

99ACADEMIC POLICIES COMMITTEE
2015-2016

Friday, October 2, 2015
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 Schmittlein, (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.)
VACANT (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 September 18, 2015 (Appendix A)

5. Progress to Degree for High Unit Seniors Policy. (Appendix B) Executive Committee requests comment and consideration of President Gonzalez's May 20, 2015 request for modifications to this policy. Accompanying documents attached via email.

6. Repeat Policy, Amendment of. (Appendix C) Item referred to APC from Executive Committee. Sheree Meyer spoke to Exec at the 9/8 meeting and stated that she had been informed of a problem with the campus Repeat Policy concerning transfer students. A student might enroll in and possibly complete a course at Sac State before the student's record is updated to show that the student had taken the equivalent course at his or her previous institution. Sac State's Repeat Policy speaks to limits on repeats for courses taken at Sac State but is silent concerning a transfer student's courses taken at institutions prior to transfer but are equivalent to a course a student may enroll in and complete at Sac State after transferring. The question being raised is whether the grades should be averaged or forgiven. Draft of policy and transmittal document sent via email. Additional items for review are below.

Items for Review:

* **Email from Sheree Meyer:**

<http://www.csus.edu/acse/standing-committee/Executive2015-2016/090815Agenda-Minutes/15-16EX-16.pdf>

* **University Catalog link:**

<http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>

7. **Department/Division/Program Chairs' or Directors' Right to Deny Students Admission into Major Policy, Establishment of. (Appendix D) ** Time Certain: 3pm ****Carry-over item from Spring 2015. This policy would allow chairs, under specific conditions to refrain from signing add/change major form.

8. **Information & Discussion Items:**

a. **Online Course Evaluation Program. (Appendix E)** Information regarding the online course evaluations that was requested by APC members is provided (see "The Effectiveness of the Class Climate Evaluation System" (pdf), sent via email). This document is a presentation that was prepared by Mark Rodriguez and Shaun Sumner for presentation to the 2014-15 Faculty Senate during the Spring 2015 semester.

Some initial questions to consider: how should APC proceed: invite Mark Rodriguez and Shaun Sumner (and/or others) to an APC meeting to provide additional information and respond to additional questions we have? Refer on to the Executive Committee for their review? Request that this be presented to the Faculty Senate?

8. **Meeting Schedule for Fall 2015**

September 4
September 18
October 2

October 16
November 6
November 20

December 4

9. **Adjournment**

**2015-16 FACULTY SENATE
ACADEMIC POLICIES COMMITTEE
MINUTES Sept. 18, 2015**

Approved:

Sept. 21, 2015

Members Present: Escobar, Blumberg, Van Gaasbeck, Bradley, Schmidlein, Vogt,
Migliaccio, Irwin, Li, Hunt, Geyer, Fields

Members Absent: Bowie, Murphy, Taylor, Trigales, Watson-Derbigny,

Guests Present: Llamas-Green, Slabinski

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

1. Open Forum:

* **Online Evaluation Process**—S. Blumberg raised questions about it and wondered if faculty could individually decide when to release the evaluation to their students/classes rather than IT. It would be better if that decision were the faculty member's because, at the times when it is released, it's often not a great point in the semester where students could provide complete feedback. Migliaccio stated that a request for data had been made in the past, which centered on assessing response rates and scores and how those may have changed in units that have made the shift from paper to electronic evaluations. Migliaccio suggested that Escobar, as APC Chair have S. Bowie (Senate Chair) get in touch with Mark Rodriguez about this, as he was contacted in the past. Escobar will follow up with Bowie about this.

* Irwin mentioned another issue concerning the switch to online evaluations, which was grade distribution data vs. response rates in those units that have made the switch.

* **Grade Appeal Process, Amendments to.** Escobar provided a brief recap of what transpired at the Faculty Senate meeting on 9/17 regarding the 1st reading of the amended grade appeal process, highlighting some of the main concerns and questions raised by Senators and other audience members. These concerns were two-fold: (1) Academic Honesty Policy and concern with sanctions for cheating and students appealing those grounds (i.e., the perceived "disproportionate sanction" for cheating or plagiarism as grounds for a grade appeal violation); (2) Procedural Appeals Board amendments: composition (2 faculty, 1 student) and a requirement of a unanimous vote. Migliaccio pointed out that when Bill Dillon talked about the grade appeal process before the Senate in the past, he made a clear distinction between the 2 policies and processes: Academic Honesty and the Grade Appeal Process, neither of which is dependent on the other. Both are separate and have no bearing on the outcome of the other or impact whether or not either process actually takes place. Escobar noted that this item will likely appear on the next Senate meeting agenda, at 1st reading but that it likely would move to 2nd reading.

2. **Agenda Approved:** Approved 2:30pm
3. **Minutes September 4th, 2015 Reviewed.** Minutes were amended to correct the attendees (i.e., striking Evans and replacing with Murphy to reflect Academic Advising representation) and Trigales corrections. Amended minutes approved, 2:35pm
4. **Repeat Policy.** Llamas-Green reported on this, noting that Executive Order 1037 only speaks to Sac State course repeats and not to transfer courses. At Sac State, students are not allowed to repeat grades of C or higher. However, since the University has numerous transfer students, it is difficult to detect or prevent them from repeating courses with C grades or higher during their first semester of enrollment, even if degree evaluators investigate after they've enrolled in the course. Often, a transfer student will not have had their transcripts evaluated by the time they register for their first semester of courses at the University. At times, they enroll in a class and later realize, after the drop period, that they have already taken the class AND they are not allowed to retake a course (or transferrable equivalent) with a C grade or higher.

* **Main question:** Should we apply our own, or the Sac State repeat policy, to these students OR do grade forgiveness OR average the courses? Llamas-Green mentioned that there are various practices going on since the Repeat Policy does not specifically state what to do with these students. Averaging the grades is typically what is done. The student is given credit for one course (i.e., they only get one-time credit, 3.0 units, even if there are multiple repeats). However, in terms of limits on the number of repeats, transfer courses are not counted in a student's "bucket" (i.e., don't count towards repeat limits here at Sac State). Ultimately, the issue is that if the evaluation isn't done ahead of time, before the student enrolls—which often it isn't because there are way too many transfer students compared with the number of evaluators to do this work—nothing is in place to prevent the student from enrolling in a class they already may have.

* **Proposed Solution:** Do we apply the same principles to transfer students that we apply to our "native" Sac State students? (In the end, YES, that is what the Committee decided to do: Sac State repeat policy rules are in effect for ALL students, native and transfer alike).

* **Short-term Fix:** A motion was made and seconded that we craft language to state that transfer courses will be treated the same as how Sac State course grades and course repeats are treated. Motion carried unanimously. Escobar will draft the policy amendments and bring it back to the Committee for review and eventually move it forward to ExCom.

* **Long-term Fix:** Hunt discussed how the new data analytics technologies, specifically SmartPlanner, will eventually be able to help with respect to the "system-side" of the problem and catch the students who may be unnecessarily repeating courses they've already taken or in which they have a C grade or higher. For now, proactive advising and sending strong messages to new students will have to be used in order to minimize the number of students that will be impacted.

5. Information Items:

* **Priority Registration.** Migliaccio provided the Committee with an update regarding discussions on the issue of Priority Registration, in the context of the Graduation

Initiative. The general question is whether moving graduating seniors to the front of the line, so to speak, will give them the ability to enroll in the classes they need and graduate in the semester they indicated on their graduation application. Another question is how many times students should be given this type of registration priority—once? More? Currently, no more than 10% of our student population is given priority registration, but some of the groups of students who get priority registration due to a particular status are registering ahead of graduating seniors.

* Other questions.... Will we need to refine our policy for how priority registration is assigned or determined? Will moving graduating seniors up to the front of the line impact other groups and, if so, in what way and to what degree?

* **Change/Add a Major Policy:** A question was asked about this particular issue and policy, and Escobar provided a brief update from what was discussed at the end of last semester. This policy change would allow chairs, under specific conditions, to refrain from signing add/change major form.

6. Meeting Schedule for Fall 2015

September 4	October 16	December 4
September 18	November 6	
October 2	November 20	

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

Sue C. Escobar, Committee Chair

EMAIL from Bowie to Escobar (cc: Garcia)

September 20, 2015

Dear Sue,

The Senate Executive Committee is requesting, by **October 6, 2015**, comment and consideration of President Gonzalez's, May 20, 2015, request for modifications be made to the **Progress to Degree for High Unit Seniors Policy**.

1. The Registrar's Office, in consultation with the Dean of the student's college, or the Dean for Undergraduate Education for undeclared and expressed interest students, will review the student's academic record and develop an appropriate academic plan or consider other actions, including administrative disqualification, in accordance with Title 5 Section 41300.1 and Executive Order 1038.
2. Outlining requirements for administrative disqualification, Executive Order 1038 also states that our campus is to have procedures whereby a student who is placed on probation or is administratively disqualified may appeal such action. I request that the Faculty Senate draft appropriate language outlining such an appeal process.

If you have questions or concerns related to this request, please don't hesitate to contact me.

Sincerely,

Sylvester

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May 20, 2015

MEMORANDUM

TO: Reza Peigahi
Chair, Faculty Senate

FROM: Alexander Gonzalez
President

SUBJECT: Progress to Degree for High Unit Seniors

This is in further reference to FS 14/15-51 "Progress to Degree for High Unit Seniors Policy".

I will approve the "Progress to Degree for High Unit Seniors Policy" (FS 14/15-51) if the following modifications are made: The Registrar's Office, in consultation with the Dean of the student's college, or the Dean for Undergraduate Education for undeclared and expressed interest students, will review the student's academic record and develop an appropriate academic plan or consider other actions, including administrative disqualification, in accordance with Title 5 Section 41300.1 and Executive Order 1038.

In addition to outlining requirements for administrative disqualification, Executive Order 1038 also states that our campus is to have procedures whereby a student who is placed on probation or is administratively disqualified may appeal such action. I request that the Faculty Senate draft appropriate language outlining such an appeal process.

When both of the above issues are resolved, the policy will be approved.

Thank you for your attention.

AG/cj

cc: Fraka Harmsen, Provost and Vice President, Academic Affairs
Christine Lovely, Vice President, Human Resources

Faculty Senate Meeting
October 2, 2014

Attachment: FS 14/15-51

1 **FS 14/15-51/APC/EX Progress to Degree for High Unit Seniors,**
2 **Establishment of Policy On:**
3

4 The Faculty Senate recommends establishment of a policy on Progress to Degree for High Unit Seniors,
5 effective upon Presidential approval.

6 1. Institutes an explicit policy and procedure for assisting students who are identified as “super
7 seniors” or High Unit seniors but have not yet completed a degree.

8 2. Focuses on intrusive advising to assist students in progressing to the degree.

9 **Progress to Degree for High Unit Seniors Policy**

10 **Students who have obtained 150 units or more but who have not fulfilled requirements for their**
11 **degree will be required to develop a plan for graduation with an advisor. The academic plan to**
12 **graduate is considered an academic regulation for the student. Students who deviate from their**
13 **academic plan to graduate without the agreement of their advisor can be administratively**
14 **disqualified.**
15

Approved by the Faculty Senate, October 16, 2014

**FS 14/15-51/APC/EX Progress to Degree for High Unit Seniors, Establishment of
Policy On:**

Progress to Degree for High Unit Seniors Policy

Students who have obtained 150 units or more but who have not fulfilled requirements for their degree will be required to develop a plan for graduation with an advisor. The academic plan to graduate is considered an academic regulation for the student. Students who deviate from their academic plan to graduate without the agreement of their advisor can be administratively disqualified.

Carried.

**Faculty Senate Meeting
October 2, 2014**

Attachment: FS 14/15-51a

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

**FS 14/15-51/APC/EX Progress to Degree for High Unit Seniors,
Establishment of Policy On:**

1. **Senate Action Language:** The Faculty Senate recommends establishment of a policy on Progress to Degree for High Unit Seniors, effective upon Presidential approval.
2. **Effective Date of New/Revised Policy:** Fall 2015
3. **Senate approval date and FS # of any policy that is superseded.** N//A
4. **Cross References:** NA
5. **Policy Overview:**
 - 1) Institutes an explicit policy and procedure for assisting students who are identified as “super seniors” or High Unit seniors but have not yet completed a degree.
 - 2) Focuses on intrusive advising to assist students in progressing to the degree.
6. **Who the policy applies to:** To all students whose units exceed 150 units and have not applied to graduate, academic unit advisers, Department Chairs, College Deans, Academic Affairs.
7. **Why the policy is necessary:** To help students who have an excess of 150 units (high unit seniors) to help facilitate their progress to degree. Students continue to accrue units and often debt while not progressing to degree, but are not receiving the necessary advising.
8. **Responsibilities (Implementation):** Registrar will identify all students who fit the criteria and inform departments that these students need to come in for advising.

Academic advisors will discuss with students their plans, why they have accumulated such a high number of units, and their ability to graduate. Then the advisor will evaluate each student’s plan to graduation and then develop with the student a plan to graduate.

If the student is unwilling but able, the advisor will oversee the student’s progress, including course registration.

The student is expected to follow the graduation plan, and if any deviations are desired, to meet with an advisor to determine the feasibility of the changes and whether they are acceptable.

The registrar’s office will need to institute administrative withdrawal of students who are identified to have be withdrawn.

Students can reapply the next semester to be readmitted to the university following regular readmission procedures.

9. Procedures:

1. Staff from the Registrar's Office and IRT will continue to provide reports to colleges and academic departments identifying undergraduate students who have earned more than 150 units but who have not completed requirements for their primary major degree. Prior to the registration period, holds will be placed on students' records, requiring them to seek guidance before they register for their classes. If the student identifies a different primary major, the student will be referred to a Faculty Advisor in that program. If the student is Undeclared, the student will seek guidance from an advisor in the Academic Advising Center.
2. Students will be required to meet with a Faculty Advisor from their primary major department or, in the case of students without a declared major, the Academic Advising Center, to discuss reasons why the student has not completed the degree requirements, considering all academic and post-baccalaureate career goals.
3. Based on this discussion, the advisor will establish an academic plan to graduate, which may include the specific course schedule the student is to take for each semester. This plan may also include a stipulation that a student achieve certain minimum grades in courses taken (i.e., a C or better) as well as maintain a particular GPA. Lastly, the plan may restrict students to a certain number of classes in which students may enroll for a particular semester. Once a student is registered for a given semester, a registration hold may be placed to limit changes to the agreed upon course schedule.
 - a. Any changes to the student's academic plan to graduation, including changes to the upcoming semester course load require students to meet with their advisor to discuss all proposed changes and for that advisor to sign off on any changes made to the original academic plan. If changes are made to the original plan, the new academic plan will supersede and replace the original plan, and a student's hold will be extended. Future changes will require the student to meet with the advisor once again, as changes cannot be made by the student alone.
 - b. The student is given notice at this time that failure to adhere to the academic plan to graduate without acceptance by the advisor will result in the student being placed on administrative probation.
 - c. The student will also be informed that if they do not return to the academic plan to graduate, which may include the agreed upon course schedule, they will be administratively disqualified from the university.
4. If a student deviates from the academic plan to graduate without consultation with and agreement from the advisor, they will be immediately placed on administrative probation from the university. To be removed from administrative probation, the student must return to the academic plan to graduate, including any agreed upon course schedule.
5. If the student is placed on administrative probation and does not meet the conditions of removal, the student will be administratively disqualified.
6. Students are able to apply for reinstatement through the established policy and procedures for reinstatement. The reinstatement contract will be the academic plan for graduation determined through consultation with and agreement from the advisor.

10. **Consultation that has occurred:** Academic Advising and the Registrar's Office was consulted on the policy.

11. Other Considerations:

Referred to the Academic Policies Committee by the Faculty Senate, April 3, 2014, FS 13/14-81/APC/EX

This policy is established to assist a specific group of students who necessitate intensive intrusive advising. At this time, there were only 132 students who would meet this criteria. So not a overwhelming workload addition for advisors.

We wanted to consider the implications on the students for remaining, including financial ramifications, with new policies about financial aid and the limitations to that, as well as accruing loans. Costly to both themselves and the university, but not moving forward on their own education.

This policy is set up as primarily an advising policy to help facilitate student progress to graduation. This is why the faculty advisors were established as a primary aspect of this policy.

Faculty advisors are able to evaluate all degrees and career goals to include in the plan to graduation. Faculty can also consider financial aid issues as they establish the plan.

The committee considered how to help facilitate progress to graduation for students, considering their interests and goals while also limiting their potential deviations.

The committee also considered what occurs if student does not follow the plan for graduation.

We decided to identify the students as High Unit Majors, as it more closely identifies who they are (and the issue that has required this policy), while “super senior” is not as clear, and more important, carries with it some “baggage.”

We are establishing along with this an amendment to the academic withdrawal policy (1037) to reflect this addition.

Added the statement that the academic plan to graduation is an “academic regulation” for the student as that links it directly to the administrative probation. One of the reasons a student can be placed on probation is their “failure to comply, after due notice, with an academic requirement or regulation.” We could also title it as a “requirement.”

Notice will also be given to the student at the time of the creation of the academic plan to graduate.

Included information about process of administrative probation and disqualification to occur immediately. A message will be sent to the student to let them know they need to return their schedule to the original plan or they will be disqualified. But the notice will have already occurred, so the student cannot claim they have not been notified. This message at the time of the change is a courtesy to the student. Regardless, the change to a schedule is unlikely to occur because the hold will be maintained throughout the time period that the student can normally change their schedule. This is more to insure the possibility that a student figures another way to change their schedule.

FS 15/16-xx/APC/EX Repeat Policy, Amendment of (xxxxxx)

The Faculty Senate recommends that the current Repeat Policy be amended to apply to transfer students as well as native undergraduate students, becoming effective in xxxxxxxx.

Allows for consistent application of degree evaluation protocol to transfer students, as well as native undergraduate students, as it applies to the following:

- a. repeated courses with grades lower than a C;
- b. course repeats with “grade forgiveness,” (i.e., circumstances in which the new grade replaces the former grade in terms of the calculation of the GPA); and
- c. course repeats with “grades averaged.”

[The amended policy is presented below, with new language in red. The title and policy language that follows reflects what is in the current online catalog regarding academic policies.]

Repeating Courses

1. Undergraduate students may repeat courses **taken at the University, or if they have taken an equivalent course at another university or college**, only if they earned grades lower than a C (C-, D+, D-, F, WU, NC).

2. Course repeats with “Grade Forgiveness” (Grade Forgiveness is the circumstances in which the new grade replaces the former grade in terms of the calculation of GPA, etc.):

2.a. Undergraduate students may repeat up to 16 semester-units **of coursework taken at the University, or of equivalent coursework taken at another university or college**, with grade forgiveness.*

2.b. Undergraduate students may repeat an individual course **taken at the University, or an equivalent course taken at another university or college**, for grade forgiveness no more than one time. A course **taken at the University, or an equivalent course taken at another university or college**, may be repeated no more than two times without petition.

2.c. Grade forgiveness shall not be applicable to a course **taken at the University, or an equivalent course taken at another university or college**, for which the original grade was the result of a finding of academic dishonesty.

3. Course repeats with “Grades Averaged:”

Undergraduate students may repeat an additional 12 semester-units **at the University or at another university or college**, i.e., units in addition to the 16 semester-units for which grade “replacement” is permitted. In such instances the repeat grades shall not replace

the original grade; instead, all grades (except any forgiveness grades) shall be calculated into the student's overall grade-point average.*

4. Departments and Colleges may not have a repeat policy that differs from the campus policy. (Note: restrictions on repeats for enrolled and declared majors, pre-majors, minors, and certification students within specific programs, represent substantive program changes and not exceptions to the repeat policy.)

5. The limits apply only to units completed at the campus (i.e., While courses taken elsewhere may be repeated here or used to replace grades previously earned here (if the original grade was below a C), only the courses taken here will be counted towards the repeat caps).

* The default sequence for applying forgiven and averaged grades is to forgive grades for repeated courses that are eligible (that have not already been repeated once) until the forgiveness cap has been reached, whereupon they will be averaged until the repeat cap is reached. Grades for a course that has already been forgiven once will be averaged. Any residual units from the forgiveness cap that are not used for forgiveness may be used for averaging, within the 28 unit total repeat cap.

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/EX Repeat Policy, Amendment of (xxxxxx)

1. **Senate Action Language:** The Faculty Senate recommends amendment of the Repeat Policy (xxxx), effective xxxxx.
2. **Effective Date of New Policy:** xxxxx
3. **Senate approval date and FS # of any policy that is superseded:** xxxxx
4. **Cross References:** NA
5. **Policy Overview:**
 - a. Amended policy concerning course repeats will now apply to ALL undergraduate students—native and transfer students alike.
6. **Who the policy applies to:** All native and transfer undergraduate students.
7. **Why the policy is necessary:** Since the University has numerous transfer students, it is difficult to detect or prevent them from repeating courses with C grades or higher during their first semester of enrollment, even if degree evaluators investigate after they've enrolled in the course. Often, a transfer student will not have had their transcripts evaluated by the time they register for their first semester of courses at the University. At times, they enroll in a class and later realize, after the drop period, that they have already taken the class AND they are not allowed to retake a course (or transferrable equivalent) with a C grade or higher.

The amendments to the Repeat Policy will allow for consistent application of degree evaluation protocol to transfer students, as well as native undergraduate students, as it applies to repeated courses with grades lower than a C; course repeats with “grade forgiveness,” or circumstances in which the new grade replaces the former grade in terms of the calculation of the GPA; and course repeats with “grades averaged.”
8. **Responsibilities (Implementation):** Responsibilities concerning transfer evaluations do not change, just clarified and made consistent among all undergraduate students at the university. There will additional responsibilities placed on Orientation staff, academic advisors from the Academic Advising Center and faculty advisors in major programs in terms of their increased level of engagement with their transfer students with respect to proactive advising.
9. **Procedures:** Transfer students admitted to the University will be identified by Registrar's Office as well as Academic Advising. Departments/Divisions will be made aware of transfer students admitted to their major programs. During winter and summer orientation sessions, as well as throughout the academic year on a regular basis, academic advisors from the Academic Advising Center and faculty advisors from major programs will need to engage in proactive advising with

their new transfer students to alert them of the policy changes regarding course repeats. A longer-term goal will be to utilize data analytic technologies to identify all undergraduate students who may be unnecessarily attempting to repeat courses in which they have already taken and earned a C grade or higher, either at the University or at another university or college. However, in the interim, without this advanced technology, proactive advising strategies will be employed during winter and summer orientation sessions and during regular on-going advising sessions in order to minimize the number of transfer students who will be impacted by this policy change.

10. **Consultation that has occurred:** To obtain clarity and full understanding of the impact of this policy change on transfer students, APC has consulted with the Registrar's Office, who shared with the committee the nature and scope of the problem in terms of how degree evaluators have been handling course repeat issues among transfer students, which generally has been inconsistent. Additional consultation has occurred with the Financial Aid Office.

****Consultation with Academic Advising in terms of when and how to communicate with students, faculty and other advising staff??****

11. **Other Considerations:** Initial consultation with the Financial Aid Office was done out of concern as to whether this policy change would impact a student's satisfactory progress (SAP). One scenario offered is a student who earns a C grade or higher at one institution, transfers to Sac State and repeats the course, earns a higher grade but ends up losing course credit and that higher grade (i.e., having the repeated course "violated") due to the amended policy that now would apply to transfer students as well as native Sac State students. Consequently, if a Sac State repeated course is "violated," then those units attempted and completed are removed. The repeated course and grade no longer count, and the transfer grade is what stands.

**** Further clarification with Financial Aid and the Registrar's Office is being sought.**

Determining the TIMING of implementation will be important; need input from Academic Advising, etc. ??? **

ADDITIONAL QUESTIONS FROM EXECUTIVE COMMITTEE (9/22 meeting):

1. What happens to students who take a break in their schooling and return, for example, after 10 years and decide to repeat a class or classes? Would the same repeat policy apply to those students? (in other words, does the repeat policy apply regardless of how brief or lengthy of a break a student took from Sac State?) Or, do different policies apply to reentry students regarding course repeats?
2. One point that was raised centered on what I am calling the background or reasoning behind the decision that students can only repeat course grades LOWER than C grades: because of lack of seats or space to accommodate any and all students wishing to repeat courses regardless of whatever grade they got in a course.

So, given the policy that we have where students cannot repeat courses with C grades or higher, what if a native Sac State student takes a course at Sac State and the grade is a C and then goes to a junior college or another college to take an equivalent course and gets a higher grade (an A). Then what happens? What if the native Sac State student takes a Sac State course and earns a D and then goes to a junior college and takes an equivalent course and earns a B? I guess the question or point centers around the idea that if the reasoning behind limiting course repeats to C- grades or lower is due to lack of seats or space, then what is the problem with just allowing students to repeat classes at junior colleges when space (as far as Sac State was concerned) wasn't an issue?

Email from Bowie to Escobar (cc: Garcia)

Amendment of Repeat Policy

Dear Sue,

The Senate Executive Committee, at their meeting of September 8, referred the **Repeat Policy** to the Academic Policies Committee to review and if appropriate, to make policy recommendations and report back to the Executive Committee by **October 20, 2015**.

Executive Committee Meeting, September 8, 2015

▪ **Agenda Item # 6c: Repeat Policy**

- Meyer to Bowie email, September 4, 2015 - Attachment: [EX 15/16-16](#)
- Catalog link: <http://catalog.csus.edu/12-14/first%20100%20pages/academicpolicies.html>

▪ **Minutes**

Repeat Policy: Meyer stated that a problem was brought to her attention regarding the Course Repeat Policy in regards to transfer students. A student might enroll in and possibly complete a course at Sac State before his or her record is updated to show that the student had taken the equivalent course at his or her previous institution, the question raised is should the grades be averaged or forgiven. The item was referred to APC.

If you have questions or concerns related to this request, please don't hesitate to contact me.

Sincerely,

Sylvester

Sylvester "Jim" Bowie, Faculty Senate Chair
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DRAFT DRAFT DRAFT**Department/Division/Program Chairs' or Directors' Right to Deny Students Admission into Major Policy, Establishment of****POLICY**

The Faculty Senate recommends the establishment of a policy for the ability of Department or Program Chairs to deny a student admission into a major if the student has completed or is in excess of 90 units and has only completed 20% of courses in that major.

Department, Division or Program Chairs or Directors are allowed to deny students admission into the major if the student has already completed or is in excess of 90 units and has only completed 20% of courses in that major. If Departments, Divisions or Programs wish to have more restrictive criteria, such as establishing pre-requisite course requirements or a pre-major, then Chairs or Directors must submit a program change proposal that will require approval by the Faculty Senate. 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.

RATIONALE:

With the limitation of resources throughout the university, the push from the California State Legislature, and the campus-wide Graduation Initiative, Department/Division/Program Chairs or Directors need to have an available policy that gives them permission to deny a student admission into the major if the student has a high number of units already completed, which has been determined to be 90 units or senior status and is not making progress in the major, which has been determined to be 20% or less of courses completed in the major. Many major programs have lower division course requirements that students typically need to complete in order to move on into upper division courses. Given campus emphasis on student retention and success, if a student is not demonstrating progress in the desired major by having not taken any or very few of these lower division courses, then Chairs should have the discretion to deny the student admission into the major.

While the primary rationale behind this policy centers on the importance of student retention and success, the Graduation Initiative and department/division/program curricula, some consideration should be given to financial aid awards, since a segment of the student population at CSUS receives financial aid. Per recent changes to the Federal Student Aid policy regarding Student Academic Progress (SAP) and financial aid awards generally, students cannot receive funding beyond 150 percent of their program degree objective or 6 years, whichever comes first. Changing majors when one already has completed a high number of units, coupled with a lack of progress in the chosen new major, does not provide a solid path for students to complete their degree successfully and within a reasonable period of time.

PROCESS

Department/Division/Program Chairs or Directors who deny a student admission to their major program are required to meet and have a conversation with the student regarding where the student should go to receive proactive advising regarding their academic progress. Should 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.

RATIONALE:

The rationale behind the requirement that Department/Division/Program Chairs or Directors meet with the students lies with the significant need for proactive academic advising for students who are not making consistent progress toward the degree. Students who are attempting to change majors when they have completed or exceeded 90 units, or senior status, and have completed 20% or fewer courses in the desired major may not have a clear focus or strategy as to how best to complete their degree or even how to ascertain the degree program for which they are best suited. In the interest of student retention and success, when a student is denied admission into a major program, the Chair or Director is uniquely positioned to talk with the student about where they can go on campus for proactive academic advising. Consequently, this policy and process stipulates that Chairs or Directors meet and talk with these students and not simply deny them outright.

The Effectiveness of the Class Climate Evaluation System

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A Campus Wide Endeavor

What started out as just an online survey system became much more thanks to the participation of many campus departments:

- Flexibility and Standardization
- Scale of Service
- Timeliness of Results

Flexibility & Standardization

- Departments are part of the process
 - Around 50 departments have taken part
 - Accommodated 80 varieties of evaluation forms
 - Contact department ASC, Chairs & 1,000+ faculty
- Different formats and methods
 - Online & paper processed by same system
 - If approved, a department could use both
 - Pencil, Pen, Computer, Tablet, Smartphone

Flexibility & Standardization

Faculty Profile: Class Description

1. The course objectives are clearly stated and easy to read. 1 2 3 4 5

2. The instructor uses clear and concise language. 1 2 3 4 5

3. The instructor uses appropriate examples and illustrations. 1 2 3 4 5

4. The instructor uses appropriate assignments and activities. 1 2 3 4 5

5. The instructor uses appropriate resources and materials. 1 2 3 4 5

6. The instructor uses appropriate technology. 1 2 3 4 5

7. The instructor uses appropriate assessment methods. 1 2 3 4 5

8. The instructor uses appropriate feedback methods. 1 2 3 4 5

9. The instructor uses appropriate communication methods. 1 2 3 4 5

10. The instructor uses appropriate evaluation methods. 1 2 3 4 5

SACRAMENTO STATE

TEACHING PERFORMANCE SURVEY

1. COURSE OUTLINE AND SYLLABUS

1	2	3	4	5
To course outline. Major objectives seldom mentioned or made apparent.	Course outline distributed. Major objectives mentioned but not clearly explained.	Course outline distributed. Major objectives clearly explained and referred to throughout course.		

2. CLARITY OF COURSEWORK REQUIREMENTS

1	2	3	4	5
Amount, quality of work and assignments are vague.	Amount, quality of work, and assignments are generally clear.	Amount, quality of work, and assignments are consistently clear.		

3. PREPARATION

1	2	3	4	5
Syllabi properly prepared; class activities/lectures, etc. disorganized.	Usually well prepared.	Consistently well prepared; class activities/lectures, etc. well organized.		

1. Instructors' preparation of this assignment is excellent. 1 2 3 4 5

2. Instructors' ability to explain this survey is excellent. 1 2 3 4 5

3. Instructors' consistency in explaining this assignment is excellent. 1 2 3 4 5

4. Instructors' consistency in explaining this assignment is excellent. 1 2 3 4 5

SACRAMENTO STATE

1. Instructions & Questions

Please respond to best you can to the statements and questions below.

Your instructor and the Department of Anthropology are also interested in any opinions you would like to express (positive or negative), or any constructive suggestions you would like to make. This should be done in the comments section at the end of the form.

Please do not place your name, or otherwise identify yourself, on the form.

Respond to the items below using the scale to the right.

1.1 The objectives and goals of this course were clear.	strongly disagree	disagree	neutral	agree	strongly agree
1.2 Class presentations have been clear and well organized.	<input type="radio"/>				
1.3 Classroom time has been used to convey information and/or skills new to me.	<input type="radio"/>				
1.4 Exams have tested my knowledge of the course material.	<input type="radio"/>				
1.5 Assignments and exams have been graded in a clear manner.	<input type="radio"/>				
1.6 Student questions and comments have been welcomed.	<input type="radio"/>				
1.7 I have been satisfied with the instructor's availability to discuss course-related matters and give help.	<input type="radio"/>				
1.8 This course has stimulated my thinking.	<input type="radio"/>				
1.9 Explanations have been clear and understandable.	<input type="radio"/>				
1.10 Instructional Technology (if used) has been utilized effectively.	<input type="radio"/>				

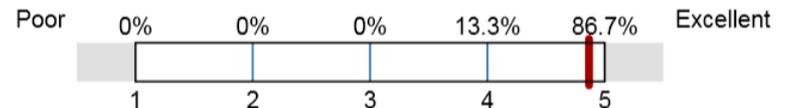
Flexibility & Standardization

- Consistency and Comparison
 - Consistent visual formatting, gets familiar to viewer
 - Paper forms setup to be compatible as online too
 - Basis of forms is a 5-level Likert scale
 - Standardized reports for quick comparison
 - Unifying different aspects for a cohesive system

Several types of Survey Inputs



Common use of Graphs in Reports



Scale of Service

- Around 50 departments and programs
 - 13 use online evaluations exclusively
 - 21 use online or paper for different courses
 - Spring 2015, 5 new departments with ECS
- General observations for past 2 semesters
 - ~2,250 sections online. ~1,250 sections on paper
 - Over 70,000 online forms. 35,000-40,000 paper forms
 - Response Rate: Online 40-60%. Paper 70%+

7 The Effectiveness of the Class Climate Evaluation System

70,000 online forms would've been over 2 stories tall of paper



Timeliness of Results

Using Class Climate made it possible to achieve the mandate to evaluate ALL courses.

- The old paper evaluation method was expected to take 3 months, that was only when 2,000 forms were being scanned.
- With 3,500 sections it might have taken an entire semester to scan, which could delay results for almost 2 semesters.

Timeliness of Results

- Record Setting Report Distribution for Fall 2014
 - Start being distributed after grades are due (Jan 5)
 - Departments only online, most received early-mid January
 - Fall 2014 scanning usual range: 3-7 days. Max: 1 month
 - Afterward, reports sent to department: next day – 1 week
 - Department received reports in ~15% of previous time

(NOTE: Afterwards, department distribution to faculty varies)

Thank You

- For those who attended today's presentation.
- All departments, ASC and Chairs who participate in coordinating evaluations every semester.
- IRT technical and support staff for providing the resources to operate at such a large scale.
- ATCS support staff for the year round service.
- The Center for Teaching & Learning and those individuals in the past who had helped start off this considerable endeavor.

