CHICAGO STATE UNIVERSITY
October 19, 2011

Present: Justin Akujiejze, Joseph Balogun, Philip Beverly [guest], Liz Osika for R. Darga, Sylvia Gist, Debrah Jefferson [recorder], Tiffany Hope, Beverly John [presiding], Cheryl Green, Roosevelt Martin for D. Collins and Derrick Collins, David Kanis, Gina Agelonidis, Nelly Maynard, Miriam Mobley-Smith, Constance Wright.

1. The minutes of the October 12, 2011, meeting were approved without correction/changes.

OLD/RECURRING BUSINESS

2. Technology Updates

3. Freshmen Updates [Green]

   Cougar Start is a target for transfer students with orientation December 1 on LIB 4th floor – Library and Sun Room with colleges taking students to their areas. Asked for feedback from Library because of issues with last week's career fair. Anticipate only about 100 students. Will have advisors available. Wants to have a 2-week check, especially with IT’s presence because of problems with individual versus single sign-on for conducting advisement and registration.

   Green is looking at persistence, retention, graduation for 4 cohorts: UC, traditional freshmen, transfer freshmen and honors freshmen. Looking at all operations, services and needs given by/or for each group. Will work on materials for each type population for usage at recruitment fairs. This will target the special need, resources and intents for each population.

   Faculty have until Friday for 8-week reports. Green gave deans rosters last week to review for accuracy of list of faculty who will be reporting. Balogun indicated some of the names on his list were not there because of a 12-week start. Deans should indicate on the list, which are 12-week but this should match-up with these being now those courses 4-week reporting period.

4. Enrollment, Retention and Graduation [Henderson]

NEW BUSINESS

5. Certificate Program Information Request [Westbrooks] – Enrollment Services, Cheri Sidney, have asked Academic Affairs to respond to a mandate initiated from financial aid on information for certificate programs. If students complete a certificate program, we can add those numbers to our graduation rates. Deans were given a packet that asked for information about number of students, completion rates, costs, etc. Institutional Research should be able to provide us with numbers graduated, but deans need to give us information about job placement rates for those in our program, e.g., potential job areas. This is for both undergraduate and graduate, designed to lead to gainful employment. This can be imbedded in a program or a separate program. This is due Monday, Oct. 24. Please read and respond to the information. This is a MANDATE, not simply a request. A question was raised if we could send an addendum because we had only 2.5 days to
respond to a question that has been sent to the University 28 days ago. We should indicate the information we know: college name, program name, program type is certificate, and CIP code. These forms were from City Colleges so some categories are not at the university level. Financial Aide can do the remainder.

6. **Catalogue Changes [B John]:** We are in Phase One of the review. Only reviewing non-instructional or curriculum changes that need to be reviewed and returned. After this, we will look at the instructional/curricula changes. This is the time to review courses, must have appropriate paperwork for course changes, additions, deletions. Review the email message John sent out. Address only items on the list in that message. This is a non-curriculum/course clean up. You need to look through entire catalog because programs, activities, list of faculty/administrators or program references appear in various parts, so look for consistency of content across both graduate and undergraduate catalog.

November 1 there will be new vision, mission and core value statements. The deans need to review their current vision, etc., so when the next reports are submitted by deans, there should be changes in their areas to reflect this change.

Assessment is clear on academic areas but it is not clear on the non-academic areas for the university. The consultant for HLC said it is a lexicon/language differences that create the problem. There should be a differentiation in terminology – evaluation and assessment can be used interchangeably for the same things in administrative areas or academic areas. The university has hired two consultants, which will be here Friday, November 11. They will meet with all assessment coordinators, as well as deans and chairs. They will conduct workshops in the spring for all faculty. These consultants are only for the academic side. A name will be shared for operations as well as student. Academic Affairs is only focusing on the student learning outcomes perspective for now.

7. **Course Descriptions: Identification of WAC [Westbrooks]:** Both assessment conferences were well attended. We are on target with what we are doing for assessment, but some programs have a few challenges. We also have a challenge with accessing data, which should be available after November 30 when the cost study.

**Recommendation:** ask a former IR staff member to serve as a consultant in emergencies for data collection to pull data in the mean time. The college of Education needs data, which was written in SPSS with an interface with Banner. This is needed by October 30. The COE is to write a request to the Provost about her needs.

As we revise catalog, we need to identify those courses with a writing element. English faculty takes the hit when students send letters or petitions with poorly written language. We have to help our students by engaging students in writing-oriented courses. This should happen at both the graduate and undergraduate level courses. The bottom line is that we should do all we can to ensure that our students can effectively communicate in written discourse. This is needed to ensure the integrity of the curriculum, writing skills of students. The faculty should identify if their course is writing intensive (WI) in their syllabus. In the past, this was two per major. This starts with departments.
In the document room, we will have student writing samples and an exhibit of our faculty members' writing. For student, we can have poor, satisfactory and exemplary writing at each level through graduate. A suggestion was given that if we have student writing examples before courses and after. This should be by program. We will need to ask faculty about student work.

8. **Transfer Guides [John]:** Need to review sections related to programs in each college. There are inconsistencies noted in the guides, partly because of access points. All should have same base document per access point link to on the website. The deans need to make sure we identify CSU courses that are the equivalent. There are different guides online that need to be corrected. Steve Powenski (Admissions Transfer Counselor) will work with Beverly John to correct the inconsistency. Recently, the deans were given lists of courses with inconsistencies with articulations. We also need to know where this update belongs.

9. **Illinois Student Laureate Nomination [Jefferson]:** When the information is received from Dr. Jones, she will forward the data on the biology student who will represent CSU.

10. **Suggestions for University Assembly – ‘Occupy Wall Street’ [Westbrooks]:** In PEC, a forum was identified at which current events would be shared with students. The first is the Occupy Wall Street for an assembly November 7, CSU Rotunda. A committee will put forward future ideas. This is a result of an initiative from student leaders, which went beyond SGA. The aim is to educate our students regarding current events that could affect students. The Faculty Senate will be involved, if this will be a full-day program.

11. **Adjournment**

**Announcements**

a. Jefferson – distributed a sample revised yearlong to be used beginning January 1.

b. Pharmacy – see up to the minute for a video developed by pharmacy students that received awards.

c. Education shared its annual report, which has not been distributed externally. All externally distributed.

d. General Studies – will present at the next Curriculum Committee the revised program. The deans can get a draft of the proposal once Continuing Education reviews the list of courses. Most students are going to finish their current BGS curriculum so this will be for those who are just starting the program and future admits. This will also need to go to the university curriculum committee. This program is housed in Arts and Science. Public Comments will be collected.

e. West Side Campus – plans are in the process for curriculum, staffing, program, etc. A question was raised about a need for a site administrator.

The meeting adjourned at 3:10 p.m.
Probation and Academic Dismissal Process: Updated July 1, 2011

Exhibit C

IT Module

Two rules and reports are run at the end of every semester and submitted to the Registrar and EM Offices. Date of run should be right after final grades are due.

Report 1: Identifies students who are on Academic Probation - PR (less than 2.0 GPA)

Report 2: Identifies students who should be Academically Dismissed (DP)

Note: AR was to be changed to DP/AR no longer to be used.

Registrar

Student's Academic Record is changed to reflect.

Registrar reviews data for students who have been Academically Dismissed to determine accurate standing. Once the report is validated it is shared with Provost.

Registrar submits report of students on probation to the Office of Academic Support.

Registrar office informs student via email within 5 business days of academic standing change and of the action items the student needs to take.

Student

Students on Probation

Meet with Office of Academic Support to determine success plan of action.

Students Dismissed

Student submits completed academic petition by indicated date to the Academic Dean.

Petition Approved?

Yes

Banner record is updated; Petition note is placed in student record - Student's status is changed to RS (Reinstatement)

No

Denied

Student must sit out at least one semester (fall or spring)

Prior to being reinstated, show academic progress at another Institution

Email Notification is sent to student.

Hold is placed on Student Account

Student is Reinstated

Critical Controls:

1. After the majority of the grades are posted for a semester, the Registrar requests a report from IT process to determine the Academic Standing of all students.

2. A manual review of students with a DP standing (Dismissed) is completed to determine if a student has special circumstances that may have caused them with a dismissed standing. Items that need to be taken into account around DP standing are: recent reinstatement and/or if courses completed are developmental courses. Those students who meet special circumstances will be reinstated with a note in their banner record and their names will be removed from the list of students who are being academically dismissed for the term.

3. A revised report of students dismissed will be emailed/distributed to the Office of the Provost. The report will be shared with the Academic Deans via the Provost's office. Reports will indicate student names, college, major, cumulative and term GPAs, and attempted and completed hours.

The report will serve to inform the Deans of the following: students that may petition for reinstatement and their current academic record, and the number of students the college and or programs are losing thus driving other enrollment initiatives.

4. Students may petition for reinstatement starting with their Academic Departments. The petition review committee from the Registrars office will make a final determination on the student's petition. Supporting documents may be required for death or illness. Students are reinstated with a RS code and a hold is placed on their record to ensure checks and balances of contracts.

5. We have identified all responsible parties who are accountable for these critical controls and have set up clear lines of communication and accountability between CSU departments. Employees who fail to comply with the University's policies are subject to disciplinary action up to and including termination.
Revision to 2011-2012 Undergraduate Catalog Language on Academic Standing, Probation and Dismissal for not Maintaining Academic Standards

Academic Standing Student Responsibility
Students are considered in good academic standing as long as they maintain a cumulative grade point average of at least C (2.00) unless your college or program has a higher standard. The Office of the Registrar will monitor students' academic progress at the end of each term and notify them if their academic standing falls below a 2.0; however it is the student’s responsibility to take steps to improve his/her academic status whenever necessary. A cumulative grade point average of at least C is required to complete all degree programs at Chicago State University.

Some programs require a higher cumulative grade point average for graduation. Students with a cumulative grade point average below C are ineligible to petition for graduation irrespective of the number of course hours earned.

The Office of Academic Support Services is available to provide students with information on study skills workshops, tutoring in a variety of academic disciplines, and other services. Students with GPA's below 2.0 are strongly encouraged to take advantage of these services. However, students are responsible for earning and maintaining the minimum cumulative grade point average required for academic success. Students should maintain close contact with their departmental academic advisors to ensure their current academic status is always clear.

Academic Probation
The Office of the Registrar will place an undergraduate student on academic probation when his/her cumulative grade point average falls below 2.0 (C). The purpose of academic probation is to provide students with a warning that their academic performance does not meet minimum university standards. While on probation, students may enroll for no more than 12 semester hours. Registration for additional semester hours requires the written approval of the college dean.

Satisfactory Academic Progress / Enrollment Eligibility for Probationary Status
Students on academic probation are given opportunities for academic assistance from the Office of Academic Support Services. Students who are placed on probation will be notified by letter. In addition, the Office of Academic Support Services will require 4-, 8-, and 12-week progress reports from the student’s instructors. During the probationary period, students are expected to meet monthly with their advisors and a representative from the Office of Academic Support Services to assess academic progress, develop a written plan to improve academic performance, and to participate in appropriate activities such as workshops or tutoring sessions to improve their academic performance.

Students on probation will be permitted to register for up to 12 semester hours as long as their cumulative grade point average is 1.80 with less than 30 credit hours, 1.90 after enrollment in 30 credit hours, and 2.00 after enrollment in 60 credit hours. The credit hour status of transfer students will be determined by the combined total of transfer hours accepted and credit hours enrolled at Chicago State University. However, only courses taken at Chicago State University will be used to determine a student's term and cumulative grade point average. CSU courses and transfer courses will be used to determine a student’s classification.
Dismissal for not Maintaining Academic Standards

A student will be academically dismissed if: at the end of the grading period the student’s term GPA is 0.00 (reflecting no completion of coursework) and the cumulative GPA is below 2.00; or at the end of any grading period where the student on academic probation fails to make satisfactory academic progress as defined under the Academic Standing and Student Responsibility Policy.

Appeals

Students have the right to appeal the university decision on dismissal before the onset of the next term after dismissal. Students must present their appeal in the form of a written petition addressed to the Academic Appeals Committee of the appropriate college. The petition must be delivered to the office of the appropriate dean. The petition will be considered and acted on by a faculty committee appointed by the appropriate college dean. The petition must describe succinctly and concisely the problem and the outcome the student is requesting. Supporting documents (e.g., medical statements, a statement from the student’s academic advisor, proof of completion of workshops, proof of monthly meetings with advisor/Office of Academic Support Services representative, etc.) must accompany the student’s petition. The Office of the Registrar will notify students by letter of the disposition of their appeals.

Reinstatement of Students Dismissed for not Maintaining Academic Standards

Students dismissed for not maintaining academic standards may petition for reinstatement to the university after one or more terms. Petition forms are available in the Office of the Registrar. The student must present the request for reinstatement in the form of a written petition addressed to the Office of the Registrar. All petitions must be filed by the following dates

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<tr>
<th>Term</th>
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<tr>
<td>Fall Term</td>
<td>July 15</td>
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<tr>
<td>Spring Term</td>
<td>November 15</td>
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<td>Summer Term</td>
<td>May 1</td>
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A petition for reinstatement must contain documented evidence and logical reasons the student’s ability and desire to complete successfully a program of study at the university. Transcripts of all college work taken since leaving the university must accompany the petition. The Office of the Registrar will notify students by letter of the decision regarding their petition for reinstatement. Students may be reinstated a maximum of two times prior to completion degree.