OFFICE OF THE PROVOST

MEMORANDUM

DATE: June 23, 2016

TO: Joseph F. Sheley, President

FROM: Dr. James T. Strong
            Provost and Vice President for Academic Affairs

            Dr. Suzanne Espinoza
            Vice President of Enrollment and Student Affairs

SUBJECT: Report on Feedback from Stakeholders Regarding the University Task Force on Advising Report
            and Recommendations and the Student Success and Completion Initiatives Plan

The University Task Force on Advising Report and Recommendations was submitted to you on November 12, 2015 (Appendix A) and shared with the campus community shortly thereafter per your instructions (Appendix B). In the cover memo of the report, the Task Force stated that they planned "to hold open forums to discuss the report and recommendations with the campus community and consider the feedback." On October 5, 2015 Vice President Espinoza and I submitted to Executive Vice Chancellor Academic & Student Affairs, Loren Blanchard, the Stanislaus State Student Success and Completion Initiatives Plan with Reporting Metrics (Appendix C) and copied you on that memo and plan. In the cover memo, Vice President Espinoza and I wrote ". . . we will consult broadly with our campus community and carefully consider any resulting feedback in finalizing these initiatives. Should this proposal appreciably change direction based on this consultation process, we will provide you with an update as soon as possible." Given that these two documents are significantly related in many dimensions, Vice President Espinoza and I decided to gather feedback on both documents simultaneously via open forums and meetings with stakeholders. Attached is a listing of meetings and forums where the Advising and Student Success Initiatives were discussed (Appendix D). A detailed summary of feedback collected from these meetings is also included (Appendix E). Additionally, memos and other documents from the Academic Senate, ASI Board of Directors, Academic Advising Technology Subcommittee, and the PACE Work Group detailing input and feedback are included in this report (Appendices E.1-E.9). Copies of the Advising Recommendations and Student Success Plan were sent to the campus prior to meetings and hardcopies were brought to all meetings.

Noteworthy Issues

The following are noteworthy issues that were raised in feedback meetings and other communication. The selection and categorization of noteworthy issues is based on our attendance at each feedback meeting (at least one VP, often two), familiarity with the processes and content and careful review of written materials. A formal research methodology such as content analysis was not employed due to impracticality and limited benefit

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given the time and resources available. Detailed notes and source materials are provided to allow independent assessment of the face validity of the "noteworthy issues." There were also three surveys administered—for Students, Staff Advisors, and Faculty Advisors—with over 1,000 respondents. Summary survey responses can be accessed at https://www.csustan.edu/provost/documents . The intent of suggesting "Noteworthy Issues" is to bring your attention to key issues that emerged from the feedback process. These issues are consistent with the University Task Force on Advising Report and Recommendations. The noteworthy issues are listed below in no particular order and their derivation is noted. Comments have been categorized into broader themes.

Advising Culture, Practices, and Opportunities for Improvement
1. There is a need for an "advising culture change." The state of advising is a "large problem" and "there needs to be a problem solving approach to advising" (identification of what works and what does not work). "This is a big" (challenge). Is "grad education in the picture? "We're not getting them out as we need to" (graduate students are taking longer to graduate). "Graduate student demographics mirror undergraduate demographics." "Why doesn't the University use holistic advising?" Sources: Open Forum discussions, ASI memo, and Academic Senate memo.
2. There needs to be advising specific to academic colleges. The implication is that each college needs an advising center. There were distinct differences of opinion on this issue. Sources: ASI memo, Academic Senate memo, and Dean Tuedio email.
3. There is a need for face-to-face advising. The importance of face-to-face advising emerged and some were concerned that an advising information system software would replace face-to-face advising and were opposed to employing such software. Others saw the need for both approaches depending on the student's need and preferences. There was a divergence of opinion on this issue. Sources: ASI memo and minutes, Academic Senate memo, and Open Forum discussion.
4. There is a need for advising plans for each department. Source: ASI memo.
5. There is a need for Supplemental Instruction. Source: Academic Senate memo.
6. "There is a critical need to expand services and, especially, to reduce the waiting time for those services to students." Source: Academic Senate memo.
7. There is a need for a math center. The Department of Mathematics should be consulted regarding a math center. Source: Open Forum discussion.
8. Importance of and support for tenure track faculty hiring in the Student Success and Completion Initiatives Plan. Source: Academic Senate discussion.

Communication
9. Better coordination and relationships between staff advisors and academic advisors. Sources: ASI memo, and Open Forum discussion.
10. "Stockton Center students should not be ignored." Source: Open Forum discussion.
11. "The challenge for the university is to provide consistency in the message (to students) and what is being communicated to students" (i.e., students sometimes receive contradictory messages from the University regarding an advising question or issue). Source: Open Forum discussion.
12. Department websites that contain advising information need to be linked to the University Catalog and be consistent with the Catalog. Source: ASI memo.
13. There needs to be more outreach and marketing of advising services to students (and faculty). Sources: ASI memo and comments by AVP for Academic Planning & Analysis/ALO, Dr. Marge Jaasma.
14. Information about advising services and related matters should be included as core components of all course syllabi. Source: ASI memo.
15. Low income Stanislaus State students often have inadequate access to current computing technology and access to high speed broad band internet connections and these circumstances negatively impacts their academic success. Source: Open Forum discussion.

16. There is a need for mentoring relationships between faculty and students. Source: Academic Senate memo.

Financial Support/Funding and Other Programs that Provide Advising

17. PACE and PACE-like programs are important programs that improve advising for the students served. Sources: Academic Senators, Academic Senate memo, meeting with PACE students, and SEC discussion.
18. Why not allocate more funds for high impact practices (HIPs) in the Student Success and Completion Initiatives Plan? Why is only $10,000 allocated to this Board of Trustees initiative? Source: Academic Senate meeting discussion, and Open Forum discussion.
19. Concern about how the one-time carryforward funds will be spent that were derived from not spending the initial allocation of Student Success funding provided by the Chancellor's Office in fiscal year 2015-16 because of the time needed to create and implement a plan. One suggestion relative to spending these one-time funds was to hire more academic tutors and graders. Another suggestion was not to use these funds to pay for the cost of part-time lecturers in 2015-16, which was discussed but was not part of any written plan. Sources: Academic Senate discussion, Academic Senate memo, and TRPC discussions.
20. Use some of the Student Success and Completion Initiatives funding to expand services and reduce wait times for students seeking advising and related services. Sources: Academic Senate memo and Academic Senate meeting discussion.

Technology

21. There is a need for an early alert system that notifies faculty and staff advisors early in a student's pattern of academic distress so interventions can be initiated before problems become entrenched and difficult to remedy. Sources: Student Success Committee meeting discussion, Academic Advising Technology Subcommittee memo, ASI meeting discussion and minutes, and Academic Senate meeting discussion.
22. Is there a need for an advising information system software? There is disagreement on this issue. Some see advising information system software as critically important to improving advising (e.g., ASI, Task Force on Advising, Academic Advising Technology Subcommittee). Others are concerned that an advising information system software will be positioned to replace face-to-face advising, inadequate, difficult to use, not supported by OIT, too expensive especially for the benefits provided, and is not necessary given the degree audit system in place, and/or "homegrown" software has been developed and could be scaled up at a much lower cost. There is distinct disagreement on all of these stated disadvantages. Sources: ASI memo, Academic Senate memo, Academic Senate meeting discussion, Open Forum discussions, TRPC discussions; and Academic Advising Technology Sub Committee memo.
23. There is a need to improve teaching and learning technology on the campus. Source: Academic Senate memo.

Training/Resources

24. There is a need for training for all faculty and staff on best practices for advising students. Sources: ASI memo, Open Forum discussion, and Academic Senate meeting discussion.
25. A minimum quality standard for advising provided to students should be identified and implemented so that the quality of advising is uniform across all colleges, departments, and majors. "Advising for those (first generation) students in particular is more than just checking off which classes a student needs. If a student is getting quality advising, it includes addressing concerns like how to talk to a faculty member whose class you are failing, or how to apply for graduate school despite a lower GPA, or what do people do with this degree, etc." Sources: ASI memo, and Academic Senate meeting discussion.
26. There should be improved advising relative to helping students choose an appropriate major. There should be (advising) support for declaring a major early in a student's academic career. There is a lot of

misinformation about majors, changing majors, and transferring to a different institution. "When (students) fill out a change of major form (they) don't meet with an advisor" (and this is problematic because they don't realize the negative impact changing majors often has on time to degree). Sources: ASI memo, and Open Forum discussions.

27. There should be advising support for helping a student make the connection between a given major and a student's future career (i.e., career goals). Source: Open Forum discussion.

28. There should be a handbook on academic advising to ensure consistent advising. There should be a handbook for advising for the major and course maps for majors. These materials should be provided to students at the New Student Orientation. Source: ASI memo.

29. Students should be used as peer mentors and in a supplemental instruction role to assist other students in advising and coursework. Sources: ASI memo, PACE students meeting with administrators, PACE Services Inventory, Academic Senate meeting discussion, and Academic Senate memo.

30. There are renowned experts in the fields of student success and improving graduation rates who have close relationships with Stanislaus State faculty (e.g., dissertation chairs and co-authors) who would be happy to assist in evaluating the University's current status and developing future plans. Source: Open Forum discussion.

Scheduling/Courses

31. The importance of accurately predicting demand for courses (demand analysis) and providing students with a sufficiently robust schedule to allow students to graduate in four years. Some stated that the current emphasis by the State of California on improving 4-year graduation rates in the CSU is misguided and should be resisted. Sources: ASI Board of Directors meeting discussion and notes, Academic Senate meeting discussion, and Dean Tuedio email.

32. There is disagreement on whether or not there is a need to improve course scheduling. Specifically, some said that the action item "improve the course scheduler" in the Student Success and Completion Initiatives Plan is not necessary. Others stated that students at final NSOs had trouble finding classes and courses that are bottlenecks have a negative impact on students' time to degree. "Bottlenecks are why students change majors. (Students) fail in science, go to Liberal Studies, and then realize they don't like kids (and find another major)." "Advising has guided me in choosing the appropriate classes for my major. PACE is awesome!" Sources: Academic Senate meeting discussion, Open Forum discussions, PACE Services Inventory: Open Ended Comments, Dean Tuedio email, and ASI meeting discussion and minutes.

Impact of the PACE Work Group Recommendations
The PACE Work Group Recommendations (approved by President Sheley June 2016) significantly overlap both the Task Force on Advising Recommendations and the Student Success and Completion Initiatives Plan relative to improving student success and increasing graduation rates. As mentioned above, the PACE Work Group Recommendations call for the establishment of a Student Success Center, which will be funded in large part from the Chancellor's Office budget allocation for the Student Success and Completion Initiatives Plan. As presented to you earlier (Appendix F: May 13, 2016 memo J. Strong, S. Espinoza), some components of the Student Success and Completion Initiatives Plan will now have to be funded with other allocations or postponed. This has evolved as part of the process to address concerns created when the PACE Title V grant expired and thus represents additional feedback that you should be aware of as you consider whether to approve, in part or whole, the Task Force on Advising Recommendations and especially the Student Success and Completion Initiatives Plan. In our view, the PACE Work Group recommendations do not materially affect the Task Force on Advising Recommendations. The following action items in the Student Success and Completion Initiatives Plan will change (highlighted in yellow) due to the impact of the PACE Work Group Recommendations.

Trustee Initiative 2: Enhanced Advising
Budget – $267,000

- Continue the "Commons" advising support concept in the College of Science. Create a similar "Commons" advising support area in the College of the Arts, Humanities, and Social Sciences. **Early Start funds will provide funding for this transition. No change in practice, change in funding.**
- Increase cohort peer support programs. **The Student Success Center will make these hires.**
- Expand FYE programming. **General Fund base budget resources have already been allocated for this purpose.**
- Expand tutoring services. **The Student Success Center will fund this expansion.**
- Provide Advising Excellence Awards for staff and faculty. **This action item will be postponed until funding is identified.**
- Develop advising training programs. **This action item will be postponed until funding is identified.**
- Complete an annual advising assessment, including a satisfaction survey and summit campus meeting. **Funding requirement is minimal – no change in practice.**

Short-Term Metric: An increase in the number of new professional advisors and/or faculty who engage in advising. Improvements in the outcomes of the annual advising satisfaction surveys of student/faculty/staff (in an advising role). Conduct an annual advising "summit" every year early in the fall semester or spring semester to review the results of the survey, and other short-term measures of advising efficacy with the goal of continuous improvement.

Long-Term Metric: Reduction in the average time to degree.

Trustee Initiative 3: Augment Bottleneck Solutions Initiative
Budget – $122,000

- Hire an analyst for schedule monitoring and improvement. **This action item will be significantly altered. Funds have been identified (Provost's Office) to hire the firm Ad Astra to further analyze the schedule. Hiring an analyst will be postponed. However, an existing staff member will be given a modest increase in hours (Provost's Office budget reallocation) devoted to this task. This is a very important action item but the response is serviceable in the near term.**
- Hire a Supplemental Instruction Coordinator. **The Student Success Center will provide funding – no change in practice.**
- Provide faculty support for course redesign. **Excess reserves from the Early Start program funds will be used – no change in practice.**

Short-Term Metric: Additional number of course sections (online, in person, or hybrid) addressed as a result of this funding. Fewer bottleneck courses, more redesigned courses, and improved DWF rates on bottleneck courses.

Long-Term Metric: Reduction in number of lower-division units earned by upper-division students.

Trustee Initiative 6: Data-Driven Decision Making
Budget – $90,000

Stanislaus State is currently evaluating various software programs to enhance our capacity to make data driven decisions.

- Adopt advising software. <mark>**Significant change – this item will need to be postponed until funding is secure. The software is necessary. However, waiting has a number of important advantages including the possibility the CO will negotiate lower prices for software and the need for more time for faculty consultation.**</mark>
- Improve the course scheduler. **Funds from the Provost's Office Student Success base budget line item will be reallocated to this action item – no change in practice.**
- Conduct training activities. **This is covered by the Student Success Center.**

Short-Term Metric: Identification of individual students, student groups, programs, and courses that will benefit from focused student success efforts.

Long-Term Metric: Improved graduation rates, reduced time to degree, and narrower achievement gaps.

Conclusion

There has been considerable feedback provided and documented concerning the University Task Force on Advising Report and Recommendations and the Student Success and Completion Initiatives Plan. A very healthy campus conversation has occurred with significant stakeholder participation and input. The University has met its obligation to consult widely on these plans and the next step is operational plans and implementation. The feedback received generally supports the Task Force on Advising Recommendations. One implication from the feedback is that there is a need for significant improvement in advising in both graduate and undergraduate programs that will necessitate impactful and systemic change requiring the University's attention and commitment over the long term. It is prudent to delay the purchase of an advising information system software until there is more consensus and alternative sources of funding designated. The feedback also generally supports the modified Student Success and Completion Initiatives Plan.

Many participants in these and other discussions recognize the need for better coordination between college advising and centralized advising (e.g., ARC and others) but also are cognizant that decentralized college based advising centers, while having some advantages, also have significant costs and challenges regarding integration and coordination. The Task Force on Advising Recommendations and the PACE Work Group Recommendations propose improved centralized advising in the form of a Student Success Center as a higher priority than more college based advising centers, and we agree that is the appropriate plan given resource constraints and the status of advising across the campus. These findings and recommendations do not suggest any changes to the College of Business Administration advising center which meets the needs of business administration majors. Improving communication and integration of university-wide advising efforts is also a high priority. Regarding the recommendation in the Academic Senate memo to address the mental health needs of students in the Student Success and Completion plan, this issue did not arise in any other stakeholder feedback. We read the Trustee's Student Success Initiatives as not including mental health services and recommend that this issue not be included in the Student Success and Completion Initiatives Plan. The Academic Senate was concerned that this might be the case writing "we hope that the design of the Trustee's initiative does not exclude such support."

Please let us know if we can proceed with the University Task Force on Advising Recommendations and the Student Success and Completion Initiatives Plan, given the modifications discussed above, or if you would like to make changes. Both documents require the development of more specific operational plans, as does the PACE Work Group Recommendations, and that work needs to begin as soon as practical. We would be happy to discuss these matters with you in greater detail and answer any questions.

C.   Dennis Shimek, Vice President, Faculty Affairs and Human Resources
        Douglas Dawes, Vice President Business and Finance
        Stuart Sims, Speaker of the Faculty & Chair of the Academic Senate
        Academic Senate
        Academic Affairs Council
        J. Martyn Gunn, Associate Vice President of Student Services
        Academic Department Chairs and Program Directors
        University Task Force on Advising

M062016 jfs advising rec & stud success plan feedback 06-23-16

CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: November 12, 2015

TO: Dr. Joseph F. Sheley
            President

FROM: Dr. James T. Strong
            Provost and Vice President for Academic Affairs

            Dr. Suzanne Espinoza
            Vice President for Enrollment and Student Affairs

SUBJECT: University Task Force on Advising

On October 6, 2014, you created the University Task Force on Advising with the following charge.

> The Task Force will be asked to review and synthesize recent discussions on advising at CSU Stanislaus, review best practices here and elsewhere, and make recommendations to me concerning directions to pursue in the way of meaningful improvements in the campus's advising relationship with our students.

> Provost James Strong and Vice President Suzanne Espinoza will co-chair the Task Force whose membership will include three students recommended by ASI, three advising specialists from Student Affairs recommended by VP Espinoza, and three faculty members (one a department chair) recommended by the Academic Senate's Committee on Committees. I have asked each of those entities for the recommendations in question as soon as possible. Dean Reza Kamali of the College of Science will serve as a member of the Task Force. As well, community member John Ervin III has accepted my invitation to join the Task Force. John brings a wealth of experience in both K-12 and community college advising. Finally, in line with feedback from the campus community, I have added a member to the Task Force – Penny Rutishauser from Student Records – to offer counsel on technical IT issues pertinent to records linkage.

The University Task Force on Advising Members are as follows:

1. Dr. James T. Strong, Provost and Vice President for Academic Affairs (Co-Chair)
2. Dr. Suzanne Espinoza, Vice President for Enrollment and Student Affairs (Co-Chair)
3. Dr. April Aleman, Assistant Professor of Nursing (participated in Task Force meetings from November 2014 to May 2015)
4. Dr. John Ervin III, Community member and Adjunct Counselor/Advisor Modesto Junior College (participated in Task Force meetings from November 2014 to February 2015)
5. Ms. Tammy Giannini, Academic Advisor, Advising Resource Center

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6. Ms. Bianca Gonzalez, ASI appointed student member (participated in Task Force meetings from September 2015 to current)
7. Dr. Mark Grobner, Interim Dean, College of Science (participated in Task Force meetings from September 2015 to current)
8. Dr. J. Martyn Gunn, Associate Vice President of Student Services
9. Ms. Hailey Holm, ASI appointed student member (participated in Task Force meetings from November 2014 to May 2015)
10. Dr. Reza Kamali, Dean, College of Science (participated in Task Force meetings from November 2014 to May 2015)
11. Ms. Meg Lewis, Deputy Title IX, Campus Training Manager and formerly Academic Advisor in the Advising Resource Center
12. Mr. Noriel Mostajo, ASI appointed student member (participated in Task Force meetings from September 2015 to current)
13. Dr. Mechelle Perea-Ryan, Associate Professor of Nursing (participated in Task Force meetings from September 2015 to current)
14. Dr. Stephen Routh, Chair of the Department of Political Science and Public Administration and Professor of Political Science
15. Ms. Penny Rutishauser, CMS Project Manager, Enrollment Services
16. Ms. Mariam Salameh, ASI President (participated in Task Force meetings from November 2014 to May 2015)
17. Ms. Cheree Wisniewski, ASI appointed student member (participated in Task Force meetings from November 2014 to May 2015)
18. Dr. James Youngblom, Professor of Biological Sciences

The University Task Force on Advising began meeting on November 7, 2014, and held two-hour meetings every two weeks until May 15, 2015. Starting on September 18, 2015, the Task Force held two-hour meetings weekly until the recommendations were finalized. The Task Force reviewed as many of the relevant documents, policies, reports, and minutes created at Stanislaus State over the past decade that could be located. These documents will be on the University Task Force on Advising website, currently under development. Best practices in advising were reviewed via national reports and webinars. Campus best practices and areas in need of improvement were identified through focus group interviews of students and staff, an extensive survey of stakeholder groups, and a review of previous documents and reports. This process led to the attached report that includes 22 specific recommendations. The Co-Chairs and/or The University Task Force on Advising would be happy to meet with you and discuss the report if desired. The Task Force plans to hold open forums to discuss the report and recommendations with the campus community and consider the feedback. Please communicate any specific questions or points you would like raised in the open forums.

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University Task Force on Advising Report and Recommendations
November 12, 2015

In the fall of 2014, President Sheley convened a University Task Force on Advising and requested that the group review national and campus best practices, synthesize recent discussions and make recommendations for meaningful improvements to academic advising at California State University, Stanislaus. The Task Force was co-chaired by Provost James Strong and Vice President for Enrollment and Student Affairs, Suzanne Espinoza. Membership included three students recommended by ASI, three faculty members recommended by the Committee on Committees (one a department chair), a college dean, three advising specialists from Student Affairs, an information systems analyst from enrollment services, and a community member. This report has been prepared in response to the President's charge. For more information about the University Task Force on Advising, a list of members, and a discussion about the charge, please refer to the cover memo for this report addressed to President Sheley dated November 12, 2015.

The University Task Force on Advising met throughout the 2014-2015 academic year and part of the fall semester of 2015. Within this period, the group conducted the following activities. First, the Task Force reviewed previous reports, committee recommendations and campus policies related to academic advising. National reports on best practices in advising were reviewed and a series of webinars regarding national trends were attended by Task Force members. A series of focus group interviews were conducted with undergraduate students regarding their academic advising experiences at Stanislaus State. A survey of faculty, staff and students regarding various academic advising issues was also conducted. A number of constituents met with the Task Force and provided information regarding their perspectives on the strengths and challenges of academic advising at Stanislaus State. A work group was created to evaluate options and software products for an advising information system (in progress).

Survey and focus group responses, the recommendations of recent committees, and all of the other materials (cited above) generated by the Task Force were reviewed and analyzed. Below is a discussion of the themes that emerged from these documents. The Task Force recommendations follow this discussion.

First of all, the reports, documents and other materials reviewed by the University Task Force on Advising make clear that California State University, Stanislaus has a long-standing institutional commitment to student achievement and learning. Student success is widely recognized as essential to the realization of the University's mission and has been the focal point of many campus initiatives. The University strives to create systems that offer accurate, reliable and timely academic advising to support student retention and graduation.

Toward this end, academic advising is currently governed by various campus policies.[1] Through these policies, the Academic Senate has set forth advising objectives, as well as defined the roles and responsibilities of key campus constituents. By Senate policy, advising in the major is assigned to department faculty. Students are encouraged to declare an academic major early to benefit fully from connections with faculty advisors and learn more about career and other opportunities. Advising in general education and for undeclared majors is primarily assigned to professional advisors in the Advising Resource Center (ARC). This model is common in higher education and many universities of similar size, type and student demographics employ a hybrid model with some advising centrally located and some decentralized to colleges and departments.

This model has resulted in an advising structure that has both strengths and challenges. Key indicators of success include improving graduation rates and a reduction in the achievement gap between underrepresented minority (URM) and non-underrepresented minority (Non-URM) groups. Significantly, the overall six-year graduation rates for Stanislaus State have improved steadily in recent years, from 49.5% for the 2003 cohort to 53.5% for the 2008 cohort. Similarly, the six-year URM and Non-URM graduation rate gap has declined to 2%, making Stanislaus State's gap substantially lower than the CSU system average.

These promising outcomes have been achieved even while the student demographic profile of the campus has changed and presented new challenges in academic advising. A growing proportion of first-time freshmen (FTF), for example, are first-generation students from low-income, URM families. Between 2003 and 2014, the number of FTF URM students, as a percentage of all FTF, grew from 32.8% to 62.4% respectively. The proportion of FTF that are first-generation college students also grew, increasing from 39.8% to 50.8%. The percentage of low-income students (Pell recipients) also increased in this period from 40% to 62.9%. In addition, a significant number of students enter the University with remediation needs and require assistance transitioning to college level coursework. These changing campus demographics have increased the overall demand for advising services in both academic departments and in ARC.

Along with this changing student profile has come enrollment growth, an increasing complexity in academic programs, an increased demand for assistance in career exploration, and an ongoing challenge to deliver consistent, high quality advising services to every student. In addition, advancements in technology now offer new opportunities to streamline processes and improve advising services. In response to these pressures and opportunities, over the past few years, various groups have engaged in discussions about further developing academic advising services.

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[1] 8/AS/08/UEPC Policy on Undergraduate Academic Advising, 15/AS/06 UEPC Mandatory Advising within the Major, 4/AS/12/UEPC Mandatory Advising for Undeclared Students, 3/AS/12 UEPC Policy for Declaration of Major.

Task Force Findings

Academic advising and the quality of student-faculty relationships continue to be critically important and key drivers in overall student satisfaction at Stanislaus State. These findings are based on an analysis conducted by Hanover Research of data gathered from the National Survey of Student Engagement (NSSE). This survey was administered at Stanislaus State in 2008, 2011 and 2014. In the 2014 NSSE survey, students who were satisfied with their educational experience overall gave significantly higher ratings to their interactions with academic advisors than students who were dissatisfied with their educational experience overall. These findings were similar to results from the 2011 and 2008 NSSE surveys. These documents will be included on the University Task Force on Advising webpage currently under development.

A long-standing campus ethos of providing timely services to students has led many advisors to provide services in a one-stop-shop fashion. For example, a number of programs (e.g., Student Support Services, PACE, Honors, Housing, Athletics, Veterans, EOP, Summer Bridge and Promise Scholars) provide advising services to program students. The decentralization of advising services for various student groups has led to some miscommunication and a lack of clarity about the roles of various advisors and more generally, a lack of integration in advising. For example, campus advisors are often unfamiliar with the policy set forth by the Academic Senate in 2008 regarding the expected structure of academic advising and the roles of various campus advisors. There are both strengths and challenges to this decentralization.

While the commitment to advising remains strong, many faculty report difficulty balancing the demands of teaching with the increasing demand for advising, especially in majors with large numbers of students. Peak advising times are challenging for many faculty members and the rewards and recognition for strong advising activities are not always emphasized. Part-time instructors also report that they feel pressure to provide advising to students.

There are significant differences across academic departments, colleges, and ARC regarding the delivery of advising services to students. There are variations in advising tools, support materials and resources used across these entities. Students themselves often meet with multiple advisors for various reasons. While some students may feel they have been given incomplete or inaccurate information, others appear to be "shopping" for better answers. In general, advising services may be improved by pursuing a more strategic approach, providing better advising tools, standardizing information, and providing professional development opportunities for advisors.

CSU and campus policies and regulations governing academic programs and student progress toward degree are complex and sometimes change. At the same time, increased enrollments have led to pressure on the course schedule. Registration

levels in some important categories (e.g., general education) are regularly near 100 percent capacity, thus limiting scheduling options for students and slowing time to degree. This pressure has required a two-pass registration system to facilitate equitable access to course offerings among various student groups. New tools have also been developed that offer campuses the ability to better plan the course schedule and provide advisors faster, more comprehensive and integrated student advising information. On many campuses, these new tools have resulted in improved scheduling, reduced time to degree, and more effective communication with students.

On the basis of the Task Force's work, research and deliberations, the following recommendations are offered.

1. Continue to implement and reinforce guidance provided by the strategic plan and campus policies regarding all facets of undergraduate academic advising. Pursuant to these policies (15/AS/06/UEPC Mandatory Advising within the Major, 8/AS/08/UEPC Policy on Undergraduate Academic Advising, and 4/AS/12/UEPC Mandatory Advising for Undeclared Students), faculty advisors will provide all facets of academic advising to declared majors and are encouraged to do so each semester. The Advising Resource Center (ARC) will provide academic advising to undeclared majors each semester. ARC will also develop a plan to coordinate advising with academic departments for each program.

2. Continue to encourage students to declare a major as early as possible but before they complete 60 units, consistent with 3/AS/12 UEPC Policy for Declaration of a Major.

3. Provide regular professional development workshops for faculty members and others regarding CSU academic policies, regulations, deadlines, financial aid, campus resources, degree audit, and other topics related to advising and student success.

4. Develop a handbook on academic advising with information on university-wide advising topics to improve the consistency of information provided by faculty and staff advisors. Develop a checklist of questions, advising topics and suggestions for handling difficult conversations (delineated by student year) to assist advisors. The handbook should include course maps for majors, minors, and concentrations, and information about the frequency in which department courses are offered.

5. Ensure that degree audit is the official and predominately used tool on campus for identifying remaining academic requirements. Discontinue reliance on department-based, parallel degree audit systems that do not interface with PeopleSoft (so called "shadow systems"). The importance of using degree audit should be emphasized to all campus constituents.

Encourage the use of degree audit through training workshops and by identifying improvements to make it more user friendly.

6. Ensure that the PeopleSoft Degree Audit System is accurate and up to date by requiring that:
   a. all academic departments have correctly identified all courses required to earn a degree in their programs so that these courses can be coded correctly by Enrollment Services in the PeopleSoft Degree Audit System, and;
   b. course substitutions are sent to Enrollment Services at the time they are granted to the student so they can be entered into PeopleSoft and reflected in the degree audit system in a timely manner.

7. Continue to develop and evaluate e-advisor tools (e.g., degree audit, Starfish, EAB, Smart Planner) and/or other computer-based systems to provide easily accessible tools to support accurate and timely advising. Allocate resources to train faculty, ARC advisors, and other users on the e-advisor tools implemented.

8. Implement an early alert system that allows faculty to identify students who are presenting a pattern that may lead to academic difficulty. Encourage faculty members to use campus resources and partner with other advising professionals early to proactively assist students so they are able to succeed and graduate.

9. Improve department websites to provide easy access to academic policies, regulations, deadlines and other academic advising related information.

10. Ensure that every department has up to date course maps for majors, minors and concentrations and that they are posted to the department website. Include information about the frequency in which department courses are offered.

11. Ensure that departments periodically review courses listed in the catalog and that they remove from view courses that are infrequently offered. Ensure that departments note in the catalog the frequency in which courses are offered. For example, courses may be noted in the following manner: infrequently offered, typically offered each semester, typically offered in the spring term. Include this information on department websites, advisor manuals, course maps, and other places where students and advisors seek information on course requirements.

12. Facilitate students' ability to enroll in courses required for normal and timely progress to degree by implementing the following actions:

      a. limit course conflicts by reducing the number of overlapping class times, the number of standard time modules, and the number of courses offered at irregular times;

      b. acquire or develop software to conduct demand analyses to enable deans and department chairs to offer sufficient sections of bottleneck courses; and

      c. hire an analyst (in the Provost's Office) with responsibility for reviewing the schedule and working with deans and chairs within and across colleges to minimize scheduling conflicts among courses commonly taken by students in the same semester.

13. Develop a close working relationship between ARC advisors and faculty advisors. Increase the number of academic advisors in ARC. Develop program specializations for ARC advisors by assigning two or more ARC advisors to each of the academic programs to gain expertise in major advising issues and provide back-up advising support as agreed between ARC and academic programs.

14. Initiate discussions as to how to make advising part of the RPT elaborations. Evaluate whether there are additional ways to recognize and reward academic advising.

15. Continue the "commons" advising support concept in the College of Science.

16. Explore establishing an advising area in the College of the Arts, Humanities and Social Sciences.

17. Evaluate the feasibility and efficacy of developing a student peer mentor program to support academic advising.

18. Develop and implement paperless workflow for processing petitions, course substitutions, graduation checks and other enrollment operations that involve various campus departments. Ensure that the selected solution is fully vetted with appropriate stakeholders.

19. Utilize various social media to advertise campus programs and resources and to communicate with students about academic advising issues.

20. Complete an annual advising assessment including a satisfaction survey. Host a campus advising summit annually.

21. Continue the Advising Task Force during the impending campus discussion period regarding these recommendations.

22. The Provost and Vice President of Enrollment and Student Affairs will administer the implementation of the recommendations, the annual advising

assessment, the campus advising summit, and will convene a broader work group as needed.

Stanislaus State

To:	James Strong, Provost and Suzanne Espinoza, Vice President for Enrollment and Student Affairs
From:	Joseph Sheley, President
Date:	November 13, 2015
RE:	Advising Task Force Recommendations
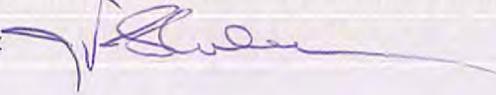
Thank you for the memorandum, report, and recommendations regarding prospects for strengthening advising at California State University, Stanislaus. I believe the recommendations are ready to be shared with the campus community. They may be revised based upon the comments we receive. For the present, then, I am treating the recommendations as tentative and look forward to the outcome of conversations about them and about efforts to advance student success more generally.

CALIFORNIA STATE UNIVERSITY
Stanislaus

OFFICE OF THE PROVOST

MEMORANDUM

DATE: October 5, 2015

TO: Dr. Loren Blanchard, Executive Vice Chancellor, Academic & Student Affairs

FROM: Dr. James T. Strong, Provost and Vice President for Academic Affairs
            Dr. Suzanne Espinoza, Vice President for Enrollment and Student Affairs

SUBJECT: Student Success and Completion Initiatives – Reporting Metrics

Attached is Stanislaus State's response to the request for a plan to achieve the six Student Success and Completion Initiatives as provided in the 2015-2016 final budget. For each of the six Trustee Initiatives, you requested the following information:

1. Planned expenditures for 2015-16 in each of the six priority areas; and
2. The metrics by which each campus will evaluate progress in each category.

We are enthusiastic about this new funding opportunity and its expected positive impact on improving student success at Stanislaus State.

We submit this proposal with the caveat that we consider consultation with the larger campus community regarding such matters to be exceptionally important. The short timeline for submission of the proposal precluded the consultation to which we are committed. As we await feedback from the Chancellor's Office, we will consult broadly with our campus community and carefully consider any resulting feedback in finalizing these initiatives. Should this proposal appreciably change direction based on this consultation process, we will provide you with an update as soon as possible.

Stanislaus State has long been active in providing meaningful interventions to support student achievement and success. This new funding offers additional resources to expand and further develop our efforts. We appreciate this opportunity and look forward to working with you to better meet students' needs.

cc: Dr. Joseph F. Sheley, President, Stanislaus State
            Mr. Jeff Gold, Senior Director for Student Engagement

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California State University, Stanislaus
Student Success and Completion Initiatives Plan
October 5, 2015

Executive Summary

California State University, Stanislaus has a long-standing institutional commitment to student achievement and learning. Student success is widely recognized as essential to the realization of the University's mission and has been the focal point of various activities over the past several years. The Trustees' funding for Student Success and Completion Initiatives will contribute important new resources to our ongoing efforts.

Through numerous student success programs, Stanislaus State employs high-impact practices to support student achievement. Participation in STEM majors, for example, has been encouraged through programs that provide mentoring and undergraduate research opportunities to enrich the student experience. The First Year Experience (FYE) programming has been recently revitalized through a stretch English class. In this program, students progress as a cohort through a series of two English courses and receive intensive advising and supplemental workshops on various student success topics. Intensive advising has also been a central focus of other campus programs and has led to a better understanding of the benefits of coordinating interventions among faculty, staff, and peer mentors.

Stanislaus State has initiated student success programs targeting at-risk sophomores, student veterans, and AB 540 students. Important contributions have also been made through smaller projects within many academic departments, including mentoring programs, an online writing center, and an online homework support program, to name a few. In addition, the campus has also recently reintroduced supplemental instruction to support student achievement in high-risk, bottleneck courses. This initiative has grown over the past three years with more faculty introducing this high-impact practice into their courses.

Another recent, critical campus initiative entails the comprehensive review of academic advising. In the fall of 2014, Stanislaus State convened a task force to review best practices and make recommendations for improvements to the existing structure of academic advising and the services offered in various departments. This initiative has prompted widespread discussions and a renewed interest in building more effective advising practices throughout the campus. This review is timely and will inform many of the new investments proposed below.

The outcomes of these and other efforts have been promising. Key indicators of success include improving graduation rates and a reduction in the achievement gap between underrepresented minority (URM) and non-underrepresented minority (Non-URM) groups. Significantly, the overall six-year graduation rates for Stanislaus State have improved steadily in recent years, increasing from 49.5% for

the 2003 cohort to 53.5% for the 2008 cohort. Similarly, the six-year URM and non-URM graduation rate gap has declined to 2%, making the gap at Stanislaus State substantially lower than the CSU system average.

These promising outcomes have been achieved even while the student demographic profile of the campus has changed in recent years and presented new challenges. A growing proportion of first-time freshmen are first-generation students from low-income, URM families. Between 2003 and 2008, the number of first-time freshmen (FTF) URM students, as a percentage of all FTF, grew from 32.3% to 42.6% respectively. The proportion of first-time freshmen that are first-generation college students also grew in this period, increasing from 39.8% to 50.8%. In addition, the percentage of low-income students (Pell recipients) increased from 40% to 62.9%. These data suggest that Stanislaus State's efforts to increase the college-going rate in the local region have been successful.

Guiding this success has been the strong working relationship we have helped to establish with local partners to improve college readiness in the Stanislaus region. The Stanislaus Education Partnership, comprised of representatives from Stanislaus State, the Stanislaus County Office of Education, and Modesto Junior College, has committed to improving the academic preparation, college-going, retention and graduation rates of regional students. While Stanislaus State has always attracted large numbers of first-generation, low-income, URM students and we are currently well positioned to meet their needs, the new resources provided by the Trustees' Initiatives will allow us to strengthen the intensive support necessary to successfully transition these students into the University and position them to thrive academically.

It is within this context of institutional opportunities and activities that we propose to invest new resources in the following areas.

- Hire key faculty to improve our ability to provide high-demand courses and sections in a strategic fashion.

- Continue to address high-risk, high failure rate bottleneck courses in various majors. Analyze course-taking trends, failure rates, and other assessments to inform intervention strategies in these courses. These strategies will include supplemental instruction support, intensive advising, peer mentoring, and other high-impact practices.

- Further develop academic support programs such as academic advising, tutor training, supplemental instruction, and other strategic interventions to better support student achievement.

- Expand the capacity of the campus writing center to provide writing and editorial support for students individually and in groups.

- Develop a Math Center to increase competency in math and provide tutorial support and developmental resources.

- Develop affinity groups for incoming freshmen to form learning communities upon entry into the University.

- Further develop and refine the University's information support system to provide the tools and information necessary to identify and provide meaningful interventions for all students and especially struggling students.

Proposed Expenditures

Trustee Initiative 1: Tenure-Track Faculty Hiring	$320,000
Trustee Initiative 2: Enhanced Advising	267,000
Trustee Initiative 3: Augment Bottleneck Solutions Initiative	122,000
Trustee Initiative 4: Student Preparation	no new investment
Trustee Initiative 5: High Impact Practices for Student Retention	10,000
Trustee Initiative 6: Data-Driven Decision Making	90,000
Total	$809,000

Trustee Initiative 1: Tenure-Track Faculty Hiring
Budget – $320,000

- Leverage the Student Success and Completion Initiative funding relative to the goal of an improved ratio of permanent to temporary faculty. Combine funding for new permanent faculty hires with the conversion of temporary faculty to hire several probationary (permanent) faculty.

Short-Term Metric: Number of new Tenure/Tenure-Track searches to be conducted as a result of this funding.

Long-Term Metric: Increase in tenure/tenure-track faculty in high demand areas.

Trustee Initiative 2: Enhanced Advising
Budget – $267,000

- Hire additional academic advisors.
- Continue the "Commons" advising support concept in the College of Science. Create a similar "Commons" advising support area in the College of the Arts, Humanities, and Social Sciences.
- Increase cohort peer support programs.

- Expand FYE programming.
- Expand tutoring services.
- Provide Advising Excellence Awards for staff and faculty.
- Develop advising training programs.
- Complete an annual advising assessment, including a satisfaction survey and summit campus meeting.

Short-Term Metric: An increase in the number of new professional advisors and/or faculty who engage in advising. Improvements in the outcomes of the annual advising satisfaction surveys of student/faculty/staff (in an advising role). Conduct an annual advising "summit" every year early in the fall semester or spring semester to review the results of the survey and other short-term measures of advising efficacy with the goal of continuous improvement.

Long-Term Metric: Reduction in the average time to degree.

Trustee Initiative 3: Augment Bottleneck Solutions Initiative
Budget – $122,000

- Hire an analyst for schedule monitoring and improvement.
- Hire a Supplemental Instruction Coordinator.
- Provide faculty support for course redesign.

Short-Term Metric: Additional number of course sections (online, in person, or hybrid) addressed as a result of this funding. Fewer bottleneck courses, more redesigned courses, and improved DWF rates on bottleneck courses.

Long-Term Metric: Reduction in number of lower-division units earned by upper-division students.

Trustee Initiative 4: Student Preparation
Total Base Budget and One-time funding $0 – current programming is productive and funding for programs is sufficient.

Short-Term Metric: The number of students successfully completing Early Start and Summer Bridge. The number of student successfully completing Math remediation in the summer as an extension of Early Start and/or Summer Bridge.

Long-Term Metric: Reduction in the number and percentage of students who begin fall term of the freshman year needing pre-college coursework in English and math. For those students that need pre-college coursework at the start of

their freshman fall semester, a reduction in the amount of pre-college coursework needed.

Stanislaus State has a number of effective student preparation initiatives, and current funding levels are sufficient to maintain good progress. For example, Stanislaus State has very successfully implemented the Early Start program. Most students have gone beyond taking the one-unit Early Start class (30% enroll in a one-unit class and 70% enroll in a four-unit class). Students completing four-unit Early Start Math (ESM) classes (ESM 103 and ESM 106) advance to the next course level at an 81-85% success rate. Similarly, Summer Bridge currently serves 40 students who take the first course of the English stretch sequence, ENGL 1006 (fulfills GE Area E1), in the summer and receive math tutoring. These students advance to ENGL 1007 (which fulfills GE Area A2) in the fall as a cohort with the same instructor.

Stanislaus State has very effectively implemented SB 1440 and has smoothed the path for transfer students. Building upon the work of a Compass grant, a faculty learning community was formed in 2014 to discuss and develop general education pathways. This learning community (made of up Stanislaus State and Modesto Junior College faculty) developed a proposed model that will create clear and meaningful pathways through existing general education courses and serve as a bridge for transfer between Modesto Junior College and Stanislaus State.

Stanislaus State has also helped establish the Stanislaus Education Partnership. The Partnership (Stanislaus State, Modesto Junior College, and the Stanislaus County Office of Education) is charged with increasing college enrollment in the region, increasing college graduation rates, reducing time to degree, and closing the achievement gap.

Trustee Initiative 5: High Impact Practices for Student Retention
Total Base Budget – $10,000

Stanislaus State is currently employing high-impact practices throughout many programs on campus. The initiatives proposed in each of the other areas, in addition to those proposed here, will supplement the activities that are currently in practice. The University will enhance current programs where possible.

- Explore opportunities to enhance existing programs such as an expansion of the online writing tutorial program and a technology check-out program through the University Library.

Short-Term Metric: Additional investment in programs using high-impact practices.

Long-Term Metric: Number of students participating in at least one high-quality, high-impact practice during their first two years of study.

Trustee Initiative 6: Data-Driven Decision Making
Budget – $90,000

Stanislaus State is currently evaluating various software programs to enhance our capacity to make data driven decisions.

- Adopt advising software.
- Improve the course scheduler.
- Conduct training activities.

Short-Term Metric: Identification of individual students, student groups, programs, and courses that will benefit from focused student success efforts.

Long-Term Metric: Improved graduation rates, reduced time to degree, and narrower achievement gaps.

University Task Force on Advising Report and Recommendations and the Student Success and Completion Initiatives Plan
Feedback and Discussion 2015-16*

Hobson's advising software (Starfish) demonstrations and discussions with campus community.
> August 12, 2015
> September 18, 2015
> September 25, 2015

Ad Hoc Trust Restoration Planning Committee (TRPC) Meetings (see D.1)
> Monday, October 26, 2015, agenda item and discussion
> Monday, November 09, 2015, agenda item and discussion
> Monday, November 23, 2015, agenda item and discussion
> Monday, February 01, 2015, agenda item and discussion
> Monday, February 15, 2015, agenda item and discussion
> Monday, February 29, 2015, agenda item and discussion
> Monday, March 14, 2015, agenda item and discussion
> Monday, April 11, 2015, agenda item and discussion

Senate Executive Committee Meeting, November 3, 2015, agenda item and discussion (see E.2)

Open Forums - Student Success Plan and University Task Force on Advising Recommendations (see D.2)
> Friday, November 20th, 2:00 – 3:30 p.m. in South Dining, discussion.
> Tuesday, November 24th, 2:00 – 3:30 p.m. in the Event Center, discussion and notes.
> Wednesday, December 9th, 10:00 - 11:30, in Lakeside, discussion and notes.

Deans and Department Chairs Meetings (see D.3)
> Friday, November 20, 2015, 12:00 – 1:30, agenda item and discussion.
> Friday, February 20, 2015, 12:00 – 1:30, agenda item, Task Force on Advising update and discussion

Student Success Committee Meetings (see D.4)
> Tuesday, December 1, 2015, agenda item and discussion.
> Tuesday, May 03, 2016, agenda item on Advising Task Force and how the recommendations from the Task Force will fit into the Student Success Plan.

Academic Senate Meetings (see E.3)
> December 8, 2015, agenda item, discussion and minutes.
> January 26, 2016, discussion and excerpts from minutes.

Academic Affairs Council, December 17, 2015, agenda item and discussion (see D.5)

Feedback from Dean James Tuedio, email to James Strong, Suzanne Espinoza, and J. Martyn Gunn, December 23, 2015 (see D.6)

ASI Board of Directors (see E.5 and E.7)
> February 2, 2016; discussion and notes.
> February 23, 2016; discussion and excerpts from meeting minutes

Provost Advisory Council (see D.7)

       October 28, 2015, agenda item and discussion of Student Success and Completion Initiatives Plan; faculty hiring action item.

       November 10, 2015, agenda item and discussion of Student Success and Completion Initiatives Plan

       February 2, 2016, agenda item and discussion of Student Success and Completion Initiatives Plan; faculty hiring action item.

       March 16, 2016, discussed Advising Technology Subcommittee Recommendations to Task Force on Advising; discussed the pros and cons of using software to support advising for students.

*Meeting agendas, as applicable, are attached. As available, a summary/excerpt of related meeting notes have been included in Appendix E.

CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: October 26, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
             Dr. Stuart Sims, Speaker-Elect of the Faculty
             Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
             Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
             Monday, October 26, 2015 – 1:00 p.m.

1. Call to Order

2. Approval of Agenda

3. Time, Place, and Manner Document (Information Item in Academic Senate)

4. CAHSS Associate Deans

5. CIPSP Recommendation Memo

6. Strategic Plan Working Group

7. Ad Hoc University Advising Task Force

8. Advisory Committee to Interdisciplinary Programs and Related Committees – Selection of Faculty re: CoC

9. Student Success and Completion Initiative Plan – Consultation

10. Adjournment

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CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: November 9, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
            Dr. Stuart Sims, Speaker-Elect of the Faculty
            Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
            Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
            Monday, November 9, 2015 – 1:00 p.m.

1. Call to Order

2. Approval of Agenda

3. PACE Transition Plan – "Consultation Group"

4. Time, Place, and Manner Document (Information Item in Academic Senate)

5. CAHSS Associate Deans

6. CIPSP Recommendation Memo – Update

7. Strategic Plan Working Group – Set Meeting

8. Ad Hoc University Advising Task Force – Update

9. Adjournment

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CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: November 23, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
              Dr. Stuart Sims, Speaker-Elect of the Faculty
              Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
              Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
              Monday, November 23, 2015 – 1:00 p.m.

1. Call to Order

2. Approval of Agenda

3. Time, Place, and Manner Document (Information Item in Academic Senate)

4. CAHSS Associate Deans

5. CIPSP Recommendation Memo – Update

6. Strategic Plan Working Group – Set Meeting

7. Ad Hoc University Advising Task Force – Update

8. Update on Faculty Searches

9. PACE Transition Plan – "Consultation Group" – Need for separate meeting to discuss

10. Adjournment

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CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: February 1, 2016

TO: Dr. Mark Thompson, Speaker of the Faculty
             Dr. Stuart Sims, Speaker-Elect of the Faculty
             Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
             Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
             Monday, February 1, 2016 –   2:00-3:00 Provost's Office

1. Call to Order

2. Approval of Agenda

3. Update on new faculty positions

4. Timeline for new hires and background checks

5. Department web page updates: process and local control

6. Student Success and Completion Initiative Plan and Funding - Update

    a. One-time funds – uses

        i. Student success, part-time lecturer budget, other

        ii. Status of plan

            1. operational plan

            2. Feedback from Senate

            3. Trustee Priority HIPs – prior funding for HIPS

7. Diversity Activities in February

8. PACE - update

9. Other

MEMORANDUM

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	February 12, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, February 15, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Department web page updates: process and local control update

4. Student Success and Completion Initiative Plan and Funding – Update

5. PACE -- Update

6. Changes to Learning Services Organizational Structure [see attached email]

7. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

8. Relocation of Psychological Counseling Center -- Update

9. Other

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	February 29, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, February 29, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Proposed change to RPT policy re delegation to Provost from President

4. Student Success and Completion Initiative Plan and Funding – Update

5. PACE -- Update

6. Changes to Learning Services Organizational Structure [see attached email]

7. Relocation of Psychological Counseling Center -- Update
8. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

Stanislaus State

MEMORANDUM

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	March 14, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, March 14, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Recommendation of the Academic Advising Technology Subcommittee

    a. Support for recommendation by Task Force on Advising to include as an addendum to recommendation to the President

4. Proposed change to RPT policy re delegation to Provost from President

5. Update on FAC memo to Provost

6. Update on Department faculty website access

7. Student Success and Completion Initiative Plan and Funding – Update

8. PACE -- Update

9. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	March 14, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, April 11, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Recommendation of the Academic Advising Technology Subcommittee

   a. Support for recommendation by Task Force on Advising to include as an addendum to recommendation to the President

4. Proposed change to RPT policy re delegation to Provost from President

5. Update on FAC memo to Provost

6. Update on Department faculty website access

7. Student Success and Completion Initiative Plan and Funding – Update

8. PACE -- Update

9. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

ENGAGING · EMPOWERING · TRANSFORMING

From:	James Strong
Sent:	Tuesday, November 17, 2015 1:00 PM
To:	Faculty-Staff
Subject:	Open Forums - Student Success Plan and University Task Force on Advising Recommendations
Attachments:	Student Success Documents.zip; Advising Task Force Documents.zip
Importance:	High

Colleagues,

Open forums have been scheduled to discuss the Student Success and Completion Plan and the University Task Force on Advising Recommendations as follows.

Friday, November 20th, 2:00 – 3:30 p.m. in South Dining
Tuesday, November 24th, 2:00 – 3:30 p.m. in the Event Center
Wednesday, December 2nd, 11:00 a.m. – 12:30 p.m. in FDC 118

I have attached the relevant documents for your review. The Student Success and Completion Plan was requested by the Chancellor's Office this past August and had a due date of October 2nd. In the memo to the Chancellor's Office, we stated the following.

> We submit this proposal with the caveat that we consider consultation with the larger campus community regarding such matters to be exceptionally important. The short timeline for submission of the proposal precluded the consultation to which we are committed. As we await feedback from the Chancellor's Office, we will consult broadly with our campus community and carefully consider any resulting feedback in finalizing these initiatives. Should this proposal appreciably change direction based on this consultation process, we will provide you with an update as soon as possible.

These open forums are part of the consultation process cited above. The Chancellor's Office has accepted the Plan, but the plan may be modified based on the consultation process. However, the consultation process needs to be completed in a timely fashion so the University may begin implementing the plan and achieving improved outcomes. The Chancellor's Office allocated the campus a significant base budget starting in this fiscal year to implement the University's plan. I recommend that we complete the consultation process by the end of this semester. An operational plan needs to be developed to provide greater detail to the plan submitted to the Chancellor's Office.

The University Task Force on Advising recently submitted their recommendations to President Sheley. The Advising Task Force worked for more than a year on this project, and committee members are to be complimented on their good work. This report and recommendations overlap with the Student Success and Completion Plan to a considerable degree, and it makes good sense to discuss both of these documents in the same open forum.

Regards,

James T. Strong
Provost and Vice President for Academic Affairs
California State University, Stanislaus
One University Circle
Turlock, CA 95382

Deans & Department Chairs
Agenda
November 20, 2015 12:00-1:30
Lakeside

1. Announcements

    a. FDC Lunch – Mr. Dennis Shimek

    b. Status report – RPT Survey – Mr. Dennis Shimek

2. Faculty Learning Communities – Dr. Marjorie Jaasma and Faculty - 10 minutes each

    a. Dr. Thomas Carter: Quantitative Reasoning
    b. Dr. Susan Marshall: Sophomore Success Program
    c. Dr. Marina Gerson: Quality Online

3. Student Success and Completion: Initiatives – Dr. Suzanne Espinoza

4. University Task Force on Advising Recommendations

5. Next meeting: December 18th Lakeside – 12:00-1:30

Deans & Department Chairs
Friday, February 20, 2015
12:00-1:30
Lakeside Conference Room

AGENDA

1. Announcements

2. CIPSP - Update

3. University Task Force on Advising - Update

4. Barnes and Noble Faculty Enlighten Program

5. WASC Special Visit Status – Dr. Marjorie Jaasma
    a. Report of the WASC Special Visit Team
    b. WASC Letter
    c. President's Letter

6. Enrollment Update
    a. 2014-2015
    b. 2015-2016
    c. IW Policy

7. Course Redesign Initiative

8. Proposed IRA Guidelines – Dennis Shimek

Student Success Committee
Tuesday, Dec. 1, 2015
10:00-11:00 a.m.
MSR 362

AGENDA

1. Announcements

2. Approve agenda

3. Visual Rosters

4. Student Success Starts Early--Models of Excellence—follow up
   a. Scholarship—Amy Leon
   b. Passport to Success—FYE
   c. How do we bring all the part of the puzzle together for students, such as financial aid, careers

4. Game Changers
   a. Full-Time is 15—are there student groups this might benefit?

5. Student Success Plan—moving forward
   a. Roadmaps (5)
   b. Advising—Task Force (6)
   c. Trainings on degree audit (6)—Gaby Nuno
   d. Communication and collaboration between divisions and students (8)
   e. How to use/update the plan

The Student Success Committee is engaged in developing methods and tools to allow the campus to identify where the high impact, engaged practices associated with deeper learning, especially for less well prepared students, are occurring, who takes or participates in them, and how frequently. The research would help ensure that all students enjoy the benefits of participating in the pedagogies and experiences that have been linked to student success. The culture of evidence that is emerging on the campus is assisting in helping campus offices and units to adopt policies and actions that may improve student success for all students (CFRs 2.10, 4.3). (WASC Visiting Team for Educational Effectiveness Review, 2009)

Student Success Committee
Tuesday, May 3, 2016
11:00-12:00
MSR 362

AGENDA

1. Announcements

2. Approve agenda

3. Models of Excellence
   a. Online Writing Center—Erika Schmidt
   b. Passport to Success—follow up

4. Student Success Plan—moving forward
   a. Roadmaps (5)
   b. Advising—Task Force (6)
   c. Trainings on degree audit (6)—Gaby Nuno
   d. Communication and collaboration between divisions and students (8)
   e. How to use/update the plan and how to develop a comprehensive approach to student success.

5. Review of Summary of the Student Success Committee 2015-16

6. Review Committee Membership

The Student Success Committee is engaged in developing methods and tools to allow the campus to identify where the high impact, engaged practices associated with deeper learning, especially for less well prepared students, are occurring, who takes or participates in them, and how frequently. The research would help ensure that all students enjoy the benefits of participating in the pedagogies and experiences that have been linked to student success. The culture of evidence that is emerging on the campus is assisting in helping campus offices and units to adopt policies and actions that may improve student success for all students (CFRs 2.10, 4.3). (WASC Visiting Team for Educational Effectiveness Review, 2009)

ACADEMIC AFFAIRS COUNCIL
Thursday, December 17, 2015
10:00 – 11:00 a.m.
Lakeside Conference Room

AGENDA

1. Announcements

2. Approve agenda

3. Student Success and Task Force on Advising – Dr. Strong

4. PACE update – Dr. Strong

5. ORSP Outreach - Dr. Young

6. **STANDING REPORTS**

   Academic Senate – Speaker M. Thompson / Speaker-Elect S. Sims

   Athletics – Mr. Matoso

   Enrollment – Ms. Bernardo

   Student Affairs – Dr. Espinoza

   Information Technology – Mr. Trevena

   Learning Services – Mr. Trevena

   Institutional Research – Dr. Tillman

   Library – Mr. Rodriguez

   Research & Sponsored Programs – Dr. Young

   Service Learning – Ms. Fox

   University Extended Education – Dr. Caudill

   International Education – Dr. Helzer

   Assessment and Accreditation – Dr. Jaasma

   Faculty Development Center – Dr. Gerson

   Stockton Center – Dr. Badal

7. Open Discussion

James Strong

From:	James Tuedio
Sent:	Wednesday, December 23, 2015 11:50 AM
To:	James Strong; Suzanne Espinoza; J. Martyn Gunn
Cc:	James Tuedio
Subject:	regarding academic advisors

When I contest the notion that ARC advisors are academic advisors, it's based on a broadly shared belief that ARC advisors are not taking sufficient direction from the academic house. As Dean, I am closely in touch with how my academic programs have built their semester schedules, and in particular, I'm on top of and often directing the planning that determines how many sections of various GE courses to include in the schedule, especially in the lower division curriculum. But I'm not at the table with ARC advisors to present the picture to them, and I don't think anyone else is, either. But how else will they understand why undeclared and other lower-division students should be advised to enroll in HIST 2600 in the spring when they still need to complete the requirement (i.e., because it's a good idea (from both an academic and logistical perspective), which helps explain why the seats are there waiting for them)… At this point, I would encourage us to view ARC advisors as *academic support* advisors, not *academic* advisors, and I think we need to emphasize this at every turn. The ARC advisors need to be taking direction from academic mentors regarding how to advise students in choosing their curriculum of studies (not just helping them choose classes that meet requirements that fit their desirable timeframe for a class schedule). There are many examples to show why this is important, but the point is clear enough: contributing to an advising partnership should be a priority for ARC, and the effort needs to draw in faculty. No doubt ARC advisors have some important advice for faculty advisors. But I doubt ARC is the magnet to draw faculty into these discussions. That's why I am more sympathetic to a college-based advising/student success point of contact. The college center would be well positioned to host information roundtables involving ARC, PACE, EOP, SSS and college-based advisors (and to facilitate discussions that include department-based advisors). The notion of coordinated advising may seem more a pipe dream than a realistic aspiration, but when I look at the test scores for the lower half of entering freshmen, I get nervous about their prospects of success. There's no doubt in my mind these students will need a boatload of academic advising and numerous points of contact along the way to encourage and facilitate their academic success.

Thanks for the work you've put into producing the task force report. It's an important step forward.

Jim

PROVOST'S ADVISORY COUNCIL
Wednesday, October 28, 2015
8:30 – 9:30 a.m.
Lakeside Conference Room

AGENDA

1. Announcements

2. Approve Agenda

3. IRPs (D. Shimek)

4. CFA Plans (D. Shimek)

5. Faculty Assignments and Assigned Time for Advising (M. Grobner, D. Shimek)

6. College Badges

7. Moodle

8. APR Process (M. Jaasma)

9. Faculty Recruitment Requests

    a. Normal

    b. Student Success Requests

10. Open Discussion

PROVOST'S ADVISORY COUNCIL
Tuesday, November 10, 2015
8:30 – 9:30 a.m.
Lakeside Conference Room

AGENDA

1. Announcements

2. Approve Agenda

3. Student Success and Completion Plan

4. PACE, CEGE, STEM

5. UEE Summer Surplus Distribution (H. Caudill) (#10.F)

6. Open Discussion

Stanislaus State

Provost's Advisory Council

AGENDA

Date: **Friday, February 12, 2016**
Time: **8:30 – 9:30 a.m.**
Location: MSR 362

1. Announcements

2. Approve Agenda

3. IRPs

4. Faculty Search Approvals

   a. Replacements
   b. Student Success

5. COS procedures – Mark Grobner

6. Memo to responsible parties for CIPSP

7. Open Discussion

8. Next Meeting: Wednesday, February 17, 2016

Provost's Advisory Council

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AGENDA

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Date: **Wednesday, March 9, 2016**
Time: **8:30 – 10:00 a.m.**
Location: **MSR – 362 DO NOT GO TO LAKESIDE CONFERENCE ROOM**

1. Announcements

2. Approve agenda

3. Budget Requests (top 3) Base Budget/One-Time – Provost Strong

4. Instructional Technology requests – bring to the meeting if not already submitted

5. Fee for Graduate Theses/Projects Completion [handout] – Helene Caudill

6. Committee for Revised/New Strategic Plan [Dean's Participation] – Provost Strong

7. Strategic Plan for International Student Recruitment, Support and Retention

8. IRP Review

9. "Prof" for a Day – Provost Strong

10. CFA – Dennis Shimek

11. Open Discussion

12. Next meeting: Wednesday, March 16, 2016

University Task Force on Advising Recommendations and the Student Success and Completion Initiatives Plan: Feedback from Campus Community Open Forums, the Academic Senate, Associated Students Incorporated (ASI) and Select Committees.

Ad Hoc Trust Restoration Planning Committee (TRPC) Meetings, October 26, November 9, November 23, 2015; February 1, February 15, February 29, March 14, April 11, 2016 (see E.1)

Agenda items and discussions. The TRPC consists of the Speaker of the Faculty and Chair of the Academic Senate, the Speaker-elect, the Vice President of Faculty Affairs and Human Resources and the Provost and Vice President of Academic Affairs. The purpose of the Committee is to enhance trust and facilitate collaboration and cooperation between the administration, Academic Senate and faculty on academic matters. Discussions by TRPC regarding the University Task Force on Advising Recommendations and the Student Success and Completion Initiatives Plan consisted of updates on information, planning on the various processes associated with the two documents and dialogue regarding improving the process and content of the documents. For example, there was concern expressed by the Speaker and Speaker-elect regarding the purchase of an advising information systems software before adequate vetting by faculty of the software had occurred. There was vetting of the software in open forums but the Provost agreed that more vetting by faculty was necessary before any purchase would be made and committed to that action. The Provost expressed his belief in the importance of an effective advising information systems software. Other topics discussed were the budget for the Student Success Plan and use of the "one-time" funds realized by the delay in implementing the plan. The Speaker and Speaker-elect were concerned about using those funds for funding the cost of part-time lecturers.

Senate Executive Committee Meeting, Comments, November 3, 2015 (see E.2)

Sims and Thompson met with the President and shared the materials that the PACE students provided. They want to make some headway on who is involved in decision making. It's on the radar now and the Advising Task Force report will be in discussion and hopefully come to a conclusion in May 2016. Speaker noted that the president emphasized larger form of advising, decisions based on the Advising Task Force will be made by May and this would include and specifically be informed by PACE. The president is open to VP's meeting with faculty and students to describe what the "best practices" are that will be taken. Provost Strong thinks that many recommendations that apply to the Advising Task Force apply to PACE. They met with PACE students and listened to what they had to say and are still in the process of figuring out how to handle this situation. PACE grant is running out and will be gone at the end of the academic year. We need to write a transition plan to be discussed with various stake holders.

Speaker: We will plan to review the Advising Task Force Report at the next SEC and then place on the AS agenda. Who will be involved in the PACE discussion. The Advising Task Force Report will go to Senate. What is the plan to look at PACE? Is it just the 2 VP's getting input from PACE? What will the process look like? Can we put a group together with representatives seen as valid by the students and

faculty to work on the future direction and integration of PACE practices and concerns with the Advising Task Force?

Provost: There hasn't been a process defined but since it's been brought to the Senate they can bring it back to Senate. They consulted with the PACE students and staff. They are able to consult with the interested stakeholders. The administration will need to make a decision as it is a substantial amount of money. If there's disagreement in how to deal with it he'd prefer to have that conversation now. Maybe we can find a way of having a bigger umbrella where all these techniques can all flourish under. PACE is using space in MSR second floor. Are there plans to use that space for something else?

Provost: They're thinking of how to put as many activities related to advising in one location. We currently have challenges with space at the university. The Counseling Services are located in MSR and there is concern about privacy issues for students.

Sims: What he hears is that the Provost agrees that PACE was very successful and the issue is running out of money. Eager to see how we will combine this process as it appears that we are behind and there wasn't a transition process in the grant. Is there any way to look at softening the landing for the students currently in the program? Provost is very sensitive to that and is looking at that.

The Provost will need to talk with VP Espinoza and the President and will then further discuss formation of a group with the SEC.

Open Forum - Student Success Plan and University Task Force on Advising Recommendations, Tuesday, November 24th, 2:00 – 3:30 p.m. in the Event Center

The meeting began with an overview of the Student Success and Completion Initiatives Plan and University Task Force on Advising Recommendations memo and the process used to create the documents. Copies of the documents were provided to all attendees.

Comments from attendees.

1. There is a need for faculty office hours to be listed on some type of software so that students can access the times faculty are scheduled to be in their office and presumably also schedule an appointment.
2. An attendee likes broader language for bullet three under Trustee Initiative 3: Augment Bottleneck Solutions Initiative Budget - $122,000. This bullet is "Provide faculty support for course redesign." Speaker Thompson suggests training for faculty to teach redesigned courses.
3. An attendee – "is the University doing enough" to advise students who are interested in the nursing major (to help them succeed and realistically assess their chances of gaining admittance to the Nursing major).
4. The following pertains to Advising Recommendation number 1 (Continue to implement and reinforce guidance provided by the strategic plan and campus policies regarding all facets of

undergraduate academic advising . . .). "A lot of students do not have a major at 60 units. "We need to make sure these (policies 15/AS/06/UEPC Mandatory Advising within the Major, and 4/AS/12/UEPC Mandatory Advising for Undeclared Students) are being implemented."

5. The following questions pertain to Advising Recommendation number 2 (Continue to encourage students to declare a major as early as possible but before they complete 60 units . . . An Attendee asked "are we enforcing this? How do we manage this better?"

6. The following questions pertain to Advising Recommendation number 13 (Develop a close working relationship between ARC advisors and faculty advisors). "Reduce the ratio of faculty advisors to students."

Student Success Committee, Tuesday, December 1, 2015

The meeting began with an overview of the Student Success and Completion Initiatives Plan and University Task Force on Advising Recommendations memo and the process used to create the documents. Copies of the documents were provided to all attendees.

1. The following comment pertains to both the Student Success Plan and the Advising Recommendations. "(Use of a 'Commons' for students to gather, study, and work with faculty) is not an advising tactic. It is much more than that.

2. A committee member – "we need an early alert system (an information system to notify faculty and administration when students are showing a pattern of academic distress so that interventions can occur early when the problems are much more manageable).

3. A committee member – "small support programs like (Louis B.) Stokes or (the) STEM (grant) need an early alert system."

Excerpts from Academic Senate Meeting December 8, 2015 Minutes provided by the Academic Senate (see E.3).

7. Information Item

a. Advising Task Force

Provost Strong advised that many efforts have been made over the last decade to improve advising. Recommendations were reviewed and approved by the Advising Task Force. Some will require work to operationalize. One plan will not be all we need. One recommendation is to have an annual summit to see what has been accomplished and to see what needs to be done. We need integration and we need to understand the good practices and policies. He is interested in feedback and will forward it to the President. Thompson advised this will be returned as a Discussion Item at a later date. John Sarraille added we need to consider the number of tenure track faculty available to do the advising.

b. **Advising Task Force report**

Thompson noted that this has also been on the senate agenda before.

Strahm thanked those who were involved in this, and had one concern, on recommendation #12 ("12. Facilitate students 'ability to enroll in courses required for normal and timely progress to degree by implementing the following actions"). These are great actions, but where, in that, is hiring more faculty to teach more classes? All the tricks and software you want, without the faculty to teach the classes, will not achieve timely completion of degree. If added to #12 was a (d) to hire more faculty and make more classes available that would help.

Petratos said he was thinking the same, about bottleneck courses. The one-time student success money could fund those.

Thompson commented that as Petratos has suggested, we should also look at this the same way we are at the student success monies.

Open Forum - Student Success Plan and University Task Force on Advising Recommendations, Wednesday December 9th, 10:00 - 11:30, in Lakeside

Approximately 20 faculty and staff attended this meeting. Copies of the Task Force on Advising Recommendations and Student Success and Completion Initiatives Plan were sent electronically to the campus community and hardcopies of the documents were provided at this meeting. The participants were very engaged in the topic and provided thoughtful feedback which is summarized in detail below.

Attendee comments:

1. "Likes the Math Center." This comment refers to bullet point on the top of page 3 of the Student Success plan (Develop a Math Center to increase competency in math and provide tutorial support and development resources). "Why no money in the plan on Trustee initiatives 4 (Student Preparation) and 5 (High Impact Practices for Student Retention). The answer is because the University has other sources of funds for these initiatives and the need relative to the other initiatives is much greater.
2. "Need to consult (with the Department of Mathematics) on (creating) a Math Center."
3. "(Is) grad education in the picture? Sees room for graduate education in Trustee Initiative 5 (High Impact Practices for Student Retention).
4. "(The) level of preparation for (incoming) grad students is low." (These students) need help (relative to remediating a lack of preparation) on prep."
5. "(A) special issue is our grad students stay in the region and serve as support for grad programs. (Expressed) support for writing effort (presumably programs to improve writing)."
6. Expressed support for graduate programs. "We're not getting them out as we need to" (graduate students are taking longer to graduate). "Graduate students' demographics mirror undergraduate demographics."
7. (Relative to better) advising, "looking at STEM (grant) why (are students) leaving (the STEM fields)? 1100 students change majors every year. When (students) fill out a change of major form (they) don't meet with an advisor. (Students) got to ARC for advice on why (should they) change major (instead of faculty advisor). (There is) a lot of misinformation about (majors and changing majors) reflected in their reasons which tend to not be well considered."

8. "This is typical, (students) just don't understand the impact of transferring (majors or institutions). "This ties back to career advising. (Students have a) limited understanding of career options.
9. "Why doesn't (the University) use holistic advising?"
10. "Schedules prepared before NSO ended with budget cuts (presume students at NSOs, especially the last NSOs, could not get a full schedule of classes).
11. "Bottlenecks are why students change majors. (Students) fail in science, go to Liberal Studies, and then realize they don't like kids (and find another major)"
12. In response to the previous comment, "First year experience is where this can happen (students understanding what careers would positively engage them). "Sophomore success program and learning communities (can help students explore career possibilities and engage with their academic and university experience).
13. "The challenge (for the university is to provide) consistency in the message (to students) and what is being communicated to students (i.e., students receive contradictory messages).
14. (Administrator), "advising software should follow undergraduate students to graduate status (assuming they become Stan State graduate students).
15. "There is a need for face-to-face advising."
16. "What is our biggest problem re student success?"
17. Regarding the technological divide and many Stan State students not having access to adequate computers or tablets) "Just do a pilot. (Students) need internet access."
18. "Stockton Center students should not be ignored."
19. (Staff), "(University) can coordinate the check-out of laptops and tablets."
20. Advocating for the Faculty Mentor Program (FMP) and is trying to get a handle on why FMP "works."
21. (Staff) "Other forums make advising more important, valuing it. (There) is a need for a culture change (relative to advising).
22. (Administrator) responding to the previous comment, "yes we need a culture change."
23. (Administrator) "As a faculty member I resented mandatory advising." (It was routine), "check, check, check." The valuable part of advising students was the mentoring role.
24. (Administrator) "What do we know (about best practices in advising, what is effective, what is not effective and what is the status of advising on campus)?
25. Estella Bensimon, Francis Contreras and Katherine Cooper are all experts in student success (and are available to help us). The attendee knows these experts and one served as her dissertation chair.
26. "This is a big (challenge)." (Improving advising is important and a significant challenge for the University).

Feedback from Dean James Tuedio, email to James Strong, Suzanne Espinoza, and J. Martyn Gunn, December 23, 2015

When I contest the notion that ARC advisors are academic advisors, it's based on a broadly shared belief that ARC advisors are not taking sufficient direction from the academic house. As Dean, I am closely in touch with how my academic programs have built their semester schedules, and in particular, I'm on top of and often directing the planning that determines how many sections of various GE courses to include in the schedule, especially in the lower division curriculum. But I'm not at the table with ARC advisors to present the picture to them, and I don't think anyone else is, either. But how else will they understand why undeclared and other lower-division students should be advised to enroll in HIST 2600 in the spring when they still need to complete the requirement (i.e., because it's a good idea (from both an academic and logistical perspective), which helps explain why the seats are there waiting for them)… At this point, I would encourage us to view ARC advisors as academic support advisors, not academic advisors, and I think we need to emphasize this at every turn. The ARC advisors need to be taking direction from academic mentors regarding how to advise students in choosing their curriculum of studies (not just helping them choose classes that meet requirements that fit their desirable timeframe for a class schedule). There are many examples to show why this is important, but the point is clear enough: contributing to an advising partnership should be a priority for ARC, and the effort needs to draw in faculty. No doubt ARC advisors have some important advice for faculty advisors. But I doubt ARC is the magnet to draw faculty into these discussions. That's why I am more sympathetic to a college-based advising/student success point of contact. The college center would be well positioned to host information roundtables involving ARC, PACE, EOP, SSS and college-based advisors (and to facilitate discussions that include department-based advisors). The notion of coordinated advising may seem more a pipe dream than a realistic aspiration, but when I look at the test scores for the lower half of entering freshmen, I get nervous about their prospects of success. There's no doubt in my mind these students will need a boatload of academic advising and numerous points of contact along the way to encourage and facilitate their academic success.

Thanks for the work you've put into producing the task force report. It's an important step forward.

Jim

Academic Senate Meeting, January 26, 2016; Excerpts from Minutes provided by the Academic Senate (see E.4).

8. Discussion Items

a. **Student Success and Completion Initiatives Plan**

Speaker Thompson stated that this has been a discussion item before. Provost Strong asked if the plan of the senate was to provide feedback based on the minutes, or send the administration a memo, or has that not been decided? Thompson replied that his idea up to today was to take feedback from minutes and discuss further in SEC. Now, he said, he understood things better. What Thompson had asked the provost was, for example, regarding

the tenure-track hiring, budgeted for $320k this year, but we're not spending it this year on tenure track faculty hiring—in fact, not any of it. So that $320k will be spent in some way, specifically for student success, but it will not be spent as it is listed in this category. This led Thompson to conclude that the feedback needs to focus on how money should be spent that is not going to be spent as listed in the plan. Of the total $809k, a substantial amount will not be spent as currently listed in different categories. When provost and VP Espinoza said they wanted consultation, they meant it. Now, Thompson said, he is not sure what the right way to proceed is.

Provost Strong replied that this was a good summary. The items in the plan related to hiring personnel would be budgeted for the year, and the year is half over, so there would be salary savings in those categories. The administration has said all along that we need an operational plan to complement this more strategic, broader plan, specifically to account for the one time savings, and we need to execute that quickly. The senate will be the last stakeholder group to provide feedback, and then the admin will come up with an operational plan that may include the one-time savings from this plan. The admin needs to report to the CO by next October, so the feedback is needed quickly so the university can get started quickly. Each year the plan can be reviewed and changed.

Sarraillé asked, is the admin open to suggestions about the ways salary savings could be spent to help students in the meantime, before hiring faculty using that money?

Provost Strong replied that whatever funds not spent this year allocated from the $809k would be used to support students, not to fix rooves or things like that. The one-time salary savings would be spent consistent with the allocation for student success, graduation, etc.

Sarraillé replied that he is suggesting that along with whatever else the senate may be doing; there should be an addendum that addresses how the salary savings will be spent. Off the top of his head he can think of a couple things that it could be used for, and others probably could as well.

Thompson interjected that, based on his lack of understanding; senators were not prepared to provide that kind of input. Thompson noted the relation to FBAC budget priorities and to Stan Trevena's discussion of the $1.2 million for technology earlier in the meeting. If there is something that someone would like to suggest in the next couple of days, email that Isabel Pierce so SEC can review those suggestions.

Sarraillé said that, off the top of his head, hiring tutors or people to grade would be good uses of the funds.

Strahm said don't kill programs like PACE.

Stone noted that the category "high impact practices" is vague, and $10k is a small amount of money. Things that she's aware of that are in this category are involving students in research, service learning, etc. and $10k is a paltry amount for that category.

Espinoza said that when administration went through the plan, there was not an adequate amount to fund every area, and there was some overlap in the different sections of the plan. They were meeting along with the advising task force, and they wanted to reserve an adequate amount for their recommendations. This was not intended to be related to all the needs the campus has.

Thompson noted that this would be one-time, since next year the $320k could actually be spent on tenure-track faculty hiring.

Regalado asked if there was anything that addressed possible funding for graduate students engaged in research, to take them for instance to archives.

Provost Strong replied that the intent of the grant initiative was for undergraduates and undergraduate retention and graduation rates. Provost noted also at the governor's recent speech he noted the importance of four-year graduation rates for the CSU.

Strahm made two comments. First, that the CSUs ought to fight back against the four-year graduation initiative program, because it is focused on traditional college students, not those who are currently coming to college. A different kind of person is coming to college now. Instead of the obsession with four-year graduation rates, the focus should be on the demographics of students who are here—first-generation, working, and historically marginalized students. In addition, the university has been decimated in its ability to provide for that. No tricks or "deliverology" can replace that funding. Instead, the response should be to address the students who are here. Second, she asked why there is $90k budget to buy software for advising, when multiple people on multiple days have said that this is not needed, but what is needed is time for real people to sit down with students to provide advising. Couldn't that $90k be used for something better?

Larson commented that the advising software would be useful for students to use to sign up for their classes. Other schools have software that allow you to predict your future schedule, and this is what this initiative would bring to students.

Strangfeld stated that an electronic version of advising would be good for some students, but that research shows that for first-generation students, separation from human beings is detrimental. First-generation students benefit from one-on-one interaction. Advising for those students in particular is more than just checking off which classes a student needs. If a student is getting quality advising, it includes addressing concerns like how to talk to a faculty member whose class you are failing, or how to apply for graduate school despite a lower GPA, or what do people do with this degree, etc. Spending money on advising software will not address these questions. The advising software use would require more work by faculty, and detract from the time faculty have for one-on-one advising. It hard to justify why high impact practices includes only $10k, but $90k is allocated for software.

Petersen said that her favorite part of the plan is $320k on tenure-track hiring. She agrees that advising one-to-one is important, and hiring tenure-track faculty is the way to achieve that. Given that this is a one-time re-allocation, Sarraillé's idea of hiring tutors is a good one, because it helps students, and gets those hired as tutors involved in teaching. And in the following year, the loss of those tutors would not be a harm because the new tenure-track faculty would be there, and the tutors, who would often be graduating seniors, would not be harmed by losing employment.

Larson asked for a clarification on whether the software would replace person-to-person advising. Provost Strong replied no.

Sims said that it's important not to avoid problems—for instance, if students feel they only have five minutes, or that they only see faculty advisers to check off boxes, how can we really deal with that? In addition to what we don't like in the plan, it's important to have feedback on what solutions there are.

Espinoza addressed comments related to technology. The institution has made commitments to adopt different technology, to increase our ability to advise students online. Some have been provided by the CO to improve availability. The Smart Plan builds on the scheduler that they already have implemented. The system suggests different courses that meet students' schedules. The functionality and ability to plot ahead will be provided by the proposed technology that will add on to systems that allow students to go through the schedule more easily to find courses that meet their needs. This system would not be to provide students a way to get advice on their own, it was to find a system that allowed the university to sort through students and identify those that are struggling. It will save time for faculty members and is a better reporting mechanism. It will allow you to better use the time you have as a faculty member, to free that time up so you can advise your students.

Regalado replied to Sims that there is so much emphasis on what advisors do. But there are things that advisers are not: therapists, parents. Advisers have certain responsibilities related to curriculum, and going outside of those could lead to trouble. Some clarity of what an advisor is not supposed to do could be helpful.

Sims provided a suggestion: is there a need for greater resources and faculty training for advising?

Provost Strong replied that that had been in the plan, but it had to be scaled back. That could be something we could use one-time money for. We don't want to use one-time money for things that would be ongoing. We have already devoted a lot of funds to high-impact practices, and that is one reason why the augmentation in the plan is only $10k. The idea of tutors and supplemental instruction are good ideas for one-time use. Advising software is supplemental. One exciting part of the new software is the early alert capability. We have a decentralized advising system, and the software could be an integrating mechanism that we sorely need to share information with everyone. Regarding Regalado's point, the system could include

protocols and frequently asked questions, including technical questions. In no way is the intent to replace face-to-face advising, but to augment it. Many campuses seem to be in keeping with the current use of technology in society.

Sarraillé said that, in short, we are hearing intriguing ideas about what the software could do, but not sufficient detail about these things to really decide the value of adopting it. It would be helpful if those concerned could get better information about the software.

ASI Board of Directors Meeting February 02, 2016, Excerpt from the Minutes —PACE & Student Success & Completion Initiatives Discussion, February 2, 2016 (see E.5)

a) PACE- Provost Strong was able to come in and give background on PACE and an administration perspective. There has been a work group put together and they are working on what they can do to fund the department from the previous grand of 3 million dollars. PACE students would like to continue the program as it is put once again have no sort of funding. With this much money, he mentions that if PACE were to be funded that means money put elsewhere would not get the money. They are learning more and more about grants ending as the STEM grant and Siege grant are soon close to ending as well. PACE provides resources to 150 students currently but was meant to help 500 students. The Provost is waiting on a PACE nominee to move forward with the program and further discussion. About 62% of our students do not pay tuition because of financial aid as something the president shared. They are looking for ways to provide to more students that would benefit the greater good. The retention rates from the PACE program are high and tend to better on the WPST. EOP and SSS are very similar programs PACE was something that was supposed to be short timing therefore students are fighting for this program.

b) .6 Trustee Initiatives- This topic is being discussed over with faculty. Something that we felt was important as students was the software issue that students could use for their own advising. One of the programs is called "Star Fish" and we are contacting people who already have this program and different types of software so we can be caught up or even ahead of where we always are. This software would help clear the confusion that students have when meeting with two-three different counselors every time you needed academic help. Demand Analysis was something brought up by Sandra which is something that would notify students about which classes are going to be offered during which semesters to let students know ahead of time, especially closer to graduation. Provost has offered that we as a board may write him a memorandum to VP Espinoza and himself for advice on the 6 Initiatives. Cesar also brought up a point about collaborating with the other 23 campuses and seeing if we could negotiate something with software's and what other people are using and also just a whole. Provost had positive thoughts about our student feedback and we thanked him for his time with us today.

Senate Recommendations on the Student Success and Completion Initiatives Plan, content from February 7, 2016 Memo (see E.6)

Greetings:

The Senate Executive Committee and the Academic Senate have each reviewed and discussed Stanislaus' Student Success and Completion Initiatives Plan multiple times. After a summary discussion on 2 February, the SEC offers the following recommendations and comments re the Plan. We recognize that some of this year's distribution is essentially the use of one-time funds. The SEC is available for further discussion of these recommendations, which are not prioritized, and of the operationalization of the Plan.

A. **Additional tutoring and graders:** The connection to student success is self-evident. The Tutoring Center, Writing Center, and department chairs should be contacted to gage the need for additional tutors and graders.

B. **Supplemental instruction, organizing events**: In addition to enhanced learning for student success, these activities may provide new linkages to the community as well as fostering mentor relationships between faculty and students. The Office of Service Learning and department chairs should be contacted to determine needed support.

C. **Face-to-face advising and facilitating advising structures at the college level within the colleges:** In accord with the emphasis the campus has placed on advising, deans and department chairs should be contacted to help direct support to increased face-to-face advising, including the development of advising plans and faculty training for departments, programs, and individuals wishing to improve advising. Additionally, for colleges developing college-level advising structures and plans, support should be provided, especially in outfitting spaces and facilities for college counseling activities.

D. **Addressing the mental health needs of students**: Reflecting on several years of intense discussion between the Faculty and the Administration about support for the mental health of our students, faculty consensus is that there is a critical need to expand services and, especially, to reduce the waiting time for those services to students. Mental health is clearly a vital component of student success, and we hope that the design of the Trustee's initiative does not exclude such support.

E. **PACE and PACE-like programs**: The work of the committee addressing the future of PACE is scheduled to be concluded by midterm this spring, culminating in a set of recommendations that include proposed earmarking of funds. The committee should consider in its deliberations the use of one-time monies as part of the discussed "bridge to future funding" concept for PACE. And, needed one-time support for other affinity programs should be considered through contact with leaders of those programs.

F. **Teaching and learning technology**: At the most recent Academic Senate meeting, AVPOIT Trevena discussed system funding of approximately $1.2M in support of classroom enhancement for everything from chalkboard resurfacing to total room redesign for teaching technology. There was great interest as well as the realization that additional funds may be needed. Use of some of these one-time funds could speed the time to delivery for a broader range of teaching and learning technologies.

education has their idea of advising especially with the credential programs and it didn't feel like it needed to be involved. Reasons for taking our time is to change the atmosphere and value advising on this campus. Would like it to be a hallmark on this campus and once we create this ethic we can move on towards these 22 issues.

ASI Remarks Regarding the University Taskforce on Advising Report and Recommendations, Memo, March 1, 2016 (see E.8).

The Associated Students, Incorporated has considered and assessed the California State University, Stanislaus University Task Force on Advising Report and Recommendations. In reviewing the document, we took into account all recommendations and hope to provide collective feedback. After gathering remarks from our student leaders, the organization has compiled the following suggestions and comments regarding the future of advising on our campus:

1. **Overall consensus of campus wide advising practices**: It is of the upmost importance that all entities on campus, including but not limited to, Administration, Advising Resource Center, faculty, staff, and students, be in consensus regarding the practice, purpose, and procedures involved in executing academic advising at this university. Listed below are components of academic advising that we feel are necessary to allow students to be engaged in their education and empowered to pursue their degree.

    a. **Academic college specific advising**: In congruence with our stance on student success, students find that academic college specific advising would be the most effective. This should include face-to-face advising, advising plans in each department, and training for all faculty and staff in order to improve the current advising situation. This standard of advising should be held uniform across all colleges, departments, and majors.

    b. **Major declaration and degree progress assessment**: Though we understand that declaring a major early on in an academic career and maintaining timely degree progress is important, we feel that there is an increased need for resources that provide students with the tools necessary to make the decision that will best serve their career goals. Though the financial means and resources may be beyond the scope of advising, we hope that you take into account the immense nature of the decision that is declaring a major and consider offering students the services needed to make an informed choice

    c. **Handbook on academic advising**: This tool will be essential for creating uniformity between the advising offered through the Advising Resource Center and that offered by faculty in their respective colleges, departments, and majors. The handbook will not only ensure consistency, but will be a key resource in ensuring advisors are helpful and can provide guidance to a variety of students. We are in agreement the handbook should include university-wide advising topics, advising topics and suggestions, course maps for all majors, minors, and concentrations, and information regarding when specific courses are offered .

2. **Academic college and department responsibilities**: As stated previously, the need for proficient and dependable college-specific advising is instrumental to the success of the students. With that, it is with great fervor that we suggest all colleges ensure their respective departments and majors are equipped with the necessary tools to expedite the advising process and provide accurate information to students. Below are the tools/resources that should be offered and maintained. These resources should, at all times, be up to date and readily available to students.

   a. **Major specific handbook**: This resource should serve as a complement to the handbook provided to all advisors. Upon declaring a major or attending New Student Orientation, each student should be provided with a handbook that includes items such as academic policies, deadlines, department contact information, faculty/staff directory, and other advising material. Additionally, we stress the importance of including course maps for majors, minors, and concentrations. Offering this handbook to students immediately upon major declaration will provide them with the opportunity to be proactive and will allow them to be more prepared for meetings with their advisors. We hope this will create an advising process that is efficient, accurate, and reliable.

   b. **Maintenance of department website, catalog, etc**.: Given the ever-changing nature of our university, it is essential that all academic information provided to students be maintained. More specifically, the two items that must be accurate at any given time are the college/department websites and the course catalogs. In order to promote the timely matriculation of our student population, the information provided to them from any source must be consistent and correct.

3. A**ssess alternative advising resources:** Given the nature of advising and the goals of increasing students' academic success, we understand the importance of face-to-face advising through both the college and through the Advising Resource Center. Though advising will be improved in the near future, we stress the significance of offering students an effective alternative. Priding ourselves on being a diverse university, it is important to understand that no one student's advising experience will be the same. Given this notion, we recommend the following alternatives to the current advising that is available.

   a. **E-advisor tools**: The organization emphasizes the importance of adopting these e-advisor tools. The availability of this data-driven software will have a positive effect on the student advising experience and the overall success of the students from this university. We hope that this program has dual benefits, making the advising process consistent and dependable for both students and advisors.

   b. **Student peer mentor program**: The organization stresses offering a peer advising/mentoring opportunity. On this campus, it is important to promote collaborative efforts and to create an

environment where students have the ability to transform. The nature of peer mentoring is of upmost regard in the sense that many students will find reassurance in interacting with a peer and receiving guidance from an individual who empathizes with the experience.

4. **Outreach and marketing of all advising services:** Knowing the positive impact that advising has on the academic experience, please note that this organization finds there is a significant need for marketing of advising resources and a change in outreach to students. Whether this is implemented via social media or in a student's first year experience, it is vital that each student has a clear understanding of the services available to them. Further, we recommend that information about advising be a core component of all course syllabi.

Recommendation of the Academic Advising Technology Sub Committee, March 2, 2016 (see E.9).

The Academic Advising Technology subcommittee was established in the late fall of 2015 by the Academic Advising Task Force to review, evaluate and make recommendations regarding software to support academic advising and student success. The committee membership included Martyn Gunn, Associate Vice President for Student Affairs; Stanley Trevena, Associate Vice President for Information Technology; Corey Cardoza, Director of Information Services; John Rezendes, Analyst/Programmer; Tammy Giannini, Academic Advisor; Stephen Routh, Department Chair for Politics and Public Administration; Mark Grobner, Interim Dean for College of Science; Penny Rutishauser, CMS Project Manager; Lisa Bernardo, Director of Enrollment Services/Registrar; and Gabriel Nuno, Associate Director for Enrollment Services. The committee reviewed several potential systems and has generated the attached document summarizing the associated functionality, opportunities, limitations and costs.

Each of the systems evaluated offer varying combinations of advising support in important areas. These include communications, degree/course planning, meeting scheduling, and analytics and early alert. Three of the systems (Biological Sciences tool, Smart Planner, Data Warehouse) are either currently in use at Stanislaus or will be implemented shortly. These systems offer degree/course planning, meeting scheduling, and analytics capabilities, but not early alert or communications as offered by the other three systems (EAB, Civitas, and Starfish). Two of the software applications (EAB and Civitas), while offering sophisticated reporting and early alert systems, were also very expensive.

Based on this evaluation, the subcommittee recommends the acquisition of Starfish. Starfish provides broad based tools to support academic advising at a reasonable cost. It provides early alert capability and is part of the Hobson's suite of products. Stanislaus State has a longstanding relationship with Hobson's and has contracted licenses for various other Hobson's products. The Starfish product is also a hosted solution and thus will require a relatively short implementation time.

One caution made by the committee is that the Starfish module will require staff support to optimize its use on campus. Support staff positions are also currently needed for the implementation and development of Smart Planner and the Data Warehouse. It is recommended that the needs for adequate support staff for these projects be evaluated to ensure that all advising software is fully utilized by campus users.

PACE Student Focus Group Feedback, October 28, 2015 and PACE Services Inventory, November 2015

Student participants were asked "What about PACE advising makes a difference"? Student responses were largely categorized into three themes: Services, Sense of Community, and Sense of Specialness. Many students commented on advising, noting how comfortable they felt with their advisors and the value of one-on-one, dedicated support. One student noted that her advisor called her over the summer to help her pick the right classes and declare a major. Continuity and consistency of advising was a comment that was repeated.

Students also referenced the value of having a place to belong on campus. Student comments indicated the value of having a physical space to hangout and bond with other students. Students also noted the value of having both lower- and upper-classmen interact and act as motivation to continue and succeed.

Student participants noted the value of peer mentors and suggested that non-PACE students would also seek the help of PACE peer mentors. Students also noted that their involvement with PACE helped them to overcome their fear of the tutoring center, speaking to faculty, etc.

PACE Services Inventory – November, 2015

In November 2015, 34 PACE students participated in the PACE Services Inventory. Results were compiled by the PACE office and are included below.

PACE Services Inventory						
Services	Importance/Impact Scale – **Select One** Choice 1=lowest importance/impact 5=highest importance/impact					Check Your **Top 3** Most Important Services Overall
	1	2	3	4	5	
Academic Advising				1	33	31
Peer Mentors			2	15	17	10
Computer Lab			3	9	22	12
Free Printing		1		5	27	11
Lounge Area		2	8	7	16	1
English Class Learning Community		2	3	6	22	3
PACE Welcome Event		2	5	12	14	3
Parents Welcome Program (English)	3	2	8	8	11	
Parents Welcome Program (Spanish)	1	3	6	7	15	
Workshops		2	5	14	13	6
Social Events		2	11	15	7	2
Service Learning Projects (Toy Drive)		2	10	14	7	
Progress Reports			6	15	11	1
Assistance with Internships		1	6	16	9	
Social Media Pages	1	4	8	13	7	
Laptop Check-out		1	6	6	20	4
Career Services (Resumes, Interviews, etc.)			7	7	19	2
Volunteer Opportunities	1	2	5	12	13	1
Calculator Checkout	1	6	10	7	9	
PACE Library	2	3	9	11	8	

Project Resources (Pens, Graphing Paper)	1		8	11	14	2
Group Meeting Space			5	14	14	
Study Space			5	7	19	4
Other:						
Outreach – PACE going to my high school					1	
Eating Space				1		
If there is anything else you would like to share about how the PACE program impacted your success as a college student, please use the space below (and use the back if needed).						

PACE Services Inventory: Open Ended Comments

- The sense of familial bond that we have created at PACE has impacted everyone who is part of the PACE program.

- PACE kept me from dropping out. Kept me motivated and optimistic, and hopeful which is why I'm still in Stan State. I can't imagine what I would have done if I didn't have PACE. Thanks PACE.

- The PACE program impacted my success as a college student when it comes to getting help from peer mentors and advisors. They always help students out with anything that they need and never turn anyone down. It also impacted my success because of the friends I made and they always help me out and they are kind to me as well as me to them. They are like family to me because we always have each other's back and the advisors done a great job with helping us.

- Everything about PACE is great. Academic Advising has been extremely helpful. As a freshman my first I was lost as to what classes I should take. Not only that, but my peer mentors are very helpful. I could walk in at any time and be helped, never once have I been turned away. It's a great atmosphere, warm, friendly and welcoming. I don't want to see PACE end and I am not the only one.

- During the two years in PACE they have helped with probation even in summer. Even when many students don't have time to go into PACE they can email their advisors and guide them into a better opportunity in life. Yes, advisors do get paid but they don't just look at the paycheck, they look for a connection with the students.

- This being my first year I like the advising because during this time I didn't know what classes to choose but my advisor is there telling you what classes to get so you are not on your own. Peer mentors are also there to help you out. I feel they are there for me. I like that we have space to be and we can use the computers and printing.

- Since I'm a first generation college student, I was really lost when I first entered college. I didn't know what I had to do to pick my classes, or even what classes I had to take. As soon as I talked to my advisor she made me feel really comfortable and she answered all my questions. Now that I have PACE to help, I feel like I'm on track to graduate in 4 years. After I found out PACE was closing it made me really scared and I talked to my advisor to help me make a 4 year plan. They told me that if I had questions to email them at any time.

PACE Services Inventory: Open Ended Comments - Continued

- Great advising, I feel welcome.

- Without PACE, I think I would not be able to make the best choices for choosing courses for my next semester.

- PACE has been my community. I learn from others as they learned from me. We share our wisdom. We share knowledge to each other. Usually things we wouldn't know otherwise.

- This program is great and I really hope it doesn't end.

- Platform for the underdogs.

- The PACE program pushed me to be a better student.

- If PACE were to be canceled, advising would be hard. I don't even know who my department advisor is. Also they don't know my way I am going in a business realm, the new advisor might change it and make my college experience complicated.

- Advising was always helpful especially as a freshman. PACE has a great staff that is very helpful in stressful situations. Taught how to know what classes to take.

- I feel that the program has helped me a lot. In my first year I received a lot of help from my Peer Mentor, and not only them but also the advisors. This program is great and has a lot of services that help a lot.

- The Peers are awesome and so helpful.

- PACE is the reason I have gotten this far.

- I was so nervous to start college, but PACE has helped me in so many ways. The first-year English class helped me become comfortable with school and I met some great people who are now my friends. Advising has guided me in choosing the appropriate classes for my major. PACE is awesome!

- It helped me as well as other students by guiding us throughout college. I no longer feel lost.

- PACE has helped me in so many ways especially with academic advising. I know without my advisor's help I would be lost and so confused.

JTS:epl 062216

MEMORANDUM

DATE: October 26, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
              Dr. Stuart Sims, Speaker-Elect of the Faculty
              Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
              Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
              Monday, October 26, 2015 – 1:00 p.m.

1. Call to Order
2. Approval of Agenda
3. Time, Place, and Manner Document (Information Item in Academic Senate)
4. CAHSS Associate Deans
5. CIPSP Recommendation Memo
6. Strategic Plan Working Group
7. Ad Hoc University Advising Task Force
8. Advisory Committee to Interdisciplinary Programs and Related Committees – Selection of Faculty re: CoC
9. Student Success and Completion Initiative Plan – Consultation
10. Adjournment

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CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: November 9, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
               Dr. Stuart Sims, Speaker-Elect of the Faculty
               Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
               Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
               Monday, November 9, 2015 – 1:00 p.m.

1. Call to Order

2. Approval of Agenda

3. PACE Transition Plan – "Consultation Group"

4. Time, Place, and Manner Document (Information Item in Academic Senate)

5. CAHSS Associate Deans

6. CIPSP Recommendation Memo – Update

7. Strategic Plan Working Group – Set Meeting

8. Ad Hoc University Advising Task Force – Update

9. Adjournment

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CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: November 23, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty
           Dr. Stuart Sims, Speaker-Elect of the Faculty
           Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
           Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
           Monday, November 23, 2015 – 1:00 p.m.

1. Call to Order

2. Approval of Agenda

3. Time, Place, and Manner Document (Information Item in Academic Senate)

4. CAHSS Associate Deans

5. CIPSP Recommendation Memo – Update

6. Strategic Plan Working Group – Set Meeting

7. Ad Hoc University Advising Task Force – Update

8. Update on Faculty Searches

9. PACE Transition Plan – "Consultation Group" – Need for separate meeting to discuss

10. Adjournment

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OFFICE OF THE PROVOST

MEMORANDUM

DATE: February 1, 2016

TO: Dr. Mark Thompson, Speaker of the Faculty
             Dr. Stuart Sims, Speaker-Elect of the Faculty
             Mr. Dennis Shimek, Vice President of Faculty Affairs and Human Resources

FROM: Dr. James T. Strong
             Provost and Vice President for Academic Affairs

SUBJECT: Agenda for Ad Hoc Trust Restoration Planning Committee Meeting
             Monday, February 1, 2016 –   2:00-3:00 Provost's Office

1. Call to Order

2. Approval of Agenda

3. Update on new faculty positions

4. Timeline for new hires and background checks

5. Department web page updates: process and local control

6. Student Success and Completion Initiative Plan and Funding - Update

    a. One-time funds – uses

        i. Student success, part-time lecturer budget, other

        ii. Status of plan

            1. operational plan

            2. Feedback from Senate

            3. Trustee Priority HIPs – prior funding for HIPS

7. Diversity Activities in February

8. PACE - update

9. Other

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	February 12, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, February 15, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Department web page updates: process and local control update

4. Student Success and Completion Initiative Plan and Funding – Update

5. PACE -- Update

6. Changes to Learning Services Organizational Structure [see attached email]

7. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

8. Relocation of Psychological Counseling Center -- Update

9. Other

Stanislaus State

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong **Provost and Vice President for Academic Affairs**
CC:	
Date:	February 29, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, February 29, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Proposed change to RPT policy re delegation to Provost from President

4. Student Success and Completion Initiative Plan and Funding – Update

5. PACE -- Update

6. Changes to Learning Services Organizational Structure [see attached email]

7. Relocation of Psychological Counseling Center -- Update
8. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

ENGAGING · EMPOWERING · TRANSFORMING

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	March 14, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, March 14, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Recommendation of the Academic Advising Technology Subcommittee

    a. Support for recommendation by Task Force on Advising to include as an addendum to recommendation to the President

4. Proposed change to RPT policy re delegation to Provost from President

5. Update on FAC memo to Provost

6. Update on Department faculty website access

7. Student Success and Completion Initiative Plan and Funding – Update

8. PACE -- Update

9. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

ENGAGING · EMPOWERING · TRANSFORMING

MEMORANDUM

MEMORANDUM

To:	Dr. Mark Thompson, Speaker of the Faculty Dr. Stuart Sims, Speaker-Elect of the Faculty Mr. Dennis Shimek, VP of Faculty Affairs and Human Resources
From:	Dr. James T. Strong Provost and Vice President for Academic Affairs
CC:	
Date:	March 14, 2016
RE:	Agenda for Ad Hoc Trust Restoration Planning Committee Meeting Monday, April 11, 2016 – 2:00-3:00 p. m. Provost's Office

1. Call to Order

2. Approval of Agenda

3. Recommendation of the Academic Advising Technology Subcommittee

    a. Support for recommendation by Task Force on Advising to include as an addendum to recommendation to the President

4. Proposed change to RPT policy re delegation to Provost from President

5. Update on FAC memo to Provost

6. Update on Department faculty website access

7. Student Success and Completion Initiative Plan and Funding – Update

8. PACE -- Update

9. Other

Pending items

1. Department web page updates: process and local control update
2. New Language Goal 4 Objective 1 in Strategic Plan priorities [see attached email]

ENGAGING · EMPOWERING · TRANSFORMING

Comments from the January 26, 2016 Academic Senate Meeting:

Discussion Item:
        a. **Advising Task Force report**
Thompson noted that this has also been on the senate agenda before.

Strahm thanked those who were involved in this, and had one concern, on recommendation #12 ("12. Facilitate students 'ability to enroll in courses required for normal and timely progress to degree by implementing the following actions"). These are great actions, but where, in that, is hiring more faculty to teach more classes? All the tricks and software you want, without the faculty to teach the classes, will not achieve timely completion of degree. If added to #12 was a (d) to hire more faculty and make more classes available that would help.

Petratos said he was thinking the same, about bottleneck courses. The one-time student success money could fund those.

Thompson commented that as Petratos has suggested, we should also look at this the same way we are at the student success monies.

Comments from the December 8, 2016 Academic Senate Meeting:

Information Item

        a. Advising Task Force
Provost Strong advised that many efforts have been made over the last decade to improve advising. Recommendations were reviewed and approved by the Advising Task Force. Some will require work to operationalize. One plan will not be all we need. One recommendation is to have an annual summit to see what has been accomplished and to see what needs to be done. We need integration and we need to understand the good practices and policies. He is interested in feedback and will forward it to the President. Thompson advised this will be returned as a Discussion Item at a later date. John Sarraille added we need to consider the number of tenure track faculty available to do the advising.

Comments from the November 3, 2015 SEC Meeting:

Sims and Thompson met with the President and shared the materials that the PACE students provided. They want to make some headway on who is involved in decision making. It's on the radar now and the Advising Task Force report will be in discussion and hopefully come to a conclusion in May 2016.

Speaker noted that the president emphasized larger form of advising, decisions based on the Advising Task Force will be made by May and this would include and specifically be informed by PACE. The president is open to VP's meeting with faculty and students to describe what the "best practices" are that will be taken.

Provost Strong thinks that many recommendations that apply to the Advising Task Force apply to PACE. They met with PACE students and listened to what they had to say and are still in the process of figuring out how to handle this situation. PACE grant is running out and will be gone at the end of the academic year. We need to write a transition plan to be discussed with various stake holders.

Speaker: We will plan to review the Advising Task Force Report at the next SEC and then place on the AS agenda. Who will be involved in the PACE discussion. The Advising Task Force Report will go to Senate. What is the plan to look at PACE? Is it just the 2 VP's getting input from PACE? What will the process look like? Can we put a group together with representatives seen as valid by the students and faculty to work on the future direction and integration of PACE practices and concerns with the Advising Task Force?

Provost: There hasn't been a process defined but since it's been brought to the Senate they can bring it back to Senate. They consulted with the PACE students and staff. They are able to consult with the interested stakeholders. The administration will need to make a decision as it is a substantial amount of money. If there's disagreement in how to deal with it he'd prefer to have that conversation now. Maybe we can find a way of having a bigger umbrella where all these techniques can all flourish under.

PACE is using space in MSR second floor. Are there plans to use that space for something else?

Provost: They're thinking of how to put as many activities related to advising in one location. We currently have challenges with space at the university. The Counseling Services are located in MSR and there is concern about privacy issues for students.

Sims: What he hears is that the Provost agrees that PACE was very successful and the issue is running out of money. Eager to see how we will combine this process as it appears that we are behind and there wasn't a transition process in the grant. Is there any way to look at softening the landing for the students currently in the program? Provost is very sensitive to that and is looking at that.

The Provost will need to talk with VP Espinoza and the President and will then further discuss formation of a group with the SEC.

Academic Senate
December 8, 2015
Present: Alvin, Azevedo, Broadwater, Crayton, Eastham, Espinoza, Filling, Garcia, Garone, Gerson, Gonzales, Guichard, Hoover, Huang, Larson, Li, Loza, Manrique, Miller-Antonio, Odeh Oluwarotimi, Park, Peterson, Petrosky, Ringstad, Sarraille, Sims, Strangfeld, Strickland, Provost Strong, Stone, Strahm, Taylor, Thompson, Vang, Wagner, Wellman, Wood, and Zhang.

Excused: Advanced Studies, Bell, Bettencourt, Chan, Dorsey, McCulley, Nagel, Petratos.

Guests: John Tillman, Brian Duggan, Marge Jaasma, Helene Caudill, Ron Rodriquez, Mark Grobner, Oddmund Myhre, James Tuedio, David Lindsay, Ron Noble, Daniel Soodjinda, Dennis Shimek, Marge Jaasma, Samuel Mendoza and PACE students.

Diana Bowman, Recording Secretary

Second Reading Item:
15/AS/15/UEPC Resolution for Two-Pass Registration System. Passed.

First Reading Item:
14/AS/15/FAC – Statement on Professional Ethics
16/AS/15/FBAC – Budget Priorities Resolution (Sense of Senate) Will return as a second reading.

Next Academic Senate Meeting:
January 26, 2016
2:00-4:00pm, JSRFDC Reference Room 118

Minutes submitted by:
Koni Stone on behalf of Chris Nagel Clerk

1. **Call to order**
   2:04pm

2. **Approval of Agenda**
   Approved.

3. **Approval of Academic Senate Minutes of November 7, 2015** (distributed electronically)
   Approved.

4. **Introductions**
John Tillman, Brian Duggan, Marge Jaasma, Helene Caudill, Ron Rodriquez, Mark Grobner, Oddmund Myhre, James Tuedio, David Lindsay, Ron Noble, Daniel Soodjinda, Dennis Shimek, Marge Jaasma, Samuel Mendoza and PACE students. Diana Bowman was welcomed back as the recording secretary while Isabel Pierce is out.

5. **Announcements**
Nicole Larsen reported that the Fee Referendum passed. Voting took place on Thursday and Friday December 3 and 4. There was a 6.1% turnout. All guidelines were followed. The new Union will open in 2019. New fees of $209/semester will begin in Fall 2019.

Marina Gerson reminded faculty of the free lunch to be held on December 9 in FDC 118 between 11:30-2:00pm. This first one will be hosted by Chartwells. There will be a four question google form for faculty response asking how often should the lunches occur and how much people will pay.

Suzanne Espinoza distributed two flyers with financial aid statistics. The tables show how many students are receiving financial aid and are sorted by program. 62% receive a grant for state university fees and 62% do not borrow. There are Cal grants and middle income scholarships. We have dispersed $45 million to date. $91 million will be dispersed this year. Provost Strong asked if 62% of our students do not pay state tuition fees. Espinoza replied yes, they are completely covered by a grant.

Provost Strong updated the senators that the request for faculty recruitment is being completed, hopefully by the end of the semester. Some requests are for new positions and replacements, and some for student success money. There will be eight new faculty for the bottleneck situation. Another open forum for advising will be held Wednesday, December 9th from 10:00-11:30am. We have already held two open forums.

Update on PACE grant discussions: Provost Strong advised that stakeholders have met and SEC has had discussions. There is a memo to establish the workgroup to propose a plan to President Sheley for his consideration. The work group will meet in spring. Speaker Thompson added that appointments will not be made until the charge is agreed on, but the COC is ready to recommend that the faculty members be Stuart Sims and Susan Marshall.

Daniel Soodjinda, Diversity Committee representative, stated the committee is charged with working with the University to develop a Diversity Statement. They are also working on planned events, supporting existing groups, and working toward giving a voice to students, faculty and staff that feel marginalized.

Samuel Mendoza, PACE student, made the following statement: "I would like to thank all of the faculty who are part of this Academic Senate because you contribute to making this university a better place. Also, for your concerns about the PACE program and for taking the time out of your busy meeting agendas to hear us out in the past Academic Senate meetings.

I thank Speaker Thompson for your encouragement to keep coming to these meetings. This issue has made me a strong advocate for higher education; a key component to building a successful society. I am planning to lobby for higher education in the spring because my educational background is that of a special education student Who did not believe he would be able to do something with his life. The stigma of being retarded and slow was something that I had to overcome. I have proven a lot of people wrong. I do not take my education lightly especially since I had to fight several battles that made me the person I am today.

Faculty--You are all aware of our story about the problems the PACE students are facing. Enough of the stories now for the Facts. Let me put things in laymen's terms because that is how real progress is made when there is transparency. We as students and supporters of this program are challenging administrators for the continuation of the PACE program to be institutionalized and

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funded because it is what they promised in the grant proposal to the Department of Education. This would mean that the Program would be funded through the University by state money. This program and the commitment this institution made to the department of education in the grant proposal are not being honored. Administration is doing things sketchy by institutionalizing (FYE) but not the program that gave it life. Instead the PACE program is forced to seek other federal grants to continue this program. This method is highly unlikely to succeed. However, our chances with the federal government seem more certain than the chance of getting support of the Provost and VP of Student Affairs for the institutionalization of this program.

Questions:

Student Initiatives (Base Budget) = state money

Why can't the PACE program be part of this money?

PACE is a student success initiative program; why are we left out of this money?

Is the university going to Honor its promises to the Department of Education, [DOE]?

I look forward to seeing you all in the spring semester; this issue is far from over. After this meeting, I hope we can all meet outside and take a picture of the great people of our community."

Martin Azevedo, Art Department announced the Art Show Opening is 5:30-9pm on Main Street, (Downtown Turlock).

6. **Committee Reports/Questions (FAC, FBAC, GC, SWAS, UEPC, other)**
   FAC: (Sims) Continuing to discuss the general status of faculty and moving it forward.

   At the first spring senate meeting, there will be a first reading resolution based on EO1096. FAC is also discussing the organizational structure with respect to program directors/chairs and potentially finding something to replace Facnet. Also, new on the FAC agenda is the issue of payment process procedures and timelines for guest speakers. Please send feedback to us if anyone is having any problems getting people paid.

   FBAC: (Peterson) Discussed the status of faculty and increased faculty participation. Budget priorities resolution will be presented later as a first reading item. At the next meeting, we will discuss data collection needs and decide on our key questions.

   Graduate Council (Ringstad) Discussed the status of the faculty survey, began discussion on teaching assistants and discussed graduate admission workshops, how to improve and continue. Standing issues: graduate learning goals, culminary experiences, APR timeline and institutional support for graduate students and programs.

Statewide (Filling) In early November, SWAS explored the background policy, hoping to avoid further tragedies on campuses. The Chancellor declined to suspend it, but a Fact Finding Committee was created to determine what happened last fall. The part time faculty did not get into classrooms due to background checks back log. On the Tenure density challenge: the CSU has been pushing the Chancellor's Office to set standards, but the Chancellor's Office has been reluctant. What are the appropriate metrics for progress? We should reach out to the Provost and President on this issue.

At Chico State, colleagues are in the process of a vote of no confidence of their President even though the President has announced his retirement. With respect to presidential searches, we want an open search, but the Chancellor is resistant. Policy allows for it to happen, but he does not envision that it will happen. It is clear to faculty, staff and students that the best fit would be is to let him talk to the people in the organization. We will probably see Legislation going through to insist on it. Phil Garone asked which of the 23 campuses did not support transparency: Filling replied that Pomona got a new president and they are afraid she will take offense. It's a situational response.

UEPC (Stone) Review of University Governance Committees Membership with respect to non-tenure track faculty and UEPC. The Faculty Affairs Committee (FAC), who was charged with gathering information regarding the inclusion of non-tenure track faculty in University-wide governance, requested that the UEPC submit a response to a survey of the inclusion of non-tenure track faculty in University-wide governance. The UEPC reviewed the survey and discussed the questions. It was noted that participation in University-wide governance requires familiarity with the University and curricular matters, but it is not necessary to be tenured or tenure-track. UEPC discussed proper compensation for non-tenured faculty participating in University-wide governance. Also the potential of non-tenured faculty on committees could preclude tenure track faculty from participating in faculty governance at the level that is required for tenure and promotion. The UEPC membership should be open to all faculty, with the current representation. (No new specific seat is needed for lecturers.)

Draft Calendar for College Year 2019-2020. UEPC members reviewed and discussed the 2019-2020 draft College Year calendar. The placement of Spring Break and Reading Day was discussed. One faculty member requested taking off the entire week of Thanksgiving. The College Year calendar policy and a brief history of past University Reading Days will be made available to members on Blackboard for review. Discussion will continue at the next scheduled UEPC meeting.

Under New Business: Presently, we do not have a policy that governs course scheduling. The last Senate approved policy (AS/UEPC/ 05) for scheduling classes was based on our beloved 4-1-4 calendar. That calendar had 13 week classes; a 3 unit class would meet for 58 min MWF. When

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Winter term was abolished, new scheduling parameters for 15 week classes (3 unit classes now meet for 50 min MWF) were based on the 2005 approved policy, but no new policy was approved. Without a policy, a fair number of creative course schedules (off grid) have arisen. At the October 8, 2015 UEPC meeting, the committee asked L. Bernardo and N. Dunavan to provide UEPC with the present course scheduling for Spring 2016. The UEPC reviewed these documents. The schedule for Spring 2016 shows a number of classes that are scheduled "off grid". This results in inefficient use of classroom space and potentially creates course scheduling conflicts for students. The UEPC discussed recommendations for a scheduling grid policy that would maximize efficient use of our limited classrooms and minimize course scheduling conflicts for students.

7. Information Item

    a. Advising Task Force

Provost Strong advised that many efforts have been made over the last decade to improve advising. Recommendations were reviewed and approved by the Advising Task Force. Some will require work to operationalize. One plan will not be all we need. One recommendation is to have an annual summit to see what has been accomplished and to see what needs to be done. We need integration and we need to understand the good practices and policies. He is interested in feedback and will forward it to the President. Thompson advised this will be returned as a Discussion Item at a later date. John Sarraille added we need to consider the number of tenure track faculty available to do the advising.

8. **First Reading Item:**

    a. 14/AS/15/FAC – Statement on Professional Ethics (replaces 6/AS/94/FAC)
       It was moved/seconded by Sims/Peterson.

       WHEREAS: The AAUP statements on "Professional Ethics" has been slightly revised to emphasize collegial discourse and citizenship; therefore, be it

       RESOLVED: That 6/AS/94/FAC be amended as follows:

       That the 2009 revision of the AAUP "Statement on Professional Ethics" of AAUP Policy Documents and Reports be adopted; and be it further

       RESOLVED: That the "Statement on Professional Ethics" in the Faculty Handbook be replaced by the revised AAUP statement at the earliest opportunity.

Sims explained that the Professional Ethics Statement from AAUP came from June 1983 and 2004, but questions occurred in 2009 and AAUP issued a slight change in their statement, so this change matches their amended statement. "Dismissal" has been changed to "adverse action". Second page, top paragraph, add to the sentence, "They respect and defend the free inquiry of

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associates, "even when it leads to findings and conclusions that differ from their own." And, #5 "any citizen" changed to "Other citizens".

Thompson stated since this is a first reading, we are open to feedback to FAC. Question: What are the limits of academic freedom? Sims replied that this goes for any teaching faculty.

This will be an action item at the next meeting.

     b.   16/AS/15/FBAC – Budget Priorities Resolution (Sense of the Senate)

It was moved/seconded by Peterson/Filling.

PREAMBLE: The budget priorities of the CSU Stanislaus for 2016-17 must recognize the primacy of our central mission: educating the people of our region. While universities often take on additional missions and acquire properties that are peripheral to their central mission, the size and role of CSU Stanislaus--as a public university in an under-educated, poorer part of a much better educated and wealthy state--makes our central mission that much more prominent. The budget lines that relate directly to educating our students both through instruction and the support of instruction should be enhanced.

BE IT RESOLVED: That the Faculty of California State University, Stanislaus affirm the mutually dependent items, equally essential to the central mission of CSU Stanislaus: and be it further

RESOLVED: That the Faculty's major priorities for the University are the following mutually dependent items equally essential to the central mission of CSU Stanislaus:

Maintain maximum possible access for qualified students, including admission to campus and access to courses required for degree completion;

Raise the percentage of tenured/tenure track faculty FTEF (as per ACR 73) to 75% (most recently measured at 62.9% as of fall 2014) with the intention of reducing the student/faculty ratio;

Adequately fund non-instructional faculty and staff positions to effectively support the central mission, specifically including tenure-track psychological counselors, tenure-track librarians, and career services advisors;

Fund adequate assigned time for tenured/tenure track faculty to allow an average of 18 wtus teaching assignment thus allowing time for expected research, scholarship and creative activities, professional development, and community engagement;

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Make progress toward attaining enough counselors so the number of students per counselor is below the maximum ratio recommended by the International Association of Counseling Services which is 1,500 students per counselor. As of Fall 2015 we have 2,653 students per counselor.

Institutionalize activities previously funded by grants that contribute to student success such as CEGE, PACE, and STEM;

Fund campus activities that honor and promote diversity on campus and the neighboring communities;

 Provide support staff in graduate school/Enrollment Services to assist graduate programs and centralize graduate education processes.

RESOLVED: That the Academic Senate, the Faculty Budget Advisory Committee, and the faculty members of the University Budget Advisory Committee should serve as the Faculty's representatives in the budget planning process and should participate in all budgetary discussions and decisions through the entire process of budget planning, allocation, and re-allocation of the university budget, including the apportioning of its budget among specific university divisions;, and be it further

RESOLVED: That the Faculty Budget Advisory Committee (FBAC) is established in the Constitution of the General Faculty and the priorities listed in this resolution should be given the same consideration as those of any other budget advisory committee; and be it further

RESOLVED: FBAC is viewed as the advisory committee to the administration on fiscal decisions. The faculty is primarily responsible for all academic and pedagogic areas, and has ultimate academic responsibility for the programs, and be it further

RESOLVED: That any major change affecting the central mission be made only after consultation with appropriate faculty governance committees and include open and consensual processes that consider the viewpoints of all affected parties, an analysis of the costs and benefits, and the effects on CSU Stanislaus as a whole, and be it further

RESOLVED: That the priorities above shall be applied to all considerations of budgetary decisions, effective immediately.

RATIONALE: The Faculty of CSU Stanislaus wants to affirm our budget priorities, which can contribute to strategic planning and everyday budget decisions. The first two resolved clauses deal with priorities for the institution, and the next four involve procedures to ensure faculty input in decisions related to the budget. FBAC has provided statements of faculty budget priorities as follows:
11/18/15/FBAC approved by FBAC
3/AS/14/FBAC approved by the AS on 4/8/14

10/AS/10/FBAC
22/AS/08/FBAC
10/AS/07/FBAC
21/AS/05/FBAC
20/AS/04/FBAC
17/AS/03/FBAC
24/AS/01/FBAC
1/AS/01/FBAC

Peterson explained that this resolution tries to make clear what we think are the most important items to fulfill the mission of the CSU. Access, increase tenure density is consistent with ACR 73, so student/faculty ratio falls. It is also important to adequately fund faculty and staff positions. We also need enough counselors (TT/T), career advisors, and librarians (TT/T). Our ratio currently is 2600 students/counselor. The IACS recommends 1500 students/counselor. There is a two week wait for counseling after a traumatic event. In addition, faculty need time for RSCA and community engagement, so funding assigned time is important. Institutionalize activities STEM, SEGE, PACE--best practices need to be supported. We need to promote diversity of staff in GC and GC enrollment.

Speaker Thompson stated that this item will come back to the next Senate meeting as an action item. FBAC put the Priorities in the resolution so changes can be made. Filling added that the priorities are not in order, but most budget meetings ask, "What is the most important thing?" Has FBAC thought about ordering the priorities? Peterson stated that FBAC could discuss this at their next meeting. Some think that these are all cost based priorities. What are the costs? What needs to be increased? Gonzalez asked to consider the FMP program to be included in the priorities. Mendoza requested to institutionalize the PACE program. FBAC is meeting 12/9 so get your suggestions to them soon.

This will be an action item at the next Senate meeting.

9. **Second reading item**
   a. 15/AS/15/UEPC Resolution for Two-Pass Registration System
Thompson advised that no changes were made in the resolution so it is open for discussion. There being no discussion, the question was called and a vote was taken. It passed without dissent.

This will be sent to the President ten days after these minutes are distributed.

10. **Discussion Items:**
    a. Student Success and Completion Initiatives Plan

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Speaker Thompson stated the question is: How to spend $809K? There should be consultation with the campus and there may be changes in the plan. Espinoza advised the plan is in the packet. It is a very broad plan, and we will get feedback and make more specific plans in each of the areas. An open forum is being held tomorrow at 10:00am, at the Lakeside Conference Room. This is the 3rd open forum. This has opened up interesting topics of areas of concern on the campus. Thompson questioned if it was linked to the Advising Task Force report and Espinoza replied yes. It is built around six priorities from the Chancellor's Office and we have to fit in these areas. Tenure Track hiring, bottleneck courses, High Impact Practices (HIP), data driven decision making, enhancing advising. Measures for tenure track hiring, the short term metric is the number of searches, long term metric is the number of hires, etc. (this is in the document).

Provost Strong noted that we could introduce additional measures. But, most are from the Chancellor's Office; although several are from our campus (advising summit and time to degree). The Chancellor's Office has not given any feedback other than it was accepted. This is now an opportunity to consult with the Academic Senate.

Speaker Thompson stated this was put on the agenda to see if there are any questions or concerns. Samuel Mendoza advised that the second open forum had only 8 attendees. Garcia noted that an unfortunate sum of money is devoted to this ($800K) and Initiative 5 is only getting $10K. Espinoza replied that the group was determined to make bullet points--explore opportunities seems too vague. First, there was thinking that these areas have to overlap. We just spent a year talking about academic advising, this will generate interests--that is why it landed the way it did.

Strahm asked with regards to the $10K, every Senate meeting has had people ask: "Why are you letting PACE die?" If there is all this overlap, then why are we struggling to find money to fund PACE, or something like it? Provost Strong explained the issue was that there is funding on the campus for HIP. There was overlap when we put the draft plan together and we had over $1M so we looked at ways to redistribute these funds. That was what we were thinking. We are open to suggestions.

Sims asked what software, how much does it cost and what does it do? Provost Strong replied that advising software packages are $50K/year. Espinoza added that Academic Advising Task Force looked at software that would support advising. Smart planner- the Chancellor's Office has already implemented so the idea is, let's get a clear understanding of the systems that we will have and look at what software we should go after to support advising. Huang questioned if it will replace PeopleSoft? Espinoza replied, not PeopleSoft, it is other software. Provost Strong added that a common system is needed for advisors and students. We need ease of information. A robust information system is needed for an early warning system.

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Wood questioned isn't this software for advising that we are already doing? Will there be counseling support staff for all these warnings that are generated? If you don't have counselors available to address this, you have to wonder if advising software is that important.

Speaker Thompson raised a concern that in advising, the use of the degree audit system is effective. Will we have to go to other software to determine how students are doing? More software may be more work than we need. Early warning system--we give them in our classes. What would be more effective?

Renaldo, asked what are high demand areas for increasing TT/T faculty? What are the criteria? Provost Strong replied the directive to increase tenure-track faculty in high demand areas came from the Chancellor's Office. Issue #3 is bottleneck: the most problematic bottlenecks are associated with well enrolled programs, where there are many majors. The Chancellor's Office is concerned with high demand programs that are not able to offer the needed classes. Put in resources so that students can progress to degree. Espinoza added that high repeat rates are also a problem. We have to figure out how to get students through those courses. Provost Strong stated that the Chancellor's Office expects focus on this problem.

Strahm asked what the focus will be for hiring in this initiative. What areas? Provost Strong replied we have solicited requests from colleges and are reviewing them. We need to look at adding faculty where it would affect bottleneck areas. DWF rate is not necessarily related to hiring more faculty. We need to follow within the guidelines and we want to improve tenure track density. Where we can improve tenure track density would capture another dimension rather than the bottleneck issue.

Sarraille stated if you treat the University as a queuing system, you can make the processors faster with more faculty teaching more classes, then students will get through faster. But that neglects guidance as to what they should be learning. Students are adults, faculty have the responsibility to guide students. If we look at the system in the terms of speed, we are half blind. We need to address what is an education, what are the proposed kinds of curriculum that we are fostering? More prosaic was one of the purposes of the online advising for students to pick their program? Will it identify students who are in jeopardy? Is there an aspect that the students can find open classes, resolve conflicts, etc.

Espinoza stated we have implemented "My scheduler" that will find available courses to fill their schedules. That is already in place and partially funded by Chancellor's Office money. There is an effort to improve online advising. Options for advising systems meet different needs. Different solutions solve different problems. Smart Planner offers the ability to plan in advance. Wood questioned isn't that the function of academic advising? CJ does this every semester without a software program. We know what they need. Peterson stated in terms of the plan, the

1st initiative fits very well with the FBAC goals. Having faculty available solves all the other problems. In terms of hiring advisors, FBAC wanted more career advisors and psychological advisors. Samuel Mendoza stated that during freshman and sophomore year, the PACE students get midterm reports in all classes, so advisors are aware of problems. (Early warning system in PACE.)

Sims questioned the 7 bullet points. We propose to invest in: expanding writing center, learning communities, math center, but they are not in the plan. Espinoza replied those would be built into the initiative, but we haven't figured out the details. We still don't know if we have enough money for all of this. But, Smart Planner software will look ahead several semesters. It allows us to do projections of what classes will be needed. Loza stated she likes the technology. Her experience is that the first and second year students may not have experience for advising, so this software would help. Odeh asked if our PeopleSoft can do this planning ahead? Espinoza replied it is too complicated for our OIT to manage this add-on, so it will be easier to get new software.

b. Time, Place and Manner of Free Expression Policy

Vice President Shimek advised there will be five additional meet and confer sessions with unions with respect to the Time, Place and Manner of Free Expression Policy, so the final document will have to come back. Many useful comments provided clarification to this policy. The important section to read to get a sense of this document is the policy statement. There are no restrictions on spontaneous events. Restrictions are narrow. Speaker Thompson asked if it is important to weigh in with discussion or should we be doing something more substantial?

Strahm stated that free speech area designates that only the rock could be free speech. She suggested the entire campus should be a free speech zone. Why do we need this policy? It doesn't seem to make sense to have this policy. Why are we adding to the regulation of our lives? Shimek replied we need to affirm the fact that we are open. In the past two years, there have been more issues coming to his office with respect to items in this document. There seems to be confusion, so we need a policy. Minimize and focus on free speech, free expression and limited restrictions.

Petrosky added the campus liaison could be problematic. What is the appeals process to reflect on community standards. 6A no camping on University property. Excessive discretion would be given to administration to break up a demonstration. Peterson questioned page 3, event and activity schedule. Her concern is that if all events must be scheduled, scheduling could be a problem. There should be a place on campus where you can start speaking at any time, no appointment needed. Guichard asked about political activity wording and asked for an example whose job, faculty or staff would support the position. Shimek replied those are words from the

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Chancellor's Office. Wood voiced concern about wording on page 3 regarding obscenity speech. Isn't that a protected speech?

Speaker Thompson stated he is interested in what response SEC and AS will make regarding this document. It will come back as a Discussion Item at a later date. Also, Job actions in the spring could be affected by this.

11. Open Forum
Provost Strong advised the PACE work group will be reviewing the grant and practices. What did the grant promise to do? Reasonable people have disagreed reasonably. Samuel Mendoza stated that commitments were made with this program in the past. FYE (First Year Experience) has been institutionalized. PACE is being shut down. Help this program transition to be a better program. It is a successful program. Sims advised he hasn't heard the PACE program would be institutionalized. Best practices would be institutionalized.

Strahm advised she is on the Certified Farmers Market Board and a disgruntled vendor has applied for a road closure permit so he can hold his own farmers market. This issue will be on the Turlock City Council agenda December 8th. The meeting is at City Hall from 6-8pm.

12. Adjournment
4:02 pm.

Academic Senate
January 26, 2016
Present: Alvim, Azevedo, Bell, Bettencourt, Crayton, Dorsey, Eastham, Espinoza, Garcia, Regalado, Gerson, Gonzales, Guichard, Hauselt, Huang, Larson, Loza, McCulley, Nagel, Odeh Oluwarotimi, Park, Petratos, Peterson, Petrosky, Ringstad, Sims, Strangfeld, Provost Strong, Stone, Strahm, Taylor, Thompson, Vang, Wagner, Wood, .

Excused: Advanced Studies, Broadwater, Filling, Hoover, Manrique, Strickland, and Zhang.

Proxies: Elaine Peterson for Gerard Wellman, John Sarraille for Robert Silverman.

Guests: John Tillman, Doug Dawes, Glenn Pillsbury, Stan Trevena, Marge Jaasma, Helene Caudill, Ron Rodriquez, Mark Grobner, Oddmund Myhre, James Tuedio, David Lindsay, Ron Noble, Martyn Gunn, Dennis Shimek, Jennifer Cooper, and Lauren Byerly.

Isabel Pierce, Recording Secretary

Second Reading Item:
14/AS/15/FAC – Statement on Professional Ethics
16/AS/15/FBAC – Budget Priorities Resolution (Sense of Senate) Passed unanimously.

Second Reading Item:
16/AS/15/FBAC- Budget Priorities Resolution (Sense of the Senate) Passed.

Next Academic Senate Meeting:
February 9, 2016
2:00-4:00pm, JSRFDC Reference Room 118

Minutes submitted by:
Chris Nagel Clerk

1. **Call to order**
   2:04pm

2. **Approval of Agenda**
   Approved.

3. **Approval of Academic Senate Minutes of December 8, 2015** (distributed electronically)
   Approved.

4. **Introductions**
John Tillman, Doug Dawes, Glenn Pillsbury, Stan Trevena, Marge Jaasma, Helene Caudill, Janelle Culjis, Ron Rodriquez, Mark Grobner, Oddmund Myhre, James Tuedio, David Lindsay, Ron Noble, Martyn Gunn, Dennis Shimek, Jennifer Cooper, and Lauren Byerly.

5. **Announcements**
Gerson announced FCETL roundtable discussions of RPT Survey Report Recommendation #3 in FDC 114. She distributed a flyer with the following dates/times: Wed. 3 Feb., 4-5pm, Fri. 5 Feb., 1-2pm, Tues. 9 Feb., 4-5pm, Fri. 12 Feb., 2-3pm, Mon. 15 Feb., 1-2pm, and Thurs. 18 Feb., 9-10am.

The usual faculty center events are occurring such as the Instructional Institute Day Wednesday 27 January titled "Student Engagement: It's Not Just A Buzz Phrase," presented by Prof. Rob Jenkins from Georgia Perimeter College. The event was in FDC 118 from 8:30am – 3:30pm.

The Fiction and Non-Fiction book clubs meetings are scheduled for spring semester and the meditation practice continues to meet in the FDC on Mondays and Thursdays from 12:15 – 12:45pm. Stop by and see Emy Barsley for more information.

Espinoza provided an enrollment update: Projected at 7510 FTEs annualized 1.014% above target. The target was 7406. This counts resident students only.

Lindsay announced the International Warrior Welcome reception for new international students immediately after the Senate meeting in the Student Services Building Rm. 145.

Byerly invited all to the Modesto Symphony Orchestra and Chorus performance at the Gallo Center Friday & Saturday, 5-6 February. The program will feature Baroque music, including Bach's Cantata #4, which includes Stanislaus' Chamber Singers.

Speaker Thompson announced that the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) sent out an informational page. The search for the new campus president is about to begin. A campus forum will be held 17 February to gather information about what the campus community wants in a new president. A search firm is videotaping, analyzing and interpreting the information, so it is very important that folks turn out for that forum.

a. AVP Stan Trevena to discuss Classroom Technology

Trevena announced a grant of $1.2 million for campus-wide equipment and technology upgrades. VP Doug Dawes sent out an email asking for lists for equipment that would be desirable. It can be anything that benefits the students and the classroom, upgrades to the technology, projectors, document cameras, etc. Last year we lost the campus classroom technician; a new hire was recently brought on from East Bay, where he did some innovative classroom setups. OIT will provide a survey and he hopes that faculty will take the time to fill it out. Instead of responding to random emails reporting problems, OIT hopes the survey will help to prioritize upgrades.

Nagel asked, could resurfacing or replacing chalkboards count under this grant?

Dawes replied that the lists will come to the VPs and will be prioritized and nothing is off the table.

Trevena reported receiving many inquiries about the size of the desk tops, which are too small to hold laptops. The survey is an open slate.

Bettencourt inquired whether technology for the library would be considered. Trevena replied that it would, provided it was for students.

Provost Strong asked if the survey would be the primary way for faculty to provide feedback.

Trevena replied that it would, and added that in addition, technology that some faculty may not be aware of will be on the survey. At East Bay, there are software controllers hooked up through the campus network to control equipment in classrooms, including responding to problems over the network. For that, a demo will be set up in the training center for faculty to try out. Trevena

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opined that wireless projectors would be a high priority, as well as the capacity for multiple computers to take turns projecting onto screens. The intent is to put in the classroom what you want, not what they think you need, and to benefit the students and instructions. Another example of possible new technology is the ability to have work spaces with 8 people at a table and all able to connect and flip screens to project. There's a lot of technology that we don't have. This is a great opportunity to bring us up to current technology.

Strahm reported finding that iOS or OS can no longer stream Netflix videos, and asked if that was an issue with classroom technology that could be fixed.

Trevena said that in his experience it is a matter of the technology not supporting the devices. Trevena also noted possibilities such as replacing projectors with monitors.

Provost Strong asked when OIT may start buying equipment. Trevena replied that the timeline for responding to the VPs was in March, and following that it depends on how long it takes to make purchases.

Trevena said that among the goals are to streamline use of classroom technology and make it simple to use, so faculty don't have to fumble with the technology. It should be possible to simply walk into the classroom and click something on your device to connect. The most current technology is in Science 1.

Strahm asked if they would start in Bizzini, and Trevena replied that it would indeed be a logical place to begin.

Trevena announced that the campus is getting a site license, through the CO, for Zoom, a video conferencing system. The license will be campus-wide, and include students. Several conference rooms will be available with capacity of several hundred persons for video conferences. This will be available as soon as the license goes through.

Speaker Thompson if Zoom was something you can run from your own computers. Trevena replied that it can be run from computer, iPad, even a smartphone.

Larson asked about outreach to students regarding the system and its availability to students. Trevena answered that OIT's outreach was targeted mainly toward faculty, but is open to possibilities to try to reach out to the students. Larson will partner up and get feedback to Trevena.

Culjis asked if the Stockton campus was included. Trevena replied that Stockton campus is part of this. Upgrades on the main campus will also come to the Stockton center. Upgrade to network on campus was a year or two early, because the campus converted to a VOIP phone system, and all phones will be replaced on campus. Emergency phones will have backup land lines. Stockton campus has been redesigned to stand on its own, to be fault-tolerant.

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Trevena also announced the launched of the university's mobile app, noting the posters on campus. Our previous mobile app was not very good, but was designed for free. The new one is on a cloud based platform used by many CSUs. This is only version 1, and the app has an icon to tap for suggesting new features. It knows what campus you're at by the GPS connection on your phone. The GO fence was only 50 feet from the Stockton campus but they have extended that so if you go off campus it will still recognize you as being in Stockton.

Regalado asked if there was discussion of how new technology could be used to communicate in the event of an unfortunate incident on campus.

Trevena responded that after the Merced incident, they added a red banner to the screen and your mobile app will show what is going on. Toward the bottom of the mobile app you can report a crime that is not an immediate emergency. There will also be a button for reporting a technology problem. There is a reporting system for sending facilities information about problems on campus physical plant. You can take a photo and send it via the application to Facilities.

Provost Strong followed up on emergency notifications. We have Stan Alert, but for it to be effective, you have to add your cell phone number to the system. Currently less than 50% have done this. He encourages all to include their cell number.

Dorsey asked how to get the mobile app. Trevena replied that the app would be found on appropriate app stores for the phone platform. Mobile app is under https://my.csustan.edu/ For people that have a cell phone on an unsupported OS, they're working on that.

Tuedio distributed a calendar of events for the month of February to address diversity and inclusion, many of which have been developed by the campus diversity committee. The events include evening events and daytime events. He encouraged senators to alert faculty in departments about the events. This will also be sent out electronically. They need to secure agreements with some of the presenters and will communicate when they have. There are series of events to pick and choose and attend as many as you can. Aisha Fukushima will be performing on Thurs. 11 Feb., in Snider Hall at 7pm. Hugh Vasquez, Senior Associate with the National Equity Project in Oakland, CA and a speaker and educator on social justice issues will be here on 15 Feb. in Snider Hall at 7pm. Vasquez will hold a student engagement session on 15 Feb. and the morning of 16 Feb. Tuedio thanked the president for approving these.

Strahm stated that she has concerns about the following email from Julie Johnson dated Jan. 25, 2016.

Recent federal legislation requires campuses to better promote gender equity and campus safety; a summary of these changes can be found on the American Council on Education's website. Continuing changes to state and federal laws and in California State University policies reinvigorate our obligation both to reduce sex and gender discrimination, including sexual harassment and sexual violence, and promote a safer, more inclusive climate for all students, faculty and staff.

To fulfill California State University's mandated training requirements as detailed in Executive Orders 1095 and 1096 Revised June 23, 2015 and as recommended by the California State Auditor Report Recommendations (AB 2053), all employees must complete the following training courses on CSU policies to prevent discrimination, harassment, sexual misconduct and retaliation:

1. EDU: Eliminate Campus Sexual Violence (completion due March 15, 2016), and
2. CSU: Preventing Discrimination and Harassment (completion due May 15, 2016)

The training programs are online training modules hosted by Skillsoft.

In the next few days, you will receive links to the training programs from this email address: trainingnotificiations@calstate.edu. You may also access the training program from the Stanislaus State Human Resources website.

To access the programs:

1. Log in to Skillsoft from the HR home page (https://www.csustan.edu/hr) or the training notifications email.
2. Click on the Skillsoft hyperlink.
3. Use your Stanislaus State username and password when prompted to log in.
4. Click the "View My Plan" link. The courses will appear as a link.
5. Click on the title hyperlink to begin the program.

You can stop the program when needed and return to where you left off the next time you log in. The programs take approximately 45 minutes to complete.
Skillsoft can be accessed and viewed via your mobile devices; view the attached instructional guide for details.

I appreciate your cooperation. The Chancellor's Office is tracking campus completion rates. Please help us show our commitment to student and employee well-being by completing the training program in the next few weeks. The deadline for completion of the EDU course: Eliminate Campus Sexual Violence is March 15, 2016. The deadline for the CSU course: Preventing Discrimination and Harassment is May 15, 2016.

For employees who are also students, including student assistants, these training programs do not replace the mandatory student program, Not Anymore.

If you have questions about this training requirement, please contact Training Manager Meg Lewis at mlewis9@csustan.edu or 209-667-3640.

Strahm did not dismiss the importance of these issues, but related to our job this appears to be an unfunded mandate. Are we to be doing this at home as unpaid labor, or at work? What duties should we not be doing when we are doing these trainings?

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Provost Strong reported the announcement that the university recently hired Dr. Faimous Harrison as Dean of the Stockton Center effective 1 Feb. Dr. Harrison has more than 24 years of experience in higher education, including 20 years of student service experience. He has most recently served as the regional director for the Central Washington University Branch Campus in Lynnwood, where he undertook a broad spectrum of duties.

Regalado announced that the History Department is hosting Carlos Hill an esteemed historian of the civil rights movement, who has written on "modern day lynching." Hill will be speaking 9 February. For more information contact department of history.

Stone spoke in support of the diversity events schedule, and to encourage people to attend the unconscious bias workshop.

6. **Committee Reports/Questions (FAC, FBAC, GC, SWAS, UEPC, other)**

FAC (Sims): The FAC will be sending recommendations to SEC on the status of faculty issue. Coming to SEC and Senate in the next month will be a proposed resolution based on EO 1096. FAC continue to review university organizational structure, especially regarding the roles and responsibilities of Department Chairs and Program Directors/Coordinators. A new agenda item is a review of the payment process, procedures, timelines, and signature authority for guest speakers, artists, and other paid guests of the university. FAC have heard a variety of complaints from a variety of places about this.

FBAC (Peterson): FBAC last met 9 Dec. and will meet 9 Feb. They discussed the resolution brought to you at the last Senate meeting, and which is a second reading today, on faculty budget priorities. FBAC thought about the comments from the Senate but ultimately they decided they didn't want to prioritize the priorities. They should be looked at simultaneously. Some of the budget priorities actually bring in money. One of the points of having these resolutions is that as funds are increased to the university we want folks to be aware of these priorities. FBAC is also reviewing budget data provided to them by Michelle Legg.

GC (Ringstad): GC last met 17 Dec., and went over several items regarding process on teaching assistants, employee fee waiver, and admissions status. They continue working on graduate learning goals. In spring, they're hoping to finalize graduate learning goals. GC are also hoping to finalize culminating experience guidelines. They will be discussing plans for staffing needs for graduate education. CEGE grant that was providing many of those services is ending, so they're looking at ways to meet some of these needs.

Speaker Thompson noted that discussion of learning goals is timely.

SWAS (Strahm): Among the resolutions that passed at Statewide Senate, the following were of pertinence to the campus. First, a resolution calling on the CSU to acknowledge California tax payers as university donors. Second, a resolution acknowledging the role of faculty in evaluation of courses for transfer. The resolution encourages campus senates to review the role of faculty in

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forming and following policy on transferability of courses, and clear and transparent process for meeting degree requirements. This passed unanimously. Also passed unanimously was a resolution on the inclusion of non-tenure track faculty in faculty orientation programs. They are advocating for lecturers to be invited to annual or semiannual orientation day events, and to include this as part of paid contractual work time. It also calls for making information available to all faculty about resources for teaching, and about rights and opportunities for non-tenure-track faculty. Another resolution requests the CSU administration and BoT to form a joint task force on tenure-track recruitments and increasing tenure density. A concern is that one way to increase tenure density is to eliminate a lot of part-time faculty and increase class size, so the resolution encourages the CSU to increase TT density while maintaining or reducing SFR. They also ask that faculty be on that task force. Finally, a resolution calling for restoring RSCA funds as a line item in the system's budget—which was eliminated as a line item during the Great Recession.

UEPC (Stone): UEPC met 10 Dec. and discussed course time modules and the 2019/20 calendar. They're discussing placement of spring break and reading day. They're trying to get the Wednesday before Thanksgiving set as a non-instructional day but it is not looking good. UEPC also discussed a new grading option for English and Math classes that correspond to transfer classes. Transfer courses coming in having to have a C or better to count; the proposal is to have C or F and nothing in between, for the corresponding courses in our catalog. Also discussed Individual Study forms, whether Dean approval is desired, and a discrepancy between the forms and policy. Next meeting is this Thursday.

Provost Strong announced that President Sheley approved the recommendations from the Committee to Prioritize and Implement the Strategic Plan. The Strategic Plan Workgroup will review the president's approval and will prepare for the next 2019 WASC visit. Will be working on that and possibly have recommendations to the campus community.

7. **Second Reading Item:**
    a. **14/AS/15/FAC – Statement on Professional Ethics**
Sims stated that as before this is an update to the Faculty Handbook to include the most current AAUP Statement on Professional Ethics. The changes are small, but with important consequences. Results of the vote, 36 yes and 1 abstained so recorded as unanimous.

    b. **16/AS/15/FBAC – Budget Priorities Resolution (Sense of the Senate)**
Petersen recalled that the purpose of the resolution is to state goals the faculty believe are all important. Because there are trade-offs between them, FBAC did not prioritize them. The intent is that they should all be pursued at once. Prioritizing may have sent the incorrect message that one could be at the expense of another, whereas we want some of them to be accomplished together. Results of the vote, 34 yes, 2 no 1 abstained and the resolution passes.

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8. Discussion Items:
      a. Student Success and Completion Initiatives Plan

Speaker Thompson stated that this has been a discussion item before. Provost Strong asked if the plan of the senate was to provide feedback based on the minutes, or send the administration a memo, or has that not been decided? Thompson replied that his idea up to today was to take feedback from minutes and discuss further in SEC. Now, he said, he understood things better. What Thompson had asked the provost was, for example, regarding the tenure-track hiring, budgeted for $320k this year, but we're not spending it this year on tenure track faculty hiring— in fact, not any of it. So that $320k will be spent in some way, specifically for student success, but it will not be spent as it is listed in this category. This led Thompson to conclude that the feedback needs to focus on how money should be spent that is not going to be spent as listed in the plan. Of the total $809k, a substantial amount will not be spent as currently listed in different categories. When provost and VP Espinoza said they wanted consultation, they meant it. Now, Thompson said, he is not sure what the right way to proceed is.

Provost Strong replied that this was a good summary. The items in the plan related to hiring personnel would be budgeted for the year, and the year is half over, so there would be salary savings in those categories. The administration has said all along that we need an operational plan to complement this more strategic, broader plan, specifically to account for the one time savings, and we need to execute that quickly. The senate will be the last stakeholder group to provide feedback, and then the admin will come up with an operational plan that may include the one-time savings from this plan. The admin needs to report to the CO by next October, so the feedback is needed quickly so the university can get started quickly. Each year the plan can be reviewed and changed.

Sarraillé asked, is the admin open to suggestions about the ways salary savings could be spent to help students in the meantime, before hiring faculty using that money?

Provost Strong replied that whatever funds not spent this year allocated from the $809k would be used to support students, not to fix rooves or things like that. The one-time salary savings would be spent consistent with the allocation for student success, graduation, etc.

Sarraillé replied that he is suggesting that along with whatever else the senate may be doing; there should be an addendum that addresses how the salary savings will be spent. Off the top of his head he can think of a couple things that it could be used for, and others probably could as well.

Thompson interjected that, based on his lack of understanding; senators were not prepared to provide that kind of input. Thompson noted the relation to FBAC budget priorities and to Stan Trevena's discussion of the $1.2 million for technology earlier in the meeting. If there is something that someone would like to suggest in the next couple of days, email that Isabel Pierce so SEC can review those suggestions.

Sarraillé said that, off the top of his head, hiring tutors or people to grade would be good uses of the funds.

Strahm said don't kill programs like PACE.

Stone noted that the category "high impact practices" is vague, and $10k is a small amount of money. Things that she's aware of that are in this category are involving students in research, service learning, etc. and $10k is a paltry amount for that category.

Espinoza said that when administration went through the plan, there was not an adequate amount to fund every area, and there was some overlap in the different sections of the plan. They were meeting along with the advising task force, and they wanted to reserve an adequate amount for their recommendations. This was not intended to be related to all the needs the campus has.

Thompson noted that this would be one-time, since next year the $320k could actually be spent on tenure-track faculty hiring.

Regalado asked if there was anything that addressed possible funding for graduate students engaged in research, to take them for instance to archives.

Provost Strong replied that the intent of the grant initiative was for undergraduates and undergraduate retention and graduation rates. Provost noted also at the governor's recent speech he noted the importance of four-year graduation rates for the CSU.

Strahm made two comments. First, that the CSUs ought to fight back against the four-year graduation initiative program, because it is focused on traditional college students, not those who are currently coming to college. A different kind of person is coming to college now. Instead of the obsession with four-year graduation rates, the focus should be on the demographics of students who are here—first-generation, working, and historically marginalized students. In addition, the university has been decimated in its ability to provide for that. No tricks or "deliverology" can replace that funding. Instead, the response should be to address the students who are here. Second, she asked why there is $90k budget to buy software for advising, when multiple people on multiple days have said that this is not needed, but what is needed is time for real people to sit down with students to provide advising. Couldn't that $90k be used for something better?

Larson commented that the advising software would be useful for students to use to sign up for their classes. Other schools have software that allow you to predict your future schedule, and this is what this initiative would bring to students.

Strangfeld stated that an electronic version of advising would be good for some students, but that research shows that for first-generation students, separation from human beings is detrimental. First-generation students benefit from one-on-one interaction. Advising for those students in particular is more than just checking off which classes a student needs. If a student is getting

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quality advising, it includes addressing concerns like how to talk to a faculty member whose class you are failing, or how to apply for graduate school despite a lower GPA, or what do people do with this degree, etc. Spending money on advising software will not address these questions. The advising software use would require more work by faculty, and detract from the time faculty have for one-on-one advising. It hard to justify why high impact practices includes only $10k, but $90k is allocated for software.

Petersen said that her favorite part of the plan is $320k on tenure-track hiring. She agrees that advising one-to-one is important, and hiring tenure-track faculty is the way to achieve that. Given that this is a one-time re-allocation, Sarraillé's idea of hiring tutors is a good one, because it helps students, and gets those hired as tutors involved in teaching. And in the following year, the loss of those tutors would not be a harm because the new tenure-track faculty would be there, and the tutors, who would often be graduating seniors, would not be harmed by losing employment.

Larson asked for a clarification on whether the software would replace person-to-person advising. Provost Strong replied no.

Sims said that it's important not to avoid problems—for instance, if students feel they only have five minutes, or that they only see faculty advisers to check off boxes, how can we really deal with that? In addition to what we don't like in the plan, it's important to have feedback on what solutions there are.

Espinoza addressed comments related to technology. The institution has made commitments to adopt different technology, to increase our ability to advise students online. Some have been provided by the CO to improve availability. The Smart Plan builds on the scheduler that they already have implemented. The system suggests different courses that meet students' schedules. The functionality and ability to plot ahead will be provided by the proposed technology that will add on to systems that allow students to go through the schedule more easily to find courses that meet their needs. This system would not be to provide students a way to get advice on their own, it was to find a system that allowed the university to sort through students and identify those that are struggling. It will save time for faculty members and is a better reporting mechanism. It will allow you to better use the time you have as a faculty member, to free that time up so you can advise your students.

Regalado replied to Sims that there is so much emphasis on what advisors do. But there are things that advisers are not: therapists, parents. Advisers have certain responsibilities related to curriculum, and going outside of those could lead to trouble. Some clarity of what an advisor is not supposed to do could be helpful.

Sims provided a suggestion: is there a need for greater resources and faculty training for advising?

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Provost Strong replied that that had been in the plan, but it had to be scaled back. That could be something we could use one-time money for. We don't want to use one-time money for things that would be ongoing. We have already devoted a lot of funds to high-impact practices, and that is one reason why the augmentation in the plan is only $10k. The idea of tutors and supplemental instruction are good ideas for one-time use. Advising software is supplemental. One exciting part of the new software is the early alert capability. We have a decentralized advising system, and the software could be an integrating mechanism that we sorely need to share information with everyone. Regarding Regalado's point, the system could include protocols and frequently asked questions, including technical questions. In no way is the intent to replace face-to-face advising, but to augment it. Many campuses seem to be in keeping with the current use of technology in society.

Sarraillé said that, in short, we are hearing intriguing ideas about what the software could do, but not sufficient detail about these things to really decide the value of adopting it. It would be helpful if those concerned could get better information about the software.

b. **Advising Task Force report**

Thompson noted that this has also been on the senate agenda before.

Strahm thanked those who were involved in this, and had one concern, on recommendation #12 ("12. Facilitate students 'ability to enroll in courses required for normal and timely progress to degree by implementing the following actions"). These are great actions, but where, in that, is hiring more faculty to teach more classes? All the tricks and software you want, without the faculty to teach the classes, will not achieve timely completion of degree. If added to #12 was a (d) to hire more faculty and make more classes available that would help.

Petratos said he was thinking the same, about bottleneck courses. The one-time student success money could fund those.

Thompson commented that as Petratos has suggested, we should also look at this the same way we are at the student success monies.

9. Open Forum

Provost responded to concern raised about the governor's emphasis on four-year graduation rates and the CSU's response. The Chancellor responded that the CSU has made significant progress in six-year graduation rates. At the provost academic council meeting, they asked what the governor expects to see. The response was that they did not know, but the current CSU rate (19% or so) is not good enough. They asked where this is coming from. The governor has been focused on this, and there is a nationwide emphasis on four-year graduation rates. Various nonprofits are focusing on this. We have never recovered from the recession budget cuts, and it is a daunting challenge. We need to understand where this emphasis is coming from and need to dialogue with the Governor and legislature. He spoke to members of the assembly and senators and some were not concerned at all but the fact that the Governor is paying so much attention

warrants our attention. We did get $809K for student success so this is something that is in our environment that we have to deal with.

Strahm re-raised the question of the "unfunded mandate" of the required harassment training. When, in her schedule, is she supposed to fit that in, or is she supposed to do it unpaid?

Shimek replied, first, thanking Strahm for her statement of support for the need for the training. He asked that faculty recognize that we've been dealing with this at the federal and state level. The system is requiring this of faculty, staff, administrators, and students. One way to respond to the workload issue is to make sure that the training permits you to go into it with whatever time you have available, and then return to it as time permits, so you don't have to repeat the entire training.

Sarraillé asked if VP Shimek could provide a report on Time, Manner, and Place of Expression policy.

Shimek replied that since the last meeting, he has revised it, and circulated it back to Senate and to unions, and awaits comment. Thompson said that at the next SEC the draft will be referred to FAC, and this will return to AS through a resolution.

10. **Adjournment**
     3:50pm

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Call to Order: Nicole Larson calls the meeting to order at 5:00 pm

Attendance: Nicole Larson (President), Ron Noble (Dean of Students), Cymoril Sonico (Science), Cesar Rumayor (ASI/USU Executive Director), Andrea Lucero (Residential Life), Cristina Guevara (Environment), Noriel Mostajo (At Large), Jordan Elzie (Athletics), Bianca Gonzalez (Arts Hum.& SS), Logan Martinez (Student Orgs), Marvin Hooker (Interim SG Advisor)

Tardy: Sandra Loza (Vice President), Charisse Narain (Business)
Absent:
Guests: Edgar Garcia, Provost Strong

Point Totals: Athletics has 1pt, Social Science has 4pts, Residential Life has 4pts, and Dean of Students has 4 pts.

Approval of Agenda:

Motion made by Cristina /seconded by Noriel.
Motion passes 11-0-0 at 5:01pm

Approval of Minutes:

Motion made by Cristina/seconded by Bianca
Motion passes 11-0-0 at 5:01pm

Open Forum:

Announcements and Presentations:
   a) PACE- Provost Strong was able to come in and give background on PACE and an administration perspective. There has been a work group put together and they are working on what they can do to fund the department from the previous grand of 3 million dollars. PACE students would like to continue the program as it is put once again have no sort of funding. With this much money, he mentions that if PACE were to be funded that means money put elsewhere would not get the money. They are learning more and more about grants ending as the STEM grant and Siege grant are soon close to ending as well. PACE provides resources to 150 students currently but was meant to help 500 students. The Provost is waiting on a PACE nominee to move forward with the program and further discussion. About 62% of our students do not pay tuition because of financial aid as something the president shared. They are looking for ways to provide to more students that would benefit the greater good. The retention rates from the PACE program are high and tend to better on the WPST. EOP and SSS are very similar programs PACE was something that was supposed to be short timing therefore students are fighting for this program.
   b) . 6 Trustee Initiatives- This topic is being discussed over with faculty. Something that we felt was important as students was the software issue that students could use for their own advising. One of the programs is called "Star Fish" and we are contacting people who already have this program and different types of software so we can be

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caught up or even ahead of where we always are. This software would help clear the confusion that students have when meeting with two-three different counselors every time you needed academic help. Demand Analysis was something brought up by Sandra which is something that would notify students about which classes are going to be offered during which semesters to let students know ahead of time, especially closer to graduation. Provost has offered that we as a board may write him a memorandum to VP Espinoza and himself for advice on the 6 Initiatives. Cesar also brought up a point about collaborating with the other 23 campuses and seeing if we could negotiate something with software's and what other people are using and also just a whole. Provost had positive thoughts about our student feedback and we thanked him for his time with us today.

Action Items:

a) Removal of Mireya Magana- Cristina spoke about the miscommunication between the two. She has been absent for training and board meetings which results in a total of over 12pts. After a discussion question by Noriel about further recommendations for the position, there will be an application as follows. There was a vote made by the board with a

    a. Motion made by Jordan seconded by Cristina
    b. Motion passes 10-0-1 at 5:04pm

Discussion:

b) Sexual Assault- Nicole wanted to refresh everyone about the conversation we had at summer Retreat with the President and how important this topic is around campuses. SAAC has done a phenomenal job with representing this idea for our school and we think as ASI we should do our part and be active in this topic. Cristina brought up a topic about her attending a training Friday about Title 9 and feels it's a great idea to be leaders in this event. Logan mentioned that his fraternity is big on this as well and has many connections with people from Modesto who are involved and says there is a way with connections he is able to help out with. The idea Nicole mentioned was making a big TALK about it and have a speaker come and speak on behalf of sexual assault whether it may be survivors of this so students have the opportunity to relate and feel comfort with others. Ron mentioned that in the past there was a fund set aside just for speakers and it hasn't been used in years, therefore he feels like to use this money on this topic is great. Nicole also mentioned the idea of a video ASI could put on, like the idea of SAAC but our own twist on it as leaders of the student body. This will lead into more discussion later next week.

c) Instructional Technology & Equipment- Nicole felt like this was important because with this new equipment, students should have a say on what goes in the classrooms and what they feel fits the students' needs. Cesar touched on the idea of sending out surveys and having students get involved to provide feedback from different point of views. Brought this to the board because, as leaders we should be able to do what's best for the most/ best of the student body at Stan State. The board has felt that getting rid of chalk boards, updating the Bizzini Hall to make it more modern looking like Naraghi is necessary because besides science majors, no one else has the privilege to you that building. Also the guest server is very slow, maybe updating that as well, library having more e-books and textbooks on hand, projector cords that come with an adaptor for mac or other PC computers. Jay also mentioned that there has been problems with outlets in the halls especially an entire wall where there is no power at all.

d) Transit Update- New map! This is what are advocating for, there will be 2 routes about 20 minutes long for each wait. There will be a meeting held next week with the city about financial costs. Not very clear where money will come from yet, that is a few of the discussion items we will be going over. Josephine has been very beneficial to us as an intern for the city transit! There will be an open forum held on our campus about transit this Thursday with follow up meetings about transit and further movement with input from outside perspectives and surveys. A few discussion from the board from Cristina was about the discounted price for students, and like Nicole had mentioned already, there will be discussion over financial costs. Cesar mentioned that there are 2 options they have in mind so far a specialized route for Stan students and the other option was students with reduced rates.

Director Reports:

At Large
- 2 goals: Create better academic advising. Working on this through UEPC, all documentation for a survey, engage student progress which would help students utilize their skills for after college.
- Question for the board was about focusing on one department or all when dealing with the advising.
- Goal is to target "at risk" students and find out what students want from academic advising whether it be a mentor, major, or a plan they are looking for through college.

Athletics
- Goal: Community Outreach a lot of employees asked about posters that happened in the fall and would like to know more information about the spring semester.
- Baseball had mentioned they are feeling left out with events with the low attendance of games. He would like to bring in groups of sorts to help raise the attendance

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- Game room is having issues while he was in there. Over the ping pong table there was no light bulb in the fixtures and that's why its very dark. It turned into what he mentioned was an open forum between the students themselves about improvements in the game room like a request for more seating.

Business
- Goal: Charter the business club. She has been in contact with sac state
- Merced was unsuccessful with being able to charter their business club so she is trying to get a recruiter for our school since our business program here is much bigger and she is working with Logan for help to get their project started.

Diversity

Residential Life
- Updates: 2016-2017 applications for housing residents are open
- Wifi is being worked on and should be completed by the end of this month(6 new wifis)

Student Clubs and Orgs
- Goal: work with school pride by starting off leading Greek life as one at events as a school. Going to events and of course have their competition between them separately but the idea of cheering on a team of some sort should be united.
- Asked about the TKE park and if that was a reservable place for students to tailgate
- Work with Greeks and Clubs to let them know about the allocation fund that they could apply for, because working here I wasn't even aware of that.
- Would like to sit on the Greek Advisory board as students for future times because they feel they should help in the decision making process to find someone student friendly
- Noriel mention he is part of the Asian Pacific Islander club and would like to help greek advertise

Arts, Humanities, & Social Science
- Show case for the Art department and the talents of our own students. Also look into Job fairs and advertise more for students and the benefits that students can start making those connections.
- Graduation process, was looking into other schools and how easy it looked over there but then got frustrated with how much work our students put into applying for applications.

Science
- Attended the UC Irvine raise combat with Sandra and thought that was an awesome experience. With that in mind she would like to incorporate some type of food insecurities into the new student union
- Guess the Waste- was having students take food they will only eat because of how much food wastes is going around the world.
- Goal: Advertise clubs, especially new clubs on Wednesdays. Trying to contact the reps of clubs and maybe advertise it on social media about club of the week so people are aware of them. Thinking about teaming up with the club of the week and table next to them.

Environment

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- Goal: Create a strategic plan with vast dryers that are currently in the science building so we can get rid of the paper towel usage.
- Water dispensers and find out which one we could put fresh water in and start with the cheapest building on campus.
- Library is run down on water fountains and for students who spend hours in there it is important for them to have water for their time in the library.

Dean of Students
- Working on getting the Referendum signed off

Executive Reports:
President
- Got back from CCAA
- Early registration data collecting with staff problem with bio students picking up a second degree because they are having trouble with degree applicable units.
- Academic Senate was talking about dealing with minors, abuse, and hunting grounds
- PACE students are still trying to work their way into the Strategic Plan.
- Marias event Potluck is in CBL more advertisement and free food.
- IRA committee is not a ASI committee
- New Student Advocate is Joshua Palmer he deals with grade appeals/ disagree/agree

Vice President
- USU Dec 3&4 from 8-5pm
- Set up meeting with Fresno Rep about Food insecurities.
- Please stop grouping at the events this isn't a social hour for us.
- Alternative Spring Break is doing a picture with Santa Nov.30-Dec4 from 4-7pm
- Please take time during Veterans Day to be thankful.
- Dec 10th is our Holiday Part from 6-8pm
-

Other Reports:
Executive Director
- Holidays have meanings so please reflect on tomorrow when you are not at school
- Campus is closed completely
- Christmas tree is Warriors Giving Back
- Thought about renting a bus for soccer but declined because of short on staff
- HR is making sure we are not going to be sued therefore we are ordering blankets and electric heaters to make the building.

Governmental Relations
- none

Closing Comments:

- Sandra- Excel sheet for availability, March 12-14 is CHESS needs to be notified by Feb 10 before noon.
- Marvin- Maria has social media event that she needs you all to fill out before you leave.
- Noriel- he is not on the website and his information and Cristina's is switched.
- Maria- please be descriptive in your answers as this will be on the media

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- Nicole- Sitting on HR on Wed. at 5pm need 3 people- CJ
- IRA meetings 12-1pm on Feb. 10th (Jay and Charisse)

Adjournment:

Noble motions to adjourn, seconded by Sandra. Nicole adjourns the meeting at 7:07pm.

Minutes approved by: _____ Date: _____
           Nicole Larson, President

Minutes prepared by: _____ Date: _____
           Carlene Dyer, Executive Assistant

MEMORANDUM

TO: VPAA/Provost James Strong, VPESA Suzanne Espinosa

FROM: Mark Thompson, Speaker

DATE: 7 February 2016

RE: **Recommendations on Student Success and Completion Initiatives Plan**

C: Senate Executive Committee, Academic Senate

Greetings:
The Senate Executive Committee and the Academic Senate have each reviewed and discussed Stanislaus' Student Success and Completion Initiatives Plan multiple times. After a summary discussion on 2 February, the SEC offers the following recommendations and comments re the Plan. We recognize that some of this year's distribution is essentially the use of one-time funds. The SEC is available for further discussion of these recommendations, which are not prioritized, and of the operationalization of the Plan.

A.   **Additional tutoring and graders:** The connection to student success is self-evident. The Tutoring Center, Writing Center, and department chairs should be contacted to gage the need for additional tutors and graders.

B.   **Supplemental instruction, organizing events**: In addition to enhanced learning for student success, these activities may provide new linkages to the community as well as fostering mentor relationships between faculty and students. The Office of Service Learning and department chairs should be contacted to determine needed support.

C.   **Face-to-face advising and facilitating advising structures at the college level within the colleges**: In accord with the emphasis the campus has placed on advising, deans and department chairs should be contacted to help direct support to increased face-to-face advising, including the development of advising plans and faculty training for departments, programs, and individuals wishing to improve advising. Additionally, for colleges developing college-level advising structures and plans, support should be provided, especially in outfitting spaces and facilities for college counseling activities.

D.   **Addressing the mental health needs of students**: Reflecting on several years of intense discussion between the Faculty and the Administration about support for the mental health of our students, faculty consensus is that there is a critical need to expand services and, especially, to reduce the waiting time for those services to students. Mental health is clearly a vital component of student success, and we hope that the design of the Trustee's initiative does not exclude such support.

E.   **PACE and PACE-like programs**: The work of the committee addressing the future of PACE is scheduled to be concluded by midterm this spring, culminating in a set of recommendations that include proposed earmarking of funds. The committee should consider in its deliberations the use of one-time monies as part of the discussed "bridge to future funding" concept for PACE. And, needed one-time support for other affinity programs should be considered through contact with leaders of those programs.

F.   **Teaching and learning technology**: At the most recent Academic Senate meeting, AVPOIT Trevena discussed system funding of approximately $1.2M in support of classroom enhancement for everything from chalkboard resurfacing to total room redesign for teaching technology. There was great interest as well as the realization that additional funds

may be needed. Use of some of these one-time funds could speed the time to delivery for a broader range of teaching and learning technologies.

G.   **Part-time faculty budget**: Secure funding for part-time faculty is necessary for student success, and we understand that some portion of part-time instruction is not within base funding. Since faculty have now been hired for spring, it appears that using Initiative funding for part-time teaching would be a shifting to free up funds for other purposes rather than a new allocation of one-time funds for student success (such as expanding the number of classes offered). However, we are still amenable to further discussion of this idea.

Call to Order: Cristina Guevara calls the meeting to order at 5:03 pm

Attendance: Sandra Loza (Vice President), Jordan Elzie (Athletics), Noriel Mostajo (At Large), Charisse Narain (Business), Logan Martinez (Student Orgs), Cristina Guevara (Environment), Cymoril Sonico (Science), Bianca Gonzalez (Arts Hum.& SS), Ron Noble (Dean of Students), Andrea Lucero (Residential Life), Maria Marquez (Government Coordinator), Marvin Hooker (Interim SG Advisor), Cesar Rumayor (ASI/USU Executive Director),

Tardy: Nicole Larson (President),
Absent:
Guests: Provost Strong, Suzanne Espinoza, Tiffany, Maggie White, Natalie Dykzeul

Point Totals: Athletics has 1pt, Social Science has 6pts, Residential Life has 6pts, Dean of Students has 6pts, President has 1pt, Vice President has 1pt, Business has 6pts, and Std Club and Orgs has 12pts.

Approval of Agenda:

Motion made by Noriel /seconded by Andrea.
Motion passes 10-0-0 at 5:03pm

Approval of Minutes:

Motion made by Sandra/seconded by Bianca
Motion passes 10-0-0 at 5:03pm

Open Forum: NONE

Announcements and Presentations:
   a) Academic Advising Task Force- V.P. Espinoza-Passed around the Advising Report to the board and described on how the board got to these decisions. Recap, the President asked for this Task Force to give students and others a chance to weigh in on improvements that can be done on campus. It became very early that students were having difficulty registering for courses and advising was a problem. They did surveys, took in comments from faculty, staff, and students. The committee met with various directors and different key individuals on campus to gather info. They had a focus group to help students identify the concerns on campus. Looked at every report in the last 10 years from surveys of all kinds, noticed a pattern that wasn't addressed in some way in this report. They have had open forums about feedback to find out where they are. The senate has reviewed this report, and tied it in with the student success committee to work together. Provost- the annual summit is important to understand the movement needs to move forward as a complicated issue, since advising is decentralized across all departments (SSS PACE, Honors, ARC, etc.) It is a lack of integration on how we advise and we need to revisit these recommendations on how to access these issues. We have recommended different software that would allow for easier advising on students. There was some conversation about it in Academic

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Senate, and there was some talk about having this to provide an early alert system to get to students quickly and help them. There is a call for a Demand Analysis so we can have a set schedule. Provost feels like this would be an effective source and it would free up additional sources. ASI is the last step they receive for the Student Success plan and this document, to go to the President. At this time they are having discussions with PACE and why it is having a strong impact on those students, early alert and the impact they are getting from advisors, getting attention from faculty and making them go above and beyond to stay eligible. They notice that the free printing in PACE is essential to students and that is a worry for some students. We want what is working well for PACE we want to work for all students. The board asked questions regarding the software, and are we just choosing one based on our price range, or a software based on the functionality to get the job done. V.P. Espinoza mentioned that there was 6 different software's they looked at and 2 were beyond out of our price ranges but 100,000 of dollars. But would like to have a software to have an early alert, access to advisors so they are capable to seeing this issue as well. Rigorously evaluated all the software and saw the 50,000 a year was doable for our school. Another board member mentioned something about the transfer students and how they will be notified. Provost pointed out bullet point 6. Cesar asked about bullet point 15 &16 and not mentioning the 2 other colleges. Provost explained that business has their own advising and education has their idea of advising especially with the credential programs and it didn't feel like it needed to be involved. Reasons for taking our time is to change the atmosphere and value advising on this campus. Would like it to be a hallmark on this campus and once we create this ethic we can move on towards these 22 issues.

b) Student Advocate- Josh Palmer introduced himself as the new student advocate reminding student that Jerrell was the past advocate. He informed the board about what his position does i.e. grade appeals, sexual harassment, academic appeals (denied into a program) and discrimination. He reminded the board that these cases are all confidential and he works closely with the Dean of Students. He was a past board member here for 2 years and is aware of the current atmosphere with CSSA. He also mentioned that Title 9 is going through changes at this time and he will keep us updated with those changes. Office is next to Natalie Dykzeul's stop by and say hello. Please if you have any questions or want to inform students have them head up to his office.

c) CSSA Report- The past CSSA was held at Cal State Maritime, Noriel did an awesome job as our voting member. Here are some highlights, CSSA voted for a resolution in support as canvasas instituting dream resource centers, discussed priorities for the 2016-2017 budget development, discussed the Student Trustees application process beginning next month, our executive officers have mid-year evaluations, talked about voter registration and voter education, and CSSA promoted their website that promotes voting platforms. They drafted a letter to Congress regarding Safe Campus Act, and CSSA stands against it because it does not adequately protect the rights of survivors on our campuses. They also took a neutral stance on Senator Glazier's Natural Promise Act. This was on the news yesterday and was on the floor as a BILL. Basically, this will be voted on as a 4 year promise if students take 15 units a semester and completely pass all of them and no violations, they won't be charged higher

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tuition in the 4 years they have been there. The classes that you have to stay in the next year it would be "free." CSSA is unsure how this would be possible, this is really ambiguous.

d) Presidential Search Progress- Going well! They had the open forum last week with about 100-150 attending, had a lot of great comments that the board is taking into consideration, their next step is the resume review on April 21st, she will keep us updated when that happens.

e) Update on the Student Union Renovation- Natalie mentions that the Union is moving forward with the construction process, and underway. Sitting on a committee for a constructer and architecture working on the financial side of things as well as informing the chancellor. They are having conversations with people because there is no time to waste. The schematic process will be done by Oct. and by Jan. it should be on the agenda for the Chancellor. Thank you all for your help, can't thank you enough for the hard work. Need help with the design process and asked the Board what they would like to do with the allocated space like Diversity, Career Centers or 24 hr study session. Discussions need to be sparked and talked about, so talk to others so we can work with incorporating it into the building. Facilities has the lead on this so sometimes I may not know but ask anyways so we can have thoughts flowing.

Action Items:

a) ASI Board of Directors Student Success Memo- Recall our last conversation about creating a memo to the Provost about how the students. Carlene, Natalie, Marvin, Nicole, Hailey and Cesar came together to decide what you feel needs to be changed before this is sent to the Provost. We discussed what they Faculty wrote and we agreed with statements 1 and 3, and wrote verbatim what they stated. The other half is from the surveys we got from students. Cristina mentioned that she feels Diversity Center is not essential on the campus because it should be spread on the campus, but Sandra says that this is the start for where people can build their ideas and it would a place for them to stem and then outreach to others. Diversity center would fit the holistic center, and the surveys mentioned a Diversity Center.

    a. Motion made by Jordan seconded by Sandra
    b. Motion passes 9-1-0 at 6:00pm

Cristina Guevara Motioned to table the Section B&F.
    Motion made by Charisse seconded by Noriel
    Motion passes 9-0-1 at 6:01pm

Discussion:

Director Reports:

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At Large
- Working on his project for Advising Resolution Recommendations with Ratios from faculty to students.
- OER(Open Educational Resources) committee- with Steven Filling who helped out with getting this Grant for CSUs. Would like to utilize the grant to help students save money with getting textbooks.
- Would like to survey students who have dealt with high textbook costs.
- Would need student representation for their future Ad Hoc committee

Athletics
- Had a meeting with Mike the A.D. about their problem with the gate and the track facilities as their practice field. It's not open because it has a lock combination, and get accused of not being athletes for hoping the fence. Originally they had the gate code in the previous years. The sports team's locker room is located under the bleachers and it is inaccessible for that concern.
- The video for athletes is being done soon, Life of an Athlete
- Working on Spring sport schedules
- Would like the pictures and collages from students to be hung on doors to show this issue is still a big deal
- Jung is someone Jay is in contact with because some teams are not receiving their team photos and students are being called in to make sure they receive those photos.
- Under construction is starting soon, so pictures in the grill will not be happening soon.

Business
- Still working with Business Frat, wants to visit in April and possible want to come in the summer. Cant promise fall because we don't know the requirements for that reason. Cesar mentioned that April might work out great to get a head start.
- Sitting on IRA and wanted to bring the issue forward to the board about a junior faculty member to reach out speakers, she doesn't know if it will reach into IRA and if it would be beneficial.

Residential Life
- Still working on Wifi
- Housing huddle is tomorrow at 7:30 giving out free tv and free food

Student Clubs and Orgs
- Talking to the Greek advisor and getting a lenient fraternity council unlike USFC because their guidelines doesn't seem to be working and seems fragmented. It seems to only suit the needs of the PanHellenic orgs. Wants to talk to Jay about having an athlete rep for each to have them be aware of the games and events happening because attendance at the sporting events are so low.
- Working with CJ and Maria about doing club of the Week to spotlight new clubs and announce what they are about to make sure people are aware of the on campus clubs we have. Also, congratulate them on their success on what they are doing. CJ mentions that they are hoping to post them on a Wednesday, the club or org to receive the benefits as to introducing themselves to the student body.

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Arts, Humanities, & Social Science
- Haven't heard a response back from the Art Showcase and is trying to get in contact with them for their event because it would be a necessity for them to be there.

Science
- Elections: Since the President and Vice President are paid Executive positions, this warrants a mandatory "Criminal Background Check" prior to succession on the new ASI Board. ASI applications have been made available since the 15th.
- Enrollment Management: Post-Enrollment Requisite Check (PERC) will be an addition to the current Enrollment software, which will enhance the ability of faculty/advisors to admit/drop students during the window between Fall/Spring semesters. We also discussed considerations for additional sections in bottleneck courses, regarding Areas B1 (Physical Sciences) and B2 (Biological Sciences).
- UBAC: Making preparations for an open forum to be held next month
- College: Science Day was a success, albeit there was less attendance this year. However, they received "thank you" cards, which was a first. As for special guests (i.e., State reps), he admits that he does not know if they were there, as he was preoccupied with his own exhibit; but next month, he will be meeting with Tim Lynch, who is the Associate V.P. of Communications and Public Affairs.

    His thoughts on *USU Space* and *Student Life*:
    Diversity/24-hour Study/Career Center: Although he understands that it will be up to the students' choice, he believes that the students would benefit more from having a Career Center, once the new Student Union is complete. For example, he spoke about how a particular college received an internship opportunity meant for pre-med students, but the College of Science wasn't notified. As a result, news of the opportunity was past the application deadline. Therefore, as a centralized resource, job offers and internship opportunities that are normally filtered to corresponding depts. and colleges, will be made available to all students. Additionally, this will allow advisors to redirect students to the facility, instead of seeming unable to offer any helpful recommendations.
    Student Life: Although the school is known as a "commuter campus", we should consider implementing other programs that don't have to be focused on schoolwork or existing clubs/orgs. These "weekend courses" are designed to use the facilities available on campus, be of little cost to students (e.g., a nominal fee for materials), and any hobby can be taught by a student or faculty member (generally on a volunteer-basis). Potential activities: community garden in unused lots, bike maintenance, ceramics in the Fine Arts workshops, etc.
-
Environment
- Feels that in Rules Committee Ron's absences should not be held against him because he does not need to attend outside activities.
- March 4, presenting on Sustainability conference, please come!

Dean of Students
- Infectious Disease Response team= travel advisory, with mosquitos there is no vaccine or cure
- Walk a mile in her shoes, April 16th
- Looking for commencement speakers 3
- Housing band hoverboards and some students received emails, it seems like the campus has band the hover boards entirely.
- Wants to discuss next meeting about the reception for the President and what should us as student leaders do
- Pending faculty strike and it is something we will discuss with Nicole.

Executive Reports:
President
- Transit: : Once we get the draft concept routes the city engineering firm sends us over to then we will create a survey to send out to students. The purpose will be to gauge student want as to which routes would be most beneficial. At that point we will meet with key state holders in this matter such as Housing & Residential Life, community businesses, etc to see if we can fund a discounted bus pass for students. As of now we are still in a preliminary stage.
Early Reg.- We are making a video "A Day in the Life of a Student-Athlete" to shine light on the hardships student athletes endure to stay academically eligible, healthy, and at the competitive caliber our athletes stand for. We will send this video out before it is voted on at Academic Senate. In the same efforts, we need a lot of help reaching out to professor and departments and asking if we can post the "we support students athletes" collage out side their doors.
PACE- the PACE working group began meeting his past Friday and will continue every Friday until we have constructed a transitional plan.
Strike: As the strike dates are upon us. I plan to allow our board to examine this issue from all angles to ensure our decision to side or to stay neutral is very thoughtful.

Vice President
- March 1st Board meeting will be held at Stockton center, there is an event happening 3-5pm meeting is from 6pm-7pm.
- Met with Dean of Stockton he is pushing for student life, and activities
- Presidential search- great Job Logan for speaking
- Union is moving forward and we are excited
- Please check your emails for committees and if there is conflict
- WASC committee-accreditation in 2019 looking forward to meetings.
- UEPC is looking to address the classroom space for students and creating a policy to address that
- VP Espinoza filled what is now 6 psychological counselors as full time
- SFAC March 4 please make it
- Health center is having events: "know your status" offering a package deal
- Condom Art 11-1pm in the Quad
- May 6th ASI/USU unite
- May 20th Awards dinner

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- May 25 passing of the gavel

Other Reports:

Student Government Advisor

-

Executive Director

- Voting BOD members need student ID number and signature to check eligibility
- Private event for the President and will getting invitations via mail, so please fill that information in BOD members only
- Homecoming was a success so if you see a Code Red member say great job. Applauding Lyzz and Jocelyn and what the future of homecoming may look like.
- Congrats Logan on the win!
- Collected over 4,000 food cans at the community event! 500 cans in the previous years. Best we have done in a long time
- Some of the candidates and ASI we did give a donation of 3,000 dollars to make a wish foundation.

Closing Comments:

- Marvin- please make sure you attend the CHESS training so you are aware of the lobbying happening
- Maria- please try and make the Stockton even at 3pm next Tuesday
- Jay- track meet next Saturday March 5th
- Cesar: ASI does a well job supporting these events on the Budget committee so if you see them putting on events, please stop by and buy from their events.

Adjournment:

Noble motions to adjourn, seconded by Sandra. Cristina adjourns the meeting at 6:53pm.

Minutes approved by: _____ Date: _____
              Cristina Guevara, Secretary

Minutes prepared by: _____ Date: _____
              Carlene Dyer, Executive Assistant

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California State University | Stanislaus

ASSOCIATED STUDENTS INC.

MEMORANDUM

DATE: March 1, 2016

TO: James Strong, Vice President of Academic Affairs & Provost
                    Suzanne Espinoza, Vice President of Enrollment & Student Affairs

FROM: Nicole Larson, ASI President

RE: **Remarks Regarding the University Task Force on Advising Report and Recommendations**

cc: Academic Advising Task Force
                    Associated Students, Incorporated Board of Directors

The Associated Students, Incorporated has considered and assessed the California State University, Stanislaus *University Task Force on Advising Report and Recommendations*. In reviewing the document, we took into account all recommendations and hope to provide collective feedback. After gathering remarks from our student leaders, the organization has compiled the following suggestions and comments regarding the future of advising on our campus:

1. **Overall consensus of campus wide advising practices:** It is of the upmost importance that all entities on campus, including but not limited to, Administration, Advising Resource Center, faculty, staff, and students, be in consensus regarding the practice, purpose, and procedures involved in executing academic advising at this university. Listed below are components of academic advising that we feel are necessary to allow students to be engaged in their education and empowered to pursue their degree.

    a. **Academic college specific advising**: In congruence with our stance on student success, students find that academic college specific advising would be the most effective. This should include face-to-face advising, advising plans in each department, and training for all faculty and staff in order to improve the current advising situation. This standard of advising should be held uniform across all colleges, departments, and majors.

    b. **Major declaration and degree progress assessment:** Though we understand that declaring a major early-on in an academic career and maintaining timely degree progress is important, we feel that there is an increased need for resources that provide students with the tools necessary to make the decision that will best serve their career goals. Though the financial means and resources may be beyond the scope of advising, we hope that you take into account the immense nature of the decision that is declaring a major and consider offering students the services needed to make an informed choice.

c. **Handbook on academic advising**: This tool will be essential for creating uniformity between the advising offered through the Advising Resource Center and that offered by faculty in their respective colleges, departments, and majors. The handbook will not only ensure consistency, but will be a key resource in ensuring advisors are helpful and can provide guidance to a variety of students. We are in agreement the handbook should include university-wide advising topics, advising topics and suggestions, course maps for all majors, minors, and concentrations, and information regarding when specific courses are offered.

2. **Academic college and department responsibilities**: As stated previously, the need for proficient and dependable college-specific advising is instrumental to the success of the students. With that, it is with great fervor that we suggest all colleges ensure their respective departments and majors are equipped with the necessary tools to expedite the advising process and provide accurate information to students. Below are the tools/resources that should be offered and maintained. These resources should, at all times, be up to date and readily available to students.

   a. **Major specific handbook**: This resource should serve as a complement to the handbook provided to all advisors. Upon declaring a major or attending New Student Orientation, each student should be provided with a handbook that includes items such as academic policies, deadlines, department contact information, faculty/staff directory, and other advising material. Additionally, we stress the importance of including course maps for majors, minors, and concentrations. Offering this handbook to students immediately upon major declaration will provide them with the opportunity to be proactive and will allow them to be more prepared for meetings with their advisors. We hope this will create an advising process that is efficient, accurate, and reliable.

   b. **Maintenance of department website, catalog, etc.**: Given the ever-changing nature of our university, it is essential that all academic information provided to students be maintained. More specifically, the two items that must be accurate at any given time are the college/department websites and the course catalogs. In order to promote the timely matriculation of our student population, the information provided to them from any source must be consistent and correct.

3. **Assess alternative advising resources:** Given the nature of advising and the goals of increasing students' academic success, we understand the importance of face-to-face advising through both the college and through the Advising Resource Center. Though advising will be improved in the near future, we stress the significance of offering students an effective alternative. Priding ourselves on being a diverse university, it is important to understand that no one student's advising experience will be the same. Given this notion, we recommend the following alternatives to the current advising that is available.

   a. **E-advisor tools**: The organization emphasizes the importance of adopting these e-advisor tools. The availability of this data-driven software will have a positive effect on the student advising experience and the overall success of the students from this university. We hope that this program has dual benefits, making the advising process consistent and dependable for both students and advisors.

   b. **Student peer mentor program**: The organization stresses offering a peer advising/mentoring opportunity. On this campus, it is important to promote collaborative efforts and to create an environment where

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students have the ability to transform. The nature of peer mentoring is of upmost regard in the sense that many students will find reassurance in interacting with a peer and receiving guidance from an individual who empathizes with the experience.

4. **Outreach and marketing of all advising services:** Knowing the positive impact that advising has on the academic experience, please note that this organization finds there is a significant need for marketing of advising resources and a change in outreach to students. Whether this is implemented via social media or in a student's first year experience, it is vital that each student has a clear understanding of the services available to them. Further, we recommend that information about advising be a core component of all course syllabi.

CALIFORNIA STATE UNIVERSITY
Stanislaus

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT AND STUDENT AFFAIRS

Date: March 2, 2016

To: Provost Strong

From: Suzanne Espinoza, VPESA

Re: Recommendation of the Academic Advising Technology Subcommittee

The Academic Advising Technology subcommittee was established in the late fall of 2015 by the Academic Advising Task Force to review, evaluate and make recommendations regarding software to support academic advising and student success. The committee membership included Martyn Gunn, Associate Vice President for Student Affairs; Stanley Trevena, Associate Vice President for Information Technology; Corey Cardoza, Director of Information Services; John Rezendes, Analyst/Programmer; Tammy Giannini, Academic Advisor; Stephen Routh, Department Chair for Politics and Public Administration; Mark Grobner, Interim Dean for College of Science; Penny Rutishauser, CMS Project Manager; Lisa Bernardo, Director of Enrollment Services/Registrar; and Gabriel Nuno, Associate Director for Enrollment Services. The committee reviewed several potential systems and has generated the attached document summarizing the associated functionality, opportunities, limitations and costs.

Each of the systems evaluated offer varying combinations of advising support in important areas. These include communications, degree/course planning, meeting scheduling, and analytics and early alert. Three of the systems (Biological Sciences tool, Smart Planner, Data Warehouse) are either currently in use at Stanislaus or will be implemented shortly. These systems offer degree/course planning, meeting scheduling, and analytics capabilities, but not early alert or communications as offered by the other three systems (EAB, Civitas, and Starfish). Two of the software applications (EAB and Civitas), while offering sophisticated reporting and early alert systems, were also very expensive.

Based on this evaluation, the subcommittee recommends the acquisition of Starfish. Starfish provides broad based tools to support academic advising at a reasonable cost. It provides early alert capability and is part of the Hobson's suite of products. Stanislaus State has a longstanding relationship with Hobson's and has contracted licenses for various other Hobson's products. The Starfish product is also a hosted solution and thus will require a relatively short implementation time.

One caution made by the committee is that the Starfish module will require staff support to optimize its use on campus. Support staff positions are also currently needed for the implementation and development of Smart Planner and the Data Warehouse. It is recommended that the needs for adequate support staff for these projects be evaluated to ensure that all advising software is fully utilized by campus users.

Advising Taskforce Subcommittee
Software Evaluation

The charge: Evaluate options to improve the University's advising information system. Particular issues to be considered:

1. The information the Task Force has gathered to date indicates the current advising information system is inadequate, especially compared to what is possible given current technology and products on the market. Is the University's current advising information system inadequate and should it be improved?
2. If the University's current advising information system is inadequate, how should it be improved or replaced?

	Biological Sciences Tool	EAB	Starfish	Smart Planner	Data Warehouse	Civitas
General approach	Degree progress report	Software and consulting	Early alert Advising management	Degree planner Degree progress report Registration tool Early alert capability	Reporting tool Dashboard capability	Data analytics Advising management
Functionality	• Advising worksheet with custom GE requirement list and compact layout for easy printing. • Appointment scheduling	Consolidated multi-advising technologies platform: • Risk analytics • Student success CRM (Communications) • Early alert • Advising Notes • Appointment scheduling	Early alert and Advising Management system: • Contact and care management • Inquiry management and forms • Communication management • Event management	• Simulated degree planner • Provides academic requirements in sequence over multiple terms • Keeps track of GE and major cross-counting (ie: as the Biology tool) • What-if scenarios based on student input • Integrated with PeopleSoft and College Scheduler	Customizable reports for campus community. A few examples: • Student at a glance • New admits by major • Pyramid reports (trends)	Multi-application platform: • Data analytics and predictive modeling (Illume) • Faculty and Advisor dashboards and case management (Inspire)
Opportunity	Provides familiarity	Provides platform to extensively review data to reveal targeted opportunities (ie: murky middle, stay on target in major), assesses student risk with coordinated care network.	Provides coordinated and collaborative advising opportunities, multiple facing views (advisor, faculty, and student interface), Single sign-on, Blackboard and Outlook integration. Ability to develop academic recovery plans for students, can identify and track pre-defined groups based on institutional priorities. Budget friendly.	Funding provided by Chancellor's Office, best practices from other CSU campuses identified, future planning tool, provides a consistent resource for students and advisors to refer to and easily visualize impact of student actions on time to degree. With clear major maps, identification of critical courses that ensure students are in the right major early on, the software has the ability to provide class demand predictions and early alerts.	The university already owns this tool and we are well underway with verifying and testing reports. Continued attention and focus on the data warehouse would allow the campus to improve its reporting capabilities to facilitate campus day-to-day functions (such as Student at a glance) as well as meeting future advising goals (trend reports).	• Illume provides rich data, displayed in compelling visualizations. • Inspire for Faculty allows faculty to view engagement and performance side by side on an individual student basis. • Inspire for Advisors provides advisors insight on their students and helps identify who needs help.
Limitations	The tool as it stands today would require substantial work in order to adapt to	Recent data mining efforts with the Data Warehouse already provides us a		To benefit from all the opportunity the Smart Planner provides there would have to	Competing priorities make it difficult to give the data warehouse the time and	Inspire for Faculty and Advisors relies on the effective collection of

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Limitations continued	other programs and increase its current limited functionality. The limitations include but are not limited to the following: no integration with PeopleSoft, manual entry of completed and in-progress coursework, general graduation requirements are not accounted for, no single sign-on, no integration with Outlook for appointment scheduling	wealth of information on our student population and areas needing attention. The consulting approach may be in conflict with current campus efforts and initiatives.		be substantial campus and faculty buy-in to integrate the tool into advising and decision-making. However, the University Task Force on Advising provides the groundwork to have these important discussions.	attention it needs; however, this can be remedied with dedicated personnel.	various data points to make informed predictions. It is unclear if current data collection efforts would be sufficient.
Resources/ Personnel	No annual subscription New position for: --Technical Support – This solution is not viable for other departments as is, and would require substantial redesign to fit other department's needs. This would require a dedicated Analyst/Programmer II to implement ($52,464/yr + benefits)	Annual subscription: $160,000-190,000 --New Functional Analyst – For interface integrity, oversight, maintenance (AAS II $56,000/yr +benefits) --Technical support – Existing OIT staff could support the Data interface needs required for the implementation of EAB.	Annual subscription: $57,750 --New Functional Analyst – For Advising Resource Center (AAS I $45,000/yr +benefits) for implementation and maintenance --Technical support – Existing OIT staff could support the Data interface needs required for the implementation of StarFish	Annual subscription: First year covered by Chancellor's Office, then <mark>TBD</mark> --New Functional Analyst -- (AAS I $45,000/yr +benefits) for implementation and maintenance --Technical support – Existing OIT staff can support implementation if no customizations are needed. If any customizations are needed 1 Analyst/Programmer III would be needed to support PeopleSoft initiatives going forward ($75,000/yr + benefits)	No additional budget allocation for the subscription --New Information Technology Consultant -- To serve as Data Warehouse Champion/Report Builder ($45,000/yr +benefits) --Technical support – Current staff can provide existing level of support. If additional ETL customizations/ modifications are needed, add a new Analyst/Programmer III ($75,000/yr + benefits).	Annual subscription for 1 application: $90-100,000 2 apps: Approx. $160,000 Additional $20,000 1-time cost to integrate with data source/per system (ie: PeopleSoft, Blackboard) For Illume: New Information Technology Consultant -- To lead design and implementation of reports ($45,000/yr +benefits) For Inspire: New Functional Analyst for Advising Resource Center for implementation and maintenance (AAS I $45,000/yr +benefits)
Challenges	Automating, upgrading and maintaining the desired functionality would require resources from OIT separate and in addition to what is required for PeopleSoft's degree audit. Full implementation of this tool would duplicate degree audit efforts and create a shadow system which is not the desire of the university as noted by the University Task Force on Advising.	Cost prohibitive. End to end strategy is overwhelming in its approach making EAB an uninviting option at this time.	No other CSU campus has implemented.	Implementing the Smart Planner would provide immediate benefits to students, however to fully utilize its functionality a culture of future-planning would need to be developed.	To fully utilize the data warehouse, a clear and campus-wide plan is required to integrate data driven decision-making into advising and our overall graduation initiative goals.	Cost prohibitive. Similar to EAB in that the advising model employed does not match current campus efforts.

CALIFORNIA STATE UNIVERSITY
Stanislaus

MEMORANDUM

DATE: May 13, 2016

TO: Joseph F. Sheley, President
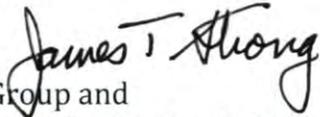
FROM: Dr. James T. Strong
             Co- Chair PACE Work Group and
             Provost and Vice President for Academic Affairs
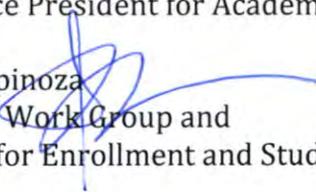
             Dr. Suzanne Espinoza
             Co- Chair PACE Work Group and
             Vice President for Enrollment and Student Affairs

SUBJECT: Recommendation for a Transition Plan for the Program for Academic and Career
             Excellence (PACE)

Attached is the recommendation from the Program for Academic and Career Excellence (PACE) Work Group. This recommendation consists of a short term transition plan and a long term sustainable role for PACE in a Student Success Center. The charge to the PACE Work Group was to recommend "a transition plan to the President regarding the PACE program" (memo from J. Strong, 12-18-2016, attached). The attached plan is the Work Group's response to the charge. The Work Group met weekly starting February 19, 2016 (with some intermediate meetings) and last met April 22nd. The Work Group was unable to meet the March 23, 2016 deadline for the recommended plan due to the complexity of the issues and comprehensiveness of the plan. The Work Group unanimously supports this recommendation and realizes that it is a bold plan that requires some adjustment to the Student Success and Completion Plan (attached). However, we think that these adjustments described below, in many cases, overlap action items in the Student Success Plan and certainly embrace the overall goal of the Student Success Plan. There are now some action items in the Student Success and Completion Plan that will be funded with a reallocation of funds from other sources. Other action items will be postponed. Explanations for these recommendations are provided below. This plan is also highly congruent and supportive of the University Task Force on Advising Recommendations.

Charge to the PACE Work Group

Recommend a transition plan to the President regarding the PACE program.

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In addition to the charge above, the following instructions were included in the charge memo.

1. *Identify and measure best practices used in PACE that engendered student success. Measures of student success include graduation, retention, grade point average, progress toward degree, improvement of academic performance (from the level of academic preparedness at admission), engagement in University activities, and other commonly accepted measures in the student success literature.*

   Best practices were identified and are cited in the attached plan. An analysis of measures of student success comparing PACE students to other similar students was conducted by Institutional Research (IR), and is discussed in Stanislaus State PACE Non-PACE Student and Success Comparison Analysis I (attached). The analysis suggests greater retention rates for PACE students versus Non-PACE students. VP Espinoza and I have requested a second comparative analysis with an improved match in demographic and other relevant variables between PACE students and the Non-PACE students. We will share it with the PACE Work Group and President Sheley when it is complete.

2. *Review all student success and high impact practices currently employed on the campus and their funding so that recommendations regarding PACE are made in the larger context of resource allocation for all student success initiatives and grants.*

   The Work Group discussed student success and high impact practices of other groups on campus. This discussion significantly contributed to the subsequent plan to put many student success units and programs on campus in one large office (or connected suite of offices) as part of a Student Success Center. Proximity and integrative mechanisms in the proposed Student Success Center will be used to spread best practices across these units and programs and the campus more generally. The University does not currently have a Student Success Center and the Work Group believes such a center would be highly advantageous for all students.

3. *Maintain access to PACE best practices for the current group of PACE students enrolled in 2015-16 and earlier academic years.*

   Current PACE students will have access to identified best practices through the integration of PACE into the Student Success Center. Importantly, all Stanislaus State students will have access to these best practices as well. PACE best practices are being scaled up to benefit the entire campus while still providing these services to PACE students. The current group of PACE students will need to consider how the PACE identity will evolve as program becomes much more integrated into the larger campus community.

4. *The transition plan will include a budget. The budget will specify the University funding sources for the transition plan, assuming the Work Group recommends, and President Sheley accepts, a recommendation designating University funding. University funding is*

differentiated from specifying granting agencies as the source of funding and is seen as more stable. University funding could serve a bridge role while additional grant funding is secured.

There is a budget for both the transition plan and the permanent Student Success Center. The immediate implementation plan cost of $19,716 per month (approximately $236,590 annually) will be funded from the base budget line item "Student Success and Completion Initiative." The long term plan to create a Student Success Center is budgeted for $495,484. The ongoing cost of the implementation plan is subsumed in the annual cost of the Student Success Center (i.e., the $236,590 is subsumed in the $495,484 if the Center is created). The $495,484 will also be funded from the base budget line item "Student Success and Completion Initiative." The $150,000 needed for facilities renovation of the Center and other offices relocated as part of the reorganization will be funded from excess reserves accumulated from the Early Start program. Using these Early Start excess reserves for this purpose is entirely consistent with Early Start program objectives.

Adaptation of the Student Success Completion Plan

The following are the action items of the Student Success Completion Plan with notations as to how the Plan will or will not be affected by the recommended Student Success Center. Notations are indicated in red bold type.

Proposed Expenditures

Trustee Initiative 1: Tenure-Track Faculty Hiring $320,000 **no change.**
Trustee Initiative 2: Enhanced Advising   267,000 **minimal change.**
Trustee Initiative 3: Augment Bottleneck Solutions Initiative   122,000 **significant change.**
Trustee Initiative 4: Student Preparation   no new investment
Trustee Initiative 5: High Impact Practices for Student Retention 10,000 **no change.**
Trustee Initiative 6: Data-Driven Decision Making   90,000 **significant change.**

                                              Total $809,000

Trustee Initiative 1: Tenure-Track Faculty Hiring
Budget – $320,000 – No change.

- Leverage the Student Success and Completion Initiative funding relative to the goal of an improved ratio of permanent to temporary faculty. Combine funding for new permanent faculty hires with the conversion of temporary faculty to hire several probationary (permanent) faculty.

Short-Term Metric: Number of new tenure/tenure-track searches to be conducted as a result of this funding.

Long-Term Metric: Increase in tenure/tenure-track faculty in high demand areas.

Trustee Initiative 2: Enhanced Advising
Budget – $267,000

- Hire additional academic advisors. **The Student Success Center will make these hires - no change.**
- Continue the "Commons" advising support concept in the College of Science. Create a similar "Commons" advising support area in the College of the Arts, Humanities, and Social Sciences. **Early Start funds will provide funding for this transition. No change in practice, change in funding.**
- Increase cohort peer support programs. **The Student Success Center will make these hires.**
- Expand FYE programming. **General Fund base budget resources have already been allocated for this purpose.**
- Expand tutoring services. **The Student Success Center will fund this expansion.**
- Provide Advising Excellence Awards for staff and faculty. **This action item will be postponed until funding is identified.**
- Develop advising training programs. **This action item will be postponed until funding is identified.**
- Complete an annual advising assessment, including a satisfaction survey and summit campus meeting. **Funding requirement is minimal – no change in practice.**

Short-Term Metric: An increase in the number of new professional advisors and/or faculty who engage in advising. Improvements in the outcomes of the annual advising satisfaction surveys of student/faculty/staff (in an advising role). Conduct an annual advising "summit" every year early in the fall semester or spring semester to review the results of the survey, and other short-term measures of advising efficacy with the goal of continuous improvement.

Long-Term Metric: Reduction in the average time to degree.

Trustee Initiative 3: Augment Bottleneck Solutions Initiative
Budget – $122,000

- Hire an analyst for schedule monitoring and improvement. **This action item will be significantly altered. Funds have been identified (Provost's Office) to hire the firm Ad Astra to further analyze the schedule. Hiring an analyst will be postponed. However, an existing staff member will be given a modest increase in hours (Provost's Office budget reallocation) devoted to this task. This is a very important action item but the response is serviceable in the near term.**
- Hire a Supplemental Instruction Coordinator. **The Student Success Center will provide funding – no change in practice.**
- Provide faculty support for course redesign. **Excess reserves from the Early Start**

program funds will be used – no change in practice.

Short-Term Metric: Additional number of course sections (online, in person, or hybrid) addressed as a result of this funding. Fewer bottleneck courses, more redesigned courses, and improved DWF rates on bottleneck courses.

Long-Term Metric: Reduction in number of lower-division units earned by upper-division students.

Trustee Initiative 4: Student Preparation
Total Base Budget and One-time funding $0 – current programming is productive and funding for programs is sufficient. No change – not applicable.

Short-Term Metric: The number of students successfully completing Early Start and Summer Bridge. The number of students successfully completing math remediation in the summer as an extension of Early Start and/or Summer Bridge.

Long-Term Metric: Reduction in the number and percentage of students who begin fall term of the freshman year needing pre-college coursework in English and math. For those students that need pre-college coursework at the start of their freshman fall semester, there will be a reduction in the amount of pre-college coursework needed.

Trustee Initiative 5: High Impact Practices for Student Retention
- **Total Base Budget – $10,000 Funds from the Provost's Office Student Success base budget line item will be reallocated to this action item – no change in practice.**

Stanislaus State is currently employing high-impact practices throughout many programs on campus. The initiatives proposed in each of the other areas, in addition to those proposed here, will supplement the activities that are currently in practice. The University will enhance current programs where possible.

- Explore opportunities to enhance existing programs such as an expansion of the online writing tutorial program, and a technology check-out program through the University Library.

Short-Term Metric: Additional investment in programs using high-impact practices.

Long-Term Metric: Number of students participating in at least one high-quality, high-impact practice during their first two years of study.

Trustee Initiative 6: Data-Driven Decision Making
Budget – $90,000

Stanislaus State is currently evaluating various software programs to enhance our capacity to make data driven decisions.

- Adopt advising software. **Significant change – this item will need to be postponed until funding is secure. The software is necessary. However, waiting has a number of important advantages including the possibility the CO will negotiate lower prices for software and the need for more time for faculty consultation.**
- Improve the course scheduler. **Funds from the Provost's Office Student Success base budget line item will be reallocated to this action item – no change in practice.**
- Conduct training activities. **This is covered by the Student Success Center.**

Short-Term Metric: Identification of individual students, student groups, programs, and courses that will benefit from focused student success efforts.

Long-Term Metric: Improved graduation rates, reduced time to degree, and narrower achievement gaps.

Conclusion

This recommendation to create a Student Success Center provides an effective transition and institutionalization of the PACE program which was grant funded. It more importantly provides additional services and support to all Stanislaus State students. The plan is broad and bold and has taken a significant challenge and found a solution that serves all students and offers an organizational structure to improve advising for students across the campus.

C. PACE Work Group

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