

Minutes, December 8, 2009

1. 4:00-4:05 *Welcome*
  - Review of minutes from the November 10, 2009 meeting (attached)
  - Announcements from the Chair

Minutes are approved.

Dan Regan would like the Chair to convey to the Assembly: Dan has proposed a 2 stage solution:

1. As an interim measure only, the QR diagnostic test is given at the end of the freshman year. Those who do not pass the test take QR. In many ways it is analogous to the WP test.
2. Once enough QE courses are up and running, we would shift to the next phase, which is one QE course. When it is feasible, it would be 2 courses.

Apparently the board of trustees would rather have all crappy graduation standards instead of good graduation standards. It is an early high school assessment.

The proposal is that they take the QR exam at the end of the first year. If they already have taken the QR course the first year then is the QR component satisfied?

Are sophomores, juniors, and seniors also taking the exam?

Anyone who entered prior to fall 2008 can take the 2 math Gen Ed to take it.

2. 4:05-4:25 Discussion with Doug Eastman and Sara Kinerson regarding advising and registration protocol and dropping the 45 credit registration block if a student has not filled out the plan of study.

My understanding is that one of the issues that came up was the registration hold and the 45 credit plan of study requirement. Electronic Degree Audit is a Program Evaluation. Last Spring he met with department chairs to refine the degree audit. Since April we have sent a number of notices to students via email regarding the availability of the audit. We have seen over the last year's a real spike in the students' use of the program evaluation. In May 2009, the VSC issued a statement on the responsibility of the advisors and advisees. The registration block has been lifted for this past registration. The electronic audit is the only place where both student and advisor can see all of the requirements in one place. It is also representative of the information that the registrar's office has on file regarding the student.

I have no noticed how it would indicate whether the grade is high enough or not for example, for a math major, the C- or higher is written in it.

My proposal or question is there a need to have a plan of study now that we have the Electronic Degree Audit.

In the senior year, I have them go file for an application for a degree they have to go to that. The fee helps pay for the cost of commencement. They still do that through the Registrar's Office. How much is that nowadays? In the \$60-75 dollar range. In the years past it was a manual process.

Proposal, Monday and Tuesday Seniors and Juniors can only register early if they turn in a plan of study. There should be something there.

It is a great advising tool. It makes my job quicker and it is really good. I think it is important to somehow still do that. If we had some sort of electronic plan of study then it could be computer do that as a graduation requirement.

We used some credit to purchase an e-advising suite. When I looked at it initially we were barely up and running with the degree audit. There is a bit of a learning curve there. I am certainly got involved. The product is there our implementation is lacking.

I think we know juniors and seniors are registering now. Had the degree audit been looked at earlier on it would not have been a crisis earlier.

What are the implications for graduate students for the plans of study? I see that the plan of study has the most concrete way we have showing the requirements for teacher education codes.

The plan of study only had holds for the undergraduate students.

There is nothing in the additional education codes that couldn't be requirements in the degree audit. I am not sure that the Praxis is there but that doesn't mean that couldn't change.

I understand that you are not planning on getting rid of the plan of study. I think that it should be filed at 45 credits. Maybe it should be the withholding of grades at 45 credits.

Why are we having this discussion? Are we trying to repeal what was enacted? It is a done deal we shouldn't be talking about it.

I feel strongly that we need a plan of study so that we fulfill our advising role to make it easy for them to graduate.

There is a motion that we have a discussion to bring this back to faculty assembly. Seconded.

It sounds like I am in the minority. It takes years for all of us to articulate the details. It doesn't seem necessary to require this.

Sometimes we don't offer every course every semester. How are the students going to know if they only have 2 opportunities to catch in their 4 years? For those reasons there should be some degree of planning. It is my understanding that we are not doing away with the plan of study. There is no longer a hold.

I ask for an amendment to the motion should be discussed with the chairs meeting with the opportunity to have the chairs discuss this with their departments. Seconded.

I suggest we vote on the amendment.

I move that we table this until January. Seconded.

It is tabled. It will be on the next faculty council agenda.

3. 4:25-4:55 Discussion with Margo Warden and Doug Eastman regarding the latest

retention figures.

I would like to thank everyone for all their efforts. The Federal Cohort is first time full time freshmen. We have a very small number of first time part time students. We are looking at a 6 year graduation rate. First time full time students who graduated at the student they started at within 6 years. It seems to be a downward trend. Where are we losing them or are they still here? I did look at that for a number of years. Our four year graduation rate is 17%. A number in 4 years, 5 years, and 6 years and after that it just dropped. I see we have better retention rate but not graduation rates. So the retention rates would take a few years for that to play out in graduation rates. I am wondering how CSC is graduating a significant larger percentage than JSC. We are spending about 50,000 per student in order to retain them. The CSC stops admitting May 1<sup>st</sup>. So the students' general profiles would be smaller. The profile of the student at CSC is very different that the JSC student. We have a different type of student who would leave school more readily.

Why can CSC be more selective? They pull from different areas (geography) and they have a very competitive nursing school. Lyndon also had a grant.

If you look at the retention rate, we are not losing them after the first year but the second, third, fourth, and graduation year. If you can hold at 63% in today's economy you are doing pretty well. Our sophomores come back. Are there ways to welcome back and celebrate and support them? Since we are lagging here what is the next edict going to be?

There is a new exit interview form. They are no longer required to do interviews. Now the forms get sent to the advisor.

We submit enrollment data through the national student enrollment clearing house. They have since spawned off all of these services that you can pay for. My first report in January the VSC is doing a service call Degree Verify which will be more interesting data. There isn't a program for the undecided first year students.

There is nothing coming down from on high that I am aware of. I think it would be great for us to have conversations about what can we do in the second, third, and fourth years. I think we can improve that 31%.

What about the students who should not be here? Admission and retention are the exact same conversation. We work really hard to support these kids. There are just some kids who are not going to make it.

One thing we have found over the years is that it is all about the money. The students who receive Freeman Scholarships the graduation rate is 76%. We really need scholarships for these students who are struggling economically.

The present situation is totally unacceptable. The national government should realize the connection between education and jobs.

The last few conversations that I've had with students who say they were not coming back because of the money also weren't doing very well. I can't remember A students who left because of the money.

There used to be some kind of policy to do.

4. 4:55-5:05 Julie Theoret and Reed Fisher will give an update on the Faculty Federation.

One thing that is we have a negotiating team and we will have survey that you can take. We will survey all the members about what they feel about the contract. Please there will be a link you can do online.

The second item is the legislative lobby day scheduled for Friday January 29, 2010 from 9 am to 1 pm. You will be set up with your legislator with talking points. It is everybody in the United Professions Union which includes nurses and faculty. There will be a bus from each campus. My goal is to get at least one person from each department to do this. I will be sending out an email very soon. Nurses will talk about higher education funding and faculty will talk about mandatory overtime. It also has the professional and supervisory staff as well.

6. 5:05-5:15 Old Business/New Business

Does anybody when to resume the QE graduation standards? Seven or eight years ago we discontinued the Math Competency exam. What about instigating something of that nature as a stop gap until the QE vision is realized?

I think we are stuck we have to do it lets just go with it.

The grant ends in September. Dan can push back. If he gets pressure he could help us. The tilt exam is a joke. What he said is firmly behind the vision of the QR committee.

Every time we roll over and play dead. We need to push back. We are important factors at what goes on at this college. We would like you to support us. I don't think we should roll over every time.

Dan would like to be at the next faculty assembly meeting. Motion to adjourn. Meeting adjourned.