

NEAC Recommendations  
October 1, 2003

<b>Name</b>	<b>Committee</b>	<b>Representing</b>	<b>Term</b>
Shaun-Inn Wu	BLP	CoAS	03-04
Marshall Whittlesey	GEC	CoAS M&S	03-05
Shaoyi He	LATAC	CoBA	03-05
Yvonne Meulemans	Faculty Awards Selection Comm.	Library	03-04
Reuben Mekenye	Student Grade Grievance Comm.	At large	03-05
Marcos Martinez	Student Grade Grievance Comm.	At large, alternate	03-05
Ofer Meilich	Univ. Computing & Telecom. Comm.	CoBA	03-04
John Halcon	Service Learning Advisory Comm.	CoE	03-05
Jeffrey Kohles	Faculty Awards Selection Comm.	CoBA	03-04
Ernest Wendt	Faculty Awards Selection Comm.	Lecturers	03-04
Gary Oddou	PAC	CoBA	03-05
Kathleen Watson	UCC	CoBA	03-05
Richard Hwang	Faculty Center Advisory Board	CoBA	03-04

# 2004-2005 ACADEMIC CALENDAR

## SUMMER 2004 Term

May 19-21 (Wed-Fri)	Faculty pre-instruction activities
May 24 (Mon)	First day of classes for 12-week Summer classes and 6-week classes in the first Summer block
May 31 (Mon)	Memorial Day holiday — campus closed
July 3 (Sat)	Last day of classes for 6-week classes in the first Summer block
July 5 (Mon)	Independence Day holiday — campus closed
July 6 (Tue)	First day of classes for 6-week classes in the second Summer block
August 1 (Sun)	Initial period for filing applications for Spring 2005 begins
August 13 (Fri)	Last day of classes for all 12-week Summer classes and 6-week classes in the second Summer block
August 14-18 (Sat-Wed)	Final examinations for all 12-week Summer classes and 6-week classes in the second Summer block
August 23 (Mon)	Grades due from instructors; end of Summer term

## FALL 2004 Semester

August 24-27 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 30 (Mon)	First day of classes
September 6 (Mon)	Labor Day holiday — campus closed
October 1 (Fri)	Initial period for filing applications for Fall 2005 begins
October 23 (Sat)	Last day of class for first session of Fall half-semester classes*
October 25 (Mon)	First day of class for second session of Fall half-semester classes*
November 25-27 (Thur-Sat)	Thanksgiving holiday — campus closed
December 13 (Mon)	Last day of classes
December 14-18 (Tue-Sat)	Final examinations
December 22 (Wed)	Grades due from instructors; last day of Fall semester
December 24-January 2 (Fri-Sun)	Staff accumulated holidays — campus closed

## SPRING 2005 Semester

January 12-14 (Wed-Fri)	Faculty pre-instruction activities
January 17 (Mon)	Martin Luther King, Jr. day — campus closed
January 18 (Tue)	First day of classes
March 12 (Sat)	Last day of class for first session of Spring half-semester classes*
March 14 (Mon)	First day of class for second session of Spring half-semester classes*
March 28-April 2 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 5 (Thur)	Last day of classes
May 6-12 (Fri-Thur)	Final examinations
May 14-15 (Sat-Sun)	Commencement weekend
May 17 (Tue)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

\* Some Fall and Spring semester classes meet in a half-semester term.

# 2005-2006 ACADEMIC CALENDAR

## SUMMER 2005 Term

May 18-20 (Wed-Fri)	Faculty pre-instruction activities
May 23 (Mon)	First day of classes for 12-week Summer classes and 6-week classes in the first Summer block
May 30 (Mon)	Memorial Day holiday — campus closed
July 2 (Sat)	Last day of classes for 6-week classes in the first Summer block
July 4 (Mon)	Independence Day holiday — campus closed
July 5 (Tue)	First day of classes for 6-week classes in the second Summer block
August 1 (Mon)	Initial period for filing applications for Spring 2005 begins
August 12 (Fri)	Last day of classes for all 12-week Summer classes and 6-week classes in the second Summer block
August 13-17 (Sat-Wed)	Final examinations for all 12-week Summer classes and 6-week classes in the second Summer block
August 22 (Mon)	Grades due from instructors; end of Summer term

## FALL 2005 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday — campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2005 begins
October 22 (Sat)	Last day of class for first session of Fall half-semester classes*
October 24 (Mon)	First day of class for second session of Fall half-semester classes*
November 24-26 (Thur-Sat)	Thanksgiving holiday — campus closed
December 12 (Mon)	Last day of classes
December 13-17 (Tue-Sat)	Final examinations
December 21 (Wed)	Grades due from instructors; last day of Fall semester
December 24-January 2 (Sat-Mon)	Staff accumulated holidays — campus closed

## SPRING 2006 Semester

January 11-13 (Wed-Fri)	Faculty pre-instruction activities
January 16 (Mon)	Martin Luther King, Jr. day — campus closed
January 17 (Tue)	First day of classes
March 11 (Sat)	Last day of class for first session of Spring half-semester classes*
March 13 (Mon)	First day of class for second session of Spring half-semester classes*
March 27-April 1 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 4 (Thur)	Last day of classes
May 5-11 (Fri-Thur)	Final examinations
May 13-14 (Sat-Sun)	Commencement weekend
May 16 (Tue)	Grades due from instructors; last day of Spring semester

(Note: This calendar is not intended to be construed as an employee work calendar.)

\* Some Fall and Spring semester classes meet in a half-semester term.

ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY

Item 2

AS-2621-03/AA/FA/FGA  
September 4-5, 2003

Opposition to Proposition 54: Classification by Race,  
Ethnicity, Color, or National Origin

RESOLVED: That the Academic Senate of the California State University (CSU) strongly oppose Proposition 54: Classification by Race, Ethnicity, Color, or National Origin a proposed amendment to Section 32 of the California Constitution; and be it further,

RESOLVED: That the Academic Senate CSU transmit copies of this resolution to the CSU campus senate chairs, to the Chancellor of the CSU, to the Chair of CSU Board of Trustees, to the Governor, and to the Legislature.

*RATIONALE: Since the 1960's, energized in part by the Master Plan for Higher Education, the California State University has been deeply committed to the principle of making higher education available to historically under-represented students, many of them from ethnic or cultural minorities, and to the goal of expanding the cultural and gender diversity of its faculty. If passed, Proposition 54 would significantly inhibit the CSU's progress toward realizing these goals.*

*Proposition 54 would inhibit the ability of agencies such as the California Post-Secondary Education Commission (CPEC) to carry out their work, thereby reducing the ability of the CSU to make informed decisions or reach reasoned judgments about matters of policy. Lacking data collected by the state, CPEC would have no factual basis on which to determine success of publicly-funded colleges and universities in providing access to all ethnic/racial groups, or to ascertain whether some lack equal opportunity in the high schools to complete the admissions requirements for the CSU and University of California (UC).*

*By prohibiting the State from collecting data on ethnicity, Proposition 54 would restrict the ability of faculty and students to analyze such data to the benefit of the State and its citizens. It would deprive faculty and students of data compiled by the State, data used for scholarly research, for analysis of trends in California society, economy, and politics, and for policy planning. The Academic Senate CSU shares the concerns of the Academic Senate of the UC about the potentially deleterious effects of Proposition 54 on this primary*

*function of the academy (its statement is online at <http://www.universityofcalifornia.edu/senate/reports/crecnoresp.pdf>).*

*Proposition 54 would significantly inhibit the ability of the CSU to realize its goals of making higher education available to historically under-represented students, many of them from ethnic or cultural minorities, and the goal of expanding the cultural and gender diversity of its faculty. By prohibiting all agencies of the State of California from collecting or maintaining data on race or ethnicity of employees and other individuals (e.g., students and staff), Proposition 54 would prevent the CSU from measuring the extent to which it is succeeding in providing access to all ethnic and racial groups and in diversifying its faculty and staff positions. If the state of California were unable to collect data on the race and ethnicity of high-school graduates, there would be no basis on which to identify which racial or ethnic groups are underrepresented.*

*Proposition 54 would similarly obstruct the CSU's efforts to gauge the success of efforts to recruit and retain a diverse faculty. The ways that the University addresses its goals of opportunity and diversity will change as the racial and ethnic composition of California changes--a group that is underrepresented today may not be in 10 or 20 years. But it is, and will be, possible to know who is underrepresented only if data are available. Proposition 54, if passed, would deprive CSU of these data. Proposition 54 would therefore weaken efforts to expand educational opportunity for prospective students from under-represented groups and to increase diversity of the faculty and staff.*

1                   **Resolution to Endorse ASCSU Resolution AS-2621-03**

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3                   **Opposition to Proposition 54: Classification by Race, Ethnicity, Color,**  
4                   **or National Origin**

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6                   The Academic Senate of California State University San Marcos by this resolution  
7                   endorses Resolution AS-2621-03, Opposition to Proposition 54: Classification by Race,  
8                   Ethnicity, Color, or National Origin. With this endorsement, the Academic Senate of  
9                   CSU San Marcos declares its opposition to Proposition 54 and adds its support to the  
10                  Academic Senate of the CSU in opposing this proposition.

**ACADEMIC SENATE**  
**of**  
**THE CALIFORNIA STATE UNIVERSITY**

AS-2625-03/FA  
September 4-5, 2003

**Reopener Bargaining**

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6 RESOLVED: That the Academic Senate of the California State University (CSU) call  
7 upon the CSU administration and the California Faculty Association  
8 (CFA) to resume "reopener" bargaining negotiations as soon as possible  
9 in order to reach a mutually acceptable and timely settlement; and be it  
10 further

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12 RESOLVED: That the Academic Senate CSU transmit copies of this resolution to the  
13 Chancellor of the CSU and the President of the CFA.

14  
15 *RATIONALE: The CSU administration and the CFA began "reopener"*  
16 *bargaining in spring 2003. After several months of bargaining both sides*  
17 *reported several areas of agreement and progress on a few areas of continuing*  
18 *disagreement. The last bargaining session was held on July 9, after which the*  
19 *two sides agreed to postpone further discussions pending passage of a state*  
20 *budget and the July 15-16 meeting of the CSU Board of Trustees. No sessions*  
21 *have been held since and none are scheduled. In the context of the state budget*  
22 *crisis and the daunting challenges facing the CSU, a mutually acceptable*  
23 *agreement between the two sides based on good faith bargaining and open*  
24 *communication would be a positive development for the faculty and students of*  
25 *the CSU.*

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34 **APPROVED UNANIMOUSLY- September 4-5, 2003**

1                   **Resolution to Endorse ASCSU Resolution AS-2625-03**

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3                   **Reopener Bargaining**

4  
5   The Academic Senate of California State University San Marcos by this resolution does  
6   endorse Resolution AS-2625-03, Reopener Bargaining. By this endorsement, the  
7   Academic Senate of CSU San Marcos adds its support to the Academic Senate of the  
8   CSU in urging the CSU and CFA to return to the bargaining table and commit to reaching  
9   a timely Collective Bargaining Agreement.

10



**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

**Action Steps for Improving Degree Completion**

- 1) *Student specific road maps:* semester-by-semester study plans that students can follow to complete all graduation requirements. See action steps 3) and 4) below for specific details.
  - a) First-time freshmen – discuss with each of them what their time-to-completion goals are in terms of the 4-, 5- and 6-year roadmaps – this should take into account:
    - i) How much time students can commit to their studies. Note that one WASC definition of one unit of semester credit is three hours of student work (e.g., one hour of lecture and two of study or three of laboratory) for fifteen weeks
      - (1) Students who are working should be informed of the possibility of obtaining financial aid, and how this can shorten time to graduation.
      - ii) Counseling about which majors are appropriate for the student's career goals
  - b) Transfer students – time-to-completion goals in terms of 2- and 3-year roadmaps – based on the same materials
- 2) *Summer before first year:*
  - a) Entry Level Mathematics (ELM) and English Placement Test (EPT) exams need to be taken in enough time that the grades are available at orientation, either using system-wide or campus-determined test dates – note that the ELM can be graded in only a few days on campus for the test dates elected by the campus.
  - b) ELM, EPT and second language-deficient students would be encouraged to take appropriate courses or special programs, such as MAPS (the Mathematics Acceleration Program in the Summer that had a successful pilot trial in 2003) in the summer before first year. MAPS should be scaled up in size by also including students who are closer to passing the ELM.
  - c) New students who are going to be 12-month residents in the University Village should be encouraged to move-in in June. That way they could be a “captive” audience for the courses they might need for ELM, EPT and 2<sup>nd</sup> language proficiency – especially since they have to take two courses. Funding would need to be found to assist those students who do not have the financial capabilities of staying in the Village.
- 3) *Freshmen first-two-year plans of study:* semester-by-semester road maps through lower division general education (LDGE) and Preparation for the Major.
  - a) Instead of steering students into whatever sections currently are open, these would be standing recommendations that the campus (academic departments and colleges) would be bound to honor by offering the necessary courses.
  - b) Plans of study would be based on
    - i) Intended major
      - (1) In particular, they will include the LDGE courses that also fulfill Preparation for the Major requirements
    - ii) ELM level
    - iii) EPT level
    - iv) Level of Second-Language Proficiency
  - c) Plans of study will be based on 15-unit course loads

**Provost's Council  
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- i) Plus or minus 1 unit for students taking courses in increments other than 3 units
  - ii) In exceptional cases, incoming freshmen might be advised to only take 12 units.
    - (1) In order to keep a student on track as to total units taken, we may want to take a more official stance that students being advised to take 12 units also be road-mapped to take summer courses in order to keep up with a yearly unit goal. Since approximately 100 students will have 12-month contracts in University Village, they are also a source for summer courses and potentially earlier degree completion.
  - d) Where it is the practice of the department/college to offer required courses only at certain times of day, certain days of the week, in a certain half-semester, or on-line, this information would be provided on the road maps so that students know when beginning a major if there are scheduling constraints that will keep them from being able to complete it.
- 4) *Develop last-two-year roadmaps for the upper-division components of majors.*
- a) These should mesh with the first-two-year plans of study and to create four-year road maps.
    - i) Articulation is also critical in terms of creating road maps, particularly for transfer students from our primary feeder schools. As prospective students increasingly see our campus as a campus of first choice, we will want to ensure that our articulation agreements clearly establish transfer "road maps" that will "fit" with our campus "road-maps".
    - ii) These articulation agreements should be completed with each of the service area partners (MiraCosta, Palomar, Mt. San Jacinto)
  - b) The four-year road maps should be published in the catalog (or addendum).
  - c) When we develop the road maps, we also need to develop a web-based tracking system that students can use to track their own progress. Such a system could be designed that would raise caution flags for the student and his/her advisor when either a specific enrollment decision or a general enrollment pattern is taking a student "off course" toward graduation. The system could contain flags that provide instant advice to a student in a given major as they fill out a registration planning sheet for a given semester. The system could also give automated feedback to departments when students are denied access to courses on their roadmap because of lack of availability of sections. The development of such a system would likely be a multi-semester project, but once available, it would be a valuable resource for students and departments alike. Other campuses may have similar systems, so perhaps we could base ours on an existing model instead of creating it from scratch.
- 5) *Five- and six-year roadmaps for working students:*
- a) As noted in 1) above, this would need to be designed with the students' needs in mind and whether they are freshmen or transfer students.
- 6) *Building a Class Schedule for an entire academic year* – not down to the level of times and rooms, but certainly projecting how many sections of which courses would be offered throughout the year
- a) This schedule should account for
    - i) The graduation road-maps
    - ii) Projected enrollments by major/minor/certificate/post-baccalaureate
    - iii) Accommodating EPT, ELM and other deficiencies

**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

- iv) Survey analysis of Banner data in terms of student deficits to degree completion
  - v) Flexibility of class schedules
  - vi) Coordination with advising
- 7) *Advising and Mentoring* – the focus should be on timely progress to graduation.
- a) Continued development of a centralized advising with strong coordination to colleges and other specialized advising
  - b) Advising should become personalized with a “customer service” orientation
  - c) Opportunities should be available for staff and faculty development for effective advising
  - d) Role of the faculty needs to be clarified
  - e) Transfer services needs to be developed as recommended
  - f) Students should be encouraged to talk to career counselors before changing their major when they think they need to do so in order to prepare for a specific career. Many times students don't really need to change their major unless there are some specific technical requirements or if they just pick-up a minor that will meet their needs.
  - g) The Faculty Mentoring Program (FMP) is currently available to third- and fourth-year students only due to lottery funding constraints
    - i) Look for additional funding for first- and second-year students
    - ii) Support ELM- and EPT-deficient students as a cohort
- 8) *On-line courses:*
- a) We should explore offering more fully on-line courses as an option for students in terms of access, noting that the audience for these courses may very well be students already taking classes on campus who want the flexibility that an on-line course can offer
  - b) These courses might be appropriate where there are large core courses required
- 9) *Assessment:*
- a) These plans need to be results-oriented, rather than activity-oriented
  - b) Need to develop indicators of success
  - c) Automate data to produce regular progress reports

**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

**First-Year Programs (FYP) Business Plan** (David Barsky and Joanne Pedersen)

**A) Bring students into mathematics and English proficiency more rapidly.**

Accomplishments already delivered:

- Through the addition of extra GEW 101 sections, and registration controls we put in place to reserve seats for students who had failed the EPT, every incoming freshman who is English-deficient was offered a seat in a GEW 101 section.
- MAPS had an extremely successfully pilot run: 19 of the 20 students who started the program completed it (the one who didn't went to UNLV instead). Of the 19 students who completed the program, 2 (11%) will still need 3 semesters of remediation (beginning with Palomar Math 15 – PreAlgebra), 5 (26%) will only need 2 semesters of remediation (beginning with Palomar Math 50 – Beginning Algebra), 6 (32%) will only need one semester of remediation (CSUSM MATH 051 – Entry-Level Mathematics), and 6 (32%) have completely cleared the ELM requirement. The average of the student ELM scores jumped from 25.1 to 41.9 (with 50 being the pass-level), and the students saved an average of 1.8 semesters of remediation. (By the way, having moved 12 students from Palomar courses to CSUSM courses should generate almost 3 additional FTES for us this Fall; this is FTES that we might have eventually captured in future terms – *if the students were retained*, but not only do we believe that we have increased the likelihood of the students continuing past the one-year mark, but we're collecting that FTES now.)

Future deliverables:

- The plan for next year is that students must be assessed in Math and English prior to attending Orientation.
  - On the English side this means that we can develop a registration process that ensures that an adequate number of seats are set aside in GEW 101 sections for EPT-deficient students. FYP will be working with Advising, College of Arts and Sciences (COAS) and Enrollment Management on this.
  - On the Mathematics side, we should be able to invite a larger percentage of the math-deficient incoming population to MAPS. (Students could escape an invitation this year by taking the ELM so late that their ELM score was not yet known by the start of MAPS.)
- MAPS will be scaled-up. As described in the preceding bullet, we expect to be able to better identify our target population. We also want to expand that population by increasing the range of ELM scores that will warrant an invitation to MAPS. Our expectation is that we should be able to move a very large percentage of the invited students who would otherwise have needed Palomar Math 50 in Fall 2004 into CSUSM MATH 051 or a baccalaureate-level mathematics course -- after all we already did it once with a group of students starting with lower ELM scores.
- Follow-through is still continuing with the MAPS 2003 students. The students have received personalized letters from David Barsky, and the size of the group is small enough that David plans to check up on them throughout the year.

**Provost's Council**  
**Suggestions for Campus Plan to Improve Degree Completion**

- We will be working with Analytic Studies to measure the success of these earlier interventions. It is essential that there be a single unbiased source of data regarding the efficacy of the various efforts (MAPS, Summer Bridge, Student Support Services and Equal Opportunity Program (SSS-EOP), Learning Communities, University Village, etc.) that the campus is making to improve first-year continuation rates – Analytic Studies is ideally suited for this purpose.
- In particular, FYP will work with Analytic Studies to investigate whether students with low EPT scores would benefit from taking an English course (perhaps offered by Palomar College) in the summer before entering as freshmen – somewhat along the lines of MAPS.

*B) Increase Course Offerings Appropriate to Freshmen*

- Besides the additional GEW 101 sections noted above, an additional section of GEL 101 was added in the Fall 2003 semester.
- The number of Spring GEL 101 sections will increase from 5 in Spring 2003 to 8 in Spring 2004.

*C) Increase Opportunities for Students to have an (academic) Community Service-Learning Experience*

- Add a community service-learning component to Spring 2004 GEL 101 sections. The course will remain a 3-unit course (changing units would be a curricular change requiring approval through the usual process), but the content would be adjusted to account for the community service component. Experiences with the Educational Achievement and Retention Services (EARS) Learning Community suggest that this type of experience increases the likelihood that freshman students will return for their sophomore year.

*D) Develop linked courses*

- The primary emphasis here will be on making preparations for AY 2004-05; in particular, FYP plans to bring back the very effective GE Learning Community that involved a partnership with the City of Escondido.
- Some GEL 101 sections will be linked with freshman-level courses in Spring 2004, e.g., PSYC 100.

*E) Summer Conference*

- FYP will submit a proposal to North County Higher Education Alliance (NCHEA) seeking funding for a summer conference on the first-year experience.

*F) Roundtable Lunches with Faculty*

- FYP will explore the possibility of developing a learning community for Spring 2004 modeled after the Bradley Roundtable at University of Wisconsin, Madison. The roundtable would seek to foster discussions between faculty and students over a series of lunches.

**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

**Jonathan Poullard's Proposal of Activity for the Co-Curricular Component of the First Year Experience Program (memo to Provost Sheath dated 9/5/03):**

In collaboration with the Office of the Associate Vice-President for Academic Programs, the Office of the Associate Vice-President for Student Affairs and Dean of Students (AVP/DOS) the following programs/services will be initiated this fall to support the retention efforts of first year students:

- A. *First-Year Student Phonathon* – Consistent with efforts that began last year, the Office of the AVP/DOS in collaboration with Undergraduate Advising will identify and train 30 – 34 staff personnel from Academic and Student Affairs to call 25 first year students twice over the course of the fall semester. The first round of calls will take place in late-September and the second round of calls will take place in early-December. Additionally, staff will be expected to conduct informal meetings with the students that they call in late-January for face-to-face follow-up. Unlike last year's attempt at reaching out to first year students which took on a tone of "surveying" our students, this year's effort will focus more on "connecting/building a community of belonging" approach (thus the use of staff vs. students in conducting the calls).
  
- B. *Withdrawal Process* – Consistent with the recent memo from the Chancellor's Office on Time to Degree Completion, the Interim Student Support Coordinator is revamping the withdrawal and retroactive withdrawal process for our students which will include on-line access to the forms, a brochure detailing the process, and a check-list which students must complete prior to their petitions being considered. The brochure and check-list highlight several options for students to consider in maintaining their enrollment vs. dropping some or all of their courses. The on-line process and brochure are expected to be completed and operational by September 22, 2003.
  
- C. *All things Freshman Website* – The Office of the AVP/DOS will complete an "All Things Freshman" website by the mid-October and forward an announcement to all first-time students to familiarize them with the resource. *[Discussion: If this hasn't already been done, forward info on the Freshman Website to all staff who will participate in the phonathon.]*
  
- D. *Community Service Engagement* – With 43% of first-time students living in University Village, the Office of Student and Residential Life under the Direction of the Associate Director for Multicultural Programs and Community Service will offer students the opportunity to become involved with both one-time and on-going community service. Research has indicated that involved and engaged students are retained students.
  
- E. *Learning Communities* – In collaboration with the First Year Programs Office, the COAS, University Village, Student and Residential Life (SRL), and SSS/EOP the Office of the AVP/DOS will develop seamless programs and services that complement learning communities created for the 04-05 academic year.

**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

**Barsky's proposed additional factors that should aid freshmen which are neither FYP projects or activities addressed in Jonathan's memo include:**

*1) Restoration of the cuts in the Student Assistant budgets of the Math Lab and Writing Center.*

- While these learning assistance programs serve all students, they are used more extensively by freshmen. The Math Lab primarily supports remedial and LDGE mathematics courses, and the Writing Center is in many respects the GEW 101 "laboratory."
- We need to provide necessary resources for the Learning Assistance Services that are directly impacted by the number of sections offered. Given the large increase in the number of sections of GEW101 this semester, we need to consider increasing the budget past the restoration level in order to support the needs of these students in proportion to the numbers of courses offered. This fall we had to lower the number of required visits made to the Center by each GEW 101 student from 10 to 8 to help accommodate the greater numbers.
- Restoration should be linked to a strong learning assessment system that tracks exactly how students do *after they leave those programs*.

*2) Impaction Status at the Freshman Level*

- Having the ability to control the size of the freshman class would allow better planning of course offerings, so that we would have enough sections of the right freshman courses.
- To maintain diversity in our student body, we will recruit more aggressively in targeted high schools.

*3) Academic Program Development*

- The addition of new majors will help to keep students at Cal State San Marcos who leave the campus because we don't offer the majors that they want. While there isn't good data on how many students do this, we have two majors currently at the Chancellor's Office which should be quite popular with our students: Criminology and Justice Studies, and Physical Education and Kinesiology.

*4) Summer Bridge Programs*

- Summer Bridge this year was an integrated pilot program between SSS/EOP and the College Assistance to Migrants Program (CAMP) program, thus making it larger than before. Seventy-three students participated this summer.

**Provost's Council  
Suggestions for Campus Plan to Improve Degree Completion**

**Bill Ward's Proposal for Automated Degree Audit (submitted by Richard Riehl)**

Background

The campus has made the decision to delay the start of the PeopleSoft student module two years. This means that our campus is left without a way to give students and advisors an automated way to view a class scheduling roadmap. It would be extremely useful for our campus to implement an interim advising solution until PeopleSoft is able to fill this requirement in Fall 2007.

Vision

Create an automated degree audit program, GRADMAPS (Graduation Requirements Mapping System), to enable students to track online their progress toward a degree. Freed of the time-consuming work of manual evaluations, advisors will be able to concentrate on developmental advising activities to help students consider their academic options. Students will be able to submit automated "what if" inquiries any time to determine the effects of changing majors on their time to degree. Colleges will be able to obtain summary reports showing how many students will need given courses in their major and general education and plan course offerings each semester accordingly. Prospective transfer students will be able to obtain transfer course equivalencies on line, enabling them to make choices that will expedite their time to degree.

Required Resources

1. Provide a 2 year full time temporary position in Enrollment Services that will oversee the GRADMAPS implementation. Cost would be \$50,000 per year.
2. Training - \$5,000
3. Furniture and Computer Compliment – (computer cost is \$2,530 for two years)
4. IITS will donate in-kind software support to the project with time freed up due to PeopleSoft student module being delayed.
5. It must be noted that the campus advisors are fully supportive of this project but they will be required to put a significant amount of labor resources in to this project to make it a success.

Project Cost 2003/04 - \$40,000 (Staff cost assuming hire date Nov.1)

Project Cost 2004/05 - \$54000

Expected Deliverables

GRADMAPS will be fully operational in 12 months. The specific benefit to students and advisors are as follows:

1. Online graduation requirements tracking
2. Online "what if" scenarios for students (and prospective students) considering a change of majors
3. Summary reports to assist colleges in determining student needs in developing course offerings each semester.