



2. An ad-hoc committee was convened including Rick Ford, Jeff Bell, Diana Dwyre, Kim Guanzon, Kaitlyn Baumgartner Lee, Tom Rosenow, Laurie McConville, and Jerry Ross to create a proposal for admissions criteria for fall 2021 ([attached](#))

- a) Data on net effect of replacing 2950 index for minimum eligibility with 2.50 GPA
  - (1) Special considerations for in-service-area, etc. are essentially the same as what we have already been doing; under the new criteria, our population wouldn't have changed very much
  - (2) Under new criteria, there would be a slight increase in diversity population
    - (a) SAT scores show a much larger split than GPA does between URM and non-URM scores. If test scores are eliminated, there would be roughly 500 additional eligible students, who never took the SAT, who would be admitted; however the yield rate from this group would likely not be high
    - (b) Additionally, there would be some students who had low GPA and low test scores who would now be admitted. This would likely be a more diverse group, but may struggle once enrolled
  - (3) It is difficult to make predictions without seeing the actual applicant pool, but the added flexibility of this balanced approach will benefit us in the admissions process
  - (4) This change is intended only for Fall 2021, but it is not known whether it may become a permanent change
  - (5) Historically underserved student groups are already taken into account in our admitting priorities, with EOP, CSSC partnership schools, foster youth, veterans and other admitting priorities. We also have in the past used supplemental criteria to pull out students who are California residents, first generation, low income. We would like to potentially increase the number of these applicants, which historically has contributed to diversity
    - (a) Because we have systems in place to provide support for these populations, we don't anticipate additional support needs, but we will continue to monitor. We hope to leverage learning from our extant support groups, to extend support to all students
    - (b) Requirements for service area versus non-service area are different: for service area the GPA requirement is fixed at 2.50, whereas for non-service-area, that GPA minimum floats above 2.50, but can be lowered based on targets. Service area students and special populations are the priority

3. A motion was made to adopt the proposal and recommend it to Academic Senate Executive Committee, and was seconded. The motion passed unanimously

### III. EMS COVID-19 continuity planning (Kaitlyn Baumgartner Lee, Jeni Kitchell)

A. EMS Planning Continuity Group met last Friday. The Academic Planning group is swiftly moving through their planning, which will inform EMS planning priorities

1. A high priority topic has been the discussion, in light of the recent announcement of fall 2020 classes being held primarily virtually, of offering an opportunity for continuing students to

go in and amend their schedules in advance of the Add/Drop period which begins August 10. We need permission from CO to do this

- a) The President will submit a possible list of in-person or hybrid classes to the Chancellor's Office; it is expected that only a subset of those will be approved. After that process is completed, a schedule can be built out. We have not yet been provided the CO guidelines for what we can offer in-person
  - (1) We continue to advocate for consideration that we be allowed to operate in alignment with Butte County guidelines, rather than according to what works for more densely populated/urban areas of California
- b) International students would likely prefer to adjust their schedules according to whether classes would be held synchronously or asynchronously. This information will appear on the revised schedule. Asynchronous classes show in the schedule as "TBD."
  - (1) There is some concern over whether students will know that TBD means asynchronous. There is also concern that with a complete lack of schedule, students could end up with everything due on the same day; this happened during spring 2020 finals
  - (2) A question was raised whether, if a class is TBD, does that lock a course into asynchronous for the full semester, or could it be later revised to a timed class? Jerry and Mike will follow up with Daniel Grassian and Kate McCarthy
  - (3) Could we use different wording for "TBD," or are we locked into that due to the program? That wording is likely a function of delivered PeopleSoft coding
- c) There was a suggestion to make incremental changes to the schedule based on what we already know will not be in-person or hybrid. However, this could result in students needing to check the schedule multiple times, to be aware of schedule shifts as they happen
- d) It could be problematic for students whose home is not local, if they have a majority of their schedule as online classes, but 3 or 6 units in person
  - (1) For classes that are in person, it is recommended that professors offer an online component for those students for whom attending in person for only 1 class is impractical. (This may be difficult due to complexity and/or faculty workload issues)
    - (a) Many students will just adjust their schedules – if they have only 1 in-person class, they will just swap it out so that they can have a fully-online schedule. This could be detrimental to enrollment
    - (b) There is some indication that some students have already signed leases in the area. We are working to plan student support services, such as the WREC, for students in the area. This may be attractive to students, even if they have only one or two in-person classes

B. Considerations for on-campus housing are based largely on configuration of the housing units (i.e., shared bathrooms, etc.)

#### IV. Fall 2020 Updates (Kim Guanzon, Michael Allen)

A. Fall 2020 Admissions Update

- 1. New students have a lot of questions about housing, moving to Chico, how many classes will be in person, etc. We are not sure what that will mean in terms of summer melt

a) There are students who have submitted an Intent to Enroll but are still on the fence. There are others who have not submitted yet, because they are waiting for more information

(1) We have had 52 students who have submitted an Intent, and then backed out

b) We are also getting questions about deferment, and about being half-time at Chico and half-time at the community college in their area

(1) A student cannot defer their admission and then attend somewhere else during their period of deferment (including a community college). Also, if a student begins to take classes at a community college before attending Chico State, they cannot then be eligible to attend Chico State until they have met all lower-division requirements. However, it is permissible to do a combination of Chico State (at least 1 class) and another college. Many students do not understand these details, so it has been impactful for our staff to explain that to prospective students

(a) A set of Admissions FAQs is being created for the website, to reinforce this message

c) There are a lot of virtual Admissions opportunities available (tours, information sessions), as well as email communications

B. Fall 2020 Enrollment Update

1. Continuing students have many of the same concerns as newly admitted students, and are asking many of the same questions

2. As of this morning, we have 11,836 enrolled students (headcount); there are 10,687 FTES. That is a drop of 2.3% for headcount and 2.2% for FTES relative to last year, but only by a few hundred students

3. We are tracking every Planned Education Leave, and whether or not it is COVID-related. Some student athletes have chosen that route

V. Academic dismissal for Spring 2020 (Kelly McGregor)

A. There is an academic disqualification process each spring, which involves Office of the Registrar and Academic Advising Programs. There are roughly 300 students disqualified each spring (284 in spring 2019; 300 in spring 2018; 292 in spring 2017)

1. Per EM 05-003, there is flexibility in the language around whether disqualification can be enacted: the language is that Academic Advising Programs “may” enact these policies, rather than “shall” or “must”

2. Academic Advising Programs is asking for EMAC’s support in its request from Cabinet for a temporary suspension of the academic disqualification process, just for the Spring 2020 grading cycle

a) There is a significant grading change this semester:

(1) We are assuming that both first-time academic probation and academic disqualifications will be fewer, because of the conversion of F grades and, where desired, D grades, to NC. It would be unlikely for any student's GPA to fall lower than it currently is, since Ds and Fs can be converted to NC (unless the student didn't submit paperwork for conversion of their D grades)

b) AAP will still conduct the same advising and communications that would be held in any year, but will not place registration holds or perform the dismissal this spring

c) The implications for Financial Aid Satisfactory Academic Progress (SAP) are that a student might fail SAP tests even if the university keeps the student. Part of Financial Aid's obligation is to ensure that a student is not burdened with debt if they have little hope of succeeding. Financial Aid works closely with Academic Advising in these cases, as well as the student's instructors

d) In terms of messaging, the suggestion was made to include messaging on the student portal regarding grade changes

e) It was moved and seconded that EMAC support this Academic Advising Program's request to not enact the disqualification cycle, for this semester only. This was agreed upon unanimously by vote. The request will now go to Executive Committee for review

#### VI. Election of EMAC officers (Diana Dwyre)

A. Nominations are:

1. Rick Ford, for Chair

a) No additional nominations were received, and it was moved that Rick Ford be elected Chair by acclamation

2. Diana Dwyre, for Vice Chair

a) No additional nominations were received, and it was moved and seconded that nominations be closed. Diana Dwyre was elected Vice Chair by acclamation

#### VII. Course offering response to budget and decreased enrollments (Rick Ford)

A. We are facing a triple whammy: state support will be cut next year due to budget constraints; tuition and fees will drop based on lower enrollment; and demand for classes will be lower due to decreased enrollment. The committee was urged to engage in discussions about the role of EMAC in recommending responses. Time was limited so the discussion was brief.

#### VIII. Upcoming meeting

A. September 1, 2020

Via Zoom teleconference

*Meeting adjourned at 4:53 p.m.*

*Respectfully submitted,*

*Barbara Johnson, AA/S, EMS*