

**COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, OCTOBER 14, 2003
WOLFSON CAMPUS –ROOM 2106 – 1:30 P.M.**

MINUTES

CHAIR: Ian Cobham

MEMBERS PRESENT:	Maria Alvarez	Joshua Arjona
	Cecilia Bermudez	Oscar DeArmas
	Armando Ferrer	Shirly Ferguson
	Gail Hawks	Karen Hays
	Harry Hoffman	Malou Harrison
	Maria Jofre	Susan Kah
	Michael Kaldor	Deborah Keeler
	Peter Kuentzel	Patricia Lassiter
	Magdalena Lamarre	Josefina Llarena
	Sean Madison	Connie Miller
	Lourdes Oroza	Clyde Pfleegor
	Madeline Pumariega	Penny Roache
	Herbert Robinson	Nidia Romer
	Nelson Santiago	Emily Sendin
	Lucy Spence	James Sullivan

MEMBERS ABSENT:	Jennifer Jean Baptiste	
	Ece Karayalcin	(Sent Notification)
	Kaiyang Liang	(Sent Notification)
	Sean Madison	(Sent Notification)
	Neil Olsen	
	Leslie Roberts	(Sent Notification)
	Nelson Pena	(Sent Notification)
	Lourdes Perez	(Sent Notification)

PRESENTER: Steven Kelly
Cathy Morris
Josh Young

RESOURCE: Gabriella Buitron
MaryAnn Miller

RECORDER: Carol McAlister

1. **Call to Order**

Ian Cobham called the meeting to order.

2. **Introductions**

Ian Cobham introduced the 2003/2004 student representative Joshua Arajona from North Campus. Joshua will serve for a one year term of service on College-wide CASSC.

All the members introduced themselves.

Emily Senden presided over an ice breaker (Human Treasure Hunt). College-wide CASSC is a large group, and this exercise enabled the members to meet and talk in a casual and relaxed manner. The winner of the Treasure Hunt was Armando Ferrer!

3. **Approval of the College-wide CASSC Minutes of September 9, 2003**

The College-wide CASSC minutes of September 9, 2003 were approved as amended with corrections.

Michael Kaldor noted that his comments on the Bachelor of Science in Secondary Science Education-Physics concentration and Chemistry concentration (Page 8 – Item 11) were not included in the minutes. An amendment was made to the minutes on the Bachelor of Science in Secondary Science Education in the Physics concentration and Chemistry concentration.

(Amendment) Michael Kaldor addressed the following concerns:

- 1.) PHY 3042C, Physics 3, is not included in the Physics concentration.
(PHY 3042, Physics 3, is now PHY 3504C Thermodynamics and Waves)
- 2.) PHY 4320, Intermediate Electromagnetism, course description includes information that the course will complement the topics offered in PHY 4224 (optics).
(Will be corrected to read PHY 4424 not 4224.)
- 3.) PHZ 3133, Mathematical Physics lists the following prerequisites: MAC 2311, MAC 2313, MAP 2302, PHY 2049.
(Will be corrected to read MAC 2312 not 2313).
- 4.) For example, concerning chemistry courses, if a student decides to change their major from Chemistry Education to Chemistry, these courses might not count for Chemistry majors. Michael Kaldor was of the opinion that it was decided that the catalog would have a listing stating that such and such a course might not count for a major in Chemistry, but rather fulfill the requirement for Chemistry Education at Miami Dade College. This would apply to the education programs in the areas of Mathematics, Biology, Chemistry, Earth Science, and Physics

Also, identify in the course descriptions the courses in the Science and Math Education programs that would not count for a major in each of the five fields (Mathematics, Biology Chemistry, Earth Science, and Physics). For instance, a student enrolled in Survey of Organic Chemistry, this course would not count for a major in Chemistry. It was suggested that these courses be reviewed further by the discipline committee as they are the experts who should determine which courses would count for majors, and which courses would not.

MaryAnn Miller explained that she is currently working with the State on the course numbers and changes, and will be working with Leslie Roberts on other matters of concern. Forthcoming changes will be presented to College-wide CASSC.

Other changes: Page 4 - he to *the* (line 6)

Page 8 - Maria to *Marie* (Item 10)

4. **Dr. Lukenbill's Updates**

State Effort for Accountability Measures

Essentially, the State has a program initiative in place that will hold every part of the educational system accountable. Several committees worked on the accountability issue and received input from colleges and constituencies. Five areas of accountability were identified, and suggestions for accountability measures were requested. Although it has not come about, the possibility exists that the agenda might be to give colleges and universities an FCAT type of test for students at the sophomore level before the students become juniors.

Armando Ferrer shared his perspective since he attended the meetings. He explained that 5 commissions were set up. One general commission that was K-20 and four others that were community colleges, universities, K-12, and Workforce. Basically, what transpired is the State has attempted, and is still attempting, to provide certain guidance or direction that may not be beneficial, particularly to the community colleges. At the last meeting, suggestions came from community college staff and from the Department of Education that there should be a test between the freshmen and sophomore year to substitute for the CLAST, as they are of the opinion that the CLAST is not a good external measure because of the alternatives. The College has argued continuously that the external measure is when our students move on to universities and how successful they are. We have not been very successful in selling this idea. The latest version is a sophomore test, probably given in General Education courses similar to the ACT. If this were adapted, it would probably mean that the College would need to make some changes within the institution. If we are being tested on what our students know about General Education, the College would need to make sure that all our students have the same level of knowledge. A second suggestion that came about is that when a community college student graduates, the student be counted after two years, and for a university graduate, after 4 years. There are national standards that refer to measuring after three years for community colleges, and 6 years for universities. We argue that it should be even longer because of the large number of part time students at the College. The understanding is that the newest and latest measure has the 2 and 4 year measure instead of the longer time period. We are going to have to do a great amount of work, as far as the legislative process is concerned, to ensure that measures that will negatively impact the institution do not go into effect. By the time the next legislative session starts, there will be a recommendation from the Department of Education. At that time, the legislature will decide what will be implemented. There will be 1 year transition period, and as of the 05-06 year, tentatively go into effect.

Dr. Lukenbill explained that it may be in the legislative session, or before the session starts, we write our legislators. For those working with curriculum, student services, student support, or teaching or administering, there are some tremendous implications. Please make your colleagues

aware that the testing movement is going full force, and it will be a difficult battle. We at the College have to speak out for what we believe makes sense educationally, and having students learn the best and most effective way possible.

Southern Association of Colleges and Schools (SACS) Commission on Colleges Visit

The SACS accreditation committee for the Baccalaureate Degree in Education is currently visiting MDC. The committee is a four member team of our peers. The committee consists of a professor of education who is chairing the group, and individuals from the library, academic area, and finance and business area. The team arrived on Sunday, October 12th and the visit will end on Wednesday, October 15. During the visit the committee is meeting with different individuals in student support services, faculty, and several other groups. They are also reviewing the budget to ensure support for growth of the programs, visiting the Library to review resources in terms of supporting the program, and visiting Wolfson Campus and classes. Before leaving, the team will share an exit report with the College President. The committee will produce a written report in approximately 6 weeks. The College will have the opportunity to respond if we are of the opinion the report is in error. In December, 2004, the recommendation will go to the full SACS Commission on Colleges for a formal vote of accreditation. It is extremely important that we do well in this accreditation. So far, the feedback has been positive.

Recognition was given to the many individuals who worked on the Baccalaureate Degree in Education. At InterAmerican Campus, those specifically responsible for the development of the program were Jose Vicente originally and currently Nora Hendrix, Leslie Roberts who was Director of the School of Education and currently the Academic Dean at InterAmerican Campus, Joan Gosnell who was Academic Dean at InterAmerican Campus at the time the program development began and is currently the Associate Provost for Faculty Initiatives, and the education faculty. Karen Hays, with her past experience in terms of the SACS accreditation process, was acknowledged for her preliminary work in organization and help in beginning the accreditation process, as well as Gina Cortes-Suarez in her role as the Associate Provost for Accreditation Activities.

SACS Reaffirmation of Accreditation

The College is in the reaffirmation of accreditation process (2003-2005). In October, 2004, we will have another SACS visit by an on-site committee for reaffirmation of accreditation of MDC. You will hear references to "Institutional Effectiveness". By "Institutional Effectiveness", we mean, "how do you know that whatever you are doing is effective". Several groups at the College are reviewing their goals, accomplishments over the past year, and goals for the coming year. Another aspect in the reaffirmation process is the Quality Enhancement Plan. Pat Bibby has agreed to take the lead role on the Quality Enhancement Plan. The Quality Enhancement Plan simply means the College is expected to identify a particular area of focus in order to provide a sustained effort to improve the quality of what we do. The College is looking at student success overall. There are many initiatives to improve student success but specifically we are looking at mathematics. The mathematics discipline committee has been working for over two years and has done a lot of good work, but mathematics is a challenge not only for MDC but all colleges in the country. Improvement in mathematics success will mean greater success in completion of degrees. You will hear more concerning the Quality Enhancement Plan.

5. **Research and Testing Committee**

Cathy Morris, Chair of the Research and Testing Committee presented a committee update.

Membership

- District Director of Institutional Research
- Academic or Associate Academic Dean
- 5 Faculty:
 - 2 from College level English and Math
 - 2 from ESL and College Prep Reading
 - 1 from occupational/vocational program
- Campus Testing Directors
- Director of CLAST Administration & Program Evaluation
- Campus Registrar
- College CASSC representative
- Support Staff Member – testing area
- Computer Applications Representative
- Student

Committee Responsibilities

- 1.) Review College's testing programs and make recommendations for change
 - ESL Placement Test Subcommittee recommended implementation of ACT/ESL
 - Bright Futures/CLEP testing requirements
- 2.) Review, evaluate and revise testing policies and procedures
 - Updated Ability to Benefit procedures used for Federal Financial Aid purposes
 - Added new edit to stop FTIC degree seekers without complete set of test scores
- 3.) Generate an annual placement criteria document
 - Begin gathering input in November
 - Research & Testing Committee finalizes by April
 - To Deans, Campus CASSCs, and College-wide CASSC for input
 - To Executive Committee
 - Implementation by July 1
- 4.) Assure accurate storage and retrieval of test scores
 - Coordinated effort to get ACT/SAT scores into the system in a more timely manner (download error report)
 - Dealt with Odyssey Issues as required
 - Worked on creating usable "prospect" data from students with ACT/SAT scores who have not enrolled at MDC
- 5.) Advise and help determine College research priorities
 - Developed and implemented CLASTCPT web resource pages
 - Testing departments coordinated major IR surveys, and student & supervisor feedback processes
 - Provided data to disciplines as placement criteria were reviewed

- 6.) Approve multi-campus research studies
- National Survey of College Students (Literacy)- Approved
 - Adult Education Program Study (literacy skills) - Approved
 - National Study of Faculty and Students - Rejected
(intrusive, length of surveys)
 - MDC faculty/administrators doctoral studies- All Approved

2003-04 Agenda Highlights

- Placement Criteria for 2004-2005
- Review and update CLAST/CPT web resource pages
(students – testing – test prep – campus)
- Pursue purchases of additional skills building software
- Implement ACT/ESL. Help set cut scores.
- Review multi-campus research requests

6. College Admissions & Registration Procedures Committee (CARP)

Steven Kelly, Chair of the College Admissions and Registration Committee (CARP) presented a committee update. Steven Kelly is new to the College, and is beginning his first year as the College-wide Registrar, and Chair of CARP.

Membership

- College-wide Registrar
- Student Dean
- Associate Provost for Student Services
- 6 Campus Registrars
- 1 Advisement Director
- 1 Financial Aid Director
- 1 Bursar
- 1 Associate Academic Dean
- 1 International Student Advisor
- 1 Computer Applications Representative
- 2 Faculty (1 from College CASSC)
- 1 Support Staff Member (Admissions/Registration Area)
- 1 Student Representative

Some 2002-03 Meeting Highlights

- Many announcements came out of the meetings that are shared college-wide
- Reports come from Academic Affairs, the Financial Aid Committee, Star Service, Institutional Research , and Odyssey
- Information sharing, discussions, and some recommendations/decisions made on items such as: meeting dates/places/ calendar approvals to align with Board approved calendars; SEVIS and international student issues; Home Schooling/ Dual Enrollment and accelerated HS graduation; Diplomas-on Demand; Residency-for-Tuition-Purposes; electronic transcripts; Bachelors Degree (Education); degree audits and graduation processes; admission over the web;

curriculum reports; foreign institution coding (Odyssey); Odyssey Port update in June; FACTS transient forms; etc.

2003-2004 Remaining CARP Meeting Schedule

October 17, 2003	Medical Center Campus
November 21, 2003	Homestead Campus
December 19, 2003	InterAmerican Campus
January 16, 2004	North Campus
February 20, 2004	Kendall Campus
March 19, 2004	Wolfson Campus
April 16, 2004	Medical Campus
May 21, 2004	Homestead Campus
June 18, 2004	InterAmerican Campus

Help CARP Help You

Encourage response to class rolls (attendance & enrollment issues);

Last Date of Attendance (“F” and “U”) “F” or “U” grade recorded in Odyssey will require the last date of attendance

Encourage response to purge rolls (upcoming – distributed November 6th and ask they be returned by November 14th);

Residency for Tuition Purposes – **may be eligible but not automatic after 1 year** - For any questions on this issue, please refer to Registrar’s/Admissions Office as there are state guidelines that must be followed.

Gail Hawks addressed a particular situation that sometimes comes about when a student on Financial Aid registers for class, technically attends class and is dropped. For some students missing a week, two weeks or three weeks of class is too much for them to make-up. Since a huge percentage of students are on Financial Aid, this has an impact on many students. Gail Hawks asked if there is anything that could be done to handle this situation prior to the beginning of class so the student is covered and can attend class without being dropped.

Armando Ferrer replied that if a student’s schedule is not stamped PAID, there should be a date on the schedule by which time that student should pay. The student should not remain in class unless the student has some type of documentation from the Dean of Student’s office, or they bring another schedule that shows the last date for them to pay, and the date has not lapsed. Occasionally the situation comes about such as WIA or the State of Florida Workforce where the student will be given an extended period of time. Basically, if a student is not registered and not paid, he/she should not be in class. Send the student to the Dean of Student’s Office and let this area see how it can help the student to resolve the issue. This will be a problem until certain deadlines for admittance or deadlines to provide certain types of documents can be established. The student is registered when their schedule is stamped PAID.

6. Center for Community Involvement

Josh Young, the Director for the Center for Community Involvement, announced that a workshop facilitated by Cathryn Berger Kaye, entitled “From Process to Practice: Integrating High Quality Service-Learning into the Curriculum” will be held on October 23rd at Kendall Campus, and October 24 at Wolfson Campus. This workshop is open to all faculty and professional development credit will be awarded.

7. Announcements

None

The meeting was adjourned at 3:30 p.m.

COLLEGE-WIDE CASSC INFORMATION AND CURRICULUM FORMS

This information is on the web.

Go to the M-DCC Home Page.

1. Click directly on “EMPLOYEES” link
2. “EMPLOYEES” window will open.
Look at the left column, and click directly on “DEPARTMENTS & ORGANIZATIONS”
3. “DEPARTMENTS & ORGANIZATIONS” window will open.
4. Then choose and click directly on the “CASSC” link.

All CASSC information, including the Curriculum Forms can be found here.

COLLEGE-WIDE CASSC SCHEDULE

October 14, 2003		1:30 P.M. Room 2106	Wolfson
November 11, 2003		1:30 P.M. Room 2106	Wolfson
December 9, 2003		1:30 P.M. Room 2106	Wolfson
January 20, 2004		1:30 P.M. Room 3210	Wolfson
February 10, 2004	(General Education Proposals)	1:30 P.M. Room 2106	Wolfson
March 9, 2004	(General Education Vote)	1:30 P.M. Room 2106	Wolfson
April 13, 2004		1:30 P.M. Room 2106	Wolfson
May 18, 2004		1:30 P.M. Room 3210	Wolfson
June 8, 2004		1:30 P.M. Room 2106	Wolfson

July – NO MEETING

August – NO MEETING