



**Arts & Sciences Chairs Meeting
February 7, 2023
9:00 – 10:30 am via Zoom
Meeting Minutes**

NOTE: A summary of the Q&A with Provost Avila will be presented as notes at a later date.

In attendance: Sean Anderson, Stacey Anderson, Dana Baker, Raquel Baker, Geoff Buhl, Catherine Burriss, Rainer Buschmann, Stephen Clark, Trina Darakjy, Sonsoles de Lacalle, Colleen Delaney, Erich Fleming, Blake Gillespie, Andrea Grove, Philip Hampton, Alison Harris, Jacob Jenkins, Kimmy Kee Rose, Vandana Kohli, Lynette Landry, Jennie Luna, Marianne McGrath, Michael Soltys, Bryan Swig

Absent: Greg Wood

Guests: Provost Avila, AVP England

I. Approval of Meeting Minutes

Meeting minutes for January 24 and January 31 were approved.

II. Information Items

Facilities update: LSO Swig provide the following updates:

- A power outage is occurring in Modoc Hall today until 10:00 AM. A new electrical panel is being installed for the HVAC units in Modoc 110 and 160.
- Modoc Hall has a small water leak in the plumbing line that runs behind the buildings, a repair date was not provided.
- Facilities have an internal rule that shutdown alerts will be issued with 24-hour advance notice.
- A wind advisory is in effect until 1:00 PM today.
- The painting of the pickleball court should be completed today.
- The Black Student Reception will be held on Saturday, February 11.
- A building emergency evacuation drill will occur Friday, February 10 at 10:30 AM in Town Center.

Meeting schedule: Dean Kohli requested that staff be invited to attend the February 21 meeting to discuss the instructional budget workbook.

Time certain Provost Avila 9:30–10:30 – Instructional Budget Workbook: Provost Avila shared the new instructional budget model and discussed higher return rate projections, student survey responses, and provided the following background:

- Provost Avila noted that Dean Kohli requested additional resources, 274 FTES, from the Provost's Office which he has approved, with nuance.
- He acknowledged that the challenges in projecting enrollment numbers and student behavior has been difficult to anticipate. Based on the current projections, the Campus enrollment numbers will continue to decline and slowly start increasing in 2026-27 which means it would be almost impossible to avoid an appropriations cut starting in 2024-25.
- If the Campus improved the admissions yield rates, there would be a significant uptick in the total number of students.
- Provost Avila noted that the campus has two new hires (Director of Admissions and VP of Enrollment) to focus on maximizing the admissions process and growing the pool of prospective enrollments.
- The Provost noted that the instructional budget workbook privileges local expertise at the department level. The Provost's Office is funding higher than the projected model and hoping that the numbers are closer to the higher return rate model.
- Upper division student survey results were shared and are attached.

III. Discussion Items

Prep for Provost Avila: Dean Kohli noted that Provost Avila had been provided with the questions and concerns raised by Chairs.

Schedule and enrollment update: This topic was tabled.

Budget Advisory Group: This topic was tabled.

Cross-listed courses: This topic was tabled.

Office space: This topic was tabled.

III. Chairs' Items

Summer: Chairs provided the following feedback regarding the summer term.

Chemistry faculty are interested in creating solutions that might serve students but, as a group, they are unwilling to teach summer classes if there is a risk of their salary being less than the full amount. Others expressed the following feedback: faculty and students are concerned about classes being dropped from the schedule; faculty do not have the capacity and are overwhelmed - there are classes that can be potentially offered but no one wants to teach in the summer; ESRM plans to offer GE courses, but students typically take summer courses at local community colleges, rather than CSUCI, due to costs and distance to homes.

Those Chairs who are offering summer classes have used the following strategies: sent a poll to students to determine which classes are needed for graduation; looked at historical registration patterns; and will take advantage of 10-week sessions to give students the opportunity to retake some of those classes that they might not have been successful in during the academic year. Departments have developed an equity plan for assigning summer courses.

Dean Kohli will request a summer schedule template and advised Chairs to keep contact hours in mind when preparing the schedule. According to Registrar Forest, a five-week class requires 3.0 contact hours per week, per unit. A ten-week class requires 1.5 contact hours per week, per unit. She also noted that she, and not the Dean of EU, would determine whether a class should be cancelled in collaboration with the Chair of the department.

Return to pre-COVID retention rates:

AY	Current Projection	Higher Return Rate
2023-24	4118	4282
2024-25	3794	4088
2025-26	3768	4134
2026-27	3792	4202

Match other CSU yield rates:

AY	Current Projection	Higher Yield Rate
2023-24	4118	4730
2024-25	3794	4796
2025-26	3768	5047
2026-27	3792	5269

Match CSUN Yield Rates:

AY	Current Projection	Higher Yield Rate
2023-24	4118	5641
2024-25	3794	6291
2025-26	3768	6950
2026-27	3792	7464

A Fall Course Scheduling survey was conducted via email in October 2022 to assess when upper division students prefer to take classes. Of the 4,162 upper division students enrolled in Fall 2022, Institutional Research received 351 responses by the close of the survey on October 31, for a response rate of 8.4% (308, or 88%, completed the survey to the end). A summary of the results follow.

1. Students were asked how well the current course schedule works with their employment commitments, transportation needs, and family responsibilities.

Respondents were more likely to agree (somewhat or strongly) that the current schedule works well in all three areas.

Transportation Needs – 56% of the respondents somewhat or strongly agreed that the current schedule worked well versus 24% who somewhat or strongly disagreed.

Family Responsibilities – 53% of the respondents somewhat or strongly agreed that the current schedule worked well versus 28% who somewhat or strongly disagreed.

Work Commitments – 46% of the respondents somewhat or strongly agreed that the current schedule worked well versus 37% who somewhat or strongly disagreed.

2. Students were asked about the days and times they prefer to take classes. Weekday time blocks included 7:00 – 9:00 a.m., 9:00 a.m. – 4:00 p.m., 4:00 – 7:00 p.m., and 7:00 – 10:00 p.m. Saturday time blocks included 9:00 a.m. – 12:00 p.m. and 1:00 – 4:00 p.m.

Most Desirable – At least 80% of respondents prefer to take classes on Tuesdays and Wednesdays between 7:00 a.m. and 4:00 p.m., as well as on Wednesday evenings between 7:00 and 10:00 p.m.

Moderate Desirability – 70 – 79% of respondents favored taking classes anytime on Monday and Thursday (7:00 a.m. – 10:00 p.m.); Tuesday between 4:00 – 7:00 p.m.; and Wednesday between 4:00 – 10:00 p.m.

Least Desirable – Not surprisingly, Fridays (regardless of the time block) were the least favored time for classes to be offered during the weekday, ranging from 27% to 41% of respondents. Half (50%) of the respondents were open to taking Saturday classes between 9:00 a.m. and 4:00 p.m., with the morning hours (9:00 a.m. to 12:00 p.m.) being more popular than the afternoon (29% vs. 21%).

3. Students were asked about the most important factors that CSUCI should consider in creating future class schedules (with 1 representing the most important factor and 5 being the least important). Ranked the highest (1, 2, or 3) were the following factors:

- The ability to register for classes with the fewest course conflicts (83%)

- Offering a wider range of days and times to maximize flexibility (75%)
- Offering courses back-to-back to limit the time needed to spend on campus (66%)

Ranked the lowest were the following factors:

- Offering courses when I am most likely to be on campus (57%)
- Other (19%)

4. Students were asked to rank the instructional modality that they most prefer (with 1 representing the most important factor and 5 being the least important). Ranked the highest (1, 2, or 3) were the following modalities:

- Half-virtual, half in-person classes (92%)
- Mostly virtual classes (68%)
- All virtual classes (60%)

Ranked the least favored modalities were:

- Mostly in-person classes (47%)
- All in-person classes (31%)

IMPLICATIONS

Respondents favor a wider range of days and times in which to take their classes, whether they be offered in-person, virtually, or a combination of the two. At least 70% of respondents favor taking classes on Monday through Thursday, beginning as early as 7:00 a.m. and concluding as late as 10:00 p.m. Expanding the availability of classes offered early in the morning and late in the evening will likely help students balance school with other responsibilities and commitments while reducing transportation expenses. In addition, students desire to register for classes with the fewest course conflicts.

Virtual classes (mostly, all, or half virtual and half in-person) were popular options for those responding to the survey. Students may be looking for greater flexibility to pursue their education while also juggling the multiple commitments in their busy lives.