CALIFORNIA STATE UNIVERSITY, EAST BAY
COMMITTEE ON ACADEMIC PLANNING & REVIEW

CAPR Meeting Minutes, Thursday, May 7, 2009, 2:00 – 4:00 P.M

Present: James Ahiakpor, Economics
Barbara Hall, Philosophy
Pat Jennings, Sociology
Chung-Hsing Ouyang, Math and Computer Science
Aline Soules, Library, Chair
Margaret Wright, Nursing and Health Science

Apologies: Michael Lee, Geography & Environmental Studies
Colin Ormsby, Presidential Appointee
Linda Smetana, TED

Guests: David Baggins, Chair Political Science
Norm, Bowen, Political Science
Jong Jun, Public Affairs and Administration
Michael Moon, Public Affairs and Administration
Carl Bellone, AVP for Academic Programs and Graduate Studies

AGENDA

Meeting called to order at 14:08

1) Approval of the Agenda
   a) Jennings move to approve agenda, Second Ahiakpor, passed
   b) With change to item 5 – timeline change from CIC

2) Approval of the minutes of April 30, 2009
   a) Jennings move, Chung-sing second, passed

3) Report of the Chair
   a) No report

4) Report of the Presidential appointee
   a) No report, conflict in meetings

5) Old business
   a) Retention data
      i) Suggest an ad hoc committee – Lee, Jennings, Ormsby, and Bellone
      ii) Will meet on May 14
         (1) Examples of data will be available for the subgroup by May 7 (Ormsby)
         (2) By May 07, Carl will check with WASC/other universities re retention data

6) New business
   i) Department of Political Science Program –
      (1) Dept intro – Program development has been responsive based on CAPR recommendations and student evaluations. Assessment is integral to the department and is written in the curriculum. The program went in several directions as they worked on the current plan in an attempt to find assessments that can be managed by the department and give good information about students. Curriculum is more explicit and heavily focused on writing in response to campus directions. Their program normally begins at the transfer student level and they begin with the major core class: POLSCI 3030. This is a heavy learning course. They end with the senior seminar, which deals with resource issues, and focus on a research paper as the culmination of their undergraduate program.
This provides students with an easy way to transfer to graduate school. Many upper division classes are part of GE, so they are heavy in writing. Assessment is based on quizzes and surveys at the beginning of the junior year and at the end of the senior year. The department likes politics and brings politics to the campus. They want to use politics as a way to build community on campus and achieve this through events. Historically, issues with faculty staffing led to a good deal of release time, which, in turn, led to their being only one full-time faculty available to the department. The department is focused on students who are focused on graduate school which affects the character of the department.

(2) Liaison Jennings Question
(a) General suggestion: It would have been good to have a table contents, and have the appendices in sections.
(b) Assessment: sought clarification that learning outcome assessments that use embedded courses assignments have rubrics for evaluation.
   (i) Faculty has ongoing dialogue to make sure 3030 and 4020 are aligned. All faculty members are committed to developing some component of the 4020 writing project. They considered developing rubrics and SLOs across all classes, but this is beyond the resources of the department. They have not done individualized assessment of individual students, but they consider the group in aggregate. This has been helpful to the department as they don’t have the resources to assess each student individually, given the number of the student papers.
   (ii) Faculty in each class completes assessment. Too many resources are needed to ask multiple faculty to evaluate and assess the final paper.
(c) Outside reviewer suggested that the student learning outcomes be revised to focus on the entire field, rather than sub-fields
   (i) The program didn’t implement the suggestion. They decided years ago not to use an objective exam at the beginning and the end of the program as it was too like the “no child left behind” approach that doesn’t work well.
(d) Resources: There was a question about the journal which sounded as if it might be in jeopardy. Should this be on the resource list?
   (i) Currently the journal is primarily financed by a faculty member out of pocket. There are some fund raisers, e.g., the Political Science Club.
   (ii) This is the only department that shuts its office for the summer quarter. As always, it is a question of resources. They have tried teaming with another department, but that hasn’t worked well. The current secretary comes in ‘off record’ and ‘off pay’ in summer to do payroll.
   (iii) They are considering making the Journal a class, which would deal with some of the challenge of maintaining the journal.
   (iv) They try to be thrifty, but they still have a few resource needs.
(e) It wouldn’t hurt to have assigned time for the journal and internships.

(3) Other CAPR questions –
(a) Issue of revamping the advising system: how is this envisioned?
   (i) The chair is the default advisor for the department and that is working as well as it can, but there needs to be more distribution across the faculty. They distribute a monthly advising bulletin via Bb. Tracking advising is still paper based and they hope PeopleSoft will soon have a module.
   (ii) A brochure is sent to all majors (especially new majors). Students are asked to designate an advisor, and, if they are interested in a particular area, a default advisor is assigned to them. There also plan an active career seminar for those considering on grad school.
(b) Outside reviewer referred to consistency of class requirements and course listings
   (i) There are three options (pre-law, generalist, and public affairs) which were written by three different faculty.
(c) One expressed need in the report is for a new position in political law. What happens if that is not filled in the next two to three years?
(i) By CLASS measures, the department is around 35% over quota and a new hire would help contribute to resolving this issue. They are not on the short list for filling the position, but understand that they must wait. Most important, however, is to secure a full-time secretary

(d) They have asked students about online experiences, but the students weren’t generally impressed and tell lots of horror stories of online experiences. There is a general need to work on the quality of online classes. The university needs to address the issue of online courses. In the most recent focus group, more than half of the students expressed a desire for more online courses because of the convenience factor.

(e) Wish list (in order)

(i) Full time secretary in order to staff the office year round
(ii) A new faculty hire: the last five year review called for a practical and applied politics hire. They know they have potential students through their alumni and internships (campaigning and poll taking). They want to be able to push a new option forward. It’s logical and fits the department’s efforts across programs (extended education). A significant number of students are interested and this would provide a clear career options for them. They hired someone to start this track, but with the cutbacks, where about three-quarters of the sections in the department are not offered, the new hire has put that on hold for the time being.

(iii) More physical space, though Meiklejohn is impacted

(f) Faculty believes that there is student demand for a department that is double in size

(g) They will have to offer more online courses. Online courses may not be optimal but neither is the three-and-a-half hour night course. The university needs to deliberate this issue.

7) MPA modifications

(a) CBE has no problems with these modifications

(b) Modifications are designed to address accreditation requirements, streamline option A, and helps with resource issues

(c) Chung-Sing move, Wright second – to approve modifications as a group, passed unanimously

8) Communication

(a) They are working on a major curriculum revision and are requesting a delay in their five year annual review

(b) Historically, they merged two departments and had up to nine options

(c) They created student learning outcomes, knowledge, skills, and dispositions in Fall, developed a new theme that eliminated past structures, and are now focusing on a core with two options

(i) Moved to a theme of integrative communication (media linked to face-to-face communication) and going online with a portal system that will be linked to the Pioneer and class assignments for the writing team

(ii) One option is designed for the person involved in strategy for an agency/company communication plan and media campaign development, and the other is focused on the production based person

(iii) Faculty will designed a transition plan. Currently, they are providing students with substitutions for the old options as the nine options are not functioning. Many courses are related to the previous options, which makes this possible. Students will be given a transition plan. The department wanted to wait to make sure the new curriculum plan passed before detailing the transition plan.

(iv) Do other places have separate degrees, like mass communication and speech communication?

(1) The trend has been to move into one department, although there is some focus on qualitative media studies and some on production-mediated communication. This program focuses on integrative communication, which makes it unique from SFSU and SJSU.

(v) What portion of courses in the new curriculum are up and running now?

(1) New is about 15%, old is about 50%, rewrite/recombination is about 35%

(2) They redeveloped the senior project and split it into each option
(3) The reason for the revamp is to address bringing curriculum in line with contemporary trends, deal with the leftovers of the two previous departments, and consolidate the options into a workable group

vi) Question about electives required by other departments, e.g., the Nursing requirement. This is still in the prerequisite core.

vii) The department will have a transition plan in place for Fall 2009

viii) Ahiakpor moved, Chung-Hsing seconded, passed

d) Deferment of the five-year review

i) Until Dec 01, 2009, based on sudden change of leadership in January 2009

ii) Working on self-study

iii) Chung-Hsing moved, Ahiakpor seconded, passed

9) Timeline change for CIC

   a) CIC is proposing that certain options, etc. not be reviewed by CAPR unless resources are required, but CAPR determines if options, etc. required resources, so this is a problem. Also, CAPR determines what goes on the Academic Plan, so programs must come through CAPR.

   b) CAPR serves as the overseer of programs, making sure all cross-checking is completed across the university

   c) Pg 3 line 4 and line 6 are in conflict

   d) There was confusion about the suggestion that the order of approval be CAPR then CIC then Senate

   e) There was also confusions between pg2, bullet 1 and pg 5, first highlighted paragraph

   f) Aline will develop a letter to CIC to deal with the issues

   g) It was noted, however, that CAPR needs to develop a discontinuance policy, which will have to be forwarded to next year.

10) CAPR reports

   i) All need to be to the CAPR Chair by May 14

11) May 21 meeting will include new committee members and a Chair will need to be elected for 2009-2010

12) Voting on CAPR proposed changes (adding AVP to committee and temporary suspension policy cannot be addressed until Fall

13) Adjournment

   a) Moved Soules, Seconded Jennings, adjourned at 15:49