

Chairperson Pynes asked how SGA is doing with their efforts to fill vacant seats for student representatives on Faculty Senate councils. Mr. Markey replied that with enrollment down, SGA is finding it hard to get students involved because their commitments are pretty spread out. He told senators that if they have a student that they think would do a good job on a council, they can recommend that person to Mr. Markey and he will contact them about possible service. Chairperson Pynes asked how many seats remain to be filled. The Recording Secretary had just emailed Mr. Markey this week to inform him that four seats remain vacant so far this year: one of the two student seats on CAGAS (just for fall semester) and one seat each for the Council for Instructional Technology, the WID Council, and the Council on Campus Planning and Usage. Chairperson Pynes recently recommended a student from one of his classes for the other vacant seat on CAGAS. He thinks part of the problem is that students do not know how important it is to fill these council seats.

- EIU offers both dual enrollment and dual credit courses. Like the community college model, EIU dual credit students earn simultaneous credit at the high school and EIU, and these courses are taught by high school teachers. For reporting purposes, dual credit students are identified as a separate category on the EIU headcount page.

Note that WIU offers dual enrollment courses, and has not offered dual credit. The WIU approach is to work with high schools throughout the region to tailor a dual enrollment experience specific to the needs of the district, the high school, and especially the students. WIU dual enrollment focuses on academic quality, connecting students to WIU faculty, and creating positive experiences and supports that inspire students to choose WIU.”

Senators did not have any further questions for Dr. Mindrup at this time. Chairperson Pynes

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that students that score 14, 15, or 16 on their ACT and have a GPA of 3.3 or higher are as likely or more likely to succeed at WIU than the general student population.

Dr. Bernards told senators that CAGAS voted to approve a test-optional admission process for high school students with a minimum cumulative GPA of 3.3; students with GPAs below 3.3 would still be required to submit test scores to reach the threshold of 46, and Reach review would still require additional criteria for admission. He related that concerns were expressed by the Departments of Mathematics and Philosophy and English because of their use of standardized test scores as one of the criteria for placement in first year Math and English classes. Dr. Bernards related that Ms. Bonifas offered to work with Math to develop models for them to use, and Mathematics and Philosophy Interim Chair Victoria Baramidze then sent an email expressing their support: “If you recall, the Department of Mathematics and Philosophy was concerned about how the changes in admissions policy might affect mathematics placement procedures. Since our conversation at the September 26th CAGAS meeting, the issue has been discussed at length and plans are now in place to deal with it.” Dr. Bernards also received an email of support from Christopher Morrow, Interim Chair of the Department of English: “I wanted to let you know that I support the proposed admissions change. In discussions within CAS and with Doug Freed over the last couple of weeks, many of our questions have been addressed as well as they can be at this point. If this change is implemented, we will be able to work with Admissions and other offices to develop a placement system that can best serve the needs of our students.”

Dr. Bernards told senators that there was a split vote at CAGAS in support of the proposal (6 yes – 2 no – 0 abstentions). He said one of the concerns was from Mathematics and the other was related to the model and how it was developed. He related that Ms. Bonifas then provided a sheet explaining how the model was developed, and this satisfied that concern.

Dr. Bernards was concerned about whether the University would see a large increase of students not likely to succeed as a result of this change, as happened in 2011, but he does not expect that to be the case. He related that the University will continue to have a selective Reach process but more automatic admissions for students with higher high school GPAs who Admissions thinks would be likely to succeed. He added that the administration intends to adjust the Western Commitment Scholarship s Â d levelop

students in these categories graduating within six years is equivalent to students with ACTs of 17-18. Dr. Bernards stated that, based on the model developed with internal WIU students as well as on national models such as this one, CAGAS feels that these students are as likely to succeed as students with higher ACT scores.

Senator Perabo asked if a similar case can be made for students with a 3.0 high school GPA. Dr. Bernards explained that Table 3 was based on the law of regression analysis conducted for the likelihood of these students moving from their first year and coming back for a second year at WIU. He pointed out that the line is drawn at 60 percent or greater in terms of likely to retain. Senator Perabo asked if this data actually came from looking at students with 13 ACT scores, which shows that 75-76 percent of those with 3.7 GPAs retained at 75

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Conference, an event which all state universities attend, she learned that many other state institutions are considering this type of policy but so far none have implemented it, so WIU could be the first.

Chairperson Pynes clarified that admission would not be test-optional for everyone but only for those students with a 3.3 GPA or higher. He was originally skeptical about this proposal but now supports it. He observed that WIU already weighs GPA ten times test scores in its current formula $[(10 \times \text{HS GPA}) + \text{ACT} \geq 46]$. He observed that there were 19 students in Fall 2019 with a 4.0 GPA and a 14-15 ACT score that WIU did not admit. Chairperson Pynes thinks everyone would agree that a student with a high school GPA of 4.0 should be eligible for admission to WIU, but if a student with a 4.0 and a 14 ACT applies, that student is denied admission, even though their WIU admissions formula number of 54 $(40 + 14)$ is well over the 46 threshold. He wants senators to be clear that what is being proposed is not a test-optional admissions policy for the University but only for those students who achieved a 3.3 GPA or above during three and one-half to four years of high school. He added that the model predicts these students will retain higher than the University's current retention rate. He thinks the proposal represents a very mild change. Chairperson Pynes admitted he complained that there is no data for those students in the "proposed regular admit" range on the table because they have not been admitted, but because most of those are in the 14-15 ACT group, those students are really close to the 16 ACT that would allow them to be admitted currently.

Senator Filipink observed that the argument is that although ACT scores are predictive, the SAT is not predictive, but he is not sure if this is just for Illinois or generally speaking. Dr. Bernards replied that the data indicates that the SAT is not predictive generally speaking. Senator Filipink asked if this is a recent occurrence or if SAT has been traditionally non-predictive. Dr. Bernards related that the SAT was originally scored on a 2,400-point level, but this was later changed to 1,600 points because it was thought not to be predictive; 2,400 was found to be predictive of socioeconomic factors and not much else. He added that with the revision to 1,600 points, the College Board also offered a "corrective factor" to adjust the score based on parents' income. Senator Filipink stated while the ACT had been found to be traditionally predictive, Illinois decided to switch to a different system; however, it is not clear that the SAT scores that WIU is proposing to accept actually correspond exactly to ACT scores. He observed that students will not really be coming in with ACT scores of 14-15 (since they will be submitting SAT scores), but Admissions will make that

predictive of retention. Ms. Bonifas observed ACT is a signific

these courses, so the University does have this data in students', and he would argue that including this information would make a much stronger proposal if it was based on academic GPA across four years of high school. Mr. Freed acknowledged th

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Oqvkqp<"To restore the report to the agenda (Filipink/Oursler)

OQVKQP"VQ"TGUVQTG"CRRTQXGF"44" [GU"6"2"PQ"6"2"CD"

Oqvkqp<"To approve the report (Hunter/Franken)

Senator Lauer stated that if some individuals have concerns about the timeframe or other issues which may not get hashed out today, they should consider service on CAGAS. He noted that several senators have already served on CAGAS, and that council talks about issues in more detail than is sometimes possible at Faculty Senate. He stated that one reason to serve on CAGAS could be to craft an even more robust policy. Chairperson Pynes added that Faculty Senate asks its councils to do the hard work for them, and it is rare for the Senate to outright reject one of their council's recommendations. He stated that it would be more appropriate to make a motion to send the recommendation back to the council if there are serious concerns.

Oqvkqp<"To vote with secret ballot (Filipink/Bellott)

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Senator Cordes asked what the outcome would be if the proposal does not pass. Chairperson Pynes responded that it would be rejected until some other proposal comes forward. Senator Cordes asked if the proposal will become policy if approved; Chairperson Pynes responded that it will, pending approval of the President.

Chairperson Pynes stated that he is surprised no one asked what the Interim Provost's opinion is of the proposal. Interim Provost Clow thinks the proposal is a good idea. He noted that individuals do not take tests in the same manner; it is difficult for test taking to be fair and equitable when writers, artists, philosophers, and others may test on a different level and a different model than others. Interim Provost Clow thinks it is time to try something new because what has been tried in the past has not worked. He pointed out that the lowest models match the current rates of retention, so this proposal may let in more bodies that can hopefully be given the support to help them succeed because that is what this institution does. He stated that WIU is all about transforming people's lives and making h''

Craig Tollini, Soc/Anth replacing Pat Anderson 2021 Soc Science

Council for International Education (CIE)

Richard Hughey, Music replacing Ricardo Sepulveda Fall 2019 only FA&C

Council on Writing Instruction in the Disciplines (WID)

Joel Gruver, Agriculture replacing Cecil Tarrant 2022 B&T

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Ad Hoc Committee to Identify WIU's Peer Institutions

Jason Hawkins, Music FA&C

There were no further nominations, and the slate of candidates was declared elected.

IV. Old Business – None

V. New Business

A. Discussion and Recommendations for Illinois Board of Higher Education Faculty Advisory Council Public University Caucus

Dr. Carr sent an email to Chairperson Pynes asking if Faculty Senate could provide input on a question raised at a recent meeting of the Public University Caucus of the IBHE FAC regarding what the Caucus should focus on in the coming year regarding faculty angles on higher education in the state or nationally. Chairperson Pynes said he knows the caucus plans to discuss programs that are low enrolled, mergers of programs, and similar issues that have been part of the problem in the past. He observed that there are a couple of ways to deal with budget cuts, impasses, and similar problems; the University of Illinois at Urbana-Champaign and Illinois State University have addressed this by deciding to admit additional students. Chairperson Pynes recalled that UIUC decided to admit 15,000

aired recently. She stated that a lot of this initiative is geared toward nontraditional students, not require faculty. Dr. Carr has seen proposals that would allow credit if a person had worked as a professional musician for a number of years, for example. She has read through the proposed rule changes at the federal level which aim to expand competency-based learning, which she thinks could lead to even more privatization of education. She remarked that people might begin to think that they only need a certificate rather than a university degree, which is occurring in some cases in the field of computer sciences. Senator Maskarinec remarked that all sorts of certifications are available in computer sciences, but they are training, not education, which is why the word “certification” concerns him. He stated that computer science education exists not just to train students to use certain tools but to educate them regarding why those tools are important and in what context they should be used. He stated that when he sees “certification” used in a broader context, it scares him. Dr. Carr offered to email Senator Maskarinec the proposed rule changes from the Department of Education which would open the door to more competency-based learning; the public comments period is over, but the Department of Education has not yet composed a response to those comments. Senator Perabo remarked that some of this relates to national companies that offer testing. Dr. Carr agreed but said she f