COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, MARCH 9, 2004
WOLFSON CAMPUS –ROOM 2106 – 1:30 P.M.
MINUTES

CHAIR: Ian Cobham

MEMBERS PRESENT:

Maria Alvarez	Oscar DeArmas
Shirly Ferguson	Maria Jofre
Armando Ferrer	Karen Hays
Gail Hawks	Harry Hoffman
Malou Harrison	Susan Kah
Michael Kaldor	Deborah Keeler
Peter Kuentzel	Magadalena Lamarre
Josefina Llarena	Patricia Lassiter
Sean Madison	Connie Miller
Neil Olsen	Lourdes Oroza
Nelson Pena	Lourdes Perez
Melinda Prague	Leslie Roberts
Madeline Pumariega	Penny Roache
Nidia Romer	Herbert Robinson
Nelson Santiago	Emily Sendin
Lucy Spence	James Sullivan
Annette Torna	

MEMBERS ABSENT:

Joshua Arjona	(Sent Notification)
Jennifer Jean Baptiste	
Toni Bilbao	(Sent Notification)
Ece Karayalcihn	(Sent Notification)
Jocelyne Legrand	
Kaiyang Liang	
Clyde Pfleegor	

PRESENTER:
Joanne Bashford
Kelly Denit
Silvio Rodriguez
Graham Smart

RESOURCE:
Julian Chiu
MaryAnn Miller
Luisana Leon

RECORDER: Carol McAlister

1. **Call to Order**
Ian Cobham called the meeting to order.

2. **Approval of Minutes**
The minutes were approved with the following amendments:
(Page 1) **MEMBERS PRESENT:** Add: ***Oscar De Armas***.

(Page 8) Michael Kaldor asked if the science faculty were involved in the development of the course competencies. Graham Smart said that at this point, yes, and they have been involved for the past l l/2 months. Add***: Ensuing discussion established that the science faculty involved in the course competency development were a few biology faculty. No faculty in the physical sciences were involved in the course competency development.***

(Page 10) Following the statement that Dr. Lukenbill, the Deans and Joanne Bashford left the meeting to attend a 3:00 p.m. meeting with a M.I.T. representative, add a new paragraph. ***There was further discussion by the remaining members concerning the curriculum presented at College-wide CASSC for review. It was their opinion that curriculum be presented for review at College-wide CASSC in final draft format.***

3. **CURRICULUM**
Graham Smart and Kelly Denit presented the Environmental Science curriculum. There was discussion that these courses were presented with minimal input from the physical science faculty.

(ATTACHMENT I)
Environmental Science Technology (A.S. Degree Description): Students pursuing this degree will be able to conduct various forms of environmental sampling and analysis for either the public or private sector. There are five focus options, which give students the opportunity to specialize in a particular area of environmental science. The options are: Assessment/Safety Compliance, Watershed Management, Environmental Science Technology, Hazardous Materials Technology and Conservation Ecology. Students receiving this degree will have a wide variety of skills that can be applied to the expanding environmental job market.
Current Program Credits: 61 **New Program Credits**: 64

Add New Courses

Course Abb. No.	Course Title	Credits	Campus	Eff. Term
EVR 1XXX	Introduction to Environmental Studies	3	1,2,3,5,6	2003-3

Course Description: This course will introduce the fundamentals of major topics in the environmental studies field. The scientific, social, political and economic aspects of environmental issues will be explored including environmental ethics and environmental law. Through oral and written assignments and hands-on investigations, students will learn about the different processes affecting ecosystems, especially those of South Florida.
Special Fee: $15.00

Course Abb. No.	Course Title	Credits	Campus	Eff. Term
EVR 2XXX	Environmental Internship	3-6	1,2,3,5,6	2003-3

Course Description: This course provides an exciting opportunity for environmental science students. Through a community internship, students gain professional experience and first-hand knowledge in various environmental careers. This course pairs students with community professionals who involve them in important projects and research. Mentors are assigned and monitor, in cooperation with the MDC-Environmental Science Program, the progress and performance of each student. The students will be placed on a semester basis with several different environmental agencies both public and private.

Prerequisite/Corequisite: EVR 1XXX, Intro.to Environmental Studies; EVR 1262, Intro to Ecology and Urban Pollutants.

Special Fee: $15.00

Course Abb. No.	Course Title	Credits	Campus	Eff. Term
EVR 2XXX	Environmental Site Assessment	3	1,2,3,5,6	2003-3

Course Description: This course will introduce the fundamentals of environmental site assessment, ecological monitoring and ecological risk assessment. The role of various analytical and managerial tools and the assessment, interpretation and management of environmental performance will be studied. Also, the positive and negative impacts organizations have on environmental systems (e.g. resource depletion) will be studied. Finally, the students will attain improved scientific understanding of the ecosystem integrity and dynamics.

Prerequisite/Corequisite: EVR 1XXX, Intro to Environmental Studies: EVR 1262, Intro.to Ecology and Urban Pollutants.

Special Fee: $15.00

General Education Requirements

ENC 1101	English Composition 1	3 Credits
SPC 1026	Speech Communication	3 Credits
PHI 2604	Critical Thinking & Ethics	3 Credits
PPE 1005	Psychology of Personal Effective.	3 Credits
MAC 1105	College Algebra	3 Credits
Total		**15 Credits**

Core Courses

CHM 1025	Intro. To Chemistry	3 Credits
CHM 1025L	Intro. to Chemistry Lab	1 Credit
CGS 1060	Intro to Microcomputers	4 Credits
ENC 1210	Technical Report Writing	3 Credits
EVR 1190	Environmental Sampling Proc.	3 Credits
ECO 2023	Principles of Economics	3 Credits
	OR	
GEB 1011	Intro. To Business	3 Credits
	OR	
MAN 2021	Principles of Management	3 Credits
GLY 1010	Physical Geology	3 Credits
GLY 1010L	Physical Geology Lab	1 Credit
EVR XXXX	Intro to Environmental Studies	3 Credits
MAC 1114	Trigonometry	3 Credits
EVR 1930	Seminar	1 Credit
Total		**28 Credits**

(1) Option Conservation Ecology (21 Credits)

PCB 2033	Intro to Ecology	3 Credits
BOT 1010	Botany	3 Credits
BOT 1010L	Botany Lab	1 Credit
ZOO 1010	Zoology	3 Credits
ZOO 1010L	Zoology Lab	1 Credit
EVR 1010	Environ. Compliance	3 Credits
EVR 1015	Haz. Mat. & the Env.	3 Credits
	OR	
EVR 1262	Intro to Ecol. & Urban Pollutants	3 Credits
	OR	
BSC 2250	Nat. His. Of S. Florida	3 Credits
EVR, CHM or BSC Electives		4 Credits

(2) Option Environmental Science Technology Option (21 Credits)

EVR 1010	Environ. Compliance	3 Credits
EVR 1262	Intro. to Ecol. & Urban Pollutants	3 Credits
EVR 2625	Infectious and Nuclear Mat.	3 Credits
EVR 2630	Haz. Mat. Risk Analysis	3 Credits
EVR 2680	Haz. Mat. Packing & Shipping	3 Credits
EVR 2805	Haz. Mat. Health Effects	3 Credits
EVR Electives		3 Credits

(3) Option Assessment/Safety Compliance (21 Credits)

EVR XXXX	Environ. Site Assessment	3 Credits
EVR 2820	Haz. Mat. Corp. Proc.	3 Credits
EVR 1633	Haz. Mat. Emer. Resp.	3 Credits
EVR 1640	Haz. Mat. Regulations 1	3 Credits
EVR 1802	Industrial Processes	3 Credits
	OR	
EVR 2625	Infect. & Nucl. Mat.	3 Credits
EVR 1895	Environ. Pollutants	3 Credits
	OR	
EVR 1262	Intro. to Ecol. & Urban Pollutants	3 Credits
EVR 1010	Environ. Compliance	3 Credits

(4) Watershed Management Option (21 Credits)

EVR 1010	Environ. Compliance	3 Credits
EVR 1030	Soil & Ground Water Modeling	3 Credits
EVR 1262	Intro. to Ecol & Urban Pollutants	3 Credits
	OR	
BSC 2250	Nat. His. Of S. Florida	3 Credits
PCB 2033	Intro. to Ecology	3 Credits
EVR XXXX	Environ. Site Assessment	3 Credits
EVR or BSC Electives		6 Credits

(5) HazMat Technology Option (21 Credits)

CHM 2205	Survey/Organic Biochem.	3 Credits
CHM 2205L	Survey/Organic Biochem. Lab	2 Credits
EVR 1010	Environ. Compliance	3 Credits
EVR 1633	HazMat Emer. Resp. 1	3 Credits
EVR 2613	HazMat Emer. Resp. 2	3 Credits
EVR 2630	HazMat Emer. Analysis	3 Credits
EVR 2840	Haz Mat. Emer. Resp. 3	3 Credits
EVR 1930	Seminar	1 Credit

APPROVED
21 IN FAVOR
2 OPPOSED
9 ABSTAINED

4. **CURRICULUM**

Graham Smart presented the new Fire Service Instructor (Course Design) course.

School of Fire and Environmental Science

NEW COURSE

Course Abb. No.	Course Title	Credits	Campus	Eff. Term
FFP 2741	Fire Service Instructor (Course Design)	3	1,2,3,5,6	2003-3

Course Description: Fire Service Instructor (Course Design) emphasizes techniques that will assist the Fire Service Instructor develop skills in curriculum development including the importance of an active training program. Students will lean the principles of effective curriculum design for adult and student centered learning. They will understand how to design courses and units related to learning, teaching, performance, and behavioral objectives. The State Fire Marshal, Bureau of Fire Standards and Training require this course for instructor II and III certification. This certification enables the Instructor to teach higher-level courses (e.i.: Fire Officer I and II, Fire Inspector).

APPROVED
31 IN FAVOR
1 ABSTAINED

5. **Community College Survey of Student Engagement (CCSSE)**

Ian Cobham and Silvio Rodriguez presented an update on the Community College Survey of Student Engagement. CCSSE is a survey designed for community college students that is based on educational practices that research has shown to be directly related to student retention and success. The survey asks detailed questions about students' college experience including how they spend their time, what kinds of challenges they face in coursework, how much and in what ways they interact with faculty, counselors and other students, how the college supports their learning, etc…

What is CCSSE?

- Survey designed for Community College Students
- Based on educational practices
- Directly related to student retention and success
- Asks detailed questions about students' college experience

The Commitment of Community Colleges

- Committed to meeting the increased demand for education despite reduced resources
- Committed not to compromise on quality
- Focused on strengthening efforts to promote student learning and persistence

The Purpose and Importance of CCSSE

- Tool to help MDC and other Community Colleges
- Helps assess quality in community college education
- Helps colleges identify and learn from good educational practices
- Helps colleges to identify areas in which they can improve programs and services for students

When and How CCSSE will be administered at MDC

- Between March 17, 2004 and April 3, 2004
- Sample of approximately 150 credit classes
- Administered by Faculty and Testing Department Representative
- During class time for approximately 30 minutes

What does CCSSE measure

- CCSSE will report results in terms of five national benchmarks
- Areas that educational research has shown to be important in quality educational practice

Five Benchmarks for Effective Educational Practice

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

What are Benchmark Scores and How Can They Be Used?

- Convert data into useful information
- Compare their performance to that of similar institutions and to the aspirations of their own faculty and staff
- Compare their own performance across benchmarks
- Identify areas in need of improvement
- Track progress toward identified institutional goals

Detailed Questions: Active and Collaborative Learning

- **During the current school year, how often have you**:
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Detailed Questions: Student Effort

- **During the current school year, how often have you:**

- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas of information from various sources

- Come to class without completing reading or assignments
- Used peer or other tutoring services
- Used skill lab
- Used computer lab
- **During the current school year:**
- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment?
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)?

Detailed Questions: Academic Challenge:

- **During the current school year, how often have you:**
- Worked harder than you thought you could to meet an instructor's standards or expectations
- **How much does your coursework at this college emphasize:**
- Analyzing the basic elements of an idea, experience or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations
- Using information you have read or heard to perform a new skill
- **During the current school year:**
- How many assigned textbooks, manuals, books or book-length packs of course readings did you read?
- How many papers or reports of any length did you write?
- To what extent have your examinations challenged you to do your best work
- **How much does this college emphasize:**
- Encouraging you to spend significant amounts of time studying

Detailed Questions: Student-Faculty Interaction

- **During the current school year, how often have you:**
- Used e-mail to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with instructors outside of class
- Received prompt feedback (written or oral) from instructors on your performance
- Worked with instructors on activities other than coursework.

Detailed Questions: Support for Learners

- **How much does this college emphasize:**
- Providing the support you need to help you succeed at this college

- Encouraging contact among students from different academic, social, and racial or ethnic backgrounds
- Helping you cope with nonacademic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education
- **During the current school year, how often have you:**
- Used academic advising planning service
- Used career counseling services

Some Examples of Key Findings from 2003 Survey

- **Findings for all CCSSE 2003 Colleges**
- 51% of students often very often prepared multiple drafts of assignments while 19 never did
- 31% of full-time students read four or fewer assigned textbooks, manuals, or books during the current school year
- 15% of students often or very often discussed ideas with instructors outside of the class, while 47% never did

More Examples of Key Findings – National Results

- The time colleges have to engage students is limited because students have multiple demands on their time and spend limited time on campus
- Data show that students' engagement in out-of-class activities is low, and part-time students are less engaged I their educational experience
- 9% of students are uncertain whether they will return to college in subsequent terms, while an additional 5% have no current plans to return to the college

How will the State of Florida Use the Results?

- Provide national and state benchmarks on educational practices and performance by community colleges
- Report the data publicly (**www.ccsse.org**)
- Committed to using the date for improvement
- Will not use the date for ranking colleges

How Will Miami Dade College Use the Results?

- Monitor and document improvements over time
- Identify the areas in which MDC can enhance students' educational experiences, success, retention, and goal completion
- Enhance and expand the horizons of our students

Summary

- CCSSEE is a survey based on educational practices that research has shown to be directly related to student retention and success
- Will be administered in randomly selected classes at MDC between March 17, 2004 and April 3, 2004

- Detailed questions asked on the survey based on the five benchmarks (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners)
- Purpose of the survey – identify areas in which the college can improve programs and services for students
- The State of Florida will use results for accountability purposes and to measure national and state benchmarks on educational practices and performance by community colleges
- MDC will use the results to improve students' retention and success and to help expand the horizons of our students

6. **Student Retention Committee Report**

Lourdes Perez, Chair of the Student Retention Committee, presented an update.

The Charge of the Committee

- Review campus retention plans and identify strategies for increased student retention.
- Review campus annual plans and identify areas for implementation, and areas needing further review.
- Review college-wide enrollment and retention data, including data by campuses, disciplines and schools, and State accountability measures.
- Recommend strategies to ensure compliance with SACS criteria.
- Recommend activities to ensure that students have access to courses and services.

College-wide Retention Plan for 2004-2007

The College-wide Retention Plan was just completed and will be reviewed by the Student Deans this week. For the first time, the Retention and Transition Directors have proposed a three year plan. This plan has specific goals and strategies for the three years. The Chair will share the plan as soon as it is approved by the Deans and the Executive Committee in the following months.

The CASSC Student Retention Committee will be supporting this plan along with the three goals outlined:

- Promote an increase in retention rates for First-Time-In-College students.
- Increasing the percentage of students completing their A.A. before transferring.
- Increase the percentage of students who declare a major prior to completing 14 credits.

With this in mind, the committee will be working on these initiatives to look for correlations that will include further discussion and investigation:

- Look at the Enrolled Student Survey comments and compare them with the Service Excellence surveys which were a response to the feedback from students.
- Look at the First Year Experience and how it correlates to the goals mentioned previously.
- Work with the Annual Area Reports submitted recently to make sure they are inline with the retention goals.
- Look at learning communities and the retention of students.
- SLS courses and how students are retained.

In the summer the committee will submit a report on our efforts.

7. **Institutional Effectiveness**

Joanne Bashford discussed the Strategic Planning Process. The Strategic Planning Coordinating Committee reviewed the most recent on-line submission and used strengths, weaknesses, opportunities and threats described in responses to develop objectives for the goals that were selected. The draft goals and objectives have been shared with the Executive Committee. The next step is to share results at campus meetings to discuss goals, objectives, strategies, etc.

The latest Spotlight on Research report illustrating MDC transfer student performance in the SUS by discipline was distributed (**ATTACHMENT II**). This information is used in the College's Institutional Effectiveness Plan and may be included in the new State K-20 Accountability Measures.

8. **Professional Development Day**

Ian Cobham recognized Neil Olsen, Patricia Lassiter, and Deborah Keeler for their service on the Professional Development Day Committee. Professional Development Day was held on Kendall Campus, on March 4, 2004.

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

CASSC INFORMATION & CURRICULUM FORMS

This information is on the web.
GO to the MDC Home Page.

1. Click directly on "EMPLOYEES" link
2. "EMPLOYEES" window will open.
   Look at the left column and click on 'DEPARTMENTS & ORGANIZATIONS'
3. Choose and click directly on the "CASSC" link.
   All CASSC information including the Curriculum Forms and CASSC Feedback Form can be found here.

COLLEGE-WIDE CASSC SCHEDULE

February 10, 2004	**(General Education Proposal)**	**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 3208-09***	***Wolfson***
June 8, 2004		**1:30 P.M. Room 2106**	**Wolfson**

July – NO MEETING
August – NO MEETING