Prince George's Community College
Academic Council Meeting
January 28, 2010; 3:00 – 5:00 p.m.; CAT-133

Members present: A. Anderson, R. Barshay, M. Doss, S. Dunnington, M. Gavin, O. Hansen, C. Hoffman, M. Hubley, R. Karlsson, A. Lex, A. Mickelson, N. Plants, S. Sinex, C. Thomas

Members Absent: M. Emmanuel, F. Lamar-Taylor, B. Sanders

Others Present: V. Bagley, J. Hickey, B. Reed, B. Teal, M. Torain

The meeting was called to order at 3:10 p.m. by S. Dunnington.

Approval of Agenda
The agenda was approved with the addition of Information on AAT General Education requirements.

Approval of Minutes: January 21, 2010
The minutes were approved as circulated.

AAT General Education Requirements, Page 29. Catalog - Dunnington

Following a conversation earlier in the day with an MHEC staff member about general education requirements for the new ASE degree, S. Dunnington noticed that the current gen ed configuration for the AAT exceeds the state requirement for general education credits. (see page 29, 2009/10 catalog). Although the courses listed may be required for specific AAT options, not all can count as, not may be appropriate for, satisfying general education requirements. The AAT should model our AA general education requirements since the AAT is a subset of the AA degree in COMAR. It may be that all we need is a statement on the preceding page, under the AA and AS general education requirements, stating "The AAT also follows this requirement"

When you look further in the catalog under specific AAT options, some show more or less than 30 to 36 gen ed credits. Program requirements need to follow the overall gen ed requirement. This issue may simply be a matter of how they have been laid out in the catalog. Some courses listed under program concentration may need to be moved to gee d and vice versa.

S. Dunnington asked Nick Plants to have the GenEd Committee to work w/T. Bridger and J. Rosicky to get this straightened out quickly. If it needs to go to the Board, she will ask to have it go as an action item in March.

Enrollment Update – S. Dunnington

S. Dunnington updated Council members on enrollment as of January 28, 2010.

Enrollment is up a little over 17% over spring 2009. There has been one major drop that has not run yet and is, therefore, not reflected in this data (unsure how large it is or how it will impact the numbers).

Philosophy of Education – N. Plants

Council members collaborated on revisions to the Philosophy of Education and spent about 30 minutes editing the "who we are" and "purpose" sections. Due to the lack of time, a subcommittee was formed to draft an update, using the suggestions generated at the January 21st meeting. They will report back at the February 11th meeting. The group includes:

N. Plants
M. Hubley
R. Karlsson
S. Dunnington

Secure Classrooms Protocol – M. Doss; O. Hansen

M. Doss and O. Hansen distributed a report from the Secure Classrooms Protocol Taskforce.

The Taskforce decided to focus on immediate solutions that could be solved now:

- The Taskforce took a three-part approach:
    - Procedural recommendations for Securing and Accessing Classrooms with Technology
    - Technology Solutions (deterrents)
    - Protocol for Classroom Security and Usage
- The Taskforce made recommendations in those 3 areas:
    - Securing and Accessing Classrooms with Technology (Came up with four methods that could give faculty access to locked rooms and classrooms):
        - Issue keys to faculty
        - Identify secretarial personnel (to be available to help faculty unlock doors, especially in the evenings)
        - Require faculty to contact Campus police (can call them 15 minutes prior to come and unlock the doors)
        - Use a combination of the above methods
    - Technology Deterrent Recommendations:
        - Extron Control System

            The CAT building and about 20 other classrooms across campus are equipped with the technology to send an alarm if equipment is

tampered with. However, this technology was never activated because there was no recipient for the alarm/alert (e.g. a cell phone capable of receiving text messages). The goal is to obtain a device that is manned at all times. The alarm would go to Audio Visual Technology Services but will go to Campus Police first (with date and time included). The system will be set up to send the alert.

- ▪ Electronic Doors

- • The Taskforce discussed Communicating the Security Information to Faculty
    - o Recommended that it be sent by Dr. Dukes (or her designee)
    - o Drafted the memo
    - o Included a draft protocol
    - o Included a contact information list
        - ▪ a list of who to contact in case of various situations

There was some discussion regarding whether a faculty member should lock classrooms with equipment inside or wait for someone to show up at the conclusion of their class (in response to page 7: *Do NOT leave equipment unattended*). In instances involving technology carts, it is unsafe for faculty members to roll the equipment elsewhere, so it must be left in the classroom. If they are working in one of the classrooms that don't lock, should they wait until the next instructor arrives? It was also questioned whether it would be beneficial to identify all classrooms without locks and have them outfitted with locks.

Questions

Council members were asked to consider the following:

- ▪ Should the secure classroom procedures be posted on the portal? In the revised faculty handbook? Adjunct faculty handbook?
    - o Council agreed that all three locations would be fitting
- ▪ Could this be posted in all classrooms? (e.g. in a laminated sleeve)
    - o This is possible; the guidelines could be prepared, and building coordinators could make sure that it is posted in all classrooms
- ▪ Printing the guidelines on a wallet-sized car that faculty members could carry with them.
- ▪ It was suggested that language be changed to include faculty *and* staff
- ▪ Does this document indicate who to contact for technical support (to bring in equipment or if there is a problem, etc.)?
- ▪ It was noted that this document reinforces that it's okay to ask to see someone's ID.

This will be an action item at the next meeting.

TechExpress Proposal - All

Council members reviewed and shared feedback on the proposal:

- It was suggested that there are two components missing [on campus] which are necessary to support the TechExpress Proposal:
    - having technology pervasively around the campus
    - having the expectation that people use the technology

    These things need to be in place (permanent technology in the classrooms) before this proposal can move forward in a meaningful way.

- It was questioned whether, since everyone will not use all of the technology, should all faculty members be expected to learn every type of new technology or only what they will use? Is it possible to break the process down into modules where people pick what will be most beneficial to them?
    - It was clarified that this was meant to *introduce* faculty and then they could pick and choose. The understanding was not that they were expected to learn all of it. It was also suggested that the faculty members who do learn the new technology could share what they've learned with others.
    - It was suggested that faculty members could watch others using the technology in a classroom setting.
- It was suggested that there seems to be an integration problem where the technology is made available, but no one is using it and/or is unaware of how to use it.
    - The purpose of TechExpress would be to address this.
- It was clarified that, because there is no formal expectation that faculty members learn new technology, when workshops/training sessions are held, few show up. The proposal would set forth a formal expectation that faculty members learn new technology.
- It was suggested that job aides (e.g. basic instructions for using the equipment etc.) would be useful in facilitating the rapid use of equipment. Currently, there appear to be no job aides in Bladen classrooms.
    - It was clarified that on every classroom PC, there is a technology tutorials icon. This qualifies as a job aide that walks users through various software and tools.
    - However, it does not seem that many faculty members area aware of this tool. There should be a way of informing new faculty members of what is available to them; perhaps a small sing indicating that the icon is there.

- o It was suggested that adjunct professors could receive a classroom protocol handout or something to that effect which would inform them of these things.
    - It was suggested that this information be shared with new faculty members prior to their first class so that they are not put in a position where they learn the software and equipment in front of students.
    - L. Gagneaux currently sends a reminder email every semester about the desktop technology tutorial
    - A classroom protocol document would be distributed by chairs, but the responsible party/ies for drafting the document must be determined. It was suggested that Council members come up with one or two sheets of basic information that all adjuncts would get in this handout.

It was determined that this would be an ongoing information item on the next agenda, and that a classroom protocol document should be developed for faculty use

Revising the Academic Standing Policy – V. Bagley, M. Taibi, J. Hickey

Background

In December the Council approved taking all Developmental Education courses (as well as several courses in speech and ESL starting with a "0") and moving them from issuing CEUS to issuing equivalent hours. The question was whether this would have to go to the Board of Trustees as a CODE change.

The discussion left off questioning whether or not the current program for calculating academic standing could be modified to recognize CEUs for past courses as well as EHs for future courses. It has subsequently been determined that the *re-programming could and would be done in-house.*

If Council is satisfied with the academic standing policy as it is now, no further Board action is required.

The second issue is a question posed by the President's Senior Team: Why does student performance affect academic standing but not whether or not the student is considered for the deans' list. Is it appropriate to consider how well students have done in the developmental education courses when looking at academic standing or not? Should academic standing be calculated solely on the number of credits taken? If so, if any student attempted those courses a third time, they would need approval of advisor or department; fourth time – approval of the dean would be required (per current standing procedures).

<u>Feedback</u>:

- Non credit courses in Academic Affairs should not be considered when calculating the dean's list. The Dean's List is universally considered to be a recognition of college-level academic achievement. Including non-college level courses in that calculation would diminish/dilute the importance of the list.
- The Academic Standing procedures should be a system that alerts students as to whether or not they're passing and making satisfactory progress. Therefore, it is important to include all courses in this determination. .

Council members agreed that the Academic Standing policy should remain as-is.

The question posed by Senior Team was if we should somehow recognize students in another way (other than deans' list) for their achievements and progress? Council members took this into consideration. However, it was clarified that, through the ALANA program, there was an award (a plaque) for developmental students who were doing well. Students were recognized in a program at the end of the year.

Dr. Reed and the Developmental English/Reading and Mathematics department chairs will propose an appropriate means of recognizing achievement in the developmental level courses to the AC later in the spring.

OTHER

- Council members were asked to leave notes on Philosophy of Education revisions with N. Plants.

Future Items:

- Academic Council has been asked to review how the Dean's list is calculated. Currently it is calculated using the GPA of the last 12 credits the student has taken. In some cases that may involve four or more semesters. If a student has taken 9 credits in prior semesters and takes 6 credits in the current semester, the grade for one course is used in the 12 credit calculation and the other grade is held for the next calculation of 12 credits.
  - *The Academic Council will look at this process later this Spring*
  - Dean's list has not been run and letters of acknowledgement have not been sent to students since Colleague was implemented. However, IT staff is completing the program that should be able to calculate Dean's List. It will go into testing later this week.
- C. Thomas raised a concern regarding developmental education courses and their effect on quality of students' subsequent education. Are the number of students and an increasing amount of resources being devoted to developmental/remedial courses? How

does that impact other areas? Are expectations in college-level courses being lowered to accommodate students needing developmental courses?

- o Council discussed the fact that developmental courses are not available at all at 4-year colleges and universities in some states (e.g. New York and California) and can only be taken at community colleges.
- o The relationship of access and developmental education was also discussed. If the college is open access what does that mean in light of remedial needs? Is there a point at which remediation cannot occur within the framework of the courses in Academic Affairs? How is that, then reconciled within an open access framework?
- o B. Reed stated a task force had addressed many of these issues in the past. Recommendations were made, but nothing has ever come of them. ***She will provide the report to S. Dunnington for distribution to the Council.***

- Student Behavior
  - o There is increasing concern about student behavioral issues, both in and out of the classroom. Could this be addressed?
    - ▪ ***S. Dunnington will invite Dr. Lee and other individuals from Student Services to a future meeting of the Council to discuss this issue.***

Next Meeting:

- ☐ Hybrid Courses
- ☐ Culminating Experiences
- ☐ Academic Council Assessment Survey
- ☐ Secure Classroom Protocol as an action item
- ☐ Philosophy of Education
- ☐ Will look at Dean's list calculation at February 11th meeting
- ☐ A. Lex will bring info on stats (no of students taking Dev Ed courses etc.)

OTHER

M. Gavin will chair the Academic Affairs Assessment Committee for spring 2010.

- The Committee will work on the Academic Affairs assessment plan
- The Committee will work on the MAPP test (Select members will go online, review the test, and develop a rubric to map that against our CLOs)
- Advertising internally and externally for the assessment coordinator position.

The meeting adjourned at 5:03 p.m.