Friday, February 5, 2016
2-3:30pm, Sacramento Hall 161

**MEMBERS**

Stephen Blumberg (Music, A&L)
Anne Bradley (Library, LIB)
Sue Escobar, Chair (Criminal Justice, HHS)
Jean Gonsier-Gerdin (Teaching Credentials, EDU)
Amber Gonzalez (Undergraduate Studies, EDU)
Jacqueline Irwin (Communication Studies, A&L)

Yang Li (Marketing & Supply Chain Management, CBA)
Todd Migliaccio (Sociology, SSIS)
Matt Schmidtlein, (Geography, NSM)
Kristin Van Gaasbeck (Economics, SSIS)
Rustin Vogt (Mechanical Engineering, ECS)

**NON-VOTING/EX-OFFICIO MEMBERS**

Sylvester Bowie (Faculty Senate)
Jasmine Murphy (Academic Advising Center)
Dennis Geyer (Office of the University Registrar)
Don Hunt (Division of Student Affairs)
Don Taylor (Office of Academic Affairs)

Kris Trigales (Office of the University Registrar)
Marcellene Watson-Derbigny (Student Academic
Success/Educational Opportunity Program)
Aryn Fields (Associated Students, Inc.)
Gabriel Hernandez (University Staff Assembly)

**AGENDA**

1. **Call to Order**

2. **Open Forum**
   Brief period for members to raise issues related to the committee charge that are not on today's agenda.

3. **Approval of the Agenda**

4. **Approval of Minutes from December 4, 2015 (Appendix A)**

5. **Timely Declaration of Major Policy, Amendment of. (Appendix B)**

6. **Information& Discussion Items:**

   **a. Attendance / Administrative Drop Policy (D. Hunt)**

   **b. Online Course Evaluation Program Follow-Up from Exec. Comm. Meeting on 12/8/15 (Escobar).**

7. **Meeting Schedule for Spring 2016**

   | | | |
   |---|---|---|
   | February 5 | March 18 | May 6 |
   | February 19 | April 1 | |
   | March 4 | April 15 | |

8. **Adjournment**

**2015-16 FACULTY SENATE**
**ACADEMIC POLICIES COMMITTEE**
**MINUTES December 4, 2015**
*Approved:*

December 9, 2015

Members Present:    Escobar, Blumberg, Schmidtlein, Migliaccio, Hunt, Geyer, Trigales, Van Gaasbeck, Vogt, Hernandez, Irwin

Members Absent:    Bowie, Fields, Gonsier-Gerdin, Gonzalez, Li, Murphy, Taylor, Watson-Derbigny

Guests Present:    Malroutu, Slabinski

**Call to Order**: Called to order at 2:05 p.m.

1.  **Open Forum**:
    * **D. Hunt – Working on a Declaration of Major policy/process in Enrollment Management:** The issue raised centers on how students declare a major.  First, in looking at admissions, there is criteria to admit students into the CSU; however, there is nothing established to admit students into a major program.  Hunt discussed two (2) gates through which students are admitted: (1) open major at the point of admission to the university; (2) once the application to the university is open, the challenge is trying to figure out what to do with these students.  One tool is to wait list them and then assign them "undeclared" status.  Going this route will create a larger undeclared pool of students.  Therefore, Hunt stated that a policy is needed to be in place in order to know how to transition students through to the major program.  One of the primary barriers/questions/concerns is how to deal with high demand majors (e.g., Sociology, Social Work, etc.  These are majors that are essentially impacted but not officially labeled 'impacted.').  By going through gate #2, it would allow the major program to have more control to determine who is where in their major (move away from Expressed Interest).

    Malroutu suggested that programs use a "pre-major" status, which can be defined under a 'Declaration of Majors' policy/policy on Declared Majors.  This could be used as a framework or starting point for directing how students declare a major.  One concern with such a policy is pushback from departments and the preference for 'home rule' and the preference for an 'open access' campus.  This ties in with the reality that the CSU is silent on how students can get into the major.

    Other concerns center on where Academic Affairs is to put its resources.  Other considerations for the university and individual major programs is growth (i.e., where do we want to grow?  What would a market analysis show in terms of what careers will have more demand down the road?)  Once some of these concerns are addressed, then enrollment management can address the issues here.

    Another suggestion is for Enrollment Management to consult with department chairs about this issue and get their perspective and input on it.  Many are very supportive of

open access and do not want to restrict student access to their programs.  Other points are that this is a university issue that has been going on for years now.  One question that needs to be answered is how are these changes going to affect students and departments (low and high demand).

* **D. Geyer, Registrar – Grading Memo:** An email with the information on submitting final grades will be going out on Monday/Tuesday.  Geyer encouraged folks to remind colleagues about the SacCT system upgrade beginning on Sunday, December 20th.  Grades are due by 11:59:59pm on January 4, 2016.

* **S. Escobar – Criminal Justice Events:** Chair Escobar shared information about a Holiday Gift Drive for Incarcerated Women and an event on Dec 9th called 'Unlocking Potential: The Death Penalty and IQ,' featuring a panel of 2 psychologists and 2 CrJ Division professors.  The campus and local communities are welcome.

* **K. Van Gaasbeck – SRGS Task:** A suggestion was made to have the subcommittee look at general characteristics of impacted majors: time to degree, GPAs, etc under the broader issue of 'retention/progress to degree.'  To put it another way, this could be a 'pre- and post-impaction' analysis on these variables (and perhaps others that SRGS or the Impaction Task Force has identified).  What is the data telling us about these variables, within currently impacted programs as well as those few identified high demand majors.  APC members requested that Chair Escobar contact Deidre Sessoms, Chair of SRGS, and ask her to contact the Impaction Task Force folks, of which Ted Lascher is a member and Chevelle Newsome is Chair, to find out what they are currently doing (or not doing) in order to decide what SRGS could look at and perhaps help support the Impaction Task Force.  It was stated very clearly, though, that SRGS would be responding to the request from APC, as its parent committee (i.e., this would be a referral from APC).

2.  **Agenda Approved**: Approved 2:45pm

3.  **Minutes November 6, 2015 Reviewed.** Minutes approved as amended, 2:45pm

4.  **Policy and Procedure for Student Admission into a Non-Impacted Major Without Pre-Major Criteria, Establishment of. (Appendix B).**  The Committee reviewed the policy draft and recommended that we look to existing policy first to see if we can insert the language there.  If not, then we could propose a new policy.  It was suggested that we look at the Timely Declaration of Major policy and amend the policy to include an item in that language about how Chairs cannot deny students admission into their major if it is non-impacted and without any pre-major criteria.  It was also recommended that we look at the Pre-Major and Expressed Interest Definition policy as well.  Escobar will bring back a draft of the amended Timely Declaration of Major policy with the proposed language at the February 5, 2016 meeting.

**5. Information& Discussion Items:**

**a. Todd's Ad Hoc Group Update.** The ad hoc group has met and has begun discussions regarding the definition of a baccalaureate degree and what a general studies degree might look like.  For starters, it is not to be structured nor considered a "finishing degree."  Having academic rigor like other degree programs is essential and will be a critical component of the degree.  Questions the group is considering include: Who would the University be serving?  What would the policy look like? Who will be impacted by it? T

**b. Online Course Evaluations Update (Escobar).** The issue of online course evaluations has been placed on the Executive Committee's agenda for December 8, 2015. Mark Rodriguez and Shawn Sumner are planning to present information and answer questions and concerns.  Escobar will provide another update at the February 5, 2016 meeting.

**6. Meeting Schedule for Fall 2015**

| | | |
|---|---|---|
| ~~September 4~~ | ~~October 16~~ | ~~December 4~~ |
| ~~September 18~~ | ~~November 6~~ | |
| ~~October 2~~ | ~~November 20~~ | |
| | (canceled) | |

**7. Adjournment**: Meeting adjourned at 3:30pm.   _____

Sue C. Escobar, Committee Chair

**DRAFT        DRAFT        DRAFT**

# FS 15/16-xx/APC/    Timely Declaration of Major Policy, Amendment of

I.   Undeclared lower division students, including those with an Expressed Interest and lower division transfer students, are required to submit a declaration of major form by the time they have completed 60 units; failure to do so will result in a hold on subsequent registration.

II.   Undeclared upper division transfer and returning students, including those with an Expressed Interest, are required to submit a declaration of major form prior to registration for their second semester; failure to do so will result in a registration hold.

III. Department/Division/Program Chairs or Directors are required to admit students into a major program by signing a Declaration/Change of Major Form unless the epartment/division/program has established pre-major criteria or if the major program is officially impacted.  The policy also requires that students meet with a Faculty Advisor to obtain a signature on the eclaration/Change of Major Form prior to meeting with the Chair or Director in order to obtain approval for admission into the major.

~~III IV~~. Implementation of the policy:

A.    The 60 units of coursework identified above shall include only those courses that carry unit credit toward the degree. (This excludes, therefore, remedial courses and courses taken at non-accredited institutions.)

B.    The Academic Advising Center shall have responsibility for placing and removing the registration holds specified above.

C.    It is recognized that this requirement is for an initial declaration of major only; students still have the option of changing their major after completion of 60 units.

D. Students wishing to add into a non-impacted major without pre-major criteria must first obtain the signatures of a Faculty Advisor and the Department/Division/Program Chair on a Declaration/Change of Major Form.  Department/Division/Program Chairs or Directors in programs without pre-major criteria or official impacted status are required to sign a student's Declaration/Change of Major Form if that student requests admission into the major program. Once the signatures have been obtained, students should then return the completed form to the Student Services Counter in Lassen Hall for processing.

~~D~~ E.    A student petitioning to change or to add a major, minor or certificate after the accumulation of 120 units of credit towards graduation must have the petition approved by an academic advisor in the program being requested.  A plan to graduate will be developed with the advisor.  If the graduation plan and petition is approved at the department level, will be

submitted to the Dean of the college (or Dean's designee) who will review all materials for final approval.

E F.    Declaration of an Expressed Interest does not constitute declaration of a major.  If, under the time and unit requirements listed in this policy, an Expressed Interest student has not been accepted into the identified Expressed Interest major program, the student may retain the Expressed Interest status with the recommendation of the Impacted Program or the Academic Advising Center each semester.   If the Expressed Interest student does not receive the recommendation to retain the Expressed Interest status, then the student must visit the Academic Advising Center to formulate an alternative major plan.

F G.     If, under the time and unit requirements listed in this policy, a Pre-Major student has not yet met the requirements for entering the major, the Pre-Major may retain the Pre-Major status with the recommendation of the Major Department each semester.

G H.     It is generally beneficial to seek academic advising early in your career, especially with respect to disciplines that have pre-majors or other pre-requisites.

H. I.     Earlier declaration of a major or a pre-major is encouraged. Declaring a pre-major does not guarantee acceptance into the major program.

J. Should Faculty Advisors and/or Chairs or Directors desire additional assistance and/or resources, they may contact and consult with the Registrar's Office, Academic Advising Center, and/or the Dean of Undergraduate Studies.  This consultation will allow Faculty Advisors and/or Chairs or Directors to proactively advise a student in a more complete way when they meet with a student to ensure that the student's desired major program is an appropriate choice for the student, given the student's interests and academic progress.  While Faculty Advisors and Chairs or Directors of non-impacted majors without pre-major criteria may not deny a student admission into their major, meeting with the student prior to signing off on the Declaration/Change of Major Form provides an opportunity for Faculty Advisors and/or Chairs or Directors to talk with the student and, if appropriate, direct the student to a different major that is aligned with student success and retention in the student's progress toward degree completion.

**TRANSMITTAL DOCUMENT** *(This document is required by Academic Affairs to ensure accuracy and consistency in updates to the University Policy Manual.)*

**FS 15/16-xx/APC/      Timely Declaration of Major, Amendment of**

**Senate Action Language:** The Faculty Senate recommends amending the Timely Declaration of Major Policy to include language that requires Chairs to admit students into a major program by signing a Declaration/Change of Major Form unless the department/division/program has established pre-major criteria or if the major program is officially impacted. The policy amendment also requires that students meet with a Faculty Advisor to obtain a signature on the Declaration/Change of Major Form prior to meeting with the Chair or Director in order to obtain approval for admission into the major.

1. **Effective Date of New Policy:** Fall 2016

2. **Senate approval date and FS # of any policy that is superseded: FS 14/15-41 (October 2, 2014)**

3. **Cross References:** NA

4. **Policy (Amendment) Overview:** Policy amendment requires Department, Division or Program Chairs or Directors to admit students into their major program unless they are officially impacted or have established pre-major criteria. If Departments, Divisions or Programs wish to control the flow of admissions more closely, such as establishing pre-requisite course requirements or a pre-major, Chairs or Directors are encouraged to submit the requisite program change proposal that will require approval by the Faculty Senate. PLEASE NOTE: Departments/Divisions/Programs that do not have impacted status nor specific pre-major/pre-requisite requirements are covered by this policy. Departments/Divisions/Programs with impaction or pre-major/pre-requisite admission criteria are not affected by this policy.

5. **Who the policy applies to:** Departments/Divisions/Programs without pre-major or pre-requisite admission criteria and which are not officially impacted as well as faculty advisors and academic advisors in the Academic Advising Center.

6. **Why the policy is necessary:** This policy amendment is necessary due to a lack of clarity regarding whether or not a Department/Division/Program Chair or Director can exercise discretion when faced with a decision to add a student into a program that is experiencing a large influx of students. Additionally, there are inconsistencies in admission practices among Chairs or Directors of these non-impacted programs without pre-major criteria; in other words, some Chairs or Directors admit students into the major program upon request while others simply deny a student admission outright. This policy amendment will provide clarification with respect to the role of both the student and Chair or Director, as well as the Faculty Advisor, and what is required in order for a student to be admitted into a non-impacted major program without pre-major criteria.

7. **Responsibilities (Implementation):** Chairs or Directors have the responsibility of implementing the policy, as well as Faculty Advisors, who are required to meet with the student and sign off on the Declaration/Change of Major Form.

8. **Procedures:** Students wishing to add into a non-impacted major without pre-major criteria must first meet with and obtain the signatures of a Faculty Advisor and the Department/Division/Program Chair on a Declaration/Change of Major Form. Department/Division/Program Chairs or Directors in programs without pre-major criteria or official impacted status are required to sign a student's Declaration/Change of Major Form if that student requests admission into the major program. Once the signatures have been obtained, students should then return the completed form to the Student Services Counter in Lassen Hall for processing.

   Should Faculty Advisors and/or Chairs or Directors desire additional assistance and/or resources, they may contact and consult with the Registrar's Office, Academic Advising Center, and/or the Dean of Undergraduate Studies. This consultation will allow Faculty Advisors and/or Chairs or Directors to proactively advise a student in a more complete way when they meet with a student to ensure that the student's desired major program is an appropriate choice for the student, given the student's interests and academic progress. While Faculty Advisors and Chairs or Directors of non-impacted majors without pre-major criteria may not deny a student admission into their major, meeting with the student prior to signing off on the Declaration/Change of Major Form provides an opportunity for Faculty Advisors and/or Chairs or Directors to talk with the student and, if appropriate, direct the student to a different major that is aligned with student success and retention in the student's progress toward degree completion.

9. **Consultation that has occurred:** To obtain clarity and full understanding of the amendment of this policy and procedure, APC has consulted with the Registrar's Office, who shared with the committee the concerns they have heard from Chairs or Directors whose departments have been impacted by high numbers of students who have been submitting Change of Major forms to gain admission into those majors. Additionally, Bohsiu Wu, Chair, Department of Sociology, and Dianne Hyson, Associate Dean, SSIS were invited to attend an APC meeting in order to share their experiences and perspectives on this issue.

10. **Other Considerations:** The rationale behind the requirement that Faculty Advisors and Department/Division/Program Chairs or Directors meet with the students in order to sign the Declaration/Change of Major Form lies with the significant need for proactive academic advising for students wishing to declare or change their major in order to ensure that they are making consistent progress toward the degree.

**On-line Evaluations:** At the Dec 8 Exec meeting concern was expressed about online evaluations for faculty due to the issue of low response rates, negative comments, and the issue of control and timing. ATCS Rodriguez and Sumner presented a handout on <u>Course Evaluation Response Rates</u>. Bowie stated that some of the concerns expressed about low response rates was not the case in the data provided by ATCS.

Escobar shared questions from a faculty member and with ATCS representatives:

▪ Timing for the release of on-line evaluations: Would faculty be able to decide when to release the on-line evaluations for each class?

▪ What are the overall response rates for students across the board and how do those from recent years since the implementation of online evaluations compare to the response rate from the past, before the online process was instituted?

▪ Students filling out the wrong evaluation where the wrong course or professor is listed. How can faculty be sure that the correct course/professor information is reflected on the evaluations? ATCS will look into this issue.

▪ Classes with a high response rate. Have students been surveyed how that rate was achieved? ATCS will be asking about this.

▪ Access to the survey prior to the finals.

▪ Class Climate App on a Smart Phone: ATCS responded that emails are received on smart phones/tablets/computers with the link to the evaluations.
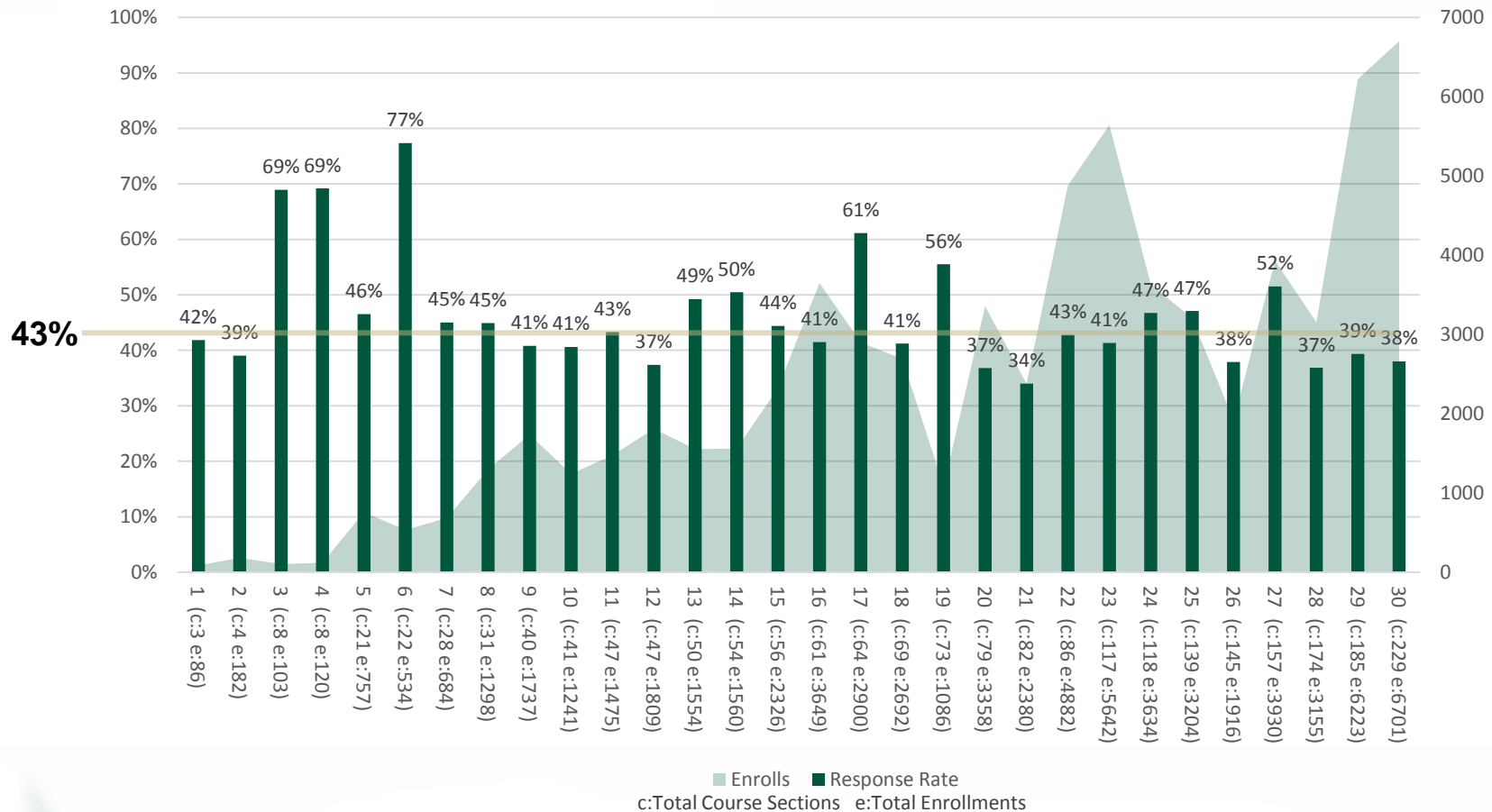
# Course Evaluation Response Rates

by Mark Rodriguez & Shawn Sumner

onlinesurveys@csus.edu | 916-278-3370

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ACADEMIC TECHNOLOGY AND CREATIVE SERVICES

# Online Course Evaluations : Fall 2014 Highlights

- 2,209 course sections used online course evaluations

- 221 course sections with a 70% response rate or higher

- 408 course sections with a 60% response rate or higher

- Overall average online evaluation response rate 43%
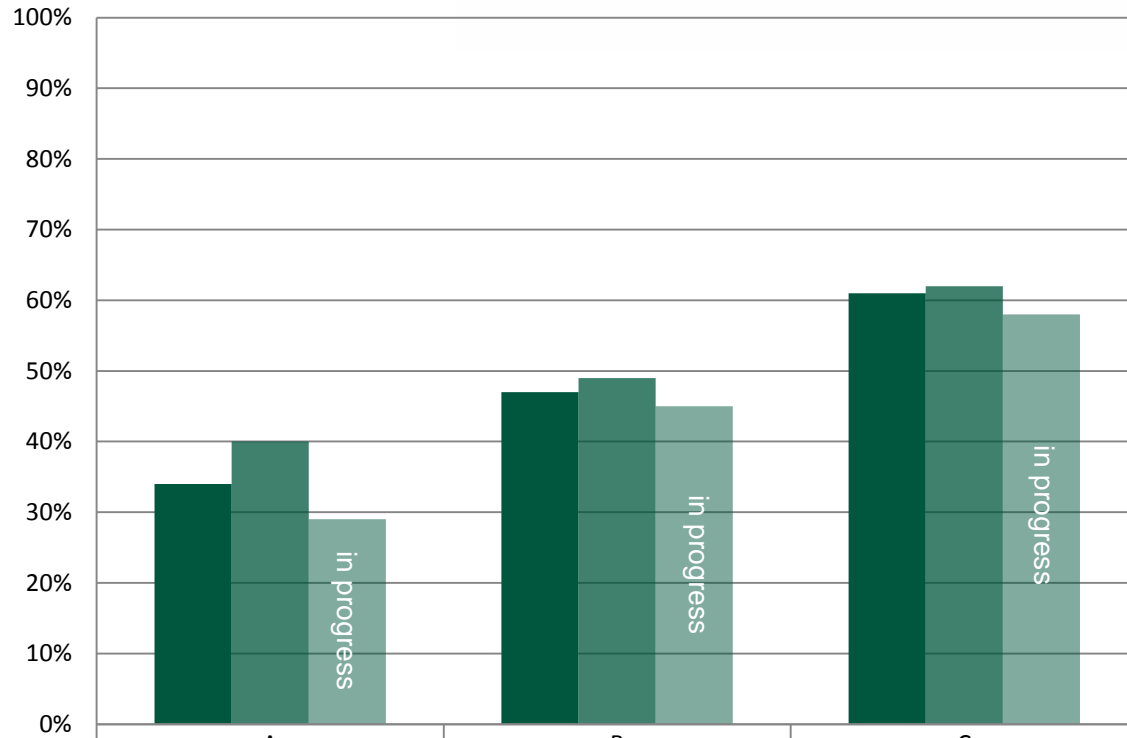
# Online Evaluation Response Rates : Fall 2014

# Paper Evaluation Response Rates: Fall 2014
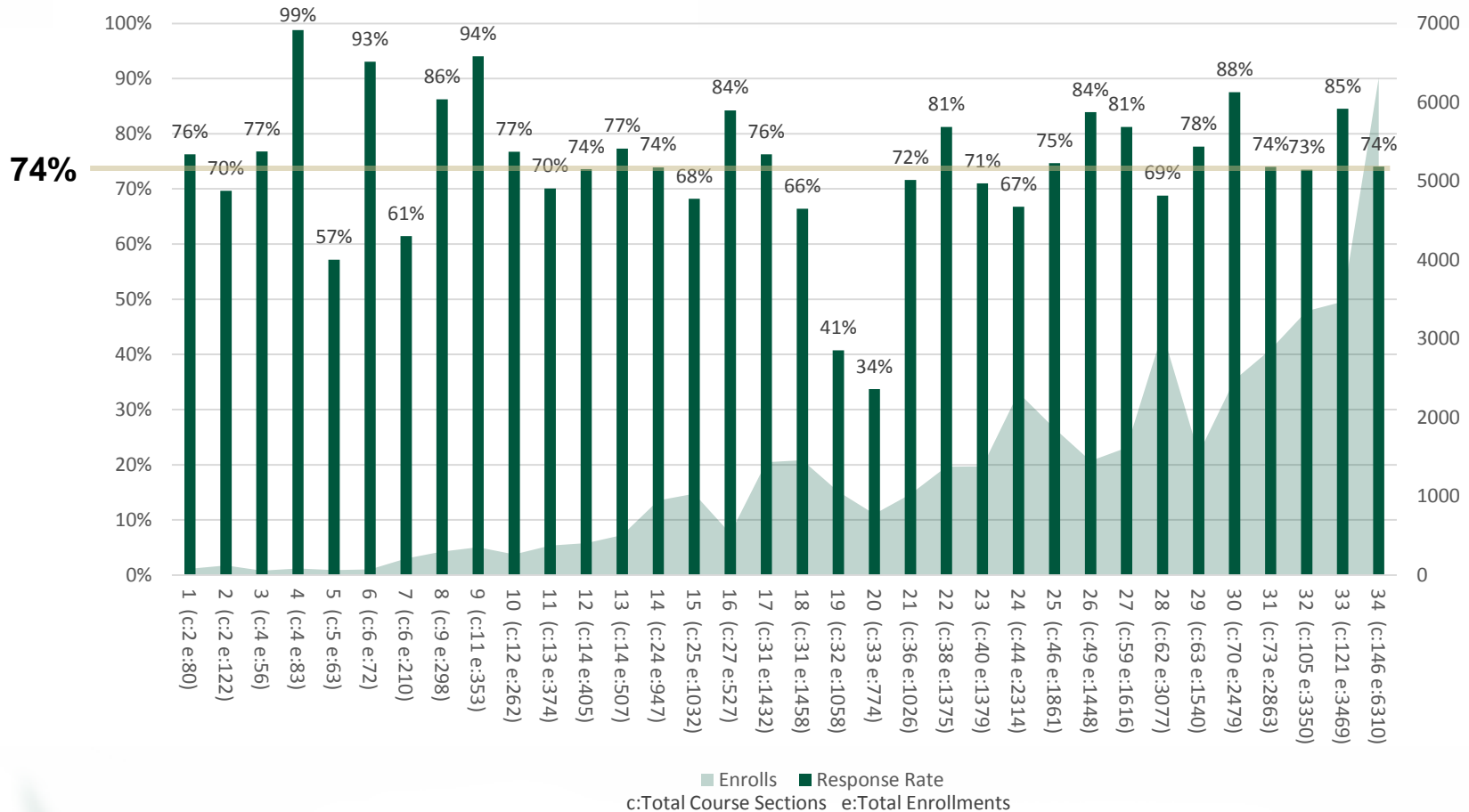
# Online Course Evaluations : 2015 Overview

- Spring 2015 Online Course Evaluations

  □ 2,322 course sections, total enrolls 75,863

  □ Overall average response rate 47%

- Fall 2015 Online Course Evaluations *(in progress)*

  □ 2,460 course sections, total enrolls 83,078

  □ overall average response rate 41% *(as of Tuesday 12/8/15)*

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ACADEMIC TECHNOLOGY AND CREATIVE SERVICES

# Response Rates Over Semesters, 3 Departments



|  | A | B | C |
|---|---|---|---|
| ■ Fall 2014 | 34% | 47% | 61% |
| ■ Spring 2015 | 40% | 49% | 62% |
| ■ Fall 2015 (in progress) | 29% | 45% | 58% |

# ECETF Report for Faculty Senate, Fall 2010

- Online course evaluations have lower response rates than paper course evaluations, but comparable evaluation ratings, and more comments.

- "Universities that have studied the effect of shifting the medium of collecting on teaching evaluations have found no negative impact on the comments. Although no statistical analysis of the qualitative data were undertaken, a review of the qualitative data of those evaluations collected in this study and with informal discussions with faculty participants, the total number of student comments either remained the same or increased and the comments reflected greater depth."

  http://www.csus.edu/acse/10-11_actions.htm#FS%2010-105 (Attachment B)

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ACADEMIC TECHNOLOGY AND CREATIVE SERVICES

# Timing

- "Normally, invitations to complete and submit OSETs will be sent via e-mail three (3) weeks before the last day of instruction each semester."
  http://www.csus.edu/umanual/hr/HRS-0131.pdf  UARTP 5.05.E.1.c.1

- Students are not notified about the end date for online course evaluations.

  - Only faculty and ASC are notified of the end of online course evaluation availability, and can communicate with students if there is a preference as to when students should submit an online course evaluation.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ACADEMIC TECHNOLOGY AND CREATIVE SERVICES

# Current Methods to Encourage Participation

- **Notify Instructors Ahead of Time:** A few weeks after census, email around 800 – 1,000 instructors who are using online evaluations (when, and which courses).

- **Remind Instructors:** After online evaluations are sent to students, email instructors again about availability to students and instructions to create a SacCT course announcement.

- **Notify Department Office:** Email department ASC that online evaluations had been provided to students, and faculty were also sent reminders.

- **Instructions to generate response rate report:** Each department ASC is sent instructions how to generate a response count report for online course evaluations.

- **Remind Students:** Email students reminders every 3 days if they didn't complete an evaluation.

- **Notice in SacCT**: An announcement for students inside SacCT dashboard "MySacCT."

- **Students can Access Other Surveys after Completion**: After a student submits an online course evaluation, a list for the student is displayed to take their other online course evaluations.

# Future Considerations to Improve the Online Course Evaluation Process

- **Campus Advertisements on Flat screen TVs**: Design a still-image advertisement for display around campus monitors, and printed posters / flyers for bulletin boards. Helps notify / remind students to check their email for the surveys, and that emails with surveys links are legitimate.

- **In Class vs. Out of Class Evaluations:** Notify faculty consider also consider allocating time at the end of a class to allow students to take their online evaluation on a computer, tablet or smart phone in class.

- **Email ASC Response Rates** of their department's courses  2nd week, and again after finals week.

- **Email Faculty Response Rates:** Directly email faculty response rates in week 3.

- **Requirement for students to complete online course evaluations?**

- **Within SacCT, list the online course evaluations** a student needs to submit (requires purchase of a Class Climate Building Block for Blackboard)

- **Upgrade the Class Climate Server** for a greater performing course evaluation system

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ACADEMIC TECHNOLOGY AND CREATIVE SERVICES