GRADUATION INITIATIVE 2025 TASKFORCE

Tuesday, January 10, 2017
ADM 101
8:30 – 10:00 a.m.

Present:
Provost Zorn, Vernon Harper, John Dirkse, Debbie Boschini, Kris Krishnan, Jim Drnek, Paul Newberry, Jacqueline Mimms, Lori Paris, Denise Romero, Kathy Lund

Action Items:
  Short Term
    Additional faculty members to be added to Taskforce.
    Report to Chancellor's Office delayed from December. New date is April 28, 2017.
    V. Harper to work on a Project List for ongoing tasks.
    J. Drnek will work on breaking down the Internship and Service Learning data by Schools, and will investigate ways to increase early opportunities (Freshman and Sophomores).
    Pilot project for Block Scheduling (Freshman/Undeclared and Honors students).
    P. Newberry to meet with F16 FYE/FYS instructors for debrief.
    P. Newberry to report back to Taskforce in 3-4 meetings with results of his research into factors contributing to the re-take rate in CSUB 1009 for F16.
    V. Harper to reach out to School Deans and Assoc. Deans regarding funding from C/O for course redesign for higher DFW courses.
  Long Term
    Full implementation of Block Scheduling in three years.

Meeting Notes:
  Meeting called to order at 8:36 a.m.
  Review Task List dated 10/22/16. None noted.
  Brainstorming/review of November AVP Meeting at the C/O:
    Expected to include the

K. Krishnan will work with J. Dirkse to see if they can pull historical waitlisted data.

Provost Zorn has asked School Dean's to review waitlists and low enrollment classes and report back.

J. Dirkse cautioned that some departments and/or schools don't use waitlists.

Discussion of the purpose/practical use (or abuse) or waitlists.

L. Paris will pass on this information to the Associate Deans the following day.

V. Harper will develop a Project List to track Taskforce progress.

School College Level Goals

from the past CR/NC grading rubric is more complicated than originally realized.

Discussion of possible factors influencing low attendance rates, higher re-take rates, student perception of this course, commute (time and cost), student cost-benefit perceptions, semester vs. quarter (course fatigue), E. Case template universally adopted, would a shorter term (early or late start) be helpful and effective?