

General Education Review Committee Agenda

January 26, 2007
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

() Doug Parry	CAS	Oral Communication
() Ben Curtis	Mat-Su/ UAB	Natural Sciences
() Caedmon Liburd	UAB	
() Patricia Fagan	CAS	Humanities
() Dan Schwartz	COE	
() Jack Pauli	CBPP/ UAB	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS/ UAB	Quantitative Skills
() Robin Wahto	CTC	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Vacant	CHSW	
() Grant Baker	SOENGR/ UAB	
() Vacant	Student	

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for January 19, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

Chg PSY A111 General Psychology (3 cr) (3+0)
No revisions received

Chg PSY A150 Lifespan Development (3 cr) (3+0)
No revisions received

Chg MUS A124 History of Jazz (3 cr) (3+0) (pg. 4-9)

Chg MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern
Regions (3 cr) (3+0) (pg. 10-16)

Chg AKNS A215 Music of Alaska Natives and Indigenous Peoples of Northern
Regions (3 cr) (3+0) (pg. 17-23)

VI. Old Business

A. GER CCG Updates

1. Revised GER Review Templates (pg. 24-25)

2. DRAFT memo to announce the GER Templates (pg. 26)

VII. New Business

A. GER Topic Paper: Annotated Executive Summary (pg. 27-40)

VIII. Informational Items and Adjournment

General Education Review Committee Summary

January 19, 2007
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

(x) Doug Parry	CAS	Oral Communication
(x) Ben Curtis	Mat-Su/ UAB	Natural Sciences
(x) Caedmon Liburd	UAB	
(x) Patricia Fagan	CAS	Humanities
() Dan Schwartz	COE	
() Jack Pauli	CBPP/ UAB	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/ UAB	Quantitative Skills
(x) Robin Wahto	CTC	
(x) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
() Vacant	CHSW	
() Grant Baker	SOENGR/ UAB	
() Vacant	Student	

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for December 15, 2006 (pg. 2-3)
Approved

IV. Chair's Report
Music reports
Hope to approve templates today and send to UAB and Faculty Senate (info. items)

V. Course Action Requests

Chg PSY A111 General Psychology (3 cr) (3+0)
No revisions received

Chg PSY A150 Lifespan Development (3 cr) (3+0)
No revisions received

Chg MUS A124 History of Jazz (3 cr) (3+0) (pg. 4-10)
Approved

Chg MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern
Regions (3 cr) (3+0) (pg. 11-17)
Will bring back revisions to GER 1/26

Chg AKNS A215 Music of Alaska Natives and Indigenous Peoples of Northern
Regions (3 cr) (3+0) (pg. 18-25)
Will bring back revisions to GER 1/26

VI. Old Business

A. GER CCG Updates
1. Approval of GER Review Templates (pg. 26-39)

Oral Communication approved with changes (Representative is present)
Written Communication approved (Representative is present)
Fine Arts approved (Representative is present)
Humanities- Languages approved (Representative is present)
Humanities- Logic and Content-Oriented (Tom has been called, but gotten no response)
Social Sciences approved sticking with original number 2

VII. New Business

- A. Review of GER Topic Paper: Annotated Executive Summary
Tabled for future meeting

VIII. Informational Items and Adjournment

Meeting adjourned

DATE: October 5, 2006

TO: Dr. Ben Curtis, Assistant Professor of Science
Chair, GER Curriculum Sub-Committee

Caedmon Liburd, Associate Professor of History
Chair, UAB Curriculum Committee

FR: Karen Strid-Chadwick, Professor of Jazz Studies
Craig Coray, Instructor of MUS/AKNS 215
Nancy Furlow, Interim Director of Alaska Native Studies

RE: Proposal to change **MUS 124, History of Jazz** from elective status to a
GER Fine Arts course.

Justification for action:

Since, History of Jazz fulfills the Fine Arts GER requirement at every major university in the country, NASM (National Association of Schools of Music) has recommended to the Department of Music that this course, fulfill the GER Fine Arts category. This course enriches students' knowledge and understanding of jazz's emergence from mostly African and, to a lesser extent, from European sources, the musical elements from the former and the instruments and structures from the latter. American sociological conditions, i.e. slavery, laid the groundwork for this extraordinary and enduring art form that could have only happened in the Americas. Students will study important and significant musical creative products of the human imagination and will be provided with the analytical skills and vocabulary needed to understand and appreciate musical creativity and specific musical works in the context of the art of jazz expression. This course explores jazz music from the civil war to the present and includes discussion of African, Creole and Latin influences.

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:

College of Arts and Sciences / Department of Music

Date:

September 19, 2006

Course Title:

MUS A124: History of Jazz

Credits:

3

I. Course description: History and development of jazz from its early heritage to the present, emphasizing representative styles and individual or group contributors. Recordings, guest artists, and possible field trips enhance regular classroom activities.

II. Course design

A. overview: This course covers the primary historical areas of jazz from the turn of the century to the present. Major performance styles, practices, performers and composers of each era are discussed. Students learn basic jazz musical forms, rhythmic interpretations, ensemble instrumentation, and improvisational styles through audio, video and live examples.

B. credits: 3

C. contact hours: 2 ½ hours per week; 15 weeks

D. lecture/lab ratio: 3+0

E. degree requirements met: Fine Arts GER

F. grading basis: A – F

G. prerequisites: N/A

H. registration restrictions: N/A

I. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student with an introduction to music as an academic discipline.

III. Course Activities: Student will be required to listen to the jazz CD's outside of class and discuss the tunes heard. Student will be given a quiz every week to ensure consistent study of the text and listening for proper preparation of the mid-term and final exams. Student will be required to attend two jazz concerts during the semester and write a brief paper on each. Student will be required to do some library research (note: special project in topical outline).

IV. Evaluation: Grading basis is A – F. Evaluation may vary slightly with each instructor, but the following are areas that must be included in the evaluation:

- A. regular class attendance with evidence of sufficient consistent study.
- B. mastery in the description of styles.
- C. mastery in listening skills and historical placement of the various examples discussed in class.
- D. development of interpretative skills and understanding of form and structure.

V. Instructional Goals and Student Outcomes:

Instructional Goals: Teacher will:

- A. demonstrate the requisite skills necessary to recognize musical instruments, tempos and performance techniques.
- B. assist the student in discovering cultural origins of jazz.
- C. examine all major jazz styles and place them historically.
- D. explain music and jazz terminology.

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment Procedures
identify musical instruments, tempos and performance techniques	Objective exams
identify the cultural sources of jazz through jazz recordings or performances	Objective exams
identify jazz styles and place each historically	Objective exams
use standard terminology in identifying jazz music	Objective exams

VI. Course Outline

A. Cultural Perspective

- 1. Origins of jazz: African, Creole, Latin and Caucasian
- 2. Attention to geography and cultures

B. Development of listening skills

- 1. Identifying instruments by ear and their function in jazz
- 2. Identifying compositional and performance techniques used by jazz musicians
- 3. Identifying tempos

C. Development of recognition of different styles

- 1. Analyzing form and structure (i.e. the “blues” and “rhythm changes”)
- 2. Identifying swing style
- 3. Identifying improvisational styles
- 4. Identifying, ragtime, stride, boogie-woogie, Dixieland, early combo, big band swing, bop, hard bop, cool, gospel, free jazz, and fusion jazz styles

D. Development of written skills

- 1. Researching jazz performers and styles
- 2. Essay questions on tests and quizzes
- 3. Semester written assignment

VII. Suggested texts

Gridley, M. (2006). *Jazz styles* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Bibliography

Gottlieb, R. (1999). *Reading jazz, a gathering of autobiographies, reportage and criticism from 1919 to now*. Vintage Books, USA.

Gridley, M. (2007). *Concise guide to jazz* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Kernfeld, B. (Ed.) (2005). *The new Groves dictionary of jazz*, 2 vols. London: Macmillan.

Mandel, H. (2000). *Future jazz*. New York City: Oxford Press.

Martin, H., & Waters, K. (2002). *Jazz, the first hundred years*. Belmont, CA: Wadsworth Group.

Meally, R., Edwards, B. H., & Griffin, F. J. (2004). *Uptown conversation, the new jazz studies*. New York City: Columbia Press.

Megill, D., & Demory, R. (2004). *Introduction to jazz history* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Walser, R. (Ed.). (1999). *Keeping time, the jazz problem, opinions of prominent men and musicians*. New York City: Oxford University Press.

Porter, L. (Ed.) (1997). *Jazz: A century of change, readings and new essays*. Upper Saddle River, NJ: Prentice Hall.

Porter, L., & Ullman, M. (1993). *Jazz, from its origins to the present*. Upper Saddle River, NJ: Prentice Hall.

Tanner, P., Megill, D., & Gerow, M. (2005). *Jazz* (10th ed.). Boston: McGraw-Hill.

Tirro, F. (1993). *Jazz: A history* (2nd ed.). New York City: W.W. Norton.

Tirro, F. (1996). *Living with jazz, an appreciation*. Orlando, FL: Harcourt Brace.

Ward, G. & Burns, K. (2000). *Jazz, a history of music*. New York City: Alfred A. Knopf.

Yurochko, B. (1993). *A short history of jazz*. Chicago: Nelson Hall.

Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS Previous Prefix and Number: 124

Complete Course/Program Title: History of Jazz

Previous Course/Program Title:

Description of Action: change course from elective to GER status

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

DATE: October 5, 2006

TO: Dr. Ben Curtis, Assistant Professor of Science
Chair, GER Curriculum Sub-Committee

Caedmon Liburd, Associate Professor of History
Chair, UAB Curriculum Committee

FR: Karen Strid-Chadwick, Professor of Jazz Studies
Craig Coray, Instructor of MUS/AKNS 215
Nancy Furlow, Interim Director of Alaska Native Studies

RE: Proposal to change **MUS/AKNS 215, Music of the Natives of Alaska and Peoples of Northern Regions** from elective status to a GER Fine Arts course.

Justification for action:

In recognition of Chancellor Maimon's emphasis on Native studies in UAA's curriculum and NASM's (National Association of Schools of Music) specific recommendation for an Alaska Native music component in UAA's music curriculum, it is proposed that Music/AKNS 215, The Music of Alaska Natives and Indigenous Peoples of Northern Regions, be moved to GER status. Alaska's indigenous populations are experiencing a cultural renaissance in which traditional song and dance have claimed their rightful place as enduring art forms expressing the cultural and spiritual identities of the diverse Native groups that have been the sole occupants of Alaska for several millennia before the arrival of the first Euro-Americans. The singing and traditions of Alaska's Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants. Students will study the course materials from a sociological, historical, and analytical perspective to gain a broader understanding of music as a means of creative expression for Northern indigenous peoples.



**Curriculum Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

1a. School or College AS CAS		1b. Division AFAR		1c. Department Music	
2. Course Prefix MUS	3. Course Number A215	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Music of Alaska Natives and Indigenous Peoples of Northern Regions					
Music of Alaska Natives Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other GER Status				9. Repeat Status No # of Repeats Max Credits	
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG	
				11. Implementation Date semester/year From: Fall/2007 To: /9999	
				12. <input checked="" type="checkbox"/> Cross Listed with AKNS A215 <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: ANTH, AKNS, Faculty List Serve, Dean & Directors, Anchorage, Mat-Su, Kodiak and KPC Department, School, or College _____ Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input checked="" type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A111		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action The singing and traditions of Alaska's Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants.					

____ Approved		____ Approved	
____ Disapproved: _____		____ Disapproved: _____	
Initiator (faculty only) _____ Date _____		Dean/Director of School/College _____ Date _____	
____ Approved		____ Approved	
____ Disapproved: _____		____ Disapproved: _____	
Department Chairperson _____ Date _____		Undergraduate or Graduate Academic Board Chairperson _____ Date _____	
____ Approved		____ Approved	
____ Disapproved: _____		____ Disapproved: _____	
Curriculum Committee Chairperson _____ Date _____		Provost or Designee _____ Date _____	

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:	Date:
College of Arts and Sciences/Department of Music	<i>September 19, 2006</i>
Course Title: MUS A215:	Credits:
Music of Alaska Natives and Indigenous Peoples of Northern Regions	3
Cross Listed with Dept. of AKNS A215	

I. Course Description: Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music.

II. Course Design:

- A. overview:** This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.
- B. credits:** 3
- C. contact hours:** 2 hours and 30 minutes per week for 15 weeks
- D. lecture/lab ratio:** 3 + 0
- E. degree requirements met:** Fine Arts GER
- F. grading basis:** A - F
- G. prerequisites:** ENG A111
- H. registration restrictions:** N/A
- I. special note:** AKNS A201 or MUS A111 recommended
- J. Course level justification:** This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.

III. Course Activities: Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.

- IV. Evaluation:** Grading basis is A- F. Grades will be based on these criteria:
- A. Tests:** one mid-term and one final, with a combination of objective, analytical, and essay questions.
 - B. Listening quizzes:** five, requiring aural recognition of styles and specific songs.
 - C. Projects:** one five-page research paper.
 - D. Homework:** reading and listening assignments, research topics.

V. Instructional Goals and Defined Outcomes:

Instructional Goals: Teacher will:

- A.** demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.
- B.** assist the student in discovering the cultural origins of Alaska Native music and indigenous music of other northern regions.
- C.** classify the differences and similarities in the music of the different Alaska Native groups, and of indigenous peoples of other northern regions.
- D.** examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment procedures
demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives and indigenous peoples of northern regions	Objective exams
apply aural skills and knowledge of styles necessary to recognize the music of the different Alaska Native groups, and of other peoples of northern regions.	Objective exams
illustrate the role of music in cultures of different Alaska Native groups and other northern regions.	Objective exams
identify and describe stylistic traits of Alaska Native and northern music which express indigenous Alaskan culture and the culture of other northern regions.	Objective exams
identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.	Objective exams

VI. Course Outline:

A. Cultural Perspective

1. Alaska Natives by tribe: geography, history, and culture
2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)

B. Theoretical Perspective

1. Music theory: introduction to notation, pitch, scales, rhythm
2. Vocal styles and instrumentation in Alaska Native music
3. Problems in notation in non-Western musical traditions

C. Characteristics of Alaska Native Music by Tribe

1. Northern/Western (Inupiaq, Yup'ik)
2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Deg Hitan, Dena'ina)
3. Southeastern (Tlingit, Haida, Tsimshian)
4. Southwestern/Southcoastal (Aleut, Alutiiq)

D. Extensions

1. Neighboring Cultures (Siberia, Canada, Greenland)
2. Russian and American influences
3. Native music in films and Western art music
4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:

Instructor will provide a course packet for students.

VIII. Bibliography

Books on reserve

Boulton, Laura: The Music Hunter
 Davis, Carol Beery: Totem Echoes
 De Laguna, Frederica: Under Mount St. Elias
 Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance
 Johnston, Thomas : Eskimo Music by Region
 May, Elizabeth: Musics of Many Cultures
 Mishler, Craig: The Crooked Stovepipe
 Solomon, Madeline: Koyukon Athabaskan Dance Songs

Journals

The Indian Historian, 1975, Vol. 8 (Johnston, Thomas: A Perspective on Tlingit Music)
 Arctic Anthropology , 1964, Vol. 2 (Loyens, William: The Koyukon Feast for the Dead)
 Tennessee Folklore Society, 1979, Bulletin 45 (Music of the Tanaina Indians of Southcentral Alaska)

Copies of articles on reserve (selected readings)

Festival of Native Arts: Where It All Began
 Kingston, Deanna: Music, Traditional Indigenous
 Williams, Maria: Contemporary Alaska Native Dance
 Nettl, Bruno: North American Indian Musical Styles – The Eskimo-Northwest Coast Area

Compact discs on reserve

Anthology of N. American Indian & Eskimo Music	Smithsonian Folkways	FE4541
The Eskimos of Hudson Bay and Alaska	“ “	FE4444
Eskimo Songs from Alaska	“ “	FE4069
Haida Indian Music of the Pacific Northwest	“ “	FE4119
Music of the Alaskan Kutchin Indians	“ “	FE4070
Alaskan Eskimo Songs and Stories	AK Festival of Music	
Music of SE Alaska	Coray	CCSE
Music of Interior Alaska	“	CC INT
Music of Southcoastal & Southwest Alaska	“	CC SC/SW
Music of Western & Northern Alaska	“	CC W/N
Music of Canada	“	CC CA
Music of Siberia	“	CC SI

Resource Implication Form

1. School/College CAS

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

6. Type of Action and Category

- Course addition
 Course change
 Program addition
 Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- | | |
|--|----|
| <input checked="" type="checkbox"/> part-time faculty | \$ |
| <input type="checkbox"/> new full-time faculty | \$ |
| <input type="checkbox"/> reassignment of full-time faculty | \$ |
| <input type="checkbox"/> additional class/lab space | \$ |
| <input type="checkbox"/> modification of class/lab space | \$ |
| <input type="checkbox"/> additional library resources | \$ |
| <input type="checkbox"/> additional computer equipment | \$ |
| <input type="checkbox"/> other costs | \$ |

8. Explanation: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

_____ Approved

_____ Disapproved

_____ Department Chair

_____ Date

_____ Approved

_____ Disapproved

_____ Dean/Director of School/College

_____ Date

_____ Approved

_____ Disapproved

_____ Provost

_____ Date

COURSE CONTENT GUIDE

University of Alaska Anchorage

College/Unit:

College of Arts and Sciences/Dept. of Alaska Native Studies

Date:

September 19,
2006

Course Title: AKNS A215:

Music of Alaska Natives and Indigenous Peoples of Northern Regions

Credits:

3

Cross Listed with Dept. of Music: MUS A215

I. Course Description: Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music.

II. Course Design:

A. overview: This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.

B. credits: 3

C. contact hours: 2 hours and 30 minutes per week for 15 weeks

D. lecture/lab ratio: 3 + 0

E. degree requirements met: Fine Arts GER

F. grading basis: A - F

G. prerequisites: ENG A111

H. registration restrictions: N/A

I. special note: AKNS A201 or MUS A111 recommended

J. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.

III. Course Activities: Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and

scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.

IV. Evaluation: Grading basis is A- F. Grades will be based on these criteria:

- A. Tests:** one mid-term and one final, with a combination of objective, analytical, and essay questions.
- B. Listening quizzes:** five, requiring aural recognition of styles and specific songs.
- C. Projects:** one five-page research paper.
- D. Homework:** reading and listening assignments, research topics.

V. Instructional Goals and Defined Outcomes:

Instructional Goals: Teacher will:

- A.** demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.
- B.** assist the student in discovering the cultural origins of Alaska Native music and indigenous music of other northern regions.
- C.** classify the differences and similarities in the music of the different Alaska Native groups, and of indigenous peoples of other northern regions.
- D.** examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

Defined Outcomes: Student will be able to:

Student Outcomes	Assessment procedures
demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives and indigenous peoples of northern regions	Objective exams
apply aural skills and knowledge of styles necessary to recognize the music of the different Alaska Native groups, and of other peoples of northern regions.	Objective exams
illustrate the role of music in cultures of different Alaska Native groups and other northern regions.	Objective exams
identify and describe stylistic traits of Alaska Native and northern music which express indigenous Alaskan culture and the culture of other northern regions.	Objective exams
identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.	Objective exams

VI. Course Outline:

A. Cultural Perspective

- 1. Alaska Natives by tribe: geography, history, and culture
- 2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)

B. Theoretical Perspective

- 1. Music theory: introduction to notation, pitch, scales, rhythm

2. Vocal styles and instrumentation in Alaska Native music
 3. Problems in notation in non-Western musical traditions
- C. Characteristics of Alaska Native Music by Tribe**
1. Northern/Western (Inupiaq, Yup'ik)
 2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Deg Hitan, Dena'ina)
 3. Southeastern (Tlingit, Haida, Tsimshian)
 4. Southwestern/Southcoastal (Aleut, Alutiiq)
- D. Extensions**
1. Neighboring Cultures (Siberia, Canada, Greenland)
 2. Russian and American influences
 3. Native music in films and Western art music
 4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:

Instructor will provide a course packet for students.

VIII. Bibliography

Books on reserve

Boulton, Laura: The Music Hunter
 Davis, Carol Beery: Totem Echoes
 De Laguna, Frederica: Under Mount St. Elias
 Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance
 Johnston, Thomas : Eskimo Music by Region
 May, Elizabeth: Musics of Many Cultures
 Mishler, Craig: The Crooked Stovepipe
 Solomon, Madeline: Koyukon Athabaskan Dance Songs

A. Journals

The Indian Historian, 1975, Vol. 8 (Johnston, Thomas: A Perspective on Tlingit Music)
 Arctic Anthropology , 1964, Vol. 2 (Loyens, William: The Koyukon Feast for the Dead)
 Tennessee Folklore Society, 1979, Bulletin 45 (Music of the Tanaina Indians of Southcentral Alaska)

B. Copies of articles on reserve (selected readings)

Festival of Native Arts: Where It All Began
 Kingston, Deanna: Music, Traditional Indigenous
 Williams, Maria: Contemporary Alaska Native Dance
 Nettl, Bruno: North American Indian Musical Styles – The Eskimo-Northwest Coast Area

C. Compact discs on reserve

Anthology of N. American Indian & Eskimo Music	Smithsonian Folkways	FE4541
The Eskimos of Hudson Bay and Alaska	“ “	FE4444
Eskimo Songs from Alaska	“ “	FE4069
Haida Indian Music of the Pacific Northwest	“ “	FE4119
Music of the Alaskan Kutchin Indians	“ “	FE4070
Alaskan Eskimo Songs and Stories	AK Festival of Music	
Music of SE Alaska	Coray	CCSE
Music of Interior Alaska	“	CC INT
Music of Southcoastal & Southwest Alaska	“	CC SC/SW
Music of Western & Northern Alaska	“	CC W/N
Music of Canada	“	CC CA
Music of Siberia	“	CC SI

Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s): AKNS

Course Prefix and Number: 215 Previous Prefix and Number:

Complete Course/Program Title: Music of the Natives of Alaska and Northern Regions

Previous Course/Program Title:

Description of Action: change course from elective to GER status

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.

Resource Implication Form

1. School/College CAS

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

6. Type of Action and Category

- Course addition
 Course change
 Program addition
 Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.

- | | |
|--|----|
| <input checked="" type="checkbox"/> part-time faculty | \$ |
| <input type="checkbox"/> new full-time faculty | \$ |
| <input type="checkbox"/> reassignment of full-time faculty | \$ |
| <input type="checkbox"/> additional class/lab space | \$ |
| <input type="checkbox"/> modification of class/lab space | \$ |
| <input type="checkbox"/> additional library resources | \$ |
| <input type="checkbox"/> additional computer equipment | \$ |
| <input type="checkbox"/> other costs | \$ |

8. Explanation: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

_____ Approved

_____ Disapproved

_____ Department Chair

_____ Date

_____ Approved

_____ Disapproved

_____ Dean/Director of School/College

_____ Date

_____ Approved

_____ Disapproved

_____ Provost

_____ Date

Template for Review of Tier 1: Oral Communication Skills GER Courses

Course:	Crs. #	Date of Review:							
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.									
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current					
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.									
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*		
Category Descriptor Outcomes			Yes	No	Yes	No	Yes	In Development	No
1. Understand the dynamic nature of the communication process.									
2. Implement effective and appropriate communication skills, including the ability to:									
<ul style="list-style-type: none"> • develop, organize, present, and critically evaluate messages; • analyze audiences; and • adapt to a variety of communication settings. 									
Appropriate numbered GER preamble Student Outcomes									
Must Include: 1. Communicate effectively in a variety of contexts and formats.									
May include: 7. Locate and use relevant information to make appropriate personal and professional decisions.									

*For institutional GER review

Template for Review of Tier 2: Social Sciences GER Courses

Course:	Crs. #	Date of Review:					
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.							
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current			
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.							
Student Outcomes	At the completion of the course the student will be able to:		Outcome Included in Course	Outcome Assessed with Appropriate Tools	Evidence for Achievement of Outcome*		
Category Descriptor Outcomes			Yes	No	Yes	In Development	No
1. <u>Reflect on the workings of individuals and the society of which they are a part and possess a broad perspective on the diversity of human behavior.</u>							
2. Distinguish between empirical and non-empirical truth claims.							
3. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.							
4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, <u>qualitative analysis</u> , quantitative reasoning, and application to social aspects of contemporary life.							
5. Demonstrate knowledge of social science approaches and <u>apply that knowledge in a particular content area.</u>							
Appropriate numbered GER preamble Student Outcomes							
Must include: 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, <u>political, economic, and/or</u> cultural dynamics.							
May include: 8. Adopt critical perspectives <u>to better understand</u> the forces of globalization and diversity.							

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*For institutional GER review

DRAFT for GERC review only

Date: , 2007

To: CAS, CPBB, CHSW Deans, Patty Linton, Curriculum Committees, Faculty

From: Ben Curtis, Chair GERC

Subject: Availability of GER Course Review Templates

The General Education Review Committee (GERC) and the Undergraduate Academic Board (UAB) have approved GER review templates for each of the GER categories which incorporate input received from faculty. The templates will ONLY be used by the GERC for the actual GER course review process. The templates are now available on the GER website (<http://www.uaa.alaska.edu/governance/ger/index.cfm>), and the GERC encourages faculty preparing GER courses for submission to UAB to examine the templates as a guide to the criteria in the current UAA Catalog's category descriptor that the GERC will use to review GER courses.

GER course review by the GERC is a deliberative process based on active discussion among its members and the course initiator(s). The GERC will utilize the templates as a tool to assist with arriving at a consensus that there is sufficient alignment of a specific courses' outcomes with its requested GER category descriptor to justify inclusion of the course in that category.

The Curriculum Handbook now contains the following statement approved by the faculty senate on November 3, 2006. **"The Committee shall: (with respect to course actions and reviews) 1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria."** Other than this requirement that a GER courses' outcomes are consistent with the current Catalog's category descriptor, there are no "new" criteria for the approval of GER courses. On the templates, the GERC will note if the course outcomes are assessed with appropriate tools based on the statement in the Curriculum Handbook that, "Student outcomes must be specific, measurable, achievable, relevant, and timely. Student evaluation methods must assess the accomplishment of the students in each outcome". The GERC will also record the "Evidence for Achievement of Outcome*" on the templates; however, as stated on the template, this is "*For institutional GER review" only, as part of ongoing institutional assessment of the GER.

As they are used for course review, the GERC will continue to evaluate the need for any further revisions to the review templates based on faculty input.

SUPPORTING UAA'S INSTRUCTIONAL MISSION

**GENERAL EDUCATION REQUIREMENT
COURSES**

(A FIVE-YEAR CONTEXT PROFILE)

Topic Paper 2006-04

Prepared for :

UAA Provost Dr. Mike Driscoll

by:

Office of Institutional Planning, Research & Assessment

Dr. Gary Rice, Director
Yuan Fang Dong
Hongmei Zhu

In Collaboration with:

General Education Review Committee
Dr. Benson Curtis, Chairman

November 2006

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When is Course(s) taken in Student's Goal Path?

Who takes the Course(s)/

How Well are Students Prepared/Performing in this Course(s)?

Who Teaches the Course(s)?

What does it Cost to Offer the Course(s)?

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EXECUTIVE SUMMARY: *Italics by B. Curtis from full report*

Data sets from Summer 2000 to Spring 2006

This Topic Paper is one of eight in a series to examine the impact of eight curriculum components in support of UAA's instructional mission. Its two-fold purpose is to (1) provide a comprehensive 5-year retrospective look at the component to construct context and trends, and (2) provide some insight into the fundamental mission-related question: **“To what extent does completing a course(s) make the difference intended by the university and/or expected by the student?”**

The paper is organized around three tiers that currently comprise the GER program: Tier I—Basic College Level Skills, Tier II—Disciplinary Areas, and Tier III—Integrative Capstone. Tier I is broken into Oral Communication, Quantitative Skills, and Written Communication categories. Tier II is broken into Fine Arts, Humanities, Natural Sciences, and Social Sciences categories. Tier II is reported by individual courses. Within each tier, it seeks to answer some common straight-forward who, what, when, where, why and how queries one would ask about any course in the UAA curriculum

The project begins with an overview of the entire UAA curriculum relative to the eight primary course functions during the past five years. It also presents the relative contribution of each campus to each primary function. They serve as a stable reference frame to assess the contribution of each component over time. During those five years UAA experienced a 6% increase in sections offered, 10% enrollment increase, 14% SCH increase, and 9% increase in instructional FTEF=Faculty to serve these students.

Tier I curriculum constitutes 6% of total sections offered(4% Anchorage), 8% of UAA total academic year enrollment(6% Anchorage), 10% of total SCH generated(8% Anchorage), and about 8% of total instructional FTEF effort(6% Anchorage). It represents about 8% of the total Anchorage enrollment, 10% at KPC, 6% at Kodiak, 9% at Mat-Su, and 3% at PWSCC.

01-02 to 05-06 Anchorage 16% enrollment growth: Honors +46%, Student readiness -3%, GER Tier I +23%, GER Tier II +22%, Major core +47%, electives -15%, graduate +5%, prof. development +15%, Non-credit -64%

All campuses: GER Tier I enrollment up 15% faculty up 8%(Anchorage enrollment up 23%, sections up 21%, faculty up 19%), GER Tier II enrollment up 18% faculty up 8%, major core enrollment up 47.1%

05-06 Anchorage %enrollment: 4.2 % Student Readiness, 8% GER Tier I, 27% GER Tier II, 50.5% Major core, 19.3% electives, 5.2% prof.develop, 4.9% graduate

Written Communication had the largest growth in the Tier I curriculum *from 02-06 (+25% enrollment, +15% sections, +15% faculty)*. Oral Communication experienced growth but was the least productive of the three areas when comparing enrollment increase to proportion of instructional faculty effort growth to serve them (+5% enrollment, +8% sections, +8% faculty). Quantitative Skills courses were the most

economically productive (+11% enrollment, -2% sections, -1% faculty). Note: These statements do not in any way imply or equate instructional quality with economic productivity. (UAA entire curriculum +10% enrollment, +6% sections, +9% faculty)

In Fall 2005 Tier I courses had a combined total of 5,204 initial registrants but 703 (13.6%) dropped leaving 4,501 enrollees (46% Written, 23% Oral, 31% Quantitative). The entire tier had 87% of its total available capped seats occupied and average section size was nearly 21. By contrast UAA had an overall fill rate of 69% capacity, about 8% drop rate, and 15 average section size. 6,507 of 65,974 initial UAA registrants (10%) have their classes cancelled and/or change their mind and leave before classes start. *Tier I courses are 69% full by 1st day of instruction and 87% full by end of registration compared to 50% and 69% full across the curriculum. Fill rates Oral Communication(1st day 78%-90% final)20.7 section size, Written Communication(1st day 73%-92% final) 18.9 section size, Quantitative Skills (1st day 57%-80% final) 24.6 section size.*

During 02-06, Oral 244 sections with 89 over enrollment cap(37%), Quantitative 6,751 sections with 8% overloaded, and Written 21% overloaded. All Tier I, 21% of sections overloaded.

About 26% of the (headcount) and 18% of Tier I enrollment takes place during first year of college. By second year the percentages are 42% and 37% respectively. That means 58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned.

Enrollment(headcount)

Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).

Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).

Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

The project examines the GER hours students took with them when they transferred out of UAA to another college or university. It also looks at selected student characteristics and their GER attrition rates.

Attrition: any grade symbol that hinders student from making progress toward his/her educational goal: F, W(withdrawal), NP(not pass), Audit. Success Grades facilitate progress: A, B, C, D, and P, while Stasis grades are neutral (Audit Deferred Incomplete)

A larger proportion of a greater number of students are successfully completing their Tier I coursework in AY06 (76%) than in AY02 (73%). Oral: 06(85%) 02(84%),

Quantitative: 06(65%) 02(59%), Written: 06(78%) 02(75%).

02-06 Tier I: 19% increase in "Failure" grades and 17% increase in Withdrawals.

During that time attrition rates remained constant (22%) and proportion of stasis grades dropped to 1.7%. Within that, however, course attrition overall was 11-14% in Oral Communication courses, 29-33% in Quantitative Skills, and 19% in Written Communications. In 06 Tier I 22% attrition: 13% Oral, 20% English(ENGL 111 23% & other ENGL 17%), 33% Quantitative.

Who takes Course?

Attrition in Tier I higher for: males, minority students(especially Alaska Natives and American Indian), freshman, 25-39 yr olds, high school GPA \leq 2.4, bottom half of high school class, living off-campus, not UA scholar, non-degree seeker, part-time student, attending Anchorage or Mat-Su campus.

Assumption: Students have met course prerequisite qualifications if they are officially enrolled in the course. The final course grade is a proxy outcome assessment for student performance against course standards/instructor expectations, and individual instructor grading philosophies becomes normalized in aggregate statistics

A separate small side research project(*first time freshman Fall 00-06*) set up to control variables as much as possible and examine the effect of GER prerequisite course performance compared with GER criterion course performance. A comparison of criterion performance was made by those who Met the prerequisite(*successful grade in all required prerequisite courses*), vs *Not Met(not taken or not passed)* those who did not but enrolled anyway, and *for Met vs* those who did not take the prerequisite but were admitted via faculty waiver. There were both expected and unexpected but important statistically significant findings.

Quantitative Skills:

23.4% MET: mean GPA 1.81

67% successful grade, 1% stasis, 31% attrition grade

4.9% Not Met: mean GPA 1.57 (P =0.02)

57% successful grade, 3% stasis, 40% attrition grade

71.7% Faculty Waiver: mean GPA 1.83

66% successful grade, 2% stasis, 32% attrition grade

Written Communication:

31.8% MET: mean GPA 2.74

83% successful grade, 2% stasis, 14% attrition grade

0.9% Not Met: mean GPA 2.22 (P=0.002)

71% successful grade, 4% stasis, 24% attrition grade

67.3% Faculty Waiver: mean GPA 2.44 (P<.0001)

77% successful grade, 2% stasis, 21% attrition grade

A second larger, but less controlled, analysis prepared a correlation between the actual grade performance of all students in each stated GER prerequisite course and their grade performance in the GER criterion course. How students were placed in each course was not important; they were there and their performance was compared. An examination of the common (what the two courses had in common) and unique variance between each prerequisite and criterion course revealed findings subject to two possible interpretations. One, the small common variance indicates the two courses were not presenting the same thing which one would hope for since duplication was minimal. Two, prerequisites were not performing their intended function because there is so little carryover from prerequisite to criterion course that is assumed to facilitate learning and success in the latter.

Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course

The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

There were 444 repeaters (10%) among 4,501 Tier I enrollees during Fall 2005. Based on the average section size of each category compared with the courses repeated, they would represent the equivalent of 1.1 additional Oral Communication classes, 9.3 additional Quantitative Skills, classes and 10.2 additional Written Communication classes in one semester. Further, this just represents the tip of the iceberg because 57-65% of Tier I attriting students elected not to repeat their course. Doing the math and adding this to the number who actually did repeat one sees the impact. *Oral 5% of repeaters, Written 43% of repeaters, and Quantitative 52% of repeaters. Highest Courses for Tier I repeaters: ENGL 111 28% and MATH A107 21% of all repeaters.*

15-20% of Oral Comm. elected to repeat the same course

45% of Quantitative Skills elected to repeat and took more tries to complete successfully

32-40% of Written Comm. elected to repeat

Majority of Tier I students successfully repeated on the first attempt

The project determined whether significant attrition differences existed in GER courses taught weekday vs. weekend, morning, afternoon and evening, class size, taught by different instructional modalities, and taught via. distance delivery. There were some statistically significant differences between them.

Oral and Written Comm. Attrition: no significant difference morn., aft., eve.

Quantitative attrition: morning highest(36.2%) afternoon(32.0%), evening lowest(29.1%)

Oral and Quantitative Attrition: no signif. Difference weekday vs weekend

Written Comm. Attrition: Higher weekend(26.2%) than weekday(17.8%)

Small (1-19), medium (20-49), large (50+) class size

Oral class Size: no difference small vs medium, no large

Written class size: no difference small vs medium, no large

Quantitative class size: attrition rate in medium size(35.4%) higher than small size(20.5%) $P < 0.0001$

Distance Delivery

Only Written Comm. offered Distance courses. Attrition Rate higher in Distance courses each year offered 02-03(29% vs 21%), 03-04(32% vs 20%), 04-05(28% vs 21%), 05-06 (35% vs 19%)

It also determined the proportion of students who started with a full-time course load and ended up with a part-time load based on attrition rate in GER courses. *63% were part time and 37% were full time. Of all these 74% were able to complete entire load and 26% had attrition.*

The project looked for different performance in GER courses taught by regular vs. adjunct faculty and also difference by academic rank along with bipartite-tripartite status. There were some statistically significant differences between them.

All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier I Ranked faculty attrition 22-25% vs adjuncts 20% attrition rate for GER Tier I

Oral: Prof(12.1%), Assoc.(17.1%), Asst.(20.4%), Instruc.(8.9%), Adjunct(14.1%)

Quant: Prof(37.0%), Assoc.(39.8%), Asst.(34.2%), Adjunct(30.3%)

Written: Prof(15.0%), Assoc.(18.7%), Asst.(20.5%), Instruc.(18.4%), Adjunct(20.6%)

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%

GER Tier I mostly taught by Bipartite(96%) attrition 24% & tripartite(4%) attrition 32%

The project established total and unit direct instructional, instructional plus indirect support, and full cost to teach GER courses. There are important comparisons but unit cost increases were discovered to be more the result of increases in full operating costs than salaries although benefits are playing an ever-increasing role in bringing direct instruction and full-costs closer together.

How effectively does course accomplish purpose?

*Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course
The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.*

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years). Students reported spending 2-4 hours per week outside class and the GER course workload requirements were typically perceived to be about the same as other comparable credit-hour course, except for Quantitative Skills, *rated as heavier workload, and also were more likely to spend more hours per week outside class working on course material.*

The GER Tier II curriculum was analyzed in the same way and there is a wealth of findings for the interested reader.

Tier II 14% of all UAA sections, 25-26% of enrollment, 29-30% of all SCH, taught by 18% of Faculty.

02-06 Tier II +9% total sections, +20% SCH, +9% FTEF faculty

CAS +10% sections, +21% enrollment, +8% FTEF

CTC +14% sections, +29% enrollment, +14% FTEF

06 Tier II 14% sections, 25% enrollment, 17% FTEF faculty

06 Anchorage 27% enrollment, 17% FTEF faculty

Tier II

Fine Arts: 8% enrollment, 8% SCH, 6% of Tier II faculty

02-06: +18% in sections, enrollment +31%, +18% faculty

Humanities: 31% enrollment, 39% of Tier II faculty

02-06: -6% in sections, enrollment +5%, -7% faculty(FTEF)

Natural Sciences: 29% enrollment, 25% of Tier II faculty

02-06: +22% sections, enrollment +26%, +27% faculty

Social Sciences: 32% enrollment 30% Tier II faculty

02-06: +16% sections, enrollment +23%, +16% faculty

ALL UAA fill rates: 1st day(50.0%) end 76.5%, drop(7.5%) final(68.9%)

Tier II GER Course Fill Rates: Fall 2005

ALL Tier II: 1st day(67.5%) end(92.6%), drop(8.3%) final(84.3%)

Fine Arts: 1st day(75%) end(97.2%), drop(7%),final (90%) section size 36.3

Humanities: 1st day(66%) end(92.3%), drop(8.8%) final (83.5%) section size 24.3

Natural Sciences: 1st day(65.5%)end(92.5%), drop(8.9%) final(83.6%) section size 27.9

Social Sciences: 1st day(69.1%) end(92.0%), drop(7.5%) final (84.5%) section size 32.4

Tier II drops represent 24% of drops from all courses in the entire UAA curriculum

% Capacity Sections Over Capacity Caps:

Fine Arts: 21% over capacity

Humanities: 21% over capacity

Natural Sciences: 11% over capacity

Social Sciences: 17% over capacity

When are Tier II courses Taken?

Enrollment (headcount)

Fine Arts: 1st yr 16.6%(8.1%), 2nd yr 18.5%(21.4%), 3rd yr 20.9%(21.4%), 4th yr 22.2%(20.1%), 5th yr 21.8%(29%)

Humanities: 1st yr 18.7%(22.0%), 2nd yr 20.5%(17.9%), 3rd yr 20.7%(19.2%), 4th yr 20.6%(20.6%), 5th yr 19.5%(20.3%)

Natural Sciences: 1st yr 16.1%(11.7%), 2nd yr 18.7%(22%), 3rd yr 20.8%(19.8%), 4th yr 22.4%(30.4%), 5th yr 22%(16.1%)

Social Sciences: 1st yr 17.2%(12.5%), 2nd yr 19.5%(20.5%), 3rd yr 21%(23%), 4th yr 21.2%(20.2%), 5th yr 21.1%(23.8%)

Who takes course?

Tier II course attrition higher for: males, minority students(especially Alaska Natives and American Indian), freshman, 18-24 yr olds, high school GPA ≤ 2.4 , bottom half high school class, living off campus, not UA scholar, non-degree seeker, part-time student

How well are students prepared? grades and attrition rates

144,547 grades Fine Arts(8%), Humanities(29%), Natural Sciences(16.6%), Social Sciences (27.7%)

Successful grades(A,B,C,D): Fine Arts 83%, Humanities(78%), Natural Sciences(76%), Social Sciences(76-78%)

2% of Tier II grades incompletes

Attrition Rates: 02-06

Natural Sciences(22-24%), Social Sciences(18-21%), Humanities(19-20%), Fine Arts(16-17%)

06 Attrition Tier II 22%

06 Attrition: Natural Sciences(23%) from 7% in environmental sci. to 27% in biology, Social Sciences(21%)from 13% in HUMS to 34% in paralegal, Humanities(20%) from 10% in linguistics to 47% in Latin, Fine Arts(16%) from 7% in dance to 18% in music

Prerequisites and attrition

Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Fine Arts:

Met(51.5%) GPA 2.88

91% Success, 0% Stasis, 9% attrition

Not Met(3.5%) GPA 2.08 P=0.04

60% Success, 4% Stasis, 36% attrition

Faculty Waiver(45%) GPA 2.66 P=0.03

82.9% success, 0.9% stasis, 16.2% attrition

Humanities:

Met(54.2%) GPA 2.63

94.5% Success, 0.7% Stasis, 14.7% attrition

Not Met(2.1%) GPA 2.08 P=0.009

55.8% Success, 7.8% Stasis, 26% attrition

Faculty Waiver(43.8%) GPA 2.67

82.6% Success, 0.7% Stasis, 15.9% attrition

Prerequisites and attrition

Students that Met prerequisite vs Not Met and Met vs Faculty Waiver

Natural Sciences:

Met(41.5%) GPA 2.64

89.8% Success, 0.7% Stasis, 9.3% attrition

Not Met(21.5%) GPA 1.73 P= <0.0001

63.7% Success, 1% Stasis, 34.9% attrition

Faculty Waiver(37%) GPA 1.89 P=<0.0001

82.6% Success, 0.7% Stasis, 15.9% attrition

Social Sciences:

Met(41.9%) GPA 2.47

83.5% Success, 0.8% Stasis, 15.7% attrition

Not Met(6.9%) GPA 1.67 P= <0.0001

64.2% Success, 1.2% Stasis, 34.5% attrition

Faculty Waiver(51.2%) GPA 2.07 P=<0.0001

72.9% Success, 1.8% Stasis, 25.3% attrition

There was a significant difference in mean GPA between MET prerequisite and other students for all 4 Tier II categories. In 3 of 4 (not humanities) there was a significant difference between the Met prerequisite and faculty waiver students.

GER Tier II Repeating Students:

There were 1,131 repeaters (7%) in the 15,811 Tier II students in Fall 2005. Based on class size, repeaters represent 1 additional Fine Arts, 10.4 additional Humanities, 17.5 additional Natural Sciences, and 10.9 additional Social Sciences classes in one semester. If the 1,131 were spread across the average 15 student Tier II class size it would represent 75.4 additional Tier II sections in Fall 2005.

Fall 2003

Fine Arts: 80.4% no repeat, 19.6% repeat, 11.6% successful

Humanities: 78.3% no repeat, 21.7% repeat, 12.8% successful

Natural Sciences: 64.4% no repeat, 35.6% repeat, 21.9% successful

Social Sciences: 70.6% no repeat, 29.4% repeat, 17.3% successful

Social Sciences courses repeats took more times to be successful and tried more times unsuccessfully than other Tier II. The majority of students who repeated Tier II successfully did so on their first attempt.

Course Attributes and Attrition: Tier II 24% of total UAA enrollment

**Significant differences 05-06 in attrition*

Time of Day: highest in morning, less in afternoon, and lowest in evening classes

Fine Arts: Morn(17.5%), aft(12.6%), evening(15%), missing(24%)*

Humanities: Morn(21.6%), aft(18.2%), evening(18.5%*), missing(20.7%)*

Natural Sciences: Morn(23.4%), aft(24.1%), evening(19.9%), missing(22%)*

Social Sciences: Morn(21.4%), aft(20.4%), evening(17.9%), missing(27.6%)*

Attrition Weekend vs Weekday

Only Social Sciences has a significant difference. Weekend(12.1%) has lower attrition than weekday(20.3%).

Attrition vs Class Size: Small (1-19), medium (20-49), large (50+) class size

With the exception of medium vs large fine arts and small vs medium Natural Sciences, a statistically significant($P < 0.0001$) relationship between the larger the class size and the higher the attrition for all Tier II.

Attrition vs Modality for Tier II categories with different modalities

Tier II Humanities courses taught by lecture(20.6%) and lecture-lab (15.7%)

Natural Sciences lecture(28.3%), lab only(21.3%), lecture-lab(24.6%) .

Attrition Tier II distance delivery vs non-distance delivery 01-06

No significant difference in Fine Arts. Humanities and Natural Sciences had significantly higher attrition in early years but not in 04-06. Only Social Sciences had significantly higher attrition in distance delivery courses from 01-06.

Who Teaches the course? Attrition Rate

All UAA courses attrition 15-16%. Ranked faculty had higher attrition rates (17-18%) vs adjuncts (14%). For GER Tier II Ranked faculty attrition 20-22% vs adjuncts 18-20%.

attrition rate for GER Tier II 05-06

Fine Arts: Prof(21.7%), Assoc.(30.4%), Asst.(14.9%), Instruc.(7.1%), Adjunct(15.2%)

Humanities: Prof(22.1%), Assoc.(25.2%), Asst.(22.8%), Inst.(16,8%),Adjunct(19.7%)

Nat.Sci.:Prof(28.6%), Assoc.(17.8%), Asst.(16.2%), Instruc.(26.7%), Adjunct(24.1%)

Social Sci.:Prof(26.3%), Assoc.(20.9%), Asst.(23.6%),Instruc.(18.4%),Adjunct(18.8%)

General hierarchy in last two years has shifted to Assoc>Prof>Asst>Instructor

Attrition rate all courses Bipartite from 19% in 01-02 to 17% and Tripartite stable at 15-16%

GER Tier II (05-06) taught by Bipartite(52%) attrition 21% & tripartite(47%) attrition 25%

How effectively does course accomplish primary purpose?

Correlation in grade in GER Tier II prerequisite and grade in subsequent criterion course

The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. Natural Sciences had the highest proportion of common variance(5%-46%) for all courses in a category, as expected given discipline carryover and 2 semester sequences. Social Sciences had the next highest common variance(5%-33%) for its courses with prerequisites. Humanities was third in the proportion of common variance(0.4%-46.2%) for its courses with prerequisites which include 2 semester sequences. Fine Arts has the lowest aggregate common variance(1%-27%) for courses with prerequisites.

The project analyzed student evaluation of instructional effectiveness in GER courses over the five years. Students rated their instructional experience in such classes very high (almost too high given the proportion of attrition grades awarded over the years. Students reported spending 2-4 hours per week outside class. The GER course workload requirements was rated slightly lighter for Fine Arts courses, and Natural Sciences were rated as a heavier workload than other equal credit classes. They were slightly more likely to recommend Humanities and Social Sciences courses to another student.

The Tier III capstone courses were briefly examined because there was insufficient data to conduct a detailed analysis.

*Tier III Course Fill Rates: 2 sec. Sum 05(61 enroll.), 8 sec. Fall 05(200 enroll.), 9 sec. Spr 06(234 enroll.)
Fall 05- Capacity*

8 Sections of Tier III (232 seats): 1st Day(78%), end(88.8%), 2.6% drop, Final(86.2%)

Spring 06: 9 Sections of Tier III Final (79.3%).

Tier III course attrition by 06, 495 students had taken Tier III and 36 (7.3%)attrition. Substantially lower attrition than the other GER Tiers.

Tier III Course Prerequisites and Attrition:

Met GPA 2.81, Not Met GPA 2.71, Faculty Waiver GPA 3.09 no significant differences, so prerequisite or faculty waiver had no significant effect on grade or attrition. 91% successful (A,D,C,D) grades were obtained in Tier III, higher than other Tiers.

Attrition and repeats: Fall 2003, 12 attrition grades in Tier III, 8 chose not to repeat, the 4 who did repeat were successful on first attempt, similar success in other years.

Who Teaches the Tier III Course?

Proportion of bipartite to tripartite faculty instructing Tier III has fluctuated over the years. Bipartite faculty have slightly higher attrition rates than tripartite faculty.

UAA lacks important information to assess the fundamental mission question cited earlier about both outcome differences the course(s) makes as intended by the university and/or expected by the student. Outcome criteria consensus needs to be reached and strategies/resources developed to gather information that will inform UAA regarding this question. Once that is determined and UAA information gathered, efforts can be made to obtain comparator peer information as well.