ACADEMIC SENATE EXECUTIVE COMMITTEE
Agenda
Tuesday, February 12, 2019
10:00 a.m. – 11:30 a.m.
SCI III Room 100

1. CALL TO ORDER

2. ANNOUNCEMENTS AND INFORMATION
   • V. Harper is off campus today.
   • April 30 Executive Committee meeting from 11:30-12:30 to meet with President Zelezny
   • President Zelezny Senate Report on February 21 and April 4th 10:05 – 10:30 where she has been invited to provide her report.
   • Andrew Maiorano, General Counsel, will be attending the Senate meeting on February 21.
   • Trustee visits: Larry Norton visits on February 27 and Trustee Romey Sabalius visits on April 23, 2019

3. APPROVAL OF MINUTES
   January 29, 2019 Minutes

4. APPROVAL OF AGENDA
   Agenda approved with the addition of General Faculty debriefing, and IRB recommendation under NEW DISCUSSION ITEMS.

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth)
      ii. AS&SS (E. Correa)
      iii. BPC (B. Street)
      iv. FAC (M. Rush)
   b. Financial and strategic planning transparency and faculty participation
   c. Starting new programs - possible referral to AAC
   d. Workload - What constitutes workload?
      i. Data: current student, faculty, SFR, etc.
      ii. Administrative (when assigned time is awarded)
      iii. Schools have different workloads based on different criteria
      iv. What constitutes a one WTU release?
      v. Is release time consistent?
      vi. Timeline for grant writing and approval
      vii. Committee load
   e. Hiring Procedures
   f. Time Block Schedule update
6. **NEW DISCUSSION ITEMS**
   a. Leadership Academy
   b. Financial Aid moved to BAS
   c. GRASP and AARC
   d. Searches
      i. Proposed members Search - AVP for Enrollment Management (handout)
   e. Development of a Continuous Enrollment Course (see previous handout)
   f. Immediate Reinstatement After Academic Disqualification (handout)
   g. General Faculty Meeting debriefing
   h. IRB recommendation to re-appoint NonScientific Member

7. **AGENDA ITEMS FOR SENATE MEETING FEBRUARY 21, 2019** (Time Certain 11:00 a.m.)
   - Announcements
   - Consent Agenda
   - New Business
   - Old Business
   - RES 181905 Ombudsperson Role in Dispute Resolution* Second Reading

8. **COMMENTS FROM THE FLOOR**

   * Changes to the University Handbook
ACADEMIC SENATE EXECUTIVE COMMITTEE
Minutes
Tuesday, January 29, 2019
10:00 a.m. – 11:30 a.m.
SCI III Room 100

Members: D. Boschini (Chair), A. Hegde (Vice Chair), J. Millar, J. Tarjan, M. Rush, E. Correa, B. Street, M. Danforth, V. Harper

Visitor: L. Zelezny

1. CALL TO ORDER
D. Boschini called the meeting to order.

2. ANNOUNCEMENTS AND INFORMATION
   • President Zelezny attending today from 10:30 – 11:25, and the April 30 Executive Committee meeting from 11:30-12:30.
   • President Zelezny Senate attending February 21 and April 4th 10:05 – 10:30 where she has been invited to provide her report.
   • Andrew Maiorano, General Counsel, will be attending the Senate meeting on February 21.
   • Trustee visits: Larry Norton visits on February 27 and Trustee Romey Sabalius visits on April 23, 2019

3. APPROVAL OF MINUTES
   December 4, 2018 minutes unanimously approved by email.
   January 22, 2019 Minutes B. Street moved to approve the minutes via email.

4. APPROVAL OF AGENDA
   E. Correa motioned to approve. Br. Street seconded. Agenda approved.

5. CONTINUED ITEMS
   a. AS Log (handout)
      i. AAC (M. Danforth) no news
      ii. AS&SS (E. Correa) no news
      iii. BPC (B. Street) The committee will look at Academic Calendar distribution.
      iv. FAC (M. Rush) The committee will address membership addition to the University Council. The Call for Faculty Awards scheduled for next week.
   b. Financial and strategic planning transparency and faculty participation. - B. Street spoke with T. Davis who said he’d work with the President to schedule a February Budget Advisory Committee (BAC) meeting and then a University Strategic Plan (USP) meeting shortly thereafter. This next BPC meeting will cover staying on track with the Budget
and Strategy calendar for faculty participation and to give campus a status update. Questica is scheduled to roll-out in summer. D. Boschini suggested a table that lists budget activities, dates due, and a column indicating by check or not checked on whether the approved calendar activity has been met. If there’s good excuse, list the reason(s). A. Hegde directed his comments to the Interim Provost. We’re not unreasonable people. Faculty has taken pay cuts, and an increased workload. So, this is why we need and explanation on why only six new faculty hires. We cannot have a meaningful dialogue unless we get the data. For example, the data from the CO on the tenure-density and other data is interpreted differently by faculty leaders and the President. B. Street saw that the Chancellor’s Office (CO) data shows less MPPs than what CSUB shows as the number of MPPs. J. Tarjan said that this campus perceives that we didn’t get our share and there is a lack of shared governance in the way the President announced six new faculty hires instead of eleven new faculty hires.

c. Spring 2019 General Faculty Meeting - Feb 11, Stockdale 11:30 a.m. - 1:00 p.m. Topics:
   i. Interim Provost to address Faculty and Q&A
      1. Faculty and Administration Hiring update
      2. GI 2025 Preliminary Progress Update data

6. **NEW DISCUSSION ITEMS**
   a. Provost J. Zorn Review – When she left, her review was underway. The question was posed to the EC whether it wanted to complete or discontinue a process that was half-way. A. Hegde said there’s precedence whereby reviews we’re not completed when people left. The EC reached consensus to discontinue the review.
   b. Sustainability position – D. Boschini had talked to V. Harper and President Zelezny and there are many questions. For example, D. Boschini cannot locate a contingent calling for this position other than a small group. Given only six new positions, how does this fit within our priorities? At the Chairs meeting, we heard that there are programs that have grown dramatically and we’re still trying to get the classes covered. There are many programs that can’t be staffed to meet GE needs of students trying to get to graduation. What department will host the sustainability position? Is this the right position at the right time? A. Hegde provided some background. We do have a Sustainability Officer. The position used to be in former President Mitchel’s office, then it was moved to Facilities and the VP of Facilities was let go after just a few months. The Director of Sustainability is temporarily reporting to the campus Chief of Police. E. Correa said that some people in the school of Social Studies and Education (SS&E) think that they must vie for the position. D. Boschini can see a potential problem where there are different department vying for it and what if A. Hegde applied for that the sustainability position and he already has an assignment. How would an existing faculty member taking the job affect the new hire position? A. Hegde furthered the back story. He attended a recent “coffee with the President” meeting. When asked, what are you most proud of, he responded that as an educational institutional-what we did for sustainability – to develop programs and awareness. Then, the President suggested a
tenure track (TT) hire. A. Hegde said rather we need staff to collaborate with others and not TT because it’s an inter-disciplinary issue. Note: At this point, the President joined this EC meeting. D. Boschini shared that the EC had been discussing the rapid growth in certain departments that are struggling, and given our strategic plan, how did the new TT for sustainability became a priority and how would it come forward? Is it still on the table for discussion? The President attributed the idea to A. Hegde, J. Zorn and others. The President said she is listening and interested in A. Hegde’s position. He said the university can teach the community about sustainability, especially since we are educating those who go into the oil and agriculture industries. CSUB is leading by example with projects. The Sustainability Officer, J. Sanchez, has done good work applying for grants and other things. The President said that J. Sanchez needs a faculty champion. A. Hegde shared EC’s concern with the President about where the position would sit, since it is interdisciplinary. The President gave it to EC to discuss and decide. She has heard from others that sustainability needs to be a priority, including a resolution passed by ASI. J. Tarjan said the campus believe it’s important. What is the best way to get there? Maybe if we had a group of folks designated to suggest the path. Is someone with a PhD in sustainability the best person or perhaps someone on campus to be reassigned. V. Harper willing to serve on that group. A. Hegde suggested having the conversation with V. Harper and get faculty from different schools to create a job description. The President prefers it to be a faculty line because of the stated priorities. J. Tarjan suggested a call to the chairs to get a person from each school, the ASI President, J. Sanchez. D. Boschini perceives, based on interest throughout the campus, that there isn’t that much interest in getting people together to talk about what a faculty line would look like. Rather, she’s hearing that it could be assigned time to a faculty member who has time set aside instead a new line. They like the work to be assigned to a faculty member in a department. V. Harper will meet the group and have a couple weeks of conversation and come back with a recommendation. It’s the Provost’s decision.

c. Graduation Initiative 2025 and the Strategic Plan—President Zelezny said that the GI 2025 frames the discussion about the strategic plan. She thanked the Interim Provost for jumping on board to address the topic, plus the time D. Boschini spent off-contract with her, and J. Tarjan for being a thought partner. There are glaring red spots. After reflection, she said it’s about students and their success. The President has been organizing the data received from community forums, walk-and-talk conversations, feedback page, etc. She is a member of the American Association of State Colleges and Universities and reached out to member Sal Rinella to discuss the strategic plan process.

i. Show visually that the top issue is Student Readiness and Student Welcoming.

ii. The plan to address GI 2025 is on a rigorous timeline. The top issue will be addressed in our strategic plan.

iii. See Work Plan Draft January 26, 2019 timeline. (handout) The Cabinet looked back at the last strategic plan and the current Vision, Values, Mission. The Cabinet’s recommendation is to refresh the wording for the Vision.
iv. A sub-committee will be formed to take the foundational folks from USP, embed them into each of the work groups, and get other recommendations from faculty, staff and students. It’s still a draft plan.

v. The President will designate a logistics/coordinator for all the committees. The President shared her thinking, the candidates’ names, and asked for feedback. J. Tarjan suggested that the charge be to 1) organize and facilitate keeping the discussions on track, and 2) to help the campus feel that they are engaged, and everyone speaks.

vi. USP and BAC – President is open if there are other useful leaders to add to the committee. The members will be assigned to working groups. The committee aims for three to five goals. A. Hegde suggested that the sustainability person be on the USP sub-committee. A. Hegde said the Sustainability Director met frequently as it applied to grants, etc.

vii. President said it is vitality important to launch the feasibility study in May, and then have a soft period of a year before the 50-year Celebration.

d. Graduation Initiative 2025 – The President said to expect to see changes in student support services, advising, and other support services to get students to the finish line. Looking at the goals of the GI, the umbrella will be the Strategic Plan. She has been working with V. Harper on Advising and EM processes that need urgent attention. There needs to be a consultant to look at processes in Academic Affairs. The advising process related to the Freshman 4-yr and 6-yr graduation rate (handout) will be looked at. We are looking at financial aid and the philosophy of financial aid to freshman so that they could be fully covered so we retain students. She’d like to have a year-long conversation about best practices for freshman. CSUB is a Regional Comprehensive that serves metro area. The Interim Provost is looking at best practices of Regional Comprehensive Universities for retention of freshmen. There is a conversation about a mandatory residential consideration for those students who come in from a certain distance (driving in fog, etc.) and whether it’s something we would consider. Transfer students are doing well, and it is where we need to double down and reduce barriers with Bakersfield College. We do need to be innovative. How do we jointly enroll students? It may not come forward due to politics. J. Tarjan informed the group that there used to be Senate money for departmental meetings. The President appreciates EC thinking about the GI. The concern is that CSUB has moved so far away from where they need to be. She gave V. Harper credit for working on figuring out how we can make immediate impact. She went to Associate Deans and advisors meeting and had conversation that we have to do better. (V. Harper’s handout) The President has a dream to have students assigned to an advisor, evaluator, and Associate Dean working together to get them to graduation. There is a block of students to get the dream started. V. Harper referenced when he and D. Boschini met with Trustees about the work of the last two years and the progress we’ve made on the GI 2025. For example, Block scheduling, as interim activities. This effort is to shift to immediate activities to
clear pathways for students who entered the university four years ago, to put in position to graduate this year. V. Harper found that “if I had this” I could graduate. For example, if I had an independent study, I could graduate this year. What the team did was pair students who entered in fall 2015 with an advisor from their school and with an evaluator from EM. It’s a pilot study with the intent to scale. Unlike previous efforts, this is to look at a very specific student and to call each and say ‘what do you need?’ A scorecard has been created to keep us accountable. The colored portion of the handout represent the four schools. Note “Expected” and “Potential”. “Potential” refers to students that we know that have the requisite number of units, they haven’t been disqualified, they are prepared to graduate, have a grad check, and gotten a response. The “Expected” is after the student has been contacted and had the discussion “you can grad if you’re ready”. This individual conversation is known as intrusive advising. Looking at A&H, row 5, students in Group 1 have gotten grad check and are ready to go. Overall, there are 30 students who entered in Fall 2015 “Expected” to graduate out of 45 “Potential”. The team is still working on the remaining 15. After two weeks, we’ll go back and talk to them, how did you do after that first test? How did you do on the mid-term? Do you still see yourself as graduating in May? Then, the scorecard gets updated on a bi-weekly basis. We have an “Expected” total of 375. If all the “Expected” students graduate, that would give CSUB a four-year graduation rate of 26%. To go from 14.6 to 26% would put us on the front page of the Chronicle! That’s our future goal. We need 450 students who are cohorts ready to graduate get to 2025 goals. President said while 26% rate is an improvement, it is not acceptable. V. Harper gave President Mitchell 45% six-year rate as an achievable goal – which is 15% above GI 2025 goal. San Diego State is 46.6%, Cal Poly is 52%, and Chico State is 30%. B. Street says that 26% is a reasonable near-term goal, and in the meantime, there needs to be a culture-shift; the students are the priority and not just a liability on one’s day. The President and V. Harper thanked B. Street for his support. J. Tarjan requested a differentiation between capacity and emergency measures. He said he’s inundated with requests for independent studies in response to course caps and students who need a unit or two to graduate. These petitions are the acute solution. He believes that 1) one of the reasons CSUB’s numbers went down is because of quarter to semester conversion. We did extraordinary things to make sure students who were in quarters graduated under quarters. Now, it looks bad because we are regressing into the mean. It was good before, when the capacity was greater. We need to look at increasing capacity. There have been many initiatives, such as increasing enrollment. However, this time we need a systemic change. Pairing students with advisors and evaluators is a good idea. The grad check has been a fiasco. 2) First Year Seminar (FYS) is an awkward two-semester program. There has been talk about combining the two semesters into one if we could figure out a way to give faculty 3 WTUs with the expectation that they would do some extra mentoring. Consider identifying those students who would benefit from that. There could be sections of students where faculty would be expected to do things to make the freshman students who may be at risk feel more comfortable
or directing them to the resources to help with other issues they’re having. V. Harper is supportive of the stretch format for FYS. What is being done now are intermediate activities and addressing capacity. J. Tarjan replied, give us enough faculty and we’ll graduate the students. V. Harper went back to the scorecard and the drive to get to 17% graduation rate. The focus is on the Spring 2020 graduation. Then, next year there will be a group of students with four semesters on the pathway to graduation that we expect to take us to 19%. M. Danforth stated that there is a need to capture students who are not freshmen. She discussed with Dr. Zorn and NSME Dean the need to address the gap when students are OK and when they have problems. Students come by who failed a term and since their GPA didn’t drop, it didn’t signal probation. They may have struggled due to a medical issue and didn’t know that they could take a medical withdrawal. If there could be some intrusive advising for students whose GPAs are too low. Perhaps allocating resources to contact students who do poorly for a term, (due to extenuating circumstances) would help with six-year graduation rates. V. Harper will look how advisors collaborate with each other and with faculty on how students are doing in the semester, such as how they did on that first test. We have to prevent students from getting on probation. M. Danforth said that there were no progress reports done in Fall ’18. She suggested the ability for faculty to input on the fly because it’s a workload issue. A. Hegde suggested to use software like Constant Contact and recruit faculty who would check on students and could work with advisors to put in a substitution request, for example. It’s difficult to get a one-on-one with faculty and students. He suggests faculty to volunteer. It doesn’t have to be a faculty member from that student’s department to say this is what we see, what is going on, what do you need? Further, there could be an email to faculty to say these are the students who need help. If people could talk to each other. V. Harper want to scale what was done for the three students that A. Hegde helped. Case management is going to be fixed, and faculty will get more info on students and the graduation rate. The advisors appreciated this approach and look for leadership. J. Millar recalls that CSUB used to have a Mid-Quarter Intervention Program (MQIP) whereby counselors were notified of students struggling and then the counselors sent them a note to offer resources. The Counseling Department wants to be involved in the solution. V. Harper said that they pulled a list of Under-Represented Minorities (URM), specifically African American males in the interim class. T. Wallace has reached out to those students. His office is looking how to scale to the entire organization. M. Danforth suggested to look at GE and the Junior University reflection and capstone class, and classes like that within majors and get faculty members willing to help discuss how to graduate students. There are 10,000 students we need to get the word out to. Identify the touchpoints in GWAR and get GECCo faculty members to help with the long-term sustainable plan. For example, touchpoints the first year, touchpoints the second year, and follow through to the capstone course. V. Harper emailed an invitation to faculty. He will be visiting each school to work with faculty and with each Dean so faculty can develop school-based solutions. There will be stipends so that faculty can develop their own school-based
plan to be successful. The President said she will continue holding coffee &
conversations with faculty members. D. Boschini thanked the President and V. Harper.
Last week the DCLC discussed what measures would help keep students on track:
i. Adding more sections is obvious – The creative work-arounds can get in the way
   of having more classes for students to take them when they need them.
ii. Engaging faculty is an opportunity not fully realized. If we’re not talking about
   changing what we do in the classroom we’ve missed the core function of what
   we’re all here to do. Even if we create more sections, we’re going to be doing
   the same thing in the classroom. For example, if the Nursing department gets a
   list of students who are at risk and the department has the largest staff on
   campus. If she didn’t know that – it would create a series of important
   conversations. We’re not even aware at this point.

The President stated that she wants to support any reaction to what D. Boschini
described. She recognizes that the campus has problem classes where people are not
passing, and it’s aggravated by ethnicity. There is the social justice issue.

D. Boschini replied that there are many who want to be part of the solution, but we
need to know where the problem is coming from. We don’t want to point fingers and
we don’t want to be blind. We want to know the sources of data.

7. **AGENDA ITEMS FOR SENATE MEETING FEBRUARY 7, 2019** (Time Certain 11:00 a.m.)
   - Announcements
   - Consent Agenda
   - New Business
   - RES 181907 Academic Calendars
   - Old Business
   - RES 181905 Ombudsperson Role in Dispute Resolution* Second Reading

8. **COMMENTS FROM THE FLOOR**

   * Changes to the University Handbook
### Academic Affairs Committee: Melissa Danforth/Chair, meets 10:00am in SCI III Rm 328 Research Room

**Dates:** Sept 6, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Dec 6, Jan 31, Feb 14, Feb 29, Mar 14, Mar 28, Apr 11, May 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/18</td>
<td>2018-2019 Referral 02 Change of Membership on AAC and Change in Bylaws</td>
<td>Complete</td>
<td>AAC Memo to Senate – AAC discussed and decided that since AVP of AP represents AA, the Director of AP need not be an ex-officio on AAC. No update to By-Laws needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/06/18</td>
<td>2018-2019 Referral 03 GITF Hold Proposal</td>
<td>Complete</td>
<td>AAC’s feedback was incorporated into the proposal document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 07 Interdisciplinary Studies Department Formation Proposal</td>
<td></td>
<td>AAC, BPC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 08 Instructor Initiated Drop Policy</td>
<td>RES 181903 Instructor Initiated Drop Policy</td>
<td>1/24/19</td>
<td>2/1/19</td>
<td>2/8/19</td>
<td></td>
</tr>
<tr>
<td>11/15/18</td>
<td>2018-2019 Referral 14 Catalog, Degree Audit, and Schedule Builder Technology and Process Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Academic Support and Student Services: Elaine Correa/Chair, meets 10:00am in BPA 134

**Dates:** Sept 6, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Dec 6, Jan 31, Feb 14, Feb 29, Mar 14, Mar 28, Apr 11, May 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 05 Canvas Pilot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 06 Distributed Learning Committee</td>
<td>Referred to FAC</td>
<td>No further action from AS&amp;SS.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Budget and Planning Committee: Brian Street/Chair, meets 10:00am in Student Health Center, Conference Room (HCCR)

**Dates:** Sept 6, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Dec 6, Jan 31, Feb 14, Feb 29, Mar 14, Mar 28, Apr 11, May 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 07 Interdisciplinary Studies Department Formation Proposal</td>
<td>AAC, BPC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 09 University Hour</td>
<td>BPC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Faculty Affairs Committee: Maureen Rush/Chair, meets 10:00am in SCI III Rm 235 Math Library

**Dates:** Sept 6, Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Dec 6, Jan 31, Feb 14, Feb 29, Mar 14, Mar 28, Apr 11, May 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/28/18</td>
<td>2018-2019 Referral 01 Faculty on Sabbatical Serving on RTP Review Committee</td>
<td>RES 181902 Faculty on Sabbatical Serving on RTP Review Committee Second Reading 10/11/18</td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 04 Ombudsperson</td>
<td>RES 181904 Ombudsperson Second Reading 11/8/18</td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 04 Ombudsperson</td>
<td>RES 181905 Role of Ombudsperson in Dispute Resolution Second Reading 11/29/18, 2/21/19</td>
<td></td>
</tr>
<tr>
<td>11/13/18</td>
<td>2018-2019 Faculty Award Process – Handbook Change</td>
<td>The committee for consideration of Emeritus awards contacts the Department for their feedback, the info is there, and correct. Look at whether to apply to other awards.</td>
<td></td>
</tr>
<tr>
<td>10/2/18</td>
<td>2018-2019 Referral 06 Distributed Learning Committee</td>
<td>Referred to FAC</td>
<td>Referral moved from AS&amp;SS to FAC on 10/30/18.</td>
</tr>
</tbody>
</table>
Debbie,

I am providing my tentative list of individuals for the AVP for Enrollment Mgmt. Search.

Elected Faculty Member (FAC)
Provost Selected Faculty Member (FAC)
ASI Board Member (ASI)
Kathleen K. (EM)
Kris K. (IRPA)
Veronica B. (EM)

Vernon B. Harper Jr. Ph.D.
Interim Provost and Vice President for Academic Affairs
Office: (661) 654-2154

Go Runners!
To: Academic Senate Executive Committee  
From: Dr. Vernon Harper, Interim Provost & Vice President for Academic Affairs  
Date: January 25, 2019  
Re: Immediate Reinstatement after Academic Disqualification

It has come to my attention that the existing process of allowing students to petition for immediate reinstatement after academic disqualification was not vetted by the Academic Senate. Accordingly, the Office of Academic Programs intends to discontinue the practice of immediate reinstatement effective April 2, 2019 unless the Academic Senate wishes this practice to continue.

**Background**  
During the 2009-2010 academic year, a Petition for Exception form for requesting immediate reinstatement was created. It appears that this process was developed due to the brief time period between quarters. In other words, there was insufficient time for processing academic standings and then notify and disenroll students who had been academically disqualified prior to the start of the next term.

Since then, a set of [Guidelines for Immediate Reinstatement](#) was created distinct from the [Instructions for Petitions for Readmission after Dismissal for Academic Reasons](#). Over time, these Guidelines became the *de facto* policy for reinstatement. The Guidelines for Immediate Reinstatement allow students who were dismissed in the immediate preceding term to be reinstated if they have participated in the Academic Jeopardy Program and are able to convince the Academic Petitions Committee that they have remedied the conditions responsible for their poor academic performance. (The Academic Jeopardy Program was approved by the Academic Senate per [1213002](#), which does not reference an Immediate Reinstatement process.)

As mentioned above, the Office of Academic Programs intends to end this practice unless the Academic Senate moves that this practice should be preserved.

Kindly

[Vernon B. Harper Jr. Ph.D.](#)  
Interim Provost and Vice President for Academic Affairs

**Attachments**  
- Summary of Data on Immediate Reinstatement Petitions  
- Guidelines for Immediate Reinstatement  
- Senate RES1213002
Attachment #1: Summary of Petitions Submitted for Immediate Reinstatement

<table>
<thead>
<tr>
<th>AY</th>
<th># petitions for IR submitted</th>
<th># petitions for IR approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>92</td>
<td>7</td>
</tr>
<tr>
<td>2010-11</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>2011-12</td>
<td>103</td>
<td>36</td>
</tr>
<tr>
<td>2012-13</td>
<td>182</td>
<td>87</td>
</tr>
<tr>
<td>2013-14</td>
<td>91</td>
<td>33</td>
</tr>
<tr>
<td>2014-15</td>
<td>85</td>
<td>40</td>
</tr>
<tr>
<td>2015-16</td>
<td>75</td>
<td>33</td>
</tr>
<tr>
<td>2016-17</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>2017-18</td>
<td>65</td>
<td>36</td>
</tr>
</tbody>
</table>
Guidelines for Immediate Reinstatement

Students who have not satisfied any of the conditions for Readmission outlined in the current catalog must satisfy the following in order to be considered for Immediate Reinstatement:

1. Complete a Petition for Exception. Petitions are available on the Undergraduate Studies website. There is a fill and print form at http://www.csub.edu/academicprograms/_files/PetitionforExceptionFormRevisedSEMESTER.pdf

2. Petition must include a letter answering the following questions.

   a. What accounted for your previous academic problems that resulted in your academic dismissal?

      The APC needs to have a clear understanding of what you believe to be “responsible” for your earlier academic problems. If you are asserting that the responsible problem is illness, injury, and/or emotional duress, then you must also provide signed documentation from a licensed professional.

   b. How has your situation now changed so that the university can rightfully expect you to be able to improve your academic performance sufficiently so that you can graduate in a timely manner?

      In the above question (a), you provided a detailed description of what you believe accounted for your previous academic problems. In answering question (b) you need to provide the APC with a clear indication that you have managed to change your situation sufficiently so that you will be able to make rather “dramatic” improvements in your academic performance. You need to convince the APC that you are now able to earn grades of at least “B” (3.00) in your course work and can maintain that level of performance for a sustained period of time so that you can graduate. The APC will want to see that you have a detailed plan for which courses you will be taking and when you will be taking them.

3. Have participated in the Academic Jeopardy Program offered through the Academic Advising and Resource Center (AARC). For more details about the Jeopardy Program, please visit http://www.csub.edu/aarc/academic%20standing/academic%20jeopardy/.

4. The APC needs to have a clear understanding of what you believe to be “responsible” for your earlier academic problems. If you are asserting that the responsible problem is illness, injury, and/or emotional duress, then you must also provide signed documentation from a licensed professional.

Please note: Our office will only prepare copies of your existing transcripts from CSUB and any other transcripts that you submitted to CSUB with your application for admission. If there are other transcripts and/or other relevant materials that you believe will be important for the APC to review in consideration of your petition, then it is your responsibility to provide copies of these other materials with your petition.

Handwritten petitions will not be accepted. The petition must contain the recommendation and signature from a faculty or advisor.
Instructions for Petitions for Readmission after Dismissal for Academic Reasons

Handwritten petitions will not be accepted. The petition must contain the recommendation and signature from a faculty or advisor.

The petition must provide responses to the following three questions:

1. Have you satisfied one of the applicable conditions (see below) specified in the CSUB General Catalog under “Readmission of Academically Disqualified Undergraduate Students?” You must provide documentation which demonstrates that you have satisfied the conditions.

   **Students who had completed fewer than 60 semester units (Freshmen or Sophomore Standing) before being dismissed must:** (one of the two)

   a. have completed college work elsewhere or in CSUB Extended University and brought their total college work completed to 60 or more semester units with an overall grade point average of “C” (2.00) or better and demonstrated above average achievement in recent work;
   b. attained at least a “B” (3.0) average in not less than 9 academically rigorous semester units.

   **Students who had completed 60 semester units or more (Junior or Senior Standing) before being dismissed must:** (one of the two)

   a. earned college credit in academically rigorous courses elsewhere or in CSUB Extended University and attained at least a “B” (3.0) average in not less than 6 academically rigorous semester units,
   b. remained absent from the university for at least one year, during which time they have remedied the conditions that contributed to their academic difficulty.

   *Note: If you attended a community college and/or other university after being dismissed, you must provide transcripts for all coursework completed subsequent to your dismissal. Please note the GPA requirements for these courses. Unless you have met or exceeded the specified GPA requirements, the APC will not consider your petition favorably, regardless of the number of units you have accumulated after your dismissal.*

2. What accounted for your previous academic problems that resulted in your academic dismissal?

   The APC needs to have a clear understanding of what you believe to be “responsible” for your earlier academic problems. If you are asserting that the responsible problem is illness, injury, and/or emotional duress, then you must also provide signed documentation from a licensed professional.

3. How has your situation now changed so that the university can rightfully expect you to be able to improve your academic performance sufficiently so that you can graduate in a timely manner?

   In the above question (#2), you provided a detailed description of what you believe accounted for your previous academic problems. In answering question (3) you need to provide the APC with a clear indication that you have managed to change your situation sufficiently so that you will be able to make rather “dramatic” improvements in your academic performance. Just because you have been away for more than a year does not mean that your petition will be approved. You need to convince the APC that you are now able to earn grades of at least “B” (3.00) in your course work and can maintain that level of performance for a sustained period of time so that you can graduate. The APC will want to see that you have a detailed plan for which courses you will be taking and when you will be taking them.
RESOLVED: that students who are placed on Academic Probation be required to attend an intervention program; and be it further

RESOLVED: that the category Academic Jeopardy be added to the list of academic standings using the following criterion: Students who have satisfactorily completed the intervention program while on Academic Probation will be placed into Academic Jeopardy the moment their CSUB or overall GPA falls below disqualification level; and be it further

RESOLVED: that students be placed into Academic Jeopardy only once and be required to complete an intervention program; and be it further

RESOLVED: that students who have completed the intervention program while under Academic Jeopardy be subject to existing policies regarding dismissal from the university if they fail to bring their GPA above the acceptable level.

RATIONALE: Students in academic difficulty can be offered help as soon as they are identified as being at risk rather than waiting until they are academically disqualified.

After attending the program, if a student’s GPA falls below the academic disqualification limit for the first time, the student would be placed on Academic Jeopardy giving the student one final opportunity to improve his/her GPA.

After being placed on Academic Jeopardy, students will receive a registration hold on their account. The hold will prevent students from making any changes to their registration. In addition, students with the Academic Jeopardy hold will be monitored carefully for the first three weeks of the quarter to ensure that they have participated in an academic intervention program. Academic intervention programs will be coordinated between Enrollment Management and the different schools so as to serve
the student in the most complete and efficient way possible. Any student who has not enrolled in the intervention program will be immediately disqualified and be deregistered from all courses prior to census day.

The interventions will ensure that students have at least one full year of attendance at CSUB to demonstrate their academic eligibility. CSUB students are at a high risk of being academically dismissed before completing one full year at CSUB. This policy has been particularly troublesome to implement during terms where there is not enough time to communicate to students before the subsequent term (e.g. Winter to Spring). When students are notified about their academic standing, they have already pre-registered for their courses for the following quarter preventing them from adjusting their schedules accordingly. A majority of the First Time Freshmen at CSUB fall into Academic Probation during their first quarter. First time freshmen who enter needing remediation generally have one course to rely on since remedial course work is not included in GPA calculation. Thus, if a student does not get a C or better in that one course, the student may be on academic probation in their first quarter.

Transfer students enrolling at CSUB face a similar situation where they may be on academic probation in their first quarter at CSUB due to numerous reasons such as challenges in transferring from a semester institution to a quarter institution. There have been numerous students who transfer in with a GPA of 2.5 or higher but end up on Academic Probation in their first quarter at CSUB.

Distribution List:
  President
  Provost & V.P. for Academic Affairs
  Associate V.P. for Enrollment Management
  Associate V.P. for Academic Programs
  Director, Academic Operations and Support
  School Deans

Approved by the Academic Senate on February 14, 2013
Sent to the President for approval on February 22, 2013
Approved by the President on April 4, 2013
Academic Intervention Program – Proposal

Executive Summary

Academic Intervention Program:

- As per the current Academic Standing policy, CSUB students are at a high risk of being academically dismissed before completing one full year at CSUB. This policy has been particularly troublesome to implement during terms where there is not enough time to communicate to students before the subsequent term (e.g. Winter to Spring). Students at a semester campus have a full year to complete any necessary and or required interventions before being academically dismissed. At CSUB, due to the quarter system, students potentially have only two ten-week quarters and no required intervention program. Consequently, we have been asked to develop an intervention program that would provide students with the necessary support and resources to ensure students in academically are made aware of the academic progress policies the moment they are on academic probation increasing students’ chances to revert to good academic standing. This program is mandatory for any student who falls on academic probation.

- Transfer students enrolling at CSUB face a similar situation where they may be on academic probation in their first quarter at CSUB due to numerous reasons such as challenges in transferring from a semester institution to a quarter institution. There have been numerous students who transfer in with a GPA of 2.5 or higher but end up on Academic Probation in their first quarter at CSUB.

- To address the challenge of students being academically dismissed from CSUB without going through a formal intervention, and to proactively tackle the issue of academic standing as a whole, this program proposes the addition of a registration hold for students on academic probation and the addition of a formal Academic Jeopardy category to academic standing. The intervention program will also ensure that students have 3 full quarters of enrollment at CSUB before being dismissed provided that they follow the requirements set forth in this proposal.

- The Academic Intervention Program described in this proposal was first piloted for a group of students who were academically dismissed at the end of the summer 2011 quarter. The students were required to go through a prescribed set of activities in order to put them back towards academic success. Of the 5 students in the program, all 5 students showed tremendous improvements in their grades with 4 out of 5 students earning a term GPA of 3.0 or greater. The fifth student had a term GPA greater than 2.0.

- The Academic Intervention Program will include the identification of factors that might indicate that a student is at-risk prior to the beginning of their enrollment. In addition the program will identify at-risk students during the academic quarter and provide targeted interventions. Moreover the program provides specific interventions and requirements for students on Academic Probation and Academic Jeopardy.
- The Academic Intervention Program will utilize Grades First to implement progress reports sent directly to faculty members and to track the progress of the students in the program.

- The program will be evaluated on a yearly basis based on academic performance of the students and based on qualitative surveys.

- The progress of the program will be shared with the Academic Advising Council on a quarterly basis.
Academic Intervention Program – Proposal

Background:

According to Executive Order 1038, an undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at the campus where enrolled falls below 2.0. Further, an undergraduate student on academic probation is subject to academic disqualification when:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Units Determining Class Level</th>
<th>Disqualification -if GPA falls below in second quarter of probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Up to 44.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>45-89.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Junior</td>
<td>90-134.5</td>
<td>1.85</td>
</tr>
<tr>
<td>Senior</td>
<td>135 +</td>
<td>1.95</td>
</tr>
</tbody>
</table>

Notice of Disqualification (EO 1038):

Students who are disqualified at the end of an enrollment period should be notified before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term.
Students should be dismissed if they have demonstrated that they are incapable of successfully completing a degree. The demonstration of this should be evaluated: (1) over time, so that the determination is not made with respect to temporary factors such as illness, adjustments to differences in expectations or pedagogical formats and (2) over a broad range of course topics, so that the graded coursework reflects the students' overall abilities not merely their weakness in a particular subject area. Moreover, it is worth noting the difficulty of changing the second-term course registrations after 1st term standing has "rolled." The only term that students have significant freedom to change after probation has occurred is their 3rd term.

Academic Standing at CSUB:

The current academic standing policies and procedures at CSUB have certain provisions that create specific challenges for our student population. Some of these challenges include:

- First time freshmen who enter needing remediation generally have one course to rely on since remedial course work is not included in GPA calculation. Thus, if a student does not get a C or better in that one course, the student may be on academic probation in their first quarter. Such students can be dismissed due to their poor performance in as few as two courses. This is one example, among others, which generally affects approximately 25% of the incoming freshmen.

- Transfer students enrolling at CSUB face a similar situation where they may be on academic probation in their first quarter at CSUB due to numerous reasons such as challenges in transferring from a semester institution to a quarter institution. There have been numerous students who transfer in with a GPA of 2.5 or higher but end up on Academic Probation in their first quarter at CSUB. Again, there are numerous factors that contribute to the challenges for transfer students with the change of pace being one of them.

- Due to the fact that the Academic Standing process is run after the end of every quarter (including intersession) there are certain periods when there is no time to communicate to students:
  - Between Winter and Spring: Academic Standing is generally processed on a Friday before classes start and students have to submit their petitions to the Academic Petitions Committee (APC) by 12:00pm on the following Monday which is usually the first day of classes for Spring. This time period is when a bulk of the disqualifications for first-time freshmen occurs. Students who enroll in the fall and were put on probation at the end of fall would reach disqualification at the end of winter. This precipitous disqualification may create unanticipated hardships on students including sudden eviction from the dorms and disqualification from athletic participation.
  - Between Spring and Summer: Students generally have a couple of days to gather all necessary signatures and support letters to submit a petition for reinstatement to the APC. Academic Standing is generally processed on a Friday (June 17, 2011...
last year) and students have to submit their petitions to the Academic Petitions Committee (APC) by 12:00pm on the following Tuesday (June 21, 2011 last year). The first day of summer 2011 classes was June 20, 2011.

- Between Summer and Fall: Students who reach academic disqualification status after taking courses in the summer again have a couple of days to gather all necessary signatures and support letters to submit a petition for reinstatement to the APC. Academic Standing is generally processed on a Friday (September 2, 2011 last year) and students have to submit their petitions to the Academic Petitions Committee (APC) by 12:00pm on the following Tuesday (September 6, 2011 last year). The first day of Fall 2011 classes was September 12, 2011.

- Lastly, during intersession, students have virtually no time to submit petitions to the APC.

Students who satisfy remediation within one year graduate at the same rate as students who did not need remediation upon enrollment. Student who do not complete remediation within the first year graduate at a lower rate than other students.

**Academic Standing: Academic Probation and Academic Jeopardy**

The Academic Intervention Program proposes the placement of a registration hold on students falling on Academic Probation requiring the students to attend an abbreviated intervention program. Moreover, the program proposes the addition of Academic Jeopardy to the list of academic standings using the following definition:

Students who have satisfactorily completed the abbreviated intervention while on Academic Probation will be placed on Academic Jeopardy the moment their CSUB or Overall GPA falls below disqualification level for the first time. Students will only be placed into the Academic Jeopardy category once. After being placed on Academic Jeopardy for the first time, students will be subject to following the standard academic standing policy as defined by Executive Order 1038 (EO 1038). Students on Academic Jeopardy would receive a registration hold on their account. The hold will prevent students from making any changes to their registration. In addition, students with the Academic Jeopardy hold will be monitored carefully for the first three weeks of the quarter to ensure that they have participated in an academic intervention program. Academic intervention programs will be coordinated between Enrollment Management and the different schools so as to serve the student in the most complete and efficient way possible. Any student who has not enrolled in the intervention program will be immediately disqualified and be deregistered from all courses prior to census day. The criteria and selection process for students on academic jeopardy and the academic intervention workshops are further described below in the program details.

**Executive Order 1038 (EO 1038)**

According to EO 1038, an undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point
average at the campus where enrolled falls below 2.0. Moreover, an undergraduate student on academic probation is subject to academic disqualification if, while on probation: a freshman falls below a grade point average of 1.50 in all units attempted or in all units attempted at the campus where enrolled, a sophomore falls below a grade point average of 1.70 in all units attempted or in all units attempted at the campus where enrolled, a junior falls below a grade point average of 1.85 in all units attempted or in all units attempted at the campus where enrolled, or a senior falls below a grade point average of 1.95 in all units attempted or in all units attempted at the campus where enrolled.

With the new policy in place the following procedures for academic standing are proposed:

I. Students on Academic Probation
   - ACS places a registration hold on the students’ account preventing the student from making any changes or registering for subsequent quarters.
   - AARC communicates to the students regarding the following requirements the students must complete in order to have their hold released:
     - Attend an abbreviated academic intervention program that includes attending the REACH** workshop and 2 additional academic fitness/skills workshops.
     - Upon completing the requirements above, meet with the major advisor at least once in the quarter to perform a transcript analysis (attached) and determine the grades and or grade points needed to be back on good standing. Through various advisor trainings, and by working in collaboration with the Academic Intervention Coordinator, the advisors will be able to perform the transcript analysis which outlines ways a student can improve his or her GPA. Students will be tracked through Grades First to ensure they have completed the aforementioned requirements. Failure to do so will result in the hold remaining on the students’ account preventing registration for subsequent quarters.

II. Students on Academic Jeopardy
   - Students who have satisfactorily completed the abbreviated intervention while on Academic Probation will be placed on Academic Jeopardy the moment their CSUB or Overall GPA falls below disqualification level for the first time. Students will only be placed into the Academic Jeopardy category once.
   - Administrative Computing Services (ACS) places a registration hold on the students’ account preventing the student from making any changes to their preceding quarter’s registration or registering for subsequent quarters. Note: students will have already registered for courses for the quarter that immediately follows their standing (ex: at the end of winter, students who may be in academic jeopardy will already have courses for spring)
• AARC communicates immediately to the students in this category regarding the following requirements the students must complete in order to have their hold released and to avoid immediate disqualification and deregistration:
  - Students must enroll in the Academic Intervention Workshops* and sign a contract provided during the first workshop that further outlines the requirements outlined below.
  - Students must meet with their major/faculty advisor during the first two weeks of the quarter
  - Students must meet with the Academic Intervention Coordinator at least once during the quarter

The moment a student is back on track in terms of academic standing, the student will be notified of their change in academic status immediately.

Students will only be placed into the Academic Jeopardy once. After being placed on Academic Jeopardy for the first time, students will be subject to following the standard academic standing policy as defined by Executive Order 1038 (EO 1038).

Academic Intervention Program

As per the current Academic Standing policy, CSUB students are at a high risk of being academically dismissed before completing one full year at CSUB. This policy has been particularly troublesome to implement during terms where there is not enough time to communicate to students before the subsequent term (e.g. Winter to Spring). Students at a semester campus have a full year to complete any necessary and or required interventions before being academically dismissed. At CSUB, due to the quarter system, students potentially have only two ten-week quarters and no required intervention program. Consequently, we have been asked to develop an intervention program that would provide students with the necessary support and resources to ensure students in academically are made aware of the academic progress policies the moment they are on academic probation increasing students’ chances to revert to good academic standing. This program is mandatory for any student who falls on academic probation.

Until now, there has not been a comprehensive intervention program for CSUB students who require additional support and tracking towards their academic success. To determine the feasibility of an intervention program and to examine the effects of certain strategies, certain interventions were piloted for a small group of students who were academically dismissed at the end of the summer 2011 quarter. The students were required to go through a prescribed set of activities in order to put them back towards academic success. Of the 5 students in the program, all 5 students showed tremendous improvements in their grades with 4 out of 5 students earning a term GPA of 3.0 or greater. The fifth student had a term GPA greater than 2.0.
In order to expand the opportunity to all students, the successful strategies were incorporated into the proposed Academic Intervention Program. The specific timeline and activities of the Academic Intervention Program are outlined below:

**Incoming Students (First Time Freshmen and Transfers)**

Prior to the beginning of each quarter, the Academic Advising and Resource Center will be responsible for identifying at-risk students based on factors such as the following:

- Students needing remedial coursework
- Special Admits
- Students enrolled in high failure courses that are used as the sole graded baccalaureate course in their first quarter
- Students coming in from the outlying areas of Kern County (transportation issues)
- Number of years at a community college (transfers)
- Combination of classes taken at a community college or other institution (transfers)
- Behavioral factors identified through the College Student Inventory (CSI) administered through the First Year Experience (FYE) program.

First time freshmen who are determined to be at-risk will be strongly encouraged to attend certain workshops in the fall through the CSUB 101 classes. CSUB 101 instructors will be provided with the information regarding these students.

For transfer students identified at-risk, we recommend the requirement of CSUB 301. However, if that is not feasible, transfer students at-risk will be communicated to and offered workshops that cater specifically to transfer issues.

**Continuing Students**

At the end of each quarter after grades roll and academic standing is completed:

I. AARC will be responsible for printing transcripts for each student on **academic probation**
   - The Academic Intervention Coordinator will meet with the staff advisors from each school to perform transcript analysis for each student on Academic Probation in preparation for the upcoming REACH workshops.

II. The Academic Intervention Coordinator will meet with the staff advisors from each school to identify students on the Academic Disqualification list who should be in the **Academic Jeopardy category**
   - A request will be placed with the Administrative Computing Services (ACS) to automate this process using PeopleSoft.
III. Academic Intervention Coordinator will identify students whose current term GPA fell below 2.0, whose cumulative or CSUB GPA is between 2.0 and 2.25, and who have not completed remediation classify them as “at-risk”

**Action Items (Quarterly)**

Note: the processes outlined below are designed to be in place almost simultaneously. However, due to narrow communication timelines, it is important for students on Academic Jeopardy to be identified and communicated to first. The end goal is to reduce students who fall into Academic Probation and thus further reduce the number of students reaching academic jeopardy or academic disqualification.

III. Students on **Academic Jeopardy**

- Students who have satisfactorily completed the abbreviated intervention while on Academic Probation will be placed on Academic Jeopardy the moment their CSUB or Overall GPA falls below disqualification level for the first time. Students will only be placed into the Academic Jeopardy category once.
- Administrative Computing Services (ACS) places a registration hold on the students’ account preventing the student from making any changes to their preceding quarter’s registration or registering for subsequent quarters. *Note: students will have already registered for courses for the quarter that immediately follows their standing (ex: at the end of winter, students who may be in academic jeopardy will already have courses for spring)*
- AARC communicates immediately to the students in this category regarding the following requirements the students must complete in order to have their hold released and to avoid immediate disqualification and deregistration:
  - Students must enroll in the Academic Intervention Workshops* and sign a contract provided during the class that further outlines the requirements outline below.
    - Students must meet with their major/faculty advisor during the first two weeks of the quarter
    - Students must meet with the Academic Intervention Coordinator at least once during the quarter

IV. Students on **Academic Probation**

- ACS places a registration hold on the students’ account preventing the student from making any changes or registering for subsequent quarters.
- AARC communicates to the students regarding the following requirements the students must complete in order to have their hold released:
  - Attending an abbreviated academic intervention program that includes the REACH workshop and 2 additional academic fitness/skills workshops.
Upon completing the requirements above, meet with the major advisor at least once in the quarter to perform a transcript analysis (attached) and determine the grades and or grade points needed to be back on good standing. Through various advisor trainings, and by working in collaboration with the Academic Intervention Coordinator, the advisors will be able to perform the transcript analysis which outlines ways a student can improve his or her GPA. Students will be tracked through Grades First to ensure they have completed the aforementioned requirements. Failure to do so will result in the hold remaining on the students' account preventing registration for subsequent quarters.

V. Students considered “at-risk”:
   • AARC will communicate to these students to encourage them to complete the online REACH workshop developed specifically for at-risk students.

*Academic Intervention Workshops: Academic Skill and Coaching
The class would be an extended version of the currently successful Resources for Academic Change (REACH) workshops. Students in the class will be provided with a contract at the beginning outlining the grades needed to avoid academic dismissal and to get back to good standing. Having the students enrolled in a class will allow the Academic Intervention Coordinator to set up a 10 week plan of presentations and workshops which include faculty and staff to cover a broad range of topics dealing with academic success.

**Resources for Academic Change (REACH) workshops
Workshops designed to inform students about the academic policies and procedures at CSUB. The workshop covers the following important topics in order to help students get back on track and on to good academic standing:

• Academic Standing Policies
• Course Repeats and Withdrawals
• How to read transcripts
• GPA Analysis: a detailed analysis of each student's situation in terms of GPA. Students receive a worksheet where they are required to calculate their own GPA needed to pull themselves out of academic probation. This gives students ownership in the process.
• Satisfactory Academic Progress (SAP): students are made aware of the difference between not meeting academic standards versus academic progress. This proactively tackles situations where students may be in jeopardy of losing their financial aid.
• Academic Support Services such as advising and tutoring

Grades First
Grades First will be used to track the students' progress using progress reports sent directly to faculty members.
- The Academic Intervention Coordinator will work with the major advisors including faculty advisors where appropriate to track students in the Academic Intervention Program.

- The Academic Intervention Coordinator from the Academic Advising and Resource Center (AARC) and the students’ respective major advisor will develop progress reports to be sent directly to faculty members from their respective classes. The electronic progress report will include questions on academic performance, attendance, and the need for supplemental instruction. Faculty will not be required to log-in to a separate system and will be able to submit feedback directly from the link provided in the e-mail.

Assessment and Evaluation

This program will be evaluated on a yearly basis to determine whether the students’ academic performance is improving. Improvements in GPA will be a leading determinant in the success of the program. In addition, a survey will be administered at the end of each activity and or workshop to determine the qualitative aspects of the program. Lastly, the predictive validity of each at-risk factor will be evaluated.

As we move forward with the proposed AIP, it will be important to collaborate with all areas to ensure that our efforts are complementary and not a duplication of what is already in place. For example, the NSME Student Center already utilizes some of the intervention strategies being proposed.
ACADEMIC STANDING

The students' academic standing is determined by the quality of their academic performance and progress toward their degree objective.

Dean's List. A full-time, undergraduate student, carrying at least eight (8) units of letter-graded work during the quarter, who earns a GPA of 3.25 or above in that quarter will be placed on the Dean's List.

Good Academic Standing. Good Academic Standing indicates that a student is eligible to continue in attendance at CSUB and is not on academic probation/jeopardy/disqualification or disciplinary probation/suspension/expulsion from the University.

Academic Probation. In accord with Executive Order 1038, any undergraduate student with a CSUB GPA or overall GPA falling below 2.00 shall be placed on Academic Probation. Students on Academic Probation will have a registration hold placed on their account requiring them to participate in an Academic Intervention Program. In subsequent terms, students will remain on probation so long as either the CSUB GPA or overall GPA remains below 2.00 and their CSUB GPA and overall GPA are at or above the following limits:

- **Freshman students** (44.5 or fewer quarter units) at or above 1.50.
- **Sophomore students** (45 - 89.5 quarter units) at or above 1.70.
- **Junior students** (90 - 134.5 quarter units) at or above 1.85.
- **Senior students** (135 or more quarter units) at or above 1.95.

Academic Jeopardy. Students on Academic Probation whose CSUB or overall GPA falls below these limits may be eligible for Academic Jeopardy only once during their academic career so long as they meet all of the following criteria:

a. The student has never been on Academic Jeopardy before.

b. The student has successfully completed the prescribed Academic Intervention Program while on Probation.

c. It is mathematically possible for the student's GPA to permit a return to Probation within the following term, based on current course registrations.

d. The student has signed an Academic Intervention Contract.

e. The student satisfies all of the requirements set forth in their Academic Intervention Contract, including regular meetings with an advisor.

Students on Academic Jeopardy will be subject to immediate Academic Disqualification and deregistration when they fail to meet any of these requirements.

Academic Disqualification. Students on Probation are subject to Academic Disqualification when their CSUB GPA or overall GPA drops below the following limits:

- **Freshman students** (44.5 or fewer quarter units) below 1.50.
- **Sophomore students** (45 - 89.5 quarter units) below 1.70.
- **Junior students** (90 - 134.5 quarter units) below 1.85.
- **Senior students** (135 or more quarter units) below 1.95.

Students on Academic Jeopardy shall be Academically Disqualified when their CSUB GPA or overall GPA drops below these limits. Students on Academic Jeopardy are subject to immediate Disqualification and deregistration when they fail to meet the requirements set forth in their Academic Intervention Contract.