

COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, OCTOBER 12, 2004
WOLFSON CAMPUS –ROOM 2106 – 1:30 P.M.
MINUTES

CHAIR: Floyd Pittman

MEMBERS PRESENT:

Maria Alvarez	Jose Aragon
Michael Arminio	Jose Bahamonde
Helen Bhagwandin	Maribel Doll
Christine Dundas	Armando Ferrer
Beverly Moore Garcia	Karen Hays
Gail Hawks	Susan Kah
Michael Kaldor	Ece Karayalcin
Deborah Keeler	Magdalena Lamarre
Sean Madison	Allen McPhee
Marlene Morales	Lourdes Oroza
Nelson Pena	Lourdes Perez
Melinda Prague	Pavlov Rameau
Leslie Roberts	Herbert Robinson
Nelson Santiago	Dwight Smith
Lucy Spence	Ernesto Valdes
Erie Wilson	

MEMBERS ABSENT:

Akwasi Agyeman	(Substitute Allen McPhee)
Toni Bilbao	(Sent Notification)
Malou Harrison	(Substitute Erie Wilson)
Harry Hoffman	(Substitute Beverly Moore Garcia)
Dwayne Hunt	(Sent Notification)
Henry Lares	
Patricia Lassiter	(Substitute Christine Dundas)
Isabel Marinas	(Substitute Pavlov Rameau)
Neil Olsen	(Sent Notification)
Clyde Pfleegor	(Sent Notification)
Penny Roache	(Sent Notification)

PRESENTER:

Mollie DeHart	Victoria Hernandez
Norma Martin Goonen	Cathy Morris

GUEST: Maria Chelala

RESOURCE: Julian Chiu

RECORDER: Carol McAlister

1. **Call to Order**

Floyd Pittman called the meeting to order and thanked the Council for electing him to serve as the Chair.

2. **Introduction**

Floyd Pittman introduced Michael Arminio, Chemistry Department, North Campus, who was appointed to serve a two year term service on College-wide CASSC (2004-2006).

Leslie Roberts introduced Maria Chelala, the new Director for the School of Education.

3. **Approval of the September 14, 2004 College-wide CASSC Minutes**

The minutes of the September 14, 2004 College-wide CASSC Meeting were approved with the following amendment:

Michael Kaldor requested that the minutes reflect that CASSC had agreed that the reoccurrence of courses being offered prior to being presented at College-wide CASSC would stop. On page 13, the September 14, 2004 minutes will be amended to read, "He explained that there was significant discussion last year concerning this same matter of offering curriculum before being presented at CASSC, and that CASSC had agreed that this would stop."

Dr. Goonen explained that in the situation of the Law Enforcement curriculum changes, which were presented as informational items at the September CASSC meeting, the changes were state mandated. The curriculum changes in the B.S. in Exceptional Student Education, also presented at the September CASSC meeting as an information item, had a time-line of September 15th for submission of changes to the state for DOE approval. Moreover, Dr. Goonen said that there is a need to find a format that is desirable and acceptable to everyone regarding emergency curriculum during the summer and suggested that CASSC begin thinking about a procedure that could be used during the two summer months when College-wide CASSC does not meet.

Allen McPhee, who was substituting at the meeting for Akwasi Agyeman, asked what the Ethics Institute entailed on page 2 of the September CASSC minutes. In reply Susan Kah explained that there is an Ethics Institute at the Medical Center Campus, and that Dr. Goonen had expressed interest in looking at ethics across the curriculum to educate "ethical students" when we look at General Education.

4. **Legislative Update**

Victoria Hernandez presented an update on MDC's top three legislative priorities.

Enrollment Funding

Tremendous increases in enrollment over the last five years remain to be to be fully funded. MDC has close to 4,000 unfunded FTEs, which approximates 12,000 – 15,000 students. In the past five years MDC enrollment has spiraled into the double digits. Not funding enrollment leads to:

- Students taking longer to graduate
- Students not being able to take necessary classes
- Students being turned away

- Business & industry not getting skilled workforce

Funding the District Cost Differential applies to community colleges and to MDC because it is embedded in the Community College Funding Formula.

Funding per FTE has also remained dismally low. General revenue per FTE for Community Colleges in 2004 was less than in 1986 (\$1,851 vs. \$2,263).

It is critical that the Miami Dade Delegation support Enrollment Funding, utilizes the Community College Funding Formula with the District Cost Differential, and increases the per FTE level.

Baccalaureate Degree Option at Community Colleges

Legislation related to the statutory policy of increasing access to baccalaureate degrees by expanding the option for students to choose to receive their B.A. at community college is necessary. Although the SB2866 passed the Senate and all House committees of reference in 2004, it did not make it to the calendar in the last few days of session. We are confident that this year it will pass but not without opposition.

It is vital that support is provided for a bill that would:

- Recognize the cost efficiency to the student and state by funding bachelor degree programs at community colleges;
- Ensure policy and program consistency;
- Strengthen the approval process;
- Provide the specific and appropriate authority regarding tuition and fees to the governing boards of trustees.

The Miami Dade Delegation is already on record supporting and voting for such legislation and it needs to get passed in 2005.

“Excess Hours” or Graduation Rates

Despite strong and clear articulation between state universities and community colleges regarding the transfer of credits and common prerequisites, there is a reality that not all students will graduate with an Associate in Arts degree with only 60 credits, nor will they graduate with a bachelor’s degree with only 120 credit hours.

Legislation proposed but failed in 2004, would have penalized students and institutions for exceeding the number of credit hours for the respective degrees. Possible penalties included: “block tuition,” capping graduation credits before requiring students to pay full cost of instruction (four times the current rate), and/or withholding funds from colleges. Any penalties imposed on students who end up with extra credit hours, or the institutions that provide for their education, would have a detrimental impact. It would especially hurt Miami Dade constituents. Students affected the most would be:

- Minority, non-native English speakers – ESL classes counted as excess
- Academically not prepared – Remedial classes counted as excess

- First generation in college – unsure of career path, take extra classes
- Part-timers - take longer and may switch career paths due to changes in the economy.

The Miami Dade Delegation should advocate against these and any other such penalties for “excess hours.”

5. **Dr. Norma Martin Goonen’s Messages**

Dr. Goonen thanked everyone who was involved with the SACS process which was a gigantic effort.

Southern Association of Community Colleges (SACS)

Ten years ago the College received reaccreditation. At that time there were a number of items to which the College had to respond. Also, when the College opened the InterAmerican Campus a report was put forth but the College was not visited because the current reaffirmation process time-line was so close. SACS did visit the College to review the Baccalaureate Degree Program. At the June, 2004 SACS meeting, SACS voted for the College to become a Level II institution and granted the Baccalaureate Degree.

The current reaffirmation process was totally different from the process the College had undergone ten years ago. This process involved a Compliance Report and a Quality Enhancement Plan (QEP). The team was smaller and consisted of ten visitors and one SACS liaison. These ten people represented universities along with community colleges. Previous visits consisted of only community college individuals. The members of the team were our peers but could not be from a Florida school. They came for fewer days and did not go to every campus. The team reviewed the Quality Enhance Plan and the process, the institutions capacity to be successful with the QEP, etc. They also wanted to finalize past compliance issues. The visit had a lot of meaningful dialog and suggestions. At the end of the three day visit, the team issues a verbal report followed later by a written report to which the College has an opportunity to respond. After this occurs, SACS determines if we are reaccredited.

In summary, the team had a three day visit, met with the QEP teams, faculty, administration, staff and students. They determined that most of the compliance issues had been satisfied. They also determined that the QEP was in good form. At the exit interview the institution was commended for the tremendous job done on the QEP, the quality of work, and for the quality of the people at MDC. The team did give a few verbal recommendations in the area of institutional effectiveness that they felt would strengthen the institution. The College will receive a written report from SACS in from three to five weeks. The institution will then have 30 days to respond to any inaccuracies. For example, an inaccuracy would be the wrong date of the founding of the College and we are able to respond. MDC is not able to respond to substantive issues at that time. The College has five months from the date of the exit interview to respond to the substantive issues. After the five months, the report is put together and sent to SACS. SACS sends the report to their Criteria Committee and their various committees, and by June, 2005 the College will be notified if it has received reaccreditation for another 10 years. Overall, the team was impressed with the College commitment, programs in general, our mission to serve students and to put students first, and MDC as an institution. Also, MDC was the first institution to go paperless and use the digital format by providing CD’s and web pages.

6. **Enrollment Update**

Cathy Morris from Institutional Research presented a graph and tables on the Fall term 2004 credit enrollment. While enrollment is down about 2%, Cathy noted that it is still well above the Fall 2000 enrollment. A demographic table highlighted declines in full-time students, former & transfer students, non-degree declarations and older students. Cathy noted that these are the same students that contributed to our large growth over the past few years, and this may indicate an upturn in the economy when students are less likely to take courses for upgrading skills or to add extra courses to their load.

7. **Office of Academic Programs Update**

Mollie DeHart presented an update on the Office of Academic Programs.

What We Do

- 1ST Resource for:
 - ❖ Guidance and support for program and course development
 - ❖ Program Review
 - ❖ Curricular Process
- Contact for State Common Course Numbering System (SCNS)
- Support Activities for CASSC

Web Information.

<https://www.mdc.edu/eppa>

- Curriculum Information

<https://www.mec.edu/eppa/curriculum>

- ❖ Course Competency Guidelines
- ❖ Curriculum Approval Process
- ❖ New Program Needs Analysis
- ❖ Program Review Process
- ❖ CASSC Feedback
- ❖ Course Fee
- ❖ Request for Instructional Support Materials
- ❖ Short Form – XXX 1920, 2920, 2990, 2995
- ❖ Designate Existing Course as Honors
- ❖ Course Action Form & CWE Curriculum Framework

Under construction. The site will be revised and forms will be updated.

Links

- www.fldoe.org/cc for:
Community College Workforce Development (Click WorkForce Home)
Curriculum Frameworks for AS, AAS, and CCC
(Click Minds to Work)
Curriculum Frameworks
(choose Program Area of choice)
Information on other colleges offering same degree
(Click Minds to Work)
Degrees
(choose Degree and Program Area of choice)
- www.firn.edu/doe/dwframe for:
Curriculum Frameworks for VCC (PSAV) and ADT (vocational credit)
Click Certificate Program name
- <http://scns.fldoe.org> for
State Course numbering system
- www.facts.org for
Florida Academic Advising System (FACTS)
(For Common Pre-requisite Manual, click Advising Manuals)
- www.labormarketinfo.com for
Labor Market Statistics
State follow-up date on Workforce Program students
(Index Surveys)
- <http://www.flsenate.gov> for
Online Sunshine (Florida Legislature)

Dr. DeHart also had the new 2004-2006 MDC College Catalog distributed to the Council and the updated General Education sheet.

Floyd Pittman suggested that Mollie DeHart return to CASSC to give a presentation on the curriculum approval process.

8. **Professional Development Day Committee**

Floyd Pittman explained that Marie Nock requested three faculty representatives to serve on the Professional Development Committee. Last year Neil Olsen, Deborah Keeler and Patricia Lassiter served on the Professional Development Day Committee. Marie Nock, who chairs this committee, requested that perhaps the same representatives would serve again.

Neil Olsen, Deborah Keeler and Patricia Lassiter agreed to remain on the Professional Day Committee for an additional year.

9. **Announcements**

Floyd Pittman announced that the next meeting will be November 9th, at Medical Center Campus, Room 1175, at 1:30 p.m.

The meeting was adjourned at 3:00 p.m.

College-wide CASSC Calendar Schedule 2004-2005

September 14, 2004	Room 2106	Wolfson Campus
October 12, 2004	Room 2106	Wolfson Campus
November 9, 2004	Room 1175	Medical Center Campus
December 7, 2004	Room 2106	Wolfson Campus
January 11, 2005	Room 2106	Wolfson Campus
February 8, 2005	Room 2106	Wolfson Campus (General Education Proposal)
March 8, 2005	Room 2106	Wolfson Campus (General Education Proposal)
April 12, 2005	Room 2106	Wolfson Campus
May 17, 2005	Room 3208-09	Wolfson Campus
June 14, 2005	Room 2106	Wolfson Campus
July, 2005	No Meeting	
August, 2005	No Meeting	

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 Meeting
October 12, 2004