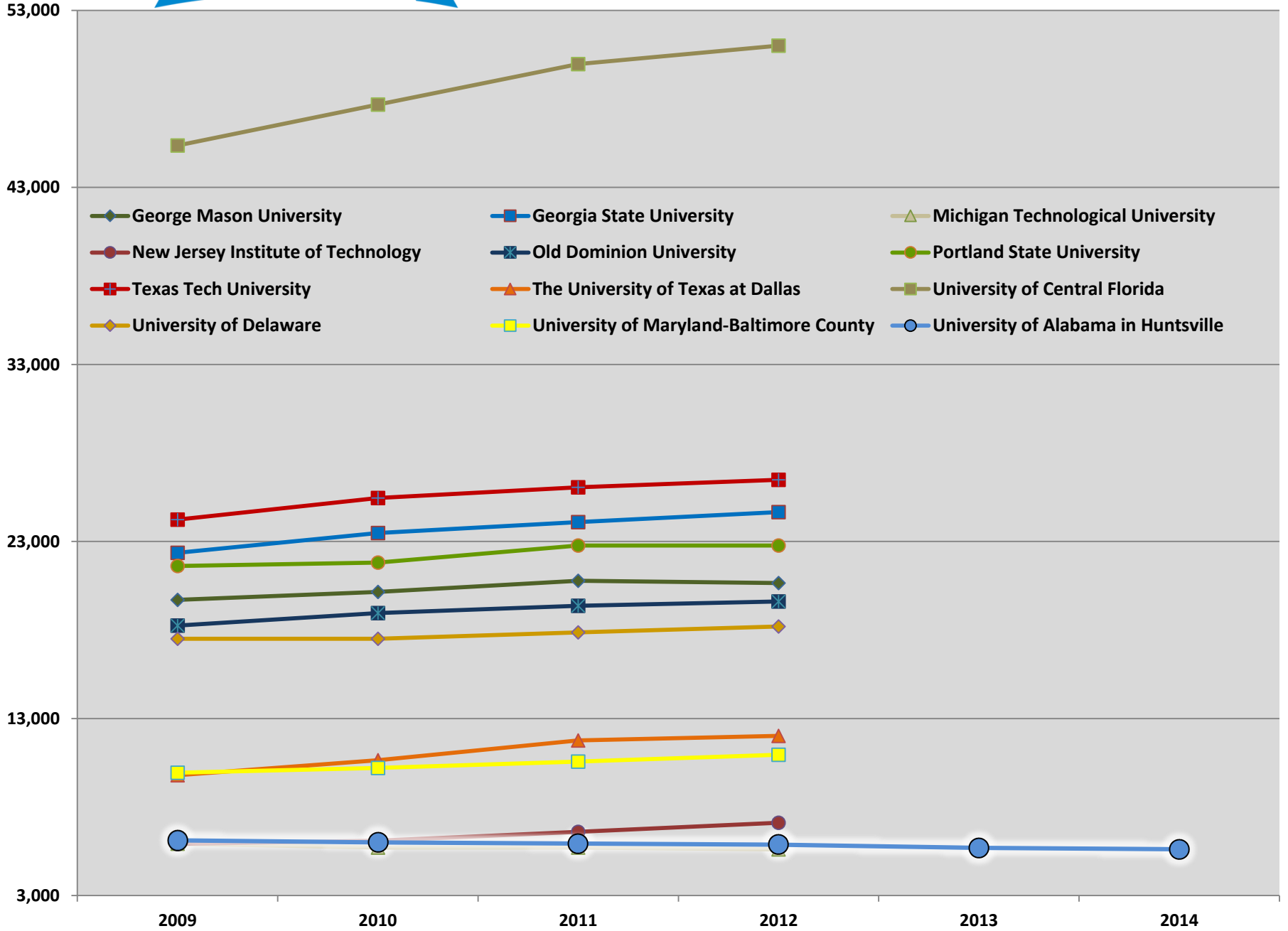


Total Enrollment – Near-Term Aspirants



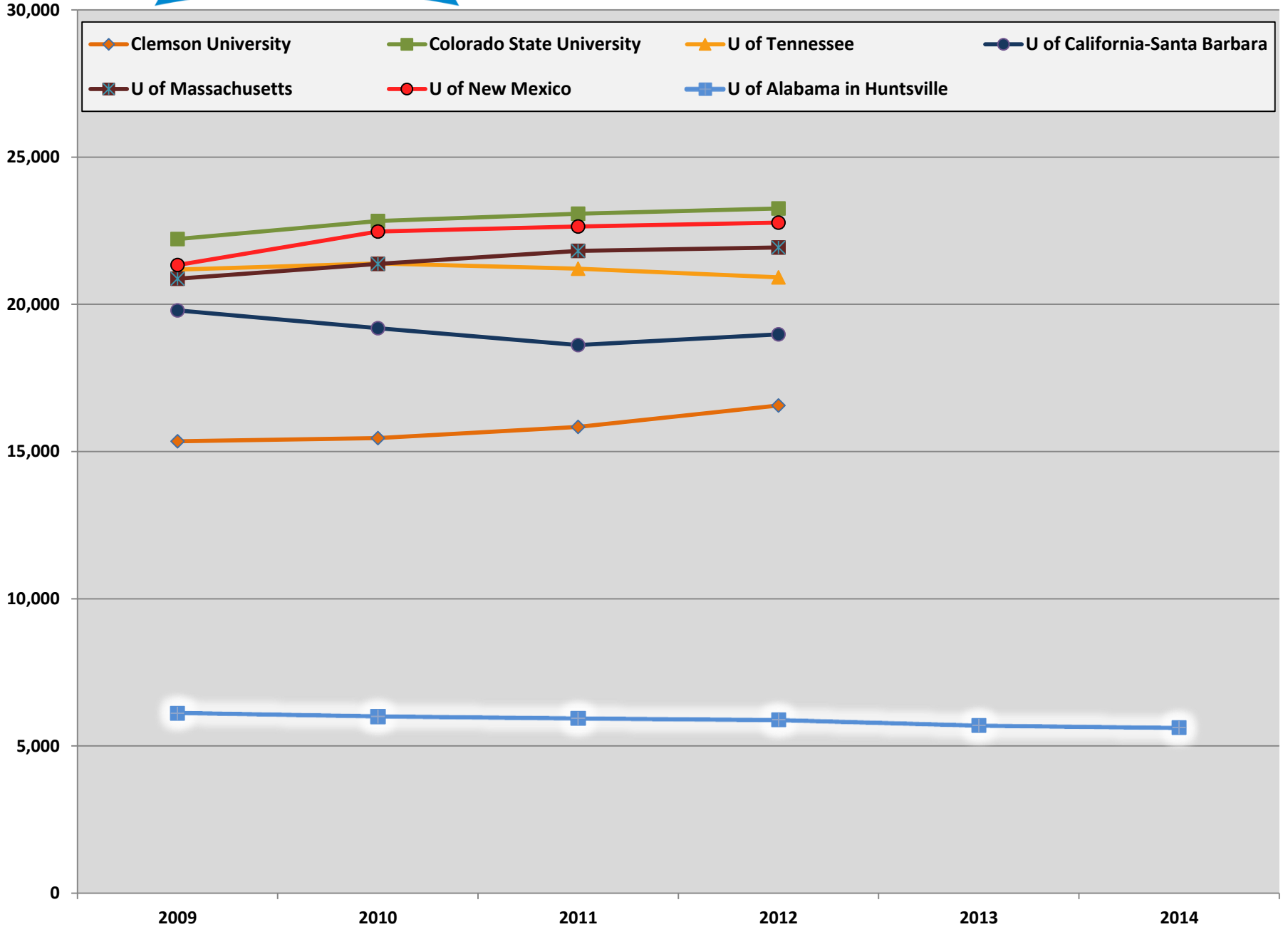


Total Undergraduate Enrollment - Peers



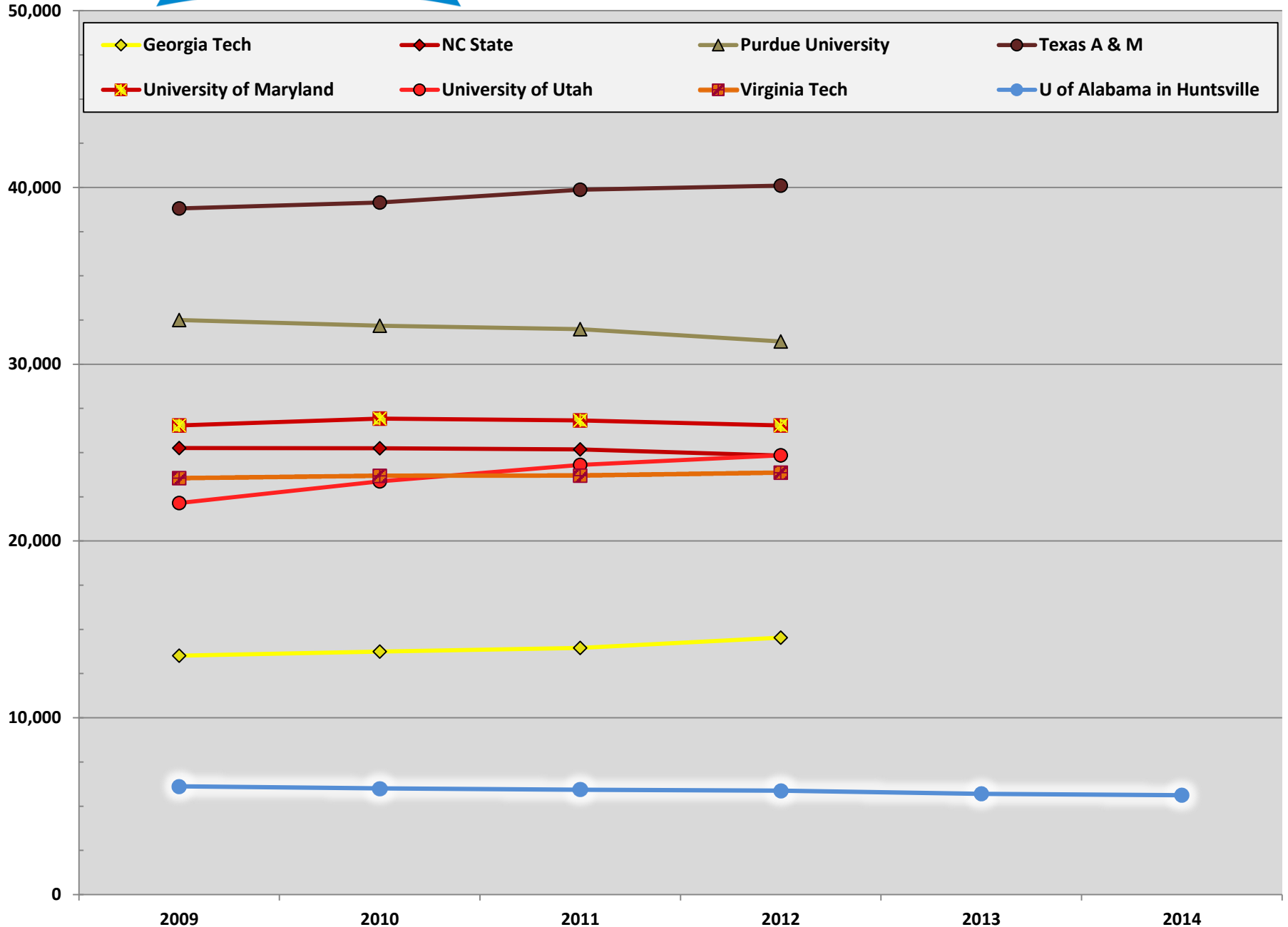


Total UG Enrollment - Near-Term Aspirants





Total UG Enrollment – Long-Term Aspirants

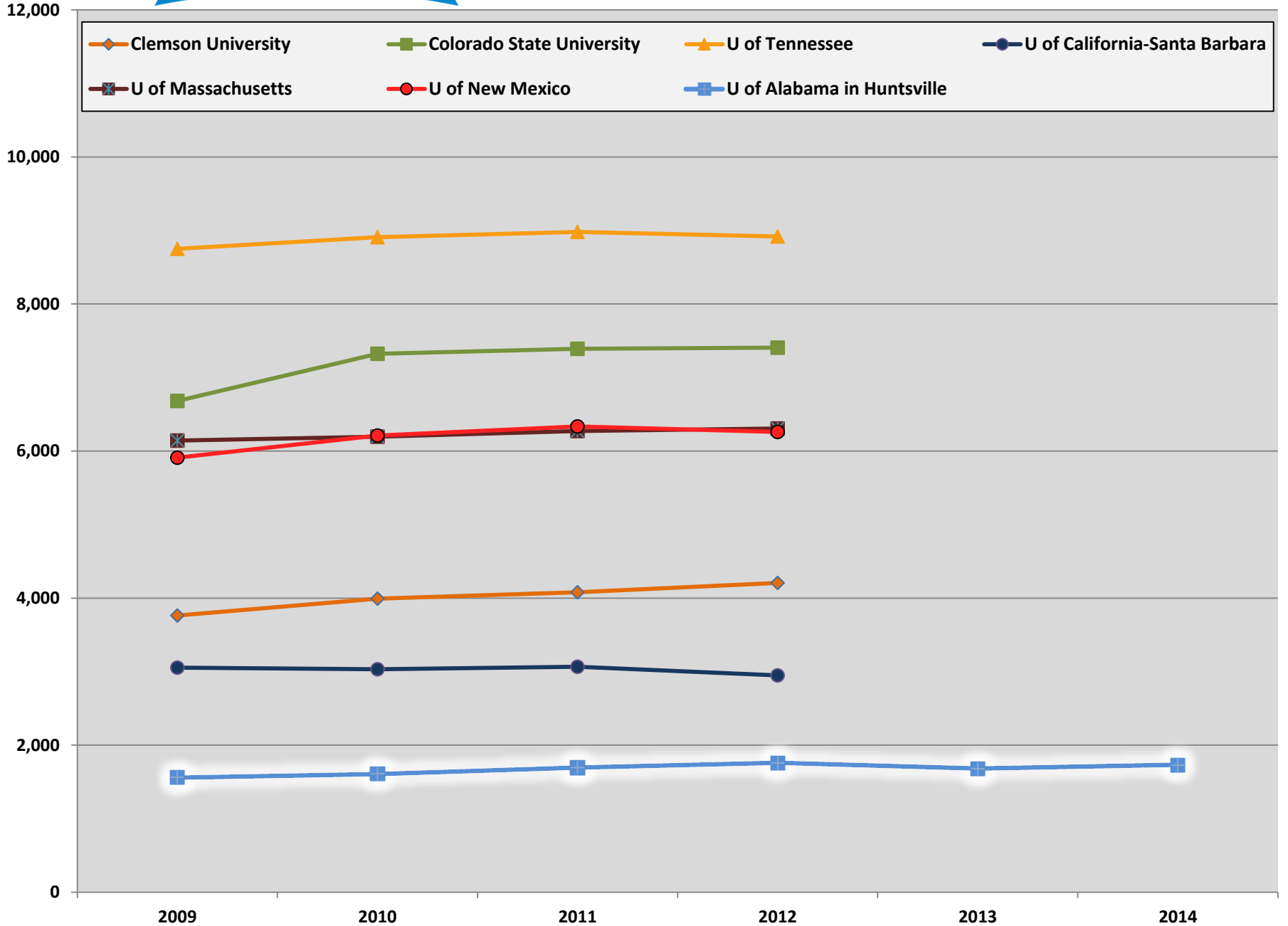


Strategies for Increasing Undergraduate Enrollment

- Block tuition
- Scholarship matrix
- Enlarged Nursing capacity with new building
- Honors College
- New programs and majors (some in approval process)
 - Aerospace Engineering
 - Gaming
 - Secondary Education
 - Kinesiology: Exercise Science and Physical Education
 - Theatre
 - Early Childhood/ Early Childhood Special Education
 - Writing
- New admissions programming and messaging
- Vice President for Student Affairs
- Joined Student Success Collaborative
- Good customer service by faculty and staff
- Intensive recruiting in Alabama and out-of-state



Total Grad Enrollment – Near-Term Aspirants





Strategies for Graduate Enrollment Growth

- New programs
 - Business
 - Education
 - Space Science
- Proposed programs in
 - Education
- Enhanced recruiting for graduate students
- Growing our master's and doctoral programs
- Good customer service by faculty and staff



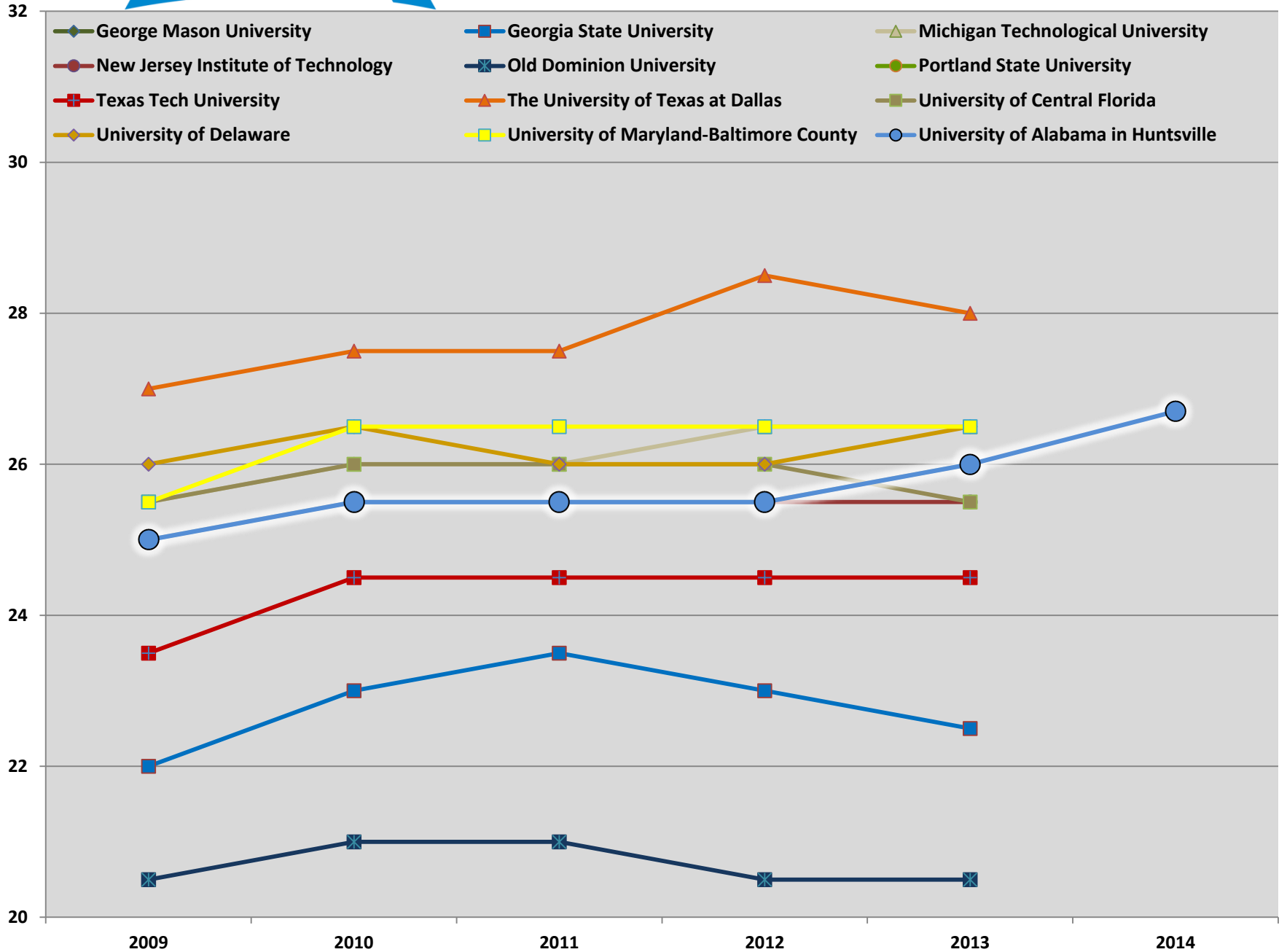
Test Scores: ACT and SAT

Source:

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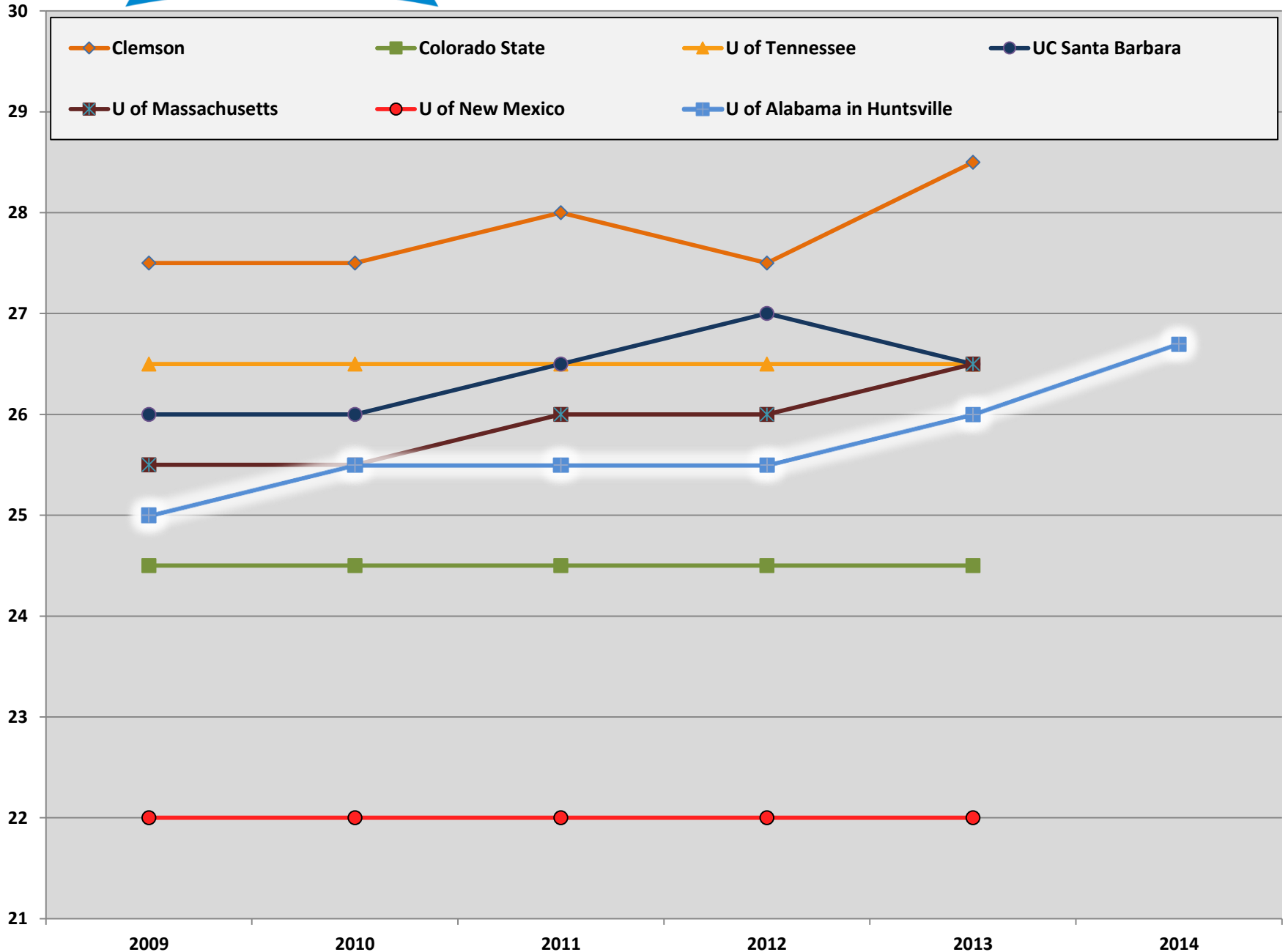


ACT Scores - Peers



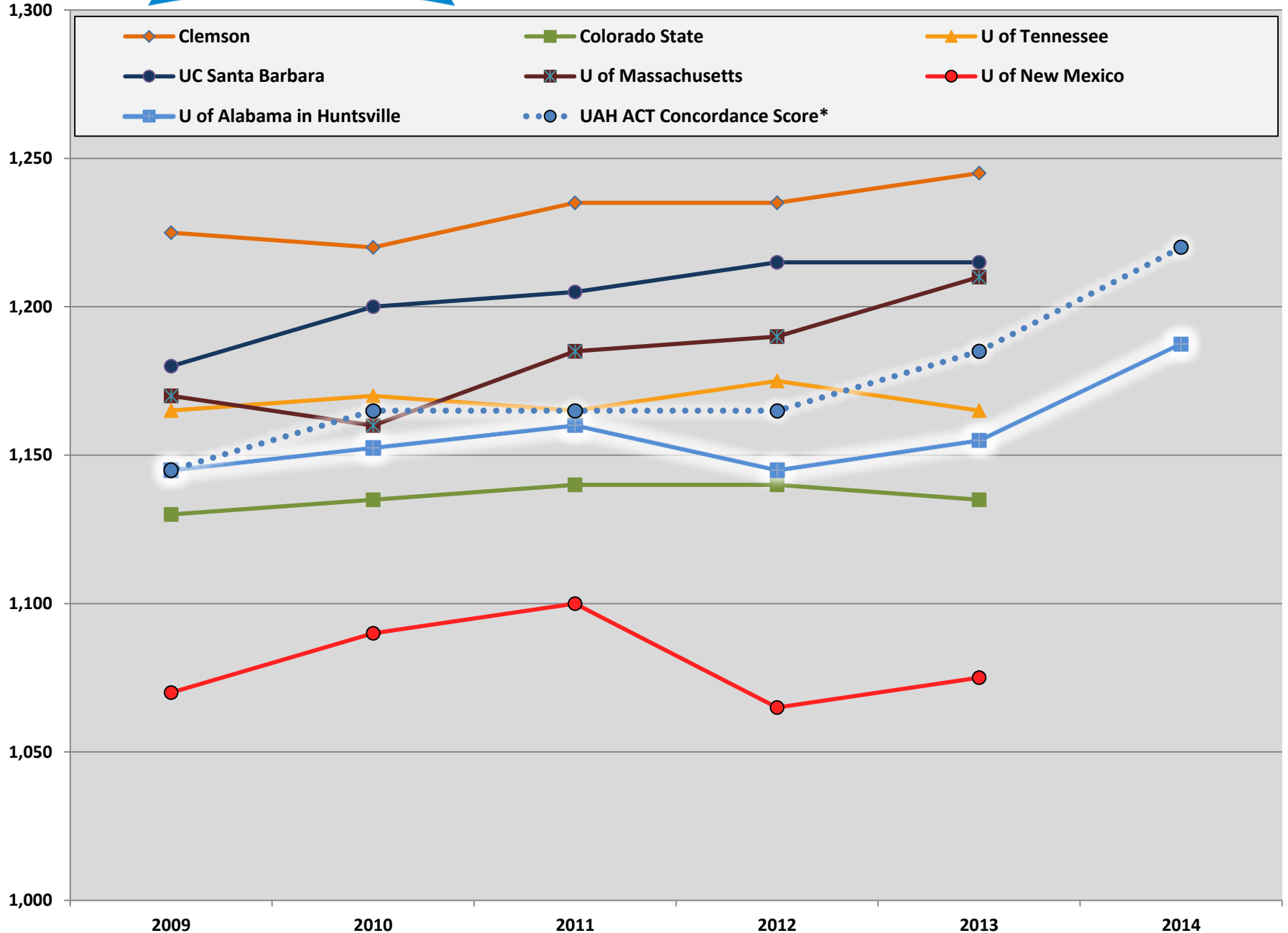


ACT Scores – Near-Term Aspirants



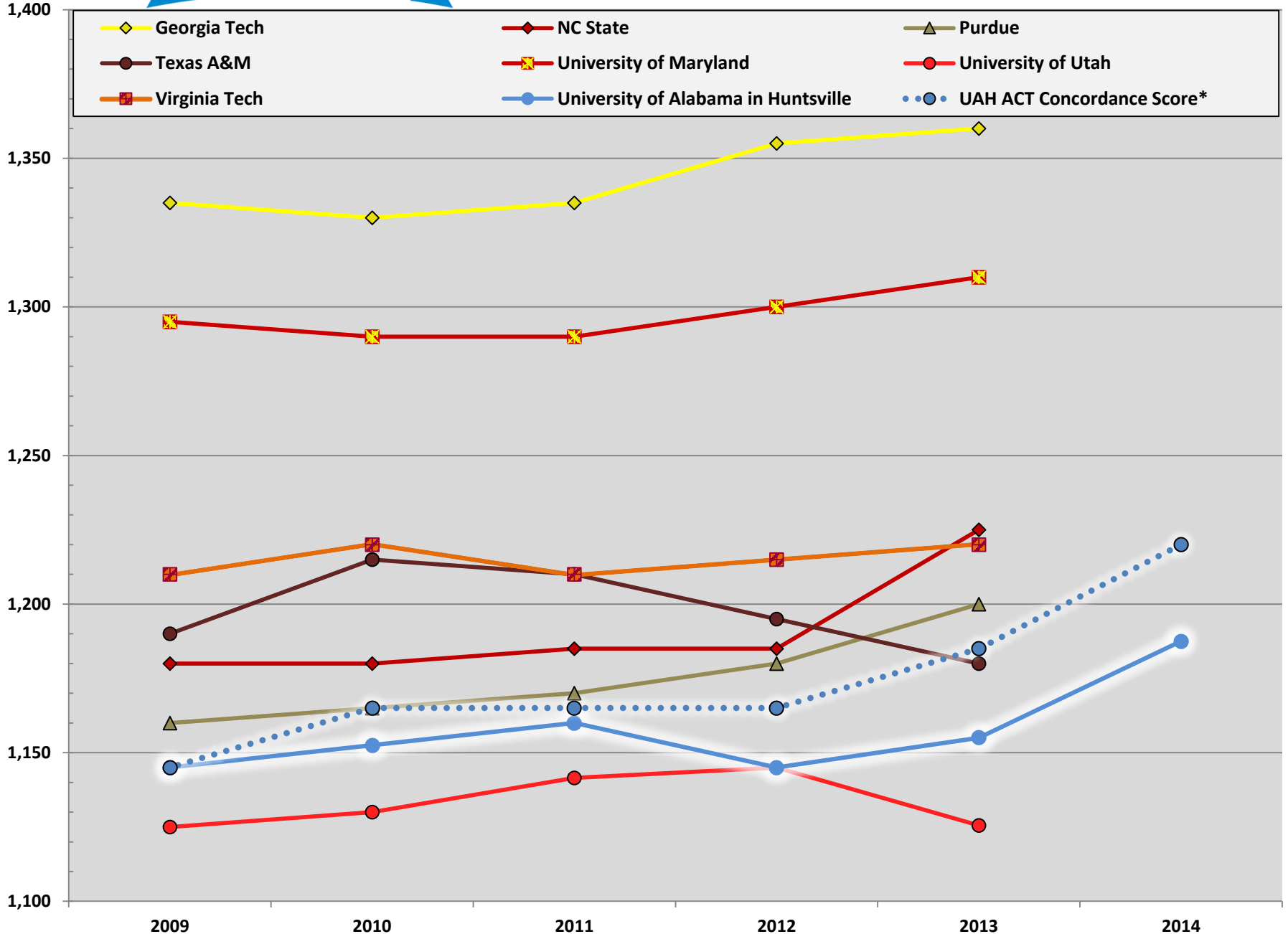


SAT Scores – Near-Term Aspirants





SAT Scores – Long-Term Aspirants





UAH students are competitive.

Cohort	College	Students	ACT English	ACT Math	ACT Reading	ACT Science	ACT Composite	SAT Verbal	SAT Math	SAT Total
2010	BA	45	24.2	22.3	23.9	23.4	23.4	549.2	543.3	1089.2
2010	EG	244	27.5	27.1	27.6	27.1	27.3	586.5	622.4	1200.8
2010	GC	62	22.9	21.4	23.0	22.9	22.5	513.3	518.3	1031.7
2010	LA	69	24.6	21.8	24.8	23.0	23.6	549.1	502.7	1073.3
2010	NU	51	23.4	21.0	23.5	22.0	22.5	502.9	477.1	980.0
2010	SC	129	27.0	25.0	27.1	26.1	26.3	613.0	606.0	1219.0
		600	26.0	24.6	26.1	25.3	25.5	570.4	576.1	1145.4
2011	BA	57	24.1	23.3	24.5	22.8	23.7	483.0	539.0	1028.0
2011	EG	261	27.8	27.4	27.6	27.6	27.6	588.4	631.6	1221.8
2011	GC	69	23.9	22.5	24.4	23.4	23.6	553.3	586.7	1140.0
2011	LA	78	25.1	21.9	26.0	23.1	23.9	505.0	503.0	1008.0
2011	NU	68	24.9	22.5	24.7	23.0	23.8	576.3	532.5	1108.8
2011	SC	119	26.5	25.1	26.4	25.8	25.9	553.8	581.9	1135.8
		652	26.2	24.9	26.3	25.4	25.7	557.9	584.0	1143.1
2012	BA	59	24.2	22.6	24.5	23.0	23.6	543.8	530.0	1076.9
2012	EG	219	27.5	27.5	27.9	27.7	27.7	589.1	620.4	1214.3
2012	GC	63	23.6	22.4	23.6	23.1	23.2	586.7	596.7	1183.3
2012	LA	70	25.2	21.7	25.0	23.0	23.7	569.3	527.9	1097.1
2012	NU	63	24.9	21.8	24.9	23.3	23.7	528.3	530.0	1058.3
2012	SC	141	26.6	25.0	27.1	25.7	26.1	572.4	571.8	1144.1
		615	26.0	24.7	26.3	25.3	25.6	572.2	578.4	1152.5
2013	BA	60	25.3	23.7	25.7	24.0	24.7	494.0	543.0	1037.0
2013	EG	246	28.0	27.5	28.1	27.7	27.8	588.6	613.7	1202.8
2013	LA	120	24.8	21.9	24.5	23.4	23.7	531.2	485.9	1017.1
2013	NU	69	23.9	21.7	23.7	22.4	22.9	560.9	543.6	1104.5
2013	SC	143	26.5	25.0	26.8	26.0	26.1	610.0	597.3	1205.9
		638	26.3	24.9	26.4	25.6	25.8	570.7	571.7	1142.3
2014	BA	64	25.6	23.0	25.6	24.1	24.6	532.5	558.3	1090.8
2014	EG	303	28.5	27.6	29.1	28.4	28.4	617.1	638.4	1255.5
2014	LA	119	25.8	22.2	26.6	23.6	24.6	583.8	553.8	1137.7
2014	NU	78	25.3	22.6	25.6	24.0	24.4	540.0	548.0	1088.0
2014	SC	150	27.5	25.5	28.0	26.8	26.9	567.6	576.2	1140.3
		714	27.2	25.3	27.8	26.4	26.7	585.1	594.2	1178.6



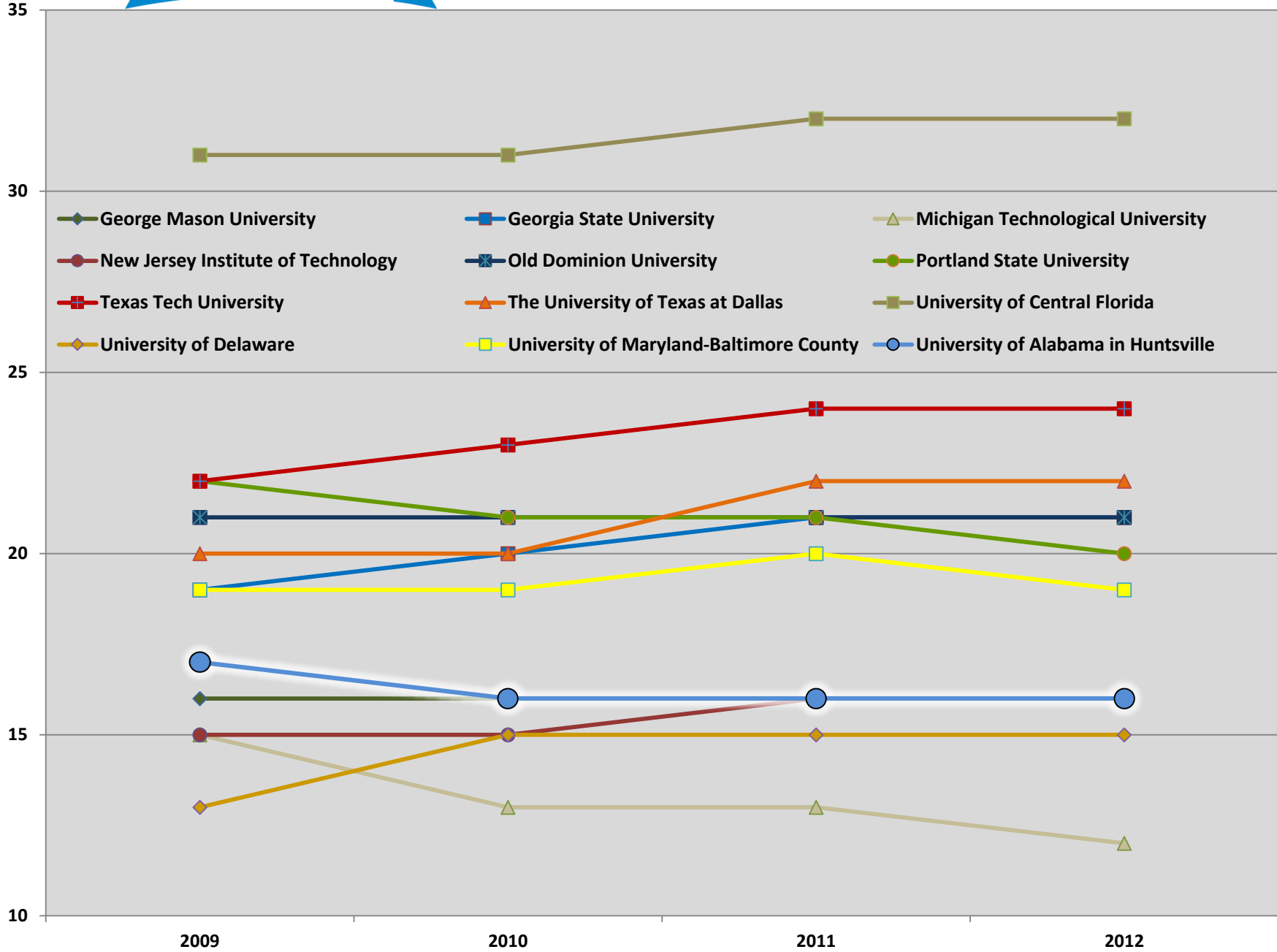
Student-Faculty Ratio

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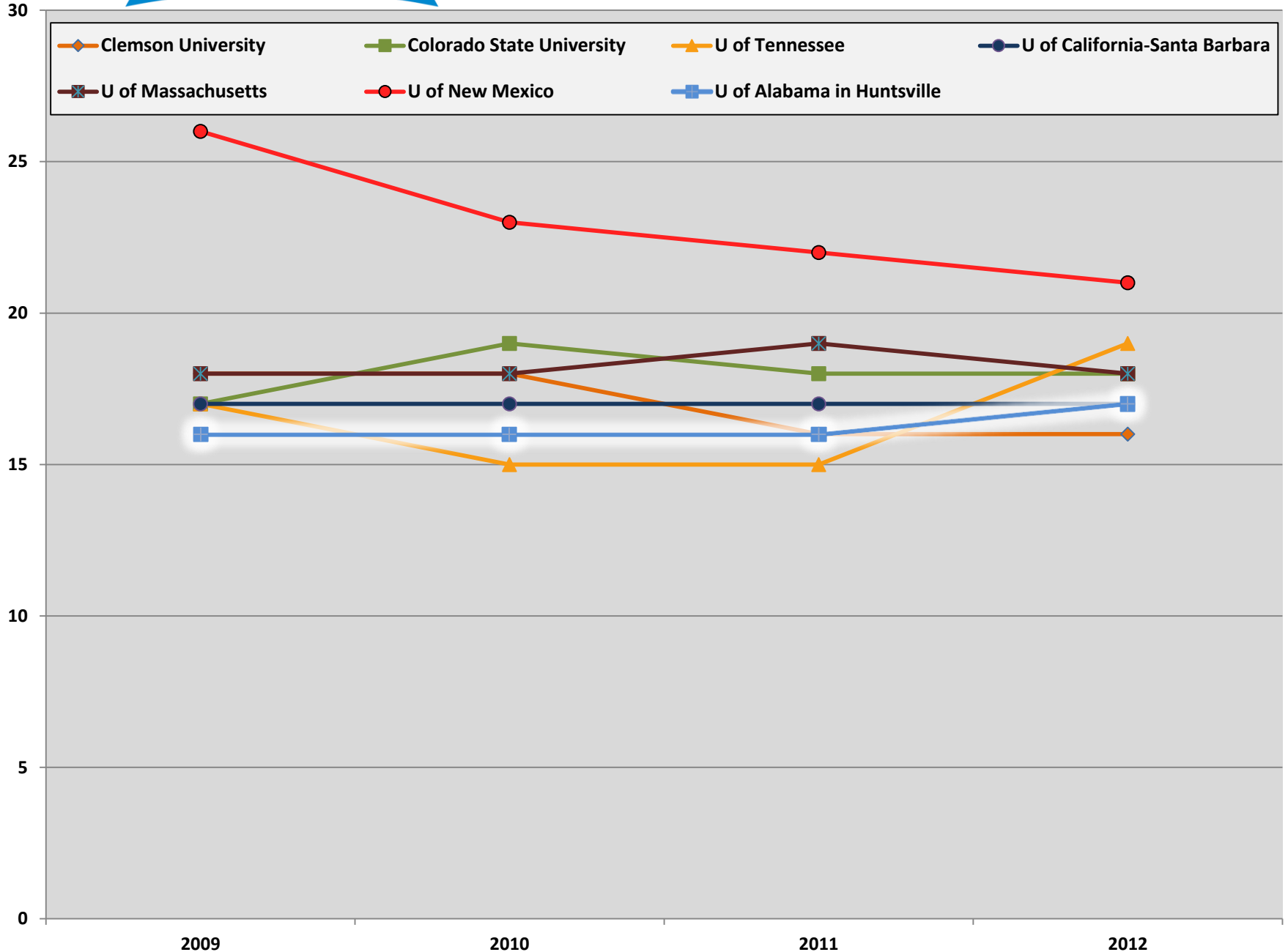


Student-Faculty Ratio - Peers



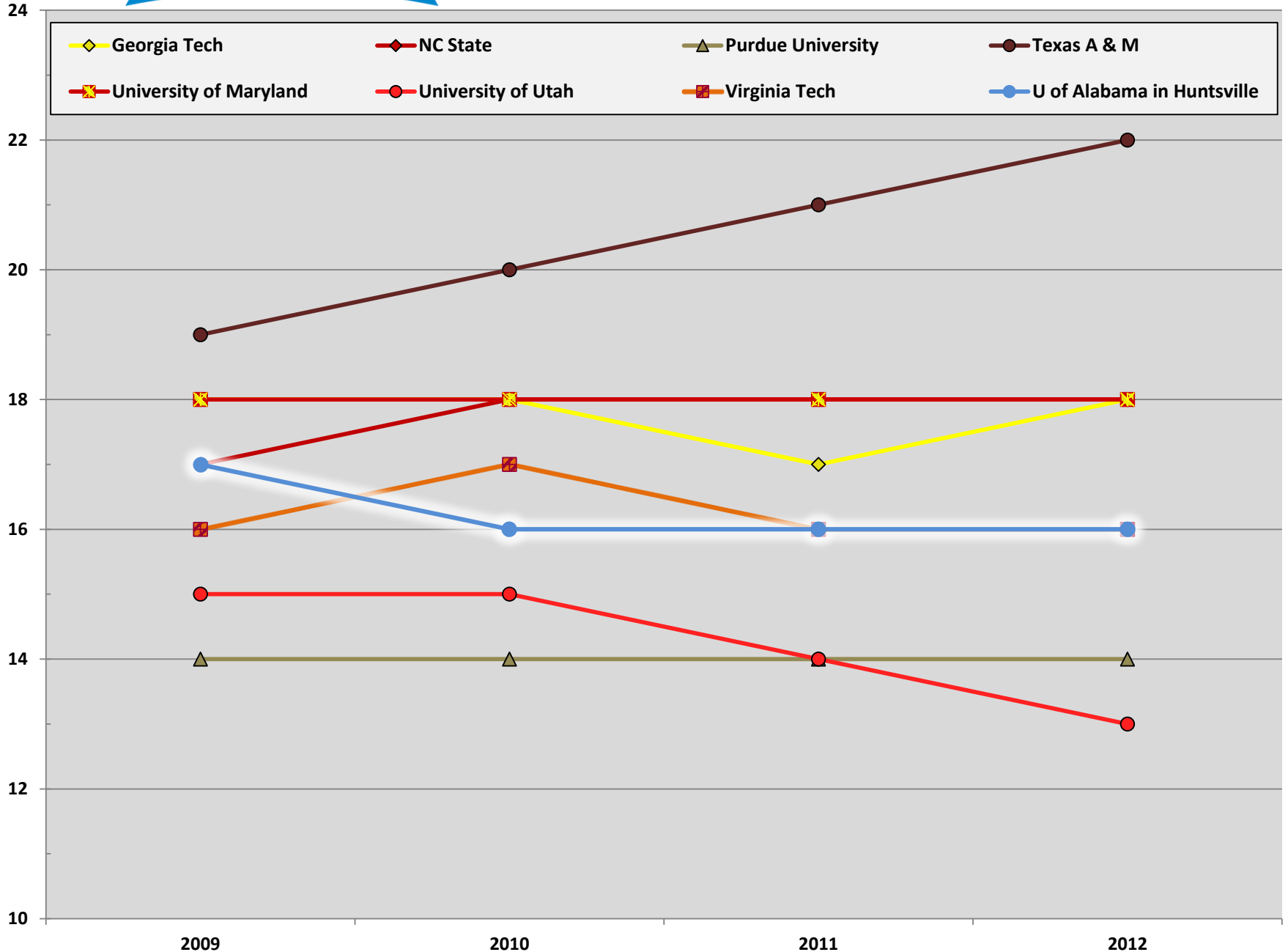


Student-Faculty Ratio – Near-Term Aspirants





Student-Faculty Ratio – Long-Term Aspirants





UAH students enjoy smaller classes and a better student to faculty ratio than many of our peer and aspirant institutions



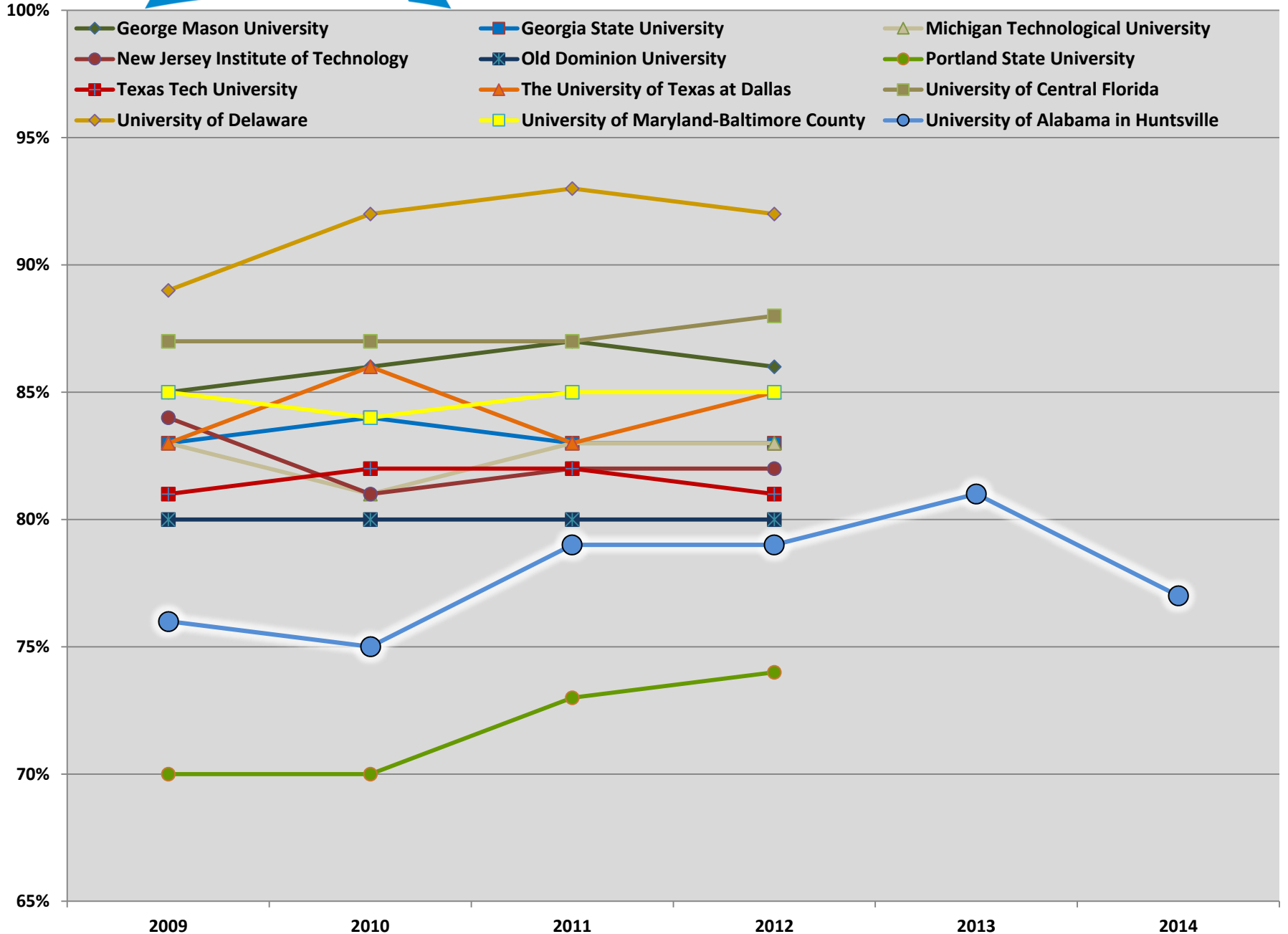
Retention

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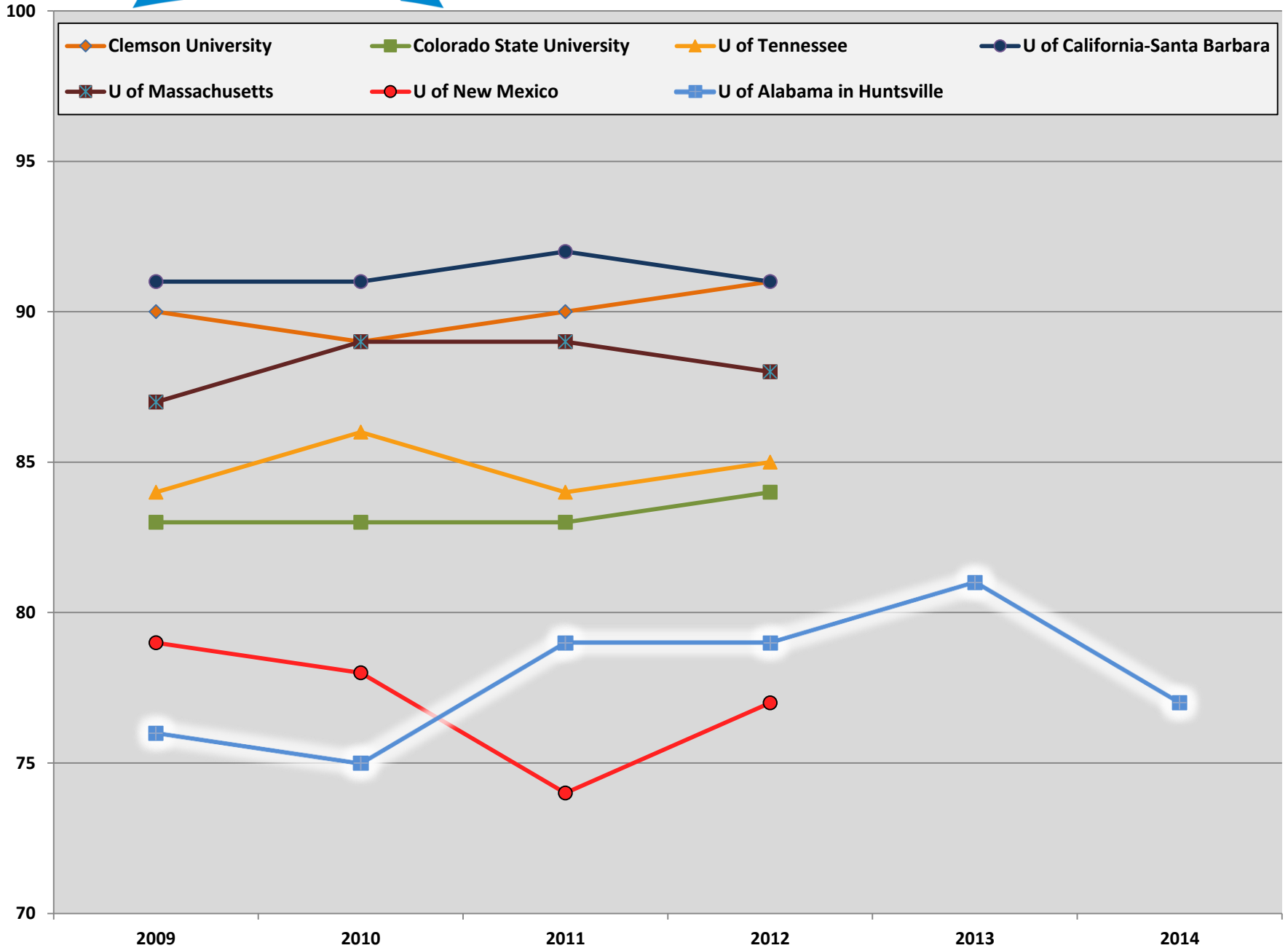


Year 1 to 2 Retention Rates - Peers





Year 1 to 2 Retention Rates – Near-Term Aspirants



Current Strategies for Retention

- 2005 QEP: Plan for Enhancing Freshman Learning
- Student Success Center
 - PASS program
 - Tutoring/Mentoring
 - Academic Coaching
- Student Life
- First Year Experience (FYE) (will be in the colleges as of fall 2015)
- Transition programs
- Intervention Programs

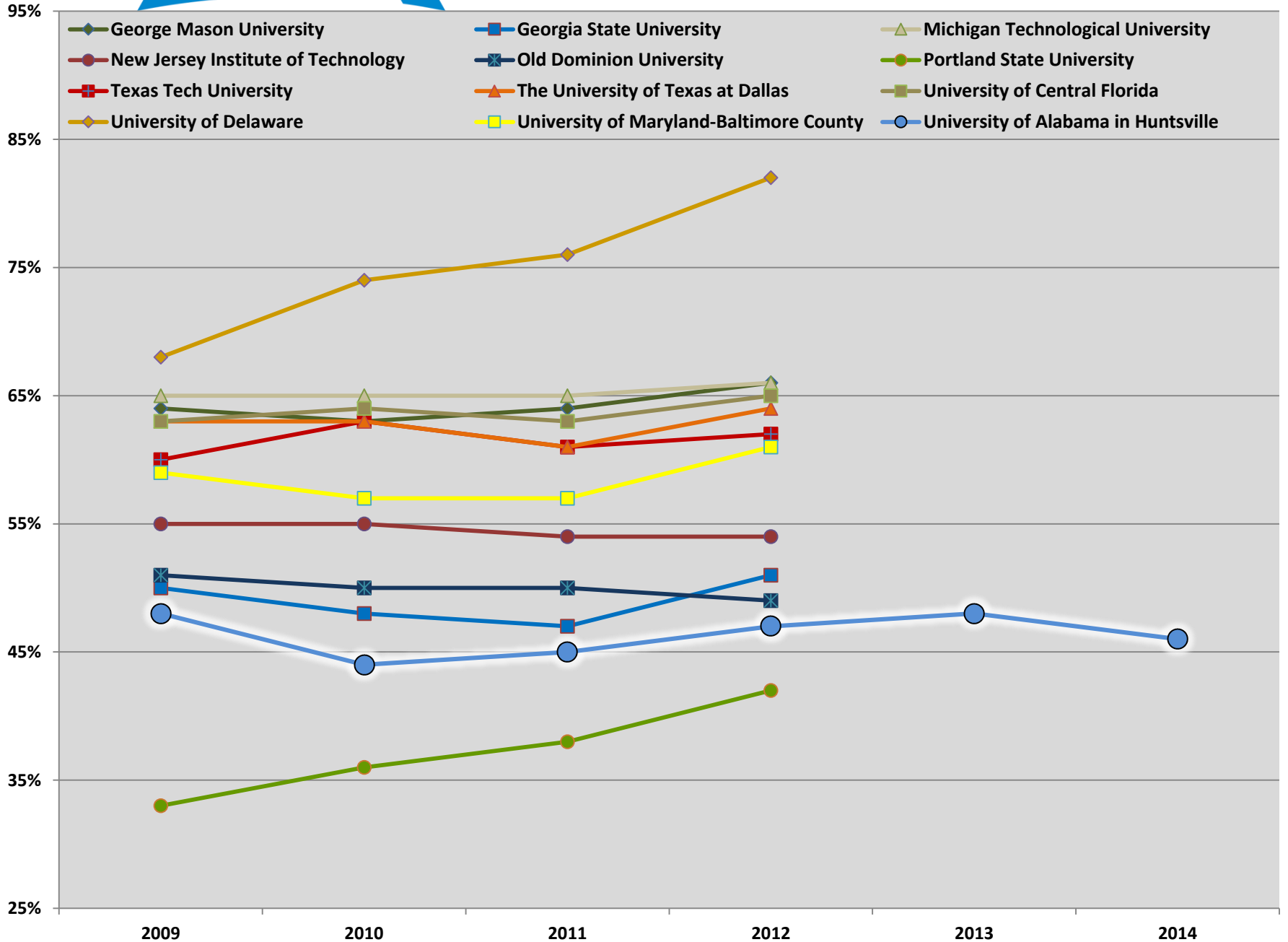


Graduation Rates

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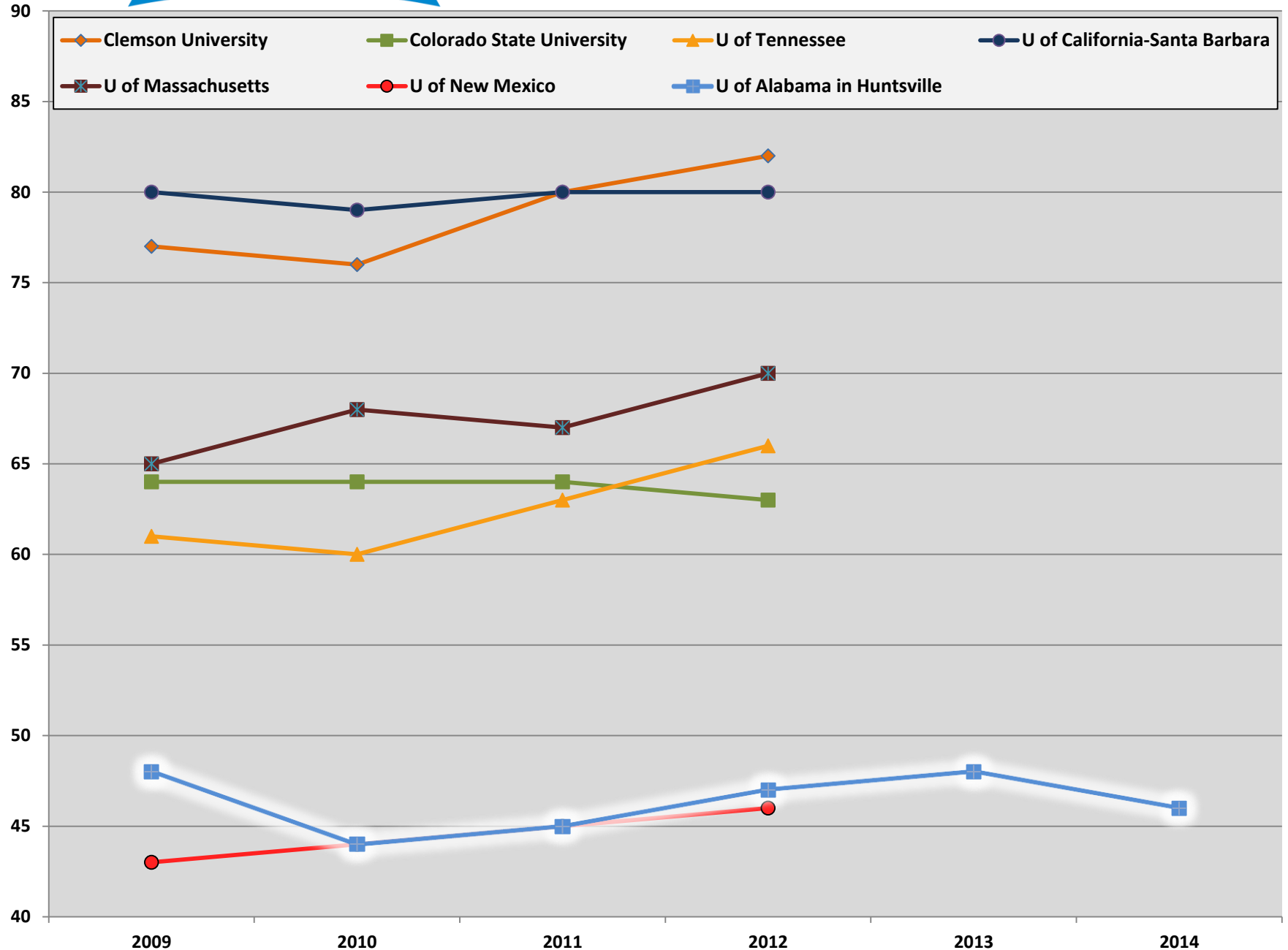


6-year Graduation Rates - Peers



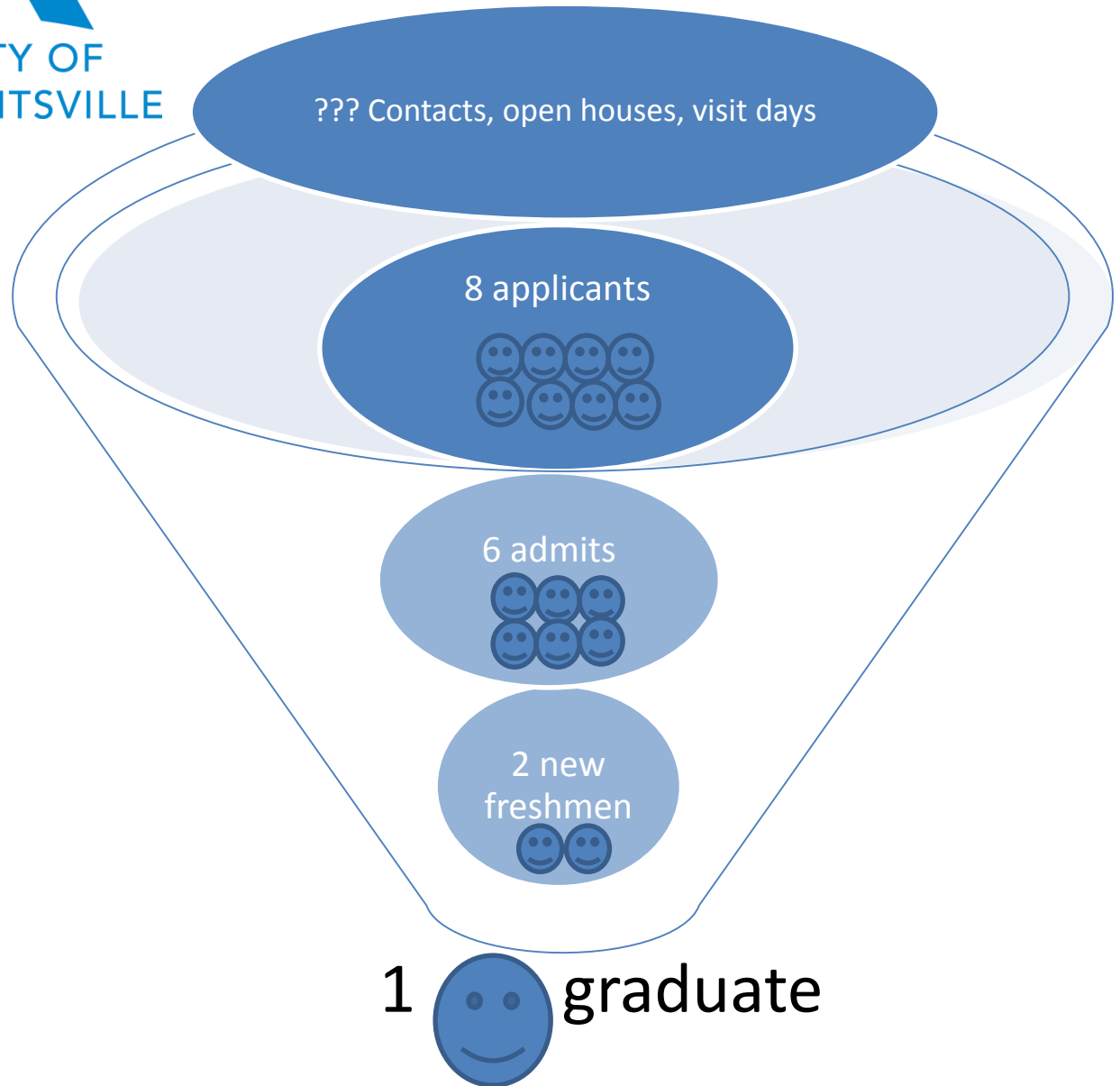


6-year Graduation Rates – Near-Term Aspirants



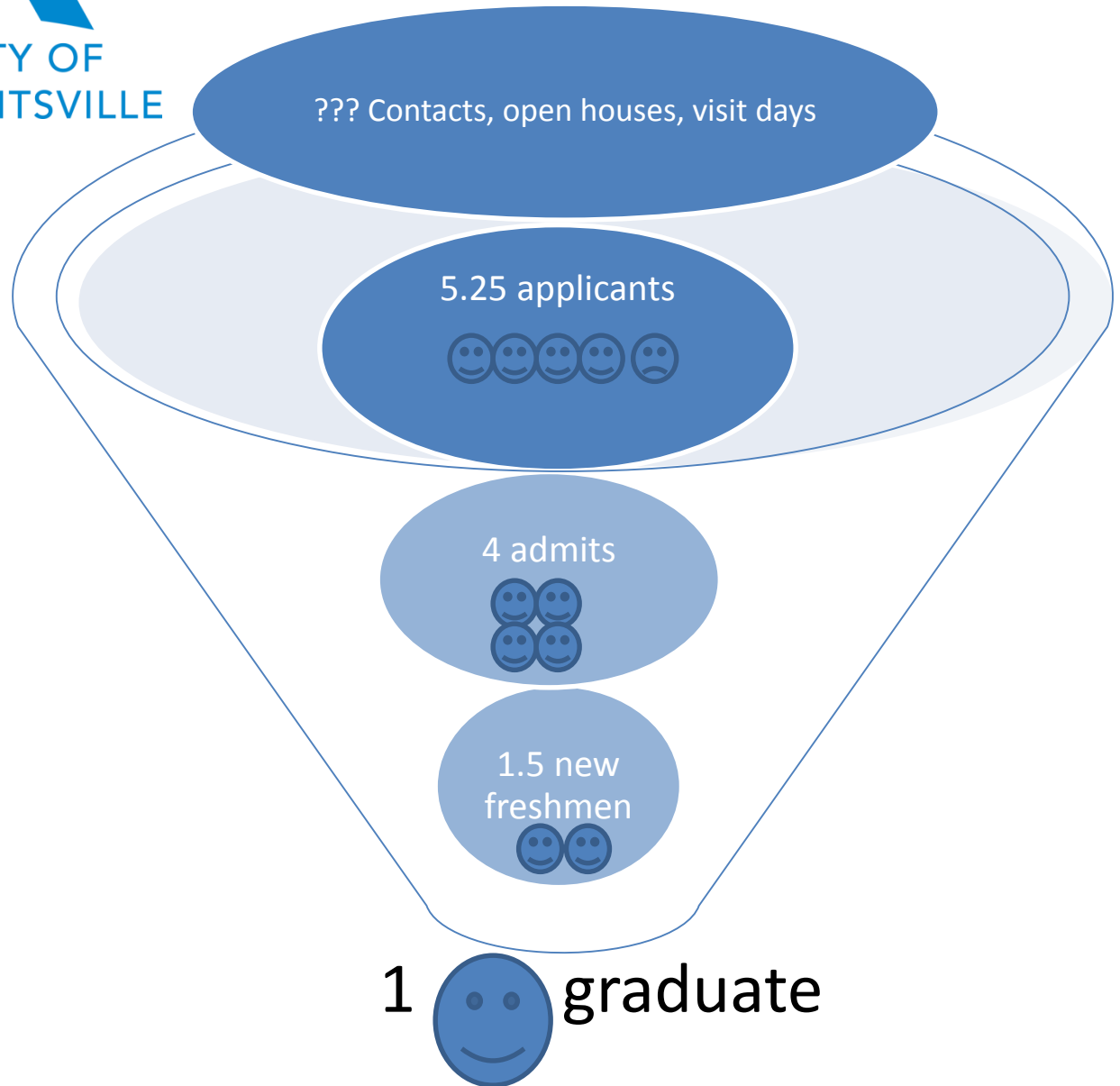
Every
student we
lose takes a
lot of effort
to replace:

46 to 48%
Graduation
Rate



Every
student we
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lot of effort
to replace:

65%
Graduation
Rate





New Strategies Needed for Student Success

QEP Committee contemplating student retention and student success as our QEP

Tinto's Completing College: Rethinking Institutional Actions states that we must focus on the classroom:

Four key strategies are

- High expectations
- Academic support
- Frequent assessment and feedback
- Involvement