

CSULA-CSUEB 1st Year Semester Conversion Informational Meeting

May 24, 2017

12:30 – 1:30pm Library Biella Room

Open Session

Meeting with Dr. Cho, Chair, Art Dept. CSULA, Dr. McCurdy, Chair, Chemistry and Biochemistry, CSULA and Dr. Butler-College of Arts and Letters, CSULA

Q: Was there collaboration between advisors and faculty

Dr. Cho: new advisement system came to campus...tried to take advantage as much as possible. Met on daily basis and asked a lot of questions. Knew curriculum, but sequence and road map, needed help from advisors.

Dr. Butler: IAP process...worked collaboratively with chairs and dept staff to make sure provided best information.

Dr. McCurdy...those who were hands off during semester conversion made it a little more difficult. Some departments that did not communicate in timely fashion...why?? Maybe faculty couldn't articulate, or there was a lack of clarity. Want to encourage CSUEB to find a pathway to get information.

Dr. Cho: Upper level administration tend to not know program detail. Very complicated and intertwined. Advisors who don't know about program but are willing to learn, we really need to assist. Put together a program sheet, with G requirements and share with advisors.

Q. How did you deal with outreach to community college?

A: CSULA has more of an advantage because lots of colleges in LA are already semester.

A: Had regional meetings to roll out information. Messaging campaign in advance

A: Still in process of updating. Message they had in summer orientation was GE certification. That is the easiest group to work with. Still literally converting Assist.org.

A: CSULA invited community college counselors to sit down and go through catalogue and articulate. Put together an Articulation Faire.

A: Focus on bottleneck courses, ie, math, science....highly recommend an Articulation Faire.

A: 70% of transfer students come from 15 community colleges and 50% of students actually completed IAPs. This is liberating for students, they can lay it out and view it together, harder to convince faculty.

A: University had workshop and gave them incentives. No funds were given out in beginning; they were told to attend workshop and then funds would come. Faculty resistant to new things. Very hard to get them to change their minds...

A: IAP's concept and roll out and scheduling and naming happened long after students got IAPs. Felt there was a massive disconnect between what IAP said, and what they needed to do. Prerequisites

didn't really work. Students weren't taking material to make them ready for next class...problems with sequence courses. Students need to understand pieces that are missing.

A: Advising used friendly competition and all colleges hit campus goal of 65%. Emails were sent out every day for updates. Reaching out to students and working with the department. Tried to make the process as fun as possible.

Q: How many bridge courses did campus have summer 2017 and was there much spill over?

A: Art dept had no bridge courses, so it was easier for them to deal with. Academic year 2017 only had one bridge and one gap, but made commitment that it has to run. Now we are dealing with students who are about to graduate and missing middle quarter. Departments need to think about what is ok for students to not have at graduation.

A: Will use next summer very efficiently. Surveyed students and offered three classes. If you take this class, looking at IAP you could grad early. CSUEB should think about those things.

A: Modern language had bridge courses....been interesting...dealing with it student by student

Q: Bridge summer....was there anything monetarily or non-monetarily provided that you were offered for the summer?, if not, any advice to offer to faculty on how to get through shorten summer.

A: Came up with the idea that if anyone comes up with 5 week course, they will get training and we will compensate them and guarantee to offer those courses. A few took advantage of that.

A: Don't think there was compensation, we were paid normal pay...calendar year more time spent teaching because of summer.

Q: Apart from contractual or non-contractual...how did it impact as faculty to not have normal 12 weeks of break and have only 8 weeks of break?

A: It was a lost summer. Difficult, everyone a little burned out...hope that admin at CSUEB, is a little more compassion this summer. Felt it was hard, morale, faculty not quite as engaged.

A: Summer short, got in fall, a little winter break...spring was brutal...because you still must have all activities and events...very difficult semester...more work, more deadlines...hoping that after this summer it will be better. Transition is always difficult.

Q: Semester Conversion is a cultural, structural change. Did CSULA conduct a pilot of this change; a program or dept that was tested first?

A: No...but the discussion about semester conversion came up several times over the years, third time we had no option.

A: Didn't do pilot...CSUEB might think about students and full loads. Lot of concern...stem and math and science there was a large number of withdrawals; think we should have been more proactive about keeping students engaged...if we had piloted the semester conversion we may have seen some of this coming.

A: Art dept saw no impact, no changes...stayed the same.

A: Overall increase in students coming in wanting to discuss their classes ...wish we had spent more time with resources...we did have to coach students, sign off and advised them through withdrawal process.

A: Changed GE policy effective at semester conversion. Don't recommend doing that.

Q: Workload - How many courses...4/4 or 3/3

A: Art dept example....their classes use to be 4 unit...when converted to 3 unit class...some courses converted to activity class to become 3.9 wtu. Most art departments teach 3/3. Cannot imagine 4/4.

A: If not in active research grant, stem, etc., you are teaching 4/4. Mandated to make as many course as possible...if different you had to go in front of exception committee. 4 times 3 units. Be careful of entitlement...can be slightly different when we change to entitlement

Q: Have you seen increase or decrease in part time lecturer?

A: Kind of similar (Dr. Cho)

A: Chemistry ramped up, three times the amount of majors, but this was not necessarily related to Semester Conversion since there was a push for higher enrollments. (Dr. McCurdy)

Q: From perspective of single class, what kinds of things can we plan ahead for as a template for not having a huge burn out?

A: Tried to get statistics of course offerings prior to that year...came up with 5 year lay out...when semester conversion was completed, tried to do the schedule myself...made spreadsheet and shared with faculty. Must clearly know which semester is offered...must be lined up to avoid confusion. In terms of single classes, we had syllabus template and had to spread out over 15 weeks. Some faculty handled different...course modifications.

A: Should think about not stretching feedback out to late. Make a syllabus and plan your activities. Think teaching and learning center can have workshops.

Q: Timing or cluster of withdrawal, were they at the end or beginning?

A: Before each deadline...then there were some that just didn't show up...a lot of WU's. Students waited a long time. Would have liked to find a way to see why the student dropped.

A: University has data to look at failure rate and success rate.

A: Withdrawal - for some students they have to wait for 13 weeks due to financial aid

Q: Was IAP phased out?

A: IAP very useful during semester conversion, but once into the semester we had to figure out who will stay in quarter catalog, who will stay in semester catalog.

A: Spent time doing IAPs; It was useful. For a while information was being uploaded, then a decision was made to delete that information, now they are starting from scratch. Implications of not keeping data, is students going tit for tat over one class.

A: We were told that a degree planner is cominghasn't come yet....Please don't' get rid of IAP data.

A: Frustrated with quarter to semester office...don't drop the deadline...need some time to prepare...chairs are the ones that get hit...faculty doesn't know what's going on. Please give faculty/chair enough heads up on what to prepare and what to follow through on.

A: Time module....set schedule, out of nowhere there was a new time module. Time module is very important...Keep clear message. Must have clear guidelines...and understanding

A: Final exam schedule and course modules all matter.

Q: Do you have a group of people useful to have a monthly triage meeting, or something that might help the burn out?

A: Had a steering committee with a mix of faculty, advisors, staff and lecturersvery important to these meetings to make sure people know who's on it.

Q: Campus wide catalog rights? What are the program degree requirements?

A: Yes...we implemented reconstructs...we hold them to catalog rights...use it as a retention tool, especially for students who want to take breaks.

Q: What % of students on quarter catalog rights?

A: Can't give numbers...but can look it up.

Q: Is it 50/50?

A: Depends on the year...not sure

A: Departments need to discuss this now...need to make these decisions now re: catalog rights. In advising, for some it's black and white, but for those that were hands off it's between petitioning and summering (??)

Q: Faculty and student experience: What kinds of support and training was done that you appreciate, any gaps?

A: Workshops related to pedagogical plan...difficult part is to convince faculty. You have to reach out...what you offer will be beneficial...Some students love spending time to build a project...some students are ready to be done after 11th week.

A: Learning outcomes is a great idea; anytime faculty can be more aware of what their students are doing outside of the class can be helpful.

A: Concerns about one year lecturers.....if enrollment stays steady maybe 10% reduction in classes offered.

A: They have more conversation now, but didn't do it before...Recommend to meet with them about the changes and give heads up about the changes happening.

CSULA-CSUEB Faculty Breakout Meeting

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Library Biella Room

Q: Any specifics of, if only we had known?

A: Implication of year long series and how to fill out course proposals. Deleted course disappears from a student's CAR report (same as DAR)...if advisor isn't really careful with asking students about whether or not they took certain classes....if we'd known that would happen...we would have deleted old courses and made all new courses. Goes away even if student stays on quarter catalog....Implication of a deleted course vs a modified course needs to be considered....a lot of manual labor that I thought was automated.

Q: Whether a student's DAR matches their catalog courses?

A: What is function of the DAR...catalog year, matches the catalog requirement. Very time consuming and many labor issues. Advisement needs human resource and material resource. Must be supported by institution.

Q: What percentage of courses had direct equivalencies and how many new courses? Did you get together has a faculty and come up with a plan?

A: For Arts and Letters, 186 courses, 20 deleted, one completely gone and created a whole new program. Spending a lot of time articulating with other schools. Every program was done differently. Think 80+ classes were modified.

A: Should have conversations about anything that is unique on how it should be handled. If departments want to participant in their own curriculum, there are consequences. Must be very detailed. Constantly have to communicate with students.

A: Suggest making a flow chart; decision tree with faculty input.

Q: Did you have enough classrooms?

A: Yes, lucky...we are the art department.

A: Unintended consequences of 4/4 teaching load: excess enrollment: goal for faculty to reduce their teaching load...competition of more and more classes becoming large lecturer classes. Seen as a way to reduce teaching load.

A: Facility space analysis done by CSULA. Did survey and then physically visited every room. Not using space very effectively. Tried to put classes in time block; 70% classes offered between 10 and 6pm as a space solution. Must provide statistics, justification, etc. In order to do that.

A: Scheduling labs on Friday, Saturday, evening...but students are registering. Still space left.

A: Last year we brought this up with our President, but we need staff support

Q: What's been impact on students taking an extra class under semesters?

A: Don't have any data on this. Students seem fine.

A: STEM classes it seems to be a lot for those students. Average enrollment was 12 units.

A: Institutions should pay more attention to data...do more data collecting; reliable data.

Q: Enrollments?

A: Need roadmap for the students. Give better idea on how you offer the class. Must lay them out a certain way so students can follow through...should spend some time with our faculty. Created road map that is used. Must make sure faculty really understands their program.

Q: When did you start communicating to students?

A: First we needed to know what the university wants us to do. Every college was doing things slightly different. We did group advising, our advising reached out to students. Email was sent out saying to please try and go see advisors.

A: Wish she'd thought ahead of time. Will develop some sort of plan to try and tailor a set of messages for students...very important.

A: More people you can gather to work together the better

Q: Did administration give you resources?

A: No we didn't. Didn't give anything out until we finished the semester conversion. After it was completed 80% of money divided equally...other 20% was left out for workshops, IAP, etc. This year we're requesting release time.

A: Wish we'd set aside money for advising and other glitches.

Q: How are you going about fixing all of the things that didn't happen the way you thought it should?

A: Collective ideas to spread out to the university.

A: Now that we see all that was wrong, not sure if there is a way to relax the curriculum deadline...some way to accommodate these things that went wrong that you can identify in the spring semester...suggest to postpone curriculum deadline

Q: Differentiated bridge classes and gap classes?

A: Yes...5 weeks to complete bridge, and 10 weeks to complete second semester is a gap

Q: Short summer and quarter summer....did you try to cram in major courses for people to get finished?

A: We tried but not many students showed up

Q: What are you doing in sciences?

A: Panicking...frustrated that faculty have not helped devise plans, etc. IAP's did not include bridge and gap classes.

Q: Chaos..how much do you see leading over to the lecturer experience even though most of us are not expected to do this type of advising?

A: You end up having to do this without the benefit of all the information. Lot of lecturers volunteer...Lecturers actually came up with better ideas. Ask your chair to involve you if you're a lecturer.

A: Some faculty have never done advising before but now they want to get more into it...so that's a good thing. Don't become adverse to curriculum change.

Q: Is there a school on your campus where major advising is done?

A: All different; some departments don't want to use advisors, and some do.

Q: Did you have a conversation about ADT students?

A: Ours is structured at lower division...didn't affect ADT issues.

A: Don't see many problems with transfer students....more of students not going to see their advisors.

Q: Do you have a writing skills course?

A: Yes...must go through WST...must pay attention from beginning to end...likes idea of writing intensive courses.

Q: Do you have a test for students?

A: No we don't: just changed that upper division GE is satisfied

Q: How are you relaxing upper division GE requirement?

A: No longer requiring the distribution requirements. Still must be one WI, civic learning, and diversity and race ethnicity...but the distribution requirements are gone. Want to make sure you're offering enough courses.

Q: 50% working, 50% chaos...is that true?

A: That's why summer is very important so we don't get lost in the fall.

Q: Were you an impacted campus?

A: No

Q: Retiring...anyone retiring?

A: A few....but not many

Q: What about new faculty?

A: We only had one...but she was fine...they are keeping up.

Q: In scheduling, did you try to minimize people's preps?

A: Hard to schedule...People in my department has to choose. Our colleges came up with our own research development tool. They are allowed to use SERF funds...which comes from Dean's office.

Q: How did you deal with numbers of new classes that weren't aligned with what you offered before?

A: Met with faculty; gave syllabus; tried to leave to faculty to recruit part time faculty.

Q: Any campus wide formal assessment process on how semester conversion has gone so far?

A: Not that we are aware of.

Q: What's the most horrible things that's happened with semester conversion that you can think of?

A: Not too many...maybe when scheduling office doesn't know how to schedule finals.

A: During semester conversion we had to make sure catalog had new information, but they didn't...the register couldn't pick up, so in the fall, all of the students couldn't register....we had to individually send student IDs, etc...

A: Suggest a pilot of fake registration to check for glitches. That is what we're doing now, working on glitches...doing a whole lot of testing.

Q: How do the students feel about semester conversion now?

A: Don't have any bad feedback. Most students going along...but seem really tired after 11th week.

Q: What's the best things that's happened?

A: Students are more proactive; more faculty does advisement; institution pays more attention to the curriculum and program: What is our vision? Where are we going?

A: Revealed a lot of problems that have been magnified that we can work on to fix now. Now resources to devote to it. All things that have happened to fix our normal process.

Q: Do you find pace is allowing for doing more things with curriculum?

A: More room to breathe in the 15 weeks.

Q: Lab: 50% more lab time...how did that impact budget?

A: Student fees have gone up...so we have to go through chancellor's office for approvals. Reduced number of days of labs, etc.

A: For time module....really pushing to divide from 1 day to 3 days....

Q: Any sense amongst faculty re:

A: Quality of students work is much better...is it because more time? We should assess.