

Prince George's Community College
Academic Council Meeting
September 23, 2010; 3:00 p.m. – 5:00 p.m.; CAT 133

Members Present: B. Adkins, A. Anderson, R. Barshay, B. Brennan, J. Calhoun, M. Doss, M. Gavin, O. Hansen, C. Hoffman, R. Karlsson, A. Mickelson, N. Plants, B. Sanders, S. Sinex, C. Thomas

Members Absent: A. Lex

Others Present: E. Baldwin, J. Rossmeyer, B. Reed, T. Roebuck, B. Teal, M. Torain

Approval of Agenda

The agenda was approved minus the report from A. Lex and with the understanding that J. Rossmeyer will address the door lock during his segment (vs. the Q&A discussion). A discussion of the enrollment report was also added.

Approval of Minutes: September 9, 2010

The minutes were approved with a correction to the October 14th date of the next meeting.

Information/Discussion Items

Enrollment – S. Dunnington

It was clarified that these are the frozen numbers (third week) that will go to the State because PGCC is obligated to report third week numbers in tandem with all State schools for comparison purposes. These numbers will form the basis for everything in the Fall Factbook. However, these are not the final numbers because we will have additional students who may enroll in late start classes, second half semester classes, etc.

According to the most recent enrollment report, the headcount is up. However, the new student number is down. It was clarified that this may be due to the face that “new students” are now considered those who had never been entered in the Colleague system before.

In addition, LCC enrollment is up 41%.

It was clarified that the Joint Base Andrews number generally fluctuates considerably due to deployments. Also, some Andrews students may switch to online courses so that they can take classes remotely. These students would not show up in enrollment figures specifically for Andrews.

Statewide GenEd Initiatives – S. Dunnington/N. Plants

N. Plants and S. Dunnington discussed the impact of a new statewide GenEd initiative on PGCC's plan for GenEd.

There were previously some guidelines set forth by the Intersegmental Chief Academic Officers (ICAO) across the state regarding GenEd. This document was very important for us insofar as it is the document that also serves as the basis for an agreement between the four- and two-year schools that four-year colleges will accept GenEd credit from two-year schools on the basis of certain criteria and requirements. The GenEd committee has since referred to this document as a reference while attempting to revise the Gen Ed program.

The original plan had been – now that the Philosophy of Education is done and the Guiding Principles of GenEd are underway – to begin revising the GenEd program this year according to the ICAO requirements. However, a subgroup of ICAO has recently reconvened and decided that, because it had been fourteen years since the original document was drafted, it was time to revisit Gen Ed requirements. A subgroup of the ICAO now has a timeline in place for revisions to this group of standards (and to MHEC regulations regarding GenEd as well). What they come up with will serve as the new standards for PGCC GenEd.

This will affect the GenEd committee's previous plans for this year. However, in keeping with progress made by the committee thus far, the following will continue in the meantime:

- The moratorium on granting GenEd status to courses currently in place will remain.
- Work on the Guiding Principles of GenEd will continue and will be done by the October 14th Council meeting
- The GenEd committee will continue looking at our own current GenEd courses with an eye towards making some determinations about their relationship to specific CLOs. (It was clarified that even if the standards from MHEC and the ICAO significantly change some of PGCC's requirements, we are also at liberty to come up with our own requirements, above and beyond the state requirements.)
 - o See courses listed on pages 30 and 31 of the current catalog. The committee and departmental chairs will work through the list with the CLO data.

It was questioned whether there is any method or procedure for declaring a specific number of courses as GenEd (whether it is possible to set a number beforehand). It was clarified that the committee has not had that discussion, but open to discussing it as an option with some reservation.

It was clarified that this will also affect strategic initiatives and the GenEd committee will keep the Council posted as the revisions develop.

Social Media Policy – J. Rossmeier

J. Rossmeier reviewed a draft of the Social Media and Network Policy document and discussed background and the feedback he's looking for.

BACKGROUND

This social media policy document is about the eighth version that has been evolving over recent

years. This document was initiated early this summer (May 2010) – and grew out of a discussion with the President. The policy was drafted as guidance in using social media sites. Research from other institutions (and a few corporations) served as models. The draft will eventually go to the Board of Trustees for approval.

One of the primary points of developing a document like this is how to make it applicable to faculty and student services staff who are going to use it most to interact with their constituency.

It was clarified that after this meeting, and subject to Council input, it will go the college attorney for approval.

It was explained that there are 4 different types/categories of social media and networking sites:

- (1) College-sponsored sites (those officially managed by the Office of Marketing and Creative Services)
- (2) Organization and program-sponsored sites (for formal organizations within the college)
 - Per the document, there will eventually be web assistants throughout the college to maintain content for not only social media and networking sites, but also for the portal and the college's enterprise website. (These would *not* be new positions, but an added responsibility to existing classified staff positions)
- (3) 7.1.1.3: Individual work-related sites
 - This section really pertains to faculty and requires input from the Council on whether or not enough information or explanation is given.
 - In this instance, the faculty member is responsible for their sites and use of those sites to interact with their constituency [students] is encouraged.
- (4) Personal Sites (use is discouraged on college time and using college resources)

Council members posed the following questions:

- Will there be training for web assistants?

There will be training; however, the training process is yet to be determined as the document has not been formally adopted. It was clarified that there may be up to 40 or 50 web assistants in all.

- Can programs already in the process of setting up a site proceed?

It was clarified that programs already in the progress of setting up sites may proceed as long as they use this document as general guidelines in the meantime (per 7.1.1.3 – permission is not necessary, rather “authorized and encouraged”). In addition, once the general policy is adapted, other areas may establish their own guidelines as well.

There was concern that some of the language is ambiguous (e.g. the list on page 4 of things that would not be appropriate for a social media/network site) and concerning in terms of academic freedom (e.g. materials that can be shown in a gender and sexuality course). It was clarified that

the use of media should be within the context of the coursework. Further clarification on the major areas of concern was requested and will be provided by J. Rossmeier to M. Gavin, R. Barshay and E. Baldwin.

Information On Developmental Courses/Data – B. Reed/M. Torain/B. Teal/A. Lex

The dean and chairs from Learning Foundations (Developmental Education) updated Council members on the Developmental courses currently offered and issues encountered in teaching the courses. A. Lex will provide more composite data at the next Council meeting.

GENERAL OVERVIEW

The Learning Foundations division is organized around three departments: Developmental English/Reading, Developmental Mathematics, and Academic Enrichment:

- The Accuplacer Placement Test provides the scores used to place students in developmental courses (per first sheet of the handout); A. Lex will discuss data collection at length in her presentation.
- Developmental English/Reading has 6 full-time faculty members and 30 adjuncts
- Developmental Mathematics has 14 full-time faculty members and 55+ adjuncts
- Academic Enrichment has 2 full-time faculty members

B. Reed distributed general Developmental Education data (see handout) and clarified the following:

- Capacity level (number of students per class) is currently set at 24 (far higher than other Community Colleges, which are generally at 17-20)
 - Each fall semester, we have to add to the total capacity b/c of the number of students requiring developmental courses
- There are 2 levels of developmental writing
- There are 3 levels of developmental reading
 - As of last Fall semester, we were able to get the accelerated reading course through the curriculum committee
- There are 3 levels of developmental mathematics
 - Including 2 refresher courses

It was clarified that in Fall 2009, out of all new students enrolling at PGCC, 71% needed at least one developmental education course.

DEVELOPMENTAL ENGLISH/READING

M. Torain, chair of the Developmental English/Reading department, gave a general overview of the department and the challenges it faces.

The Developmental English/Reading department is much smaller than Developmental Mathematics with 5 Courses:

- DVR 0051 is the first (lowest) level course:
 - Focus on basic reading skills (reading material is typically on a 5th or 6th grade level), including developing vocabulary and basic communication skills, and fostering reading as a habit.
 - Students who are reluctant readers
 - Students with learning disabilities
 - Unfortunately many students who do not belong on this skill level (but on a Kindergarten to 2nd grade level) wind up in this course as well as there is not lower level in which they can enroll.
 - 0-53 Accuplacer score

It was clarified that IEP is *not* accepted here as a means of documenting a learning disability and students are not required to inform the instructor that they have a learning disability.

- DVR0061 (College Reading and Study Skills Course)
 - Students struggling with the techniques that will help them absorb and understand college-level material
 - Focus on study techniques and reading strategies
 - Developing a consistent study discipline is generally the major hurdle for students in this course.
- DVR0071 (formerly SKB340)
 - Students with advanced reading and study skills.
 - Students enrolled in this course typically just missed the required Accuplacer score.
 - This is a two-week intensive reading course (students cannot miss one day).
 - Student must earn a “B” to pass.

There are 2 courses in English department:

- DLS 0031 (lowest – Fundamental Language Skills)
 - Students in this course need to learn basic grammar (parts of speech, basic sentence structure, etc.)
 - Many of the students have some type of learning disability (albeit not documented)
- DVE0011 (Developmental Composition)
 - Focus on paragraph writing (some essay depending student progress)
 - Student earning an “A” can enroll in ENG1010
 - Students earning a “B” or “C” must take ENG 1000 first

It was suggested that there must be a way to avoid increasing capacity in these courses as the students especially require individualized attention.

DEVELOPMENTAL MATHEMATICS (*see handout*)

B. Teal distributed a handout with information on Developmental Mathematics courses and their sequence.

OVERVIEW

- Developmental Math courses are typically big sections
- A review class is offered six times a year (Students can take the Accuplacer at the end of the course and are placed based on that score).
- There are three courses in this department:
 - DLS 0011 (basic arithmetic)
 - 10 weeks
 - 2 credit hours
 - Currently 18 sections
 - DVM 0031 (Pre-algebra)
 - 1 semester
 - DVM 0071 (Introductory Algebra)
 - 1 semester

Students testing into 0031 for the first time must be concurrently enrolled in PAS 1030 (a 1-credit math study skills course). This presents a challenge as PAS 1030 fills up quickly.

It was clarified that, from the Developmental Mathematics sequence, students move on to Math 1040.

Action Items

Changes to QM Timeline and Exceptions – M. Doss

M. Doss re-distributed the procedure for reviewing Quality Matters courses with suggested revisions.

Council approved the revised document by consensus.

Reports – NONE

Questions and Answers

Invitation to CWF Leadership for 10/14 Meeting

The leadership of the CWF were invited via email to the October 14th meeting to discuss any concerns they have about the Council which surfaced last year. Instead it was

decided that the leadership of each group will have an initial dialogue. S. Dunnington and M. Gavin will meet with the CWF leadership next week to initiate this discussion.

Electronic Door Locks

Council revisited N. Plants' concerns regarding electronic door locks from the previous meeting. J. Rossmeier will look into this as it may be possible to keep electronic doors unlocked for a specified period of time. It was clarified that, where there are electronic doors on campus, we currently do not have that capability.

Next Meeting Date and Time: October 14, 2010

- Assessment Plan and College Enrichment Day
- Technology Questions for College Enrichment Day
- Technology Discussion
- Discussion with CWF
- Completion Agenda
- TPACK
- Late Registration

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