

Notes from College of Arts & Sciences Meeting 4/18/11

Social science:

1. Do not want to grow a whole lot more. Not at the rate we are currently growing. Should also talk about growing the academic quality. Opportunity to establish a major that equals quality. Not in favor of additional admission by majors. Do more to encourage minors or double majors.
2. Keep residential quality of CLU. Local students can elect to live at home. If must abolish the guarantee, should start from the top down.
3. Look at why students drop out and share the data with the faculty which sub groups are at risk of retention. Grad rates maybe evaluators should be assigned by graduation. See if 4 to finish works. Undeclared major = exploratory.

Keep faculty/student ratio the same.

Creative Arts:

1. Space available still? Sheer numbers do not indicate true need. What is the optimum faculty/student ratio. Should we be planning financially for other shoe to drop. Should freshmen have such large classes? Changing chapel time so that time is useable for classes. Is a separate admission process needed to the major?
2. Concern regarding capacity of those dorms. Must keep the dorms occupied. How will this impact the community. Impact on local community re renting and no control of student actions.
3. Decent food in the cafe. Smaller classes for freshmen and why students leave. Chatter that students do not feel that they are getting value for their money - dorms and food.

Humanities

1. What the overall strategy was for managing enrollment? Relation of our resources to growth that we have. Is it possible to become growth addicted? How is it possible to focus on quality of students when yield is focus. Are standards for admission to university? Emphasize college as a hill to climb as opposed to a feast to be enjoyed.
2. Degree that growth, building and social status go hand in hand? Are the residential students more likely to stay and do well. Study spaces etc. Not just a place to live but also a place to work. How do we connect students to outside CLU? Would we get a different type of commuter student if there were a shuttle from the train? Houses by academics
3. Improving and intensifying the academic experience, especially in the first year. Worry about the role that finances play in retention. Relation between cost and attrition? Role of advising and course selection. How well do we do that? Course descriptions in Webadvisor. Provide students with a bus pass?

Natural science

1. Have space issues re lab space and add restraints on enrollment issues. Declare major at entrance. More directed students but may limit ability to change majors. Is it a fair way to determine demand for courses. Summer courses for impacted courses. Con is faculty adjunct costs. Also gap between when take sequential courses. Formula for index matrix of sequential courses. Bottom line - quality versus quality.
2. Change mandatory to sophomore year. Loss of residential feel
3. Improper placement as a freshmen. Additional aid. Learning communities. Increase rigor. Expand UC guarantee. More faculty needed.