

ICC Minutes for Tuesday September 13th, 2016
Library Fishbowl
9:00 a.m. - 10:40 a.m.

AMP: Dale Oliver, David Greene, Rock Braithwaite, Sarah Fay Philips, Rick Zechman, Kris Patzlaff, Clint Rebik, Carl Hansen, Mary Glenn

CDC: Anne Paulet, Brue O’Gara, Sheila Alicea, Cindy Moyer, Jodie Slack, Jenni Robinson

GEAR: Chris Harmon, Mary Dingle

APC: Mary Virnoche

Guests: Alex Gradine (AP), Amy Lowe (IE), Hari Singh (BUS), Josh Smith (IE), John Filce (IE), Julie Alderson (ART/Senate), Keri Malloy (NAS), Laura Hahn (ENGL/COMM), Lisa Castellino (IE), Mari Sanchez (PSYC), Mark Hemphill-Haley (GEOL), Michael Le (IE), Noah Zerbe (CAHSS), Rich Boone (CRNS), and Ward Headstrom (IE).

ICC members not present: Chris Hopper

<p>1. Notes from presentation by Lisa Castellino</p>	<p>1. Notes from presentation by Lisa Castellino</p> <p><u>Achievement gap</u> between traditionally underrepresented groups (URMxFIRST-GENxPELL) for the most part, the high school GPA’s are trending much the same as overall, URM, First Gen and PELL groups.</p> <p><u>Academic self-efficacy</u> was a point of interest for students. It was mentioned that high school GPA’s are one of the best predictors to post secondary school. One attendee noted, that GE courses could be geared more toward exciting students, and not necessarily weeding them out.</p> <ul style="list-style-type: none">• Median SAT for URMxFIRST-GENxPELL is running around 890, there is a floor for students with exceptions at 840. <p><u>Strategic Plan survey:</u> Students wanted to graduate at HSU and be able to get the classes they needed. It was mentioned that the full four-year financial aid support package still leaves students 8,000 dollars short.</p> <p><u>Success at HSU & Retention</u> (first-time undergraduates by service group): Small differences in retention between groups. Approximately 20% of students are in the “Triple Triangle” (URM, First Gen and PELL).</p> <ul style="list-style-type: none">• Q: Do we have data on these at risk students, such as their majors?• A: In some ways, it does not matter, GE reaches all students. <p>There was discussion on whether the university had interventions in place, to keep students coming to class, that spoke to those students. A</p>
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	<p>point was made that if HSU can matriculate students in a timely fashion, then problems will start to fix themselves. It was noted that funding comes from Appropriation and Tuition--if retention rates are not fixed, then appropriation goes down and performance-based budget starts to happen.</p> <p>As far as course-taking patterns go, it was noted that 6yr students tended to take their 100 level GE classes during their last few years.</p> <p>On the topic of classes with a high repeat rate, a member noted that Chem 109 is a growing caveat, with strong success-rate numbers coming in from its freshmen-only section.</p> <p><u>Storytelling with Student data:</u> The Sankey Diagram illustrated student trends, particularly the 2012 cohort had the largest population to leave HSU. During a student's first two years at HSU, we can see high migration rates and students changing majors.</p> <p>Additionally, 7/10 students who leave HSU graduate from other institutions. It was speculated that a certain proportion of students who go home do so because of personal and financial reasons.</p>
<p>Metrics-based notes (abbreviated)</p>	<p>71.4% currently Fall 2016 retention rate (for first time undergraduates).</p> <p>The number of exceptional admits is about 56 students total. A bulk of student's high school gpa are between (2.5 - 3.5 gpa).</p> <p>29 courses at HSU have a high repeat rate; there are 11 courses that have over a 15% repeat rate (some relate to GE; some relate to program).</p> <p>For non-major courses, there is a 15% chance that the student was in their seat before--should the class curriculum be questioned? In addition, some GE classes have 20-21% repeat rate.</p> <p>It was noted that we have more than a quarter of our students on academic probation. 27% of students land on academic probation in their first year.</p> <p>Assuming that the floor is 120 units, students who have been on academic probation graduate with 135 - 135, 140, 160 units. Additionally, it holds true that if a student lands on academic prob. They are 3x less likely to graduate in 6 years, 5x less likely to graduate in 4 years.</p>

2. Notes from the expanded ICC session by Josh Smith

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1. Make curricular change process more nimble to reduce implementation time
2. Create programmatic coverage of GE learning outcomes - not course specific
3. All more upper division students to meet their area requirements through major courses
4. Develop process to decouple labs from lecture courses
5. Offer classes without conflicts and with enough seats
6. Add more classes and lower instructor / student ratio through supplemental and TA support
7. Create more strategic plans with pre-reqs and sequencing
8. Simplify GEAR requirements with clear naming
9. Simplify GEAR requirements - don't distinguish GE vs. Inst etc.
10. Build in double counting in GEAR
11. Create GE pre-reqs (UD)
12. Hire faculty with multi-year appointments or more tenure track
13. Build process to get lecturers more invested
14. Improve the first year experience
15. Build pathways for GE / Major
16. Develop new strategies regarding impaction criteria for transfer students
17. Design curriculum with content density and unit load in mind
18. Target additional sections of key lower-division courses to get on track w/appropriate course sequencing
19. Utilize data and analysis to pinpoint areas for curricular reform
20. Utilize Area E as a 1st year "soft - skills" development course
21. Block Scheduling

	<ul style="list-style-type: none">22. Eliminate GWPE requirement and replace with increased writing requirements in the major23. Reduce specialization in lower division level to make migration easier24. Implement year-long scheduling25. Pre-reqs - reduced number in major courses and GE26. Implement holds on students for Upper division courses if not finished with LD27. Prescribed GE course that can double count (major + GE + DCG)28. Make GE GE not major course or use major content to count for GE area
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