Forbidden Topics Seminar

Title: "Spotlight on Shared Governance: The Example of Mandatory Early Start"
Date: Tuesday, November 15, 12 - 1:30 p.m.
Place: Juniper Hall 4th floor 4117

Panelists:
Elizabeth Adams, Senior Director, Undergraduate Studies
Werner Horn, Chair of Mathematics
Cheryl Spector, English, Director of Academic First Year Experiences

Moderator:
Carol Shubin, Math

Some Possible Topics to explore with the Panelists:

Q1: What would happen if various Department and College Curriculum Committees and EPC fail to create one-unit courses that could be used to satisfy Mandatory Early Start? Could some students still be forced to take a one-unit academic courses before their freshman semester begins and possibly be locked out of the university if they do not "start" remediation?

Q2: How would Undergraduate Studies design and implement a work-around if the local CSUN University Writing Council takes a position affirming the English Council statements?

Q3: What are the repercussions of failing to follow an Executive Order? What are the consequences of running a one-unit course for Credit that has by-passed all the usual faculty approval processes?

Q4: Over the past 10 years graduation rates have improved about 3% systemwide. At CSUN, raw headcount has grown and 6 year graduation rates for First Time Freshmen have increased from 32% in 1997 to 44% in 2007.

Can the panelists estimate Mandatory Early Start Program's expected value-added increases to retention rates and graduate rates?

What is the estimated cost of the Mandatory Early State Program? What is the anticipated revenue? How will the exemption program be run?

Q5: Kate Stevenson, Director of Developmental Math Program, and Bettina Huber, Director of Institutional Research, have reported on the results from voluntary, free, in-class supported Mathematics Early Start Programs of 2009, 2010, and 2011:

Results: 15% of students showed interest, 5% actually did any work, and 3.5% progressed.

How do you define success of an academic program?

Based on this evidence, have the Early Start pilots been successful enough to warrant full-scale implementation?

Q6: The Mandatory Early Start is an example of the type of problem that arises when shared governance and collegiality are competing demands: should faculty (always) support one another when at odds with administrators? Should administrators always support the Chancellor's Office? Are the expected outcomes of Mandatory Early Start worth damaging any goodwill between the faculty and management in light of the improvement in graduation rates over the past 10 years?