

Academic Council
September 24, 2009
K262; 3:00 – 5:00 p.m.

Members Present: Angela Anderson, Robert Barshay, Mara Doss, Sandra Dunnington, Michael Emmanuel, Mike Gavin, Carolyn Hoffman, Mark Hubley, Andrea Lex, Ed McLaughlin, Alan Mickelson, Nick Plants, Barbara Sanders, Scott Sinex, Fatina Taylor, Charles Thomas

Others Present: Barry Berube, Teresa Bridger, June Fordham, Yvette Galloway, Cynthia Gossage, Tracy Harris, Deidra Hill, Barbara Johnson, Melinda Kramer, Bill Lauffer, Lynda Logan, Paulette McIntosh, Beverly Reed, Louis Renaud, Andristine Robinson, Tia Roebuck, Peter Speier (for Brenda Teal), Margaret Taibi, Verna Teasdale

The meeting was called to order by S. Dunnington at 3:00 p.m.

Approval of Agenda

The agenda was approved as circulated.

Approval of September 10th Minutes

The Minutes were approved with the following revisions:

- Add Nick Plants to members present

Information/Discussion Items

Report of Community College Survey of Student Engagement (CSSE) – A. Lex

A. Lex presented “Using the Community College Survey of Student Engagement (CSSE) to Improve Student Success” (*see PowerPoint*). It was clarified that PGCC has been participating in the CSSE since 1998. Council members and guests were encouraged to visit ccsse.org for more information. Highlights of the presentation included:

- Meaning of “student engagement”
- What CSSE can do for PGCC
- How CSSE data is gathered
- CCSSE’s Limitations & Issues
- How CCSSE results are reported
- Benchmark Groups
- Variables Available for subgroup analysis
- What Benchmarks mean
- How PGCC measures up to peers
- Student-Faculty interaction
- Support for learners
- Problem areas



How Does CCSSE Define “Student Engagement”?

- The *amount of time and energy that students invest in meaningful educational practices* – as a measure of institutional quality.
- Based on research that shows that students who are engaged – with faculty and staff, other students and staff and their subject matter – are more apt to learn and achieve their academic goals.



How Do We Compare to our Peers?

| | CCSSE Cohort | 2006 PGCC | 2008 PGCC | 2006 MCC | 2008 MCC | Large CC Cohort |
|-----------------------------------|--------------|-----------|-----------|----------|----------|-----------------|
| Active and Collaborative Learning | 50 | 54.3 | 56.2 | 50.2 | 50.7 | 49.1 |
| Student Effort | 50 | 51.5 | 58.5 | 51.5 | 52.4 | 49.3 |
| Academic Challenge | 50 | 56.2 | 58.5 | 52.0 | 52.0 | 49.2 |
| Student-Faculty Interaction | 50 | 52.8 | 51.9 | 52.6 | 52.6 | 49.1 |
| Support for Learners | 50 | 52.9 | 51.5 | 50.0 | 49.9 | 49.1 |

Really Well!!!



How are CCSSE Data Gathered?

- Survey consists of approximately 200 questions.
- Administered every two years. Not all community colleges participate every two years.
- All Maryland community colleges are in one consortium and have participated every two years.
- Uses a representative sample of students attending in the Spring.



Benchmark Groups

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Council members asked a number of questions about the results which Dr. Lex will share with the OPIRA staff. The members agreed that more specific information about the CCSSE items related to faculty members' roles in student engagement would be beneficial in planning for additional student engagement initiatives. Members also questioned what the ranges of possible scores are for the various categories that are reported in CCSSE. Dr. Lex stated the OPIRA staff will attempt to provide the requested data and will report back to the Council at a later date.

3rd Week Enrollment Figures – S. Dunnington

Council members reviewed the third week enrollment report. Council members were reminded that enrollment data for state reports are frozen at midnight after three weeks of classes.

It was clarified that these numbers are still considered unofficial. Before this information is submitted to the state, additional enrollments for the rest of the semester must be taken into consideration. In addition, people receiving free tuition, or partial tuition reimbursement (employees and/or relatives of employees) must be removed from the FTE count because, by state law, if a student does not pay full tuition he/she cannot be counted for FTE reimbursement.

Per the Report:

- The headcount is up about 13% (Statewide headcounts are currently around 10-11% among community colleges)
- Credit hours and total FTE are up a little over 22%
- The headcount over the last five years has shown a significant increase
- There has also been a significant increase in credit hours over the last five years

It was questioned whether an explanation of the financial implications of enrollment figures could be distributed to the campus community. S. Dunnington will explore that possibility.

College Enrichment Day - General Meeting for Academic Affairs Staff – S. Dunnington

As discussed previously, College Enrichment Day would include discussions about the course mapping rubric by faculty, department chairs, and deans. However, while departments are having their area meetings at that time, that leaves others in Academic Affairs (division support staff, etc.) with not scheduled activities. There have been several requests for Academic Affairs to hold an area meeting for non faculty members so that staff can receive updates (e.g. H1N1 procedures, building issues, etc.). A meeting will be scheduled for Academic Affairs support staff.

General Education Update – N. Plants

The Gen Ed committee is currently working on the following:

- A first draft of the Philosophy of Education (not just the General Education philosophy; but the philosophy of education for PGCC in general).
 - The goal is to have this ready by the end of this semester. At that time, the draft will be presented to the Academic Council before distribution to the campus community for additional feedback.
- A Philosophy of General Education draft

The committee will divide into groups to address these two charges.

In addition, a third subgroup of the committee will collect data on how both community colleges and four year schools across the state are meeting their MHEC requirements. They will compile this information in a spreadsheet; which will enable PGCC to see what other schools are doing, particularly in terms of addressing the distinction between distributive models, core models, and hybrid models. The committee is considering whether or not it would be a good idea to look at

our commitment to one or more of those models or keep things the way they are. In the very least it would be beneficial to have some information from other schools across the state so that PGCC's GenEd committee can come up with a model that fits PGCC as this would affect how we run the GenEd program. Time is of the essence, as the GenEd granting process cannot remain on hold indefinitely as it is now. We must come up with an outline for the program so that we are in a better position to determine whether or not a proposed class is a GenEd course or not.

Council members were informed that the first VP Chat was planned to focus on general education and a general discussion of what would be expected in a Philosophy of Education and Philosophy of General Education. However, there was a conflict with the original date chosen for the VP Chat (October 1st) as the Faculty Senate also meets on that day. *The VP Chat will now be held on October 5th, 3:00 – 4:30.*

In addition, R. Barshay will discuss his article on General Education at the October 1st Academic Conversations program; to be held at 2:00 in Accokeek (Room 330 or 331).

Action Items

NONE

Reports

NONE

Questions and Answers

Open Discussion – Q&A

- **Follow-Up: Course Mapping – M. Gavin**

M. Gavin discussed the Course Mapping process with the Chairs Council. The only issue brought to his attention was addressing the differences between online, face-to-face, *and* hybrid courses. Hybrid versions of courses should be mapped separately just as courses with both online and face-to-face/in class sections would be.

It was also clarified that the Rubric scores of 0 to 3 should be discussed in terms of the Core Learning Outcomes first and applied to individual courses later.

Specific directions for the College Enrichment Day exercise will be included with the electronic documents to chairs to ensure that the focus remains on CLOs and how that rubric might be applied to those outcomes in each discipline (vs. focusing on specific courses).

- **Follow-Up: “Q” Grades – S. Dunnington**

The approved draft of the “Q” grades procedures was reviewed by the Chairs Council. Their only concern was the permanency of the “Q” grade. Many chairs thought the “Q”

grade was temporary and felt that they were not allowed to impose anything resembling an attendance policy on paying students. There was concern that this was a change in practice or philosophy.

It was clarified that the “Q” grade is not new and there has been no change in policy. The Council is merely operationalizing how “Q” grades should be issued. Dr. Dukes has asked that S. Dunnington clarify what the federal expectations are regarding “Q” grades.

BACKGROUND

The “Q” grade was originally issued by the Academic Regulations and Standards committee as a means to differentiate between students who never participated in a course and those who actually failed the course.

Based on comments from the Chairs Council, S. Dunnington added another bullet point to the document approved by the Council on September 10th indicating that a “Q” is a final grade which is not to be changed unless there are extenuating circumstances. In which case, only the faculty member could change the grade using a change of grade form. Additionally, the “Q” could not be changed **under any circumstances** after approximately 40-45% of the course has been completed, because changing the grade at that point would create issues at a federal level.

○ **Follow-Up: Book Orders – F. Taylor**

F. Taylor met with P. Oliphant and Y. Galloway regarding book orders that have come up short. There are plausible reasons why books have not been ordered for some classes including:

- The sudden enrollment increase put an unexpected strain on book orders
- The number of book orders each semester are based on order numbers from past semesters (Waiting for new rosters each semester would not work because books take too long to arrive.)

P. Oliphant will attend the next Academic Council meeting to address concerns about textbook orders. He is also inviting Chairs to email specific questions to him (through F. Taylor) so he may address and resolve any issues.

○ **OTHER – S. Dunnington**

The League for Innovation holds two conferences a year. This year’s Spring conference (national) will be held at the Hilton in Baltimore (March 28th to 31st)

- The deadline for proposal submissions has been extended until October 16th
- 16-20 volunteers are still needed at the conference

S. Dunnington will send an email with additional information.

Next Meeting Date and Time: October 8, 2009; 3-5p.m.; CAT 133

**Managing Issues with Book Orders
Secure Classrooms Protocol – O. Hansen
2009-10 Goals for Academic Affairs – S. Dunnington**

November

Assigning billable credits to DEV courses

The meeting was adjourned at 5:00 p.m.