

COLLEGE-WIDE ACADEMIC AND STUDENT SUPPORT COUNCIL
TUESDAY, APRIL 12, 2005
WOLFSON CAMPUS – ROOM 2106 – 1:30 P.M.
MINUTES

CHAIR: Floyd Pittman

MEMBERS PRESENT:

Akwasi Agyeman	Maria Alvarez
Jose Aragon	Michael Arminio
Jose Bahamonde	Helen Bhagwandin
Maribel Doll	Greg Ferenchak
Armando Ferrer	Alex Gancedo
Malou Harrison	Karen Hays
Gail Hawks	Harry Hoffman
Wiley Huff	Dwayne Hunt
Carl Jean-Charles	Michael Kaldor
Ece Karayalcin	Magdalena Lamarre
Henry Lares	Patricia Lassiter
Sean Madison	Isabel Marinas
Neil Olsen	Lourdes Perez
Melinda Prague	Madeline Pumariega
Leslie Roberts	Rebecca Sanchez
Nelson Santiago	Dwight Smith
Mervyn Solomon	Ivan Urena
Ernesto Valdes	Elisabet Vizoso

MEMBERS ABSENT:

Toni Bilbao	(Elisabet Vizoso/Substitute)
Carol Miller	(Greg Ferenchak/Substitute)
Marlene Morales	(Rebecca Sanchez/Substitute)
Bryant Muriel	
Lourdes Oroza	(Alex Gancedo/Substitute)
Nelson Pena	(Carl Jean-Charles/Substitute)
Clyde Pfleegor	(Wiley Huff/ Substitute)
Maria Ricci	
Penny Roache	(Sent Notification)
Herbert Robinson	(Sent Notification)
Claudia Segovia	(Ivan Urina/Substitute for Claudia Segovia)
Lucy Spence	(Sent Notification)
Deborah Keeler	(Mervyn Solomon/Substitute for Deborah Keeler on PDL)

PRESENTERS:

Ralph Covert
Joanne Bashford
Norma Martin Goonen

RESOURCE: Julian Chiu
Mollie DeHart

GUEST: Pavlov Rameau

RECORDER: Carol McAlister

1. **Call to Order**
Floyd Pittman called the meeting to order. He explained that the Board Meeting had been held in this room earlier today, and that time did not permit setting up several computers. Floyd explained that we have the one computer available and that he is an advocate of the use of technology at the CASSC meetings.
2. **Approval of the March 8, 2005 College-wide CASSC Minutes**
The minutes of the March 8, 2005 College-wide CASSC Meeting were approved as submitted.
3. **Presentations to Outgoing College-wide CASSC Members**
Dr. Goonen recognized and thanked the outgoing members for serving with distinction on college-wide CASSC.

Presentations were made to the following outgoing members:

Maria Alvarez	2003-2005	Mathematics	Kendall Campus
Gail Hawks	2003-2005	Business	Wolfson Campus
Ece Karayalcin	2003-2005	Entertainment Technology	North Campus
Magdalene Lamarre	2003-2005	Social Science	Homestead Campus
Patricia Lassiter	2003-2005	Allied Health	Medical Center Campus
Neil Olsen	2003-2005	English	North Campus
Melinda Prague	2003-2005	Baccalaureate Degree in Ed.	InterAmerican Campus
Clyde Pfleegor	2003-2005	Criminal Justice	North Campus
Nelson Santiago	2003-2005	Humanities	InterAmerican Campus
Claudia Segovia	2004-2005	Student Representative	

(In her absence, Ivan Urena accepted)

The following outgoing members were unable to attend today's meeting:

Bryant Muriel	2004-2005	Student Representative	North Campus
Claudia Segovia	2004-2005	Student Representative	Wolfson Campus
Maria Ricci	2004-2005	Student Upper Division Representative	InterAmerican Campus
Nelson Pena	2003-2005	Support Staff/Academic Area	Medical Center Campus
Lucy Spence	2003-2005	Support Staff/Academic Area	North Campus
Penny Roache	2003-2005	ESL Faculty	InterAmerican Campus
Deborah Keeler	2003-2005	Library Faculty (On Leave)	North Campus

Although the presentations were made at today's meeting, the term of service on CASSC goes through the academic year. The presentations to outgoing members are made in April as some CASSC faculty begin summer leaves in May. Floyd Pittman asked the faculty who will be on leave for the summer term to submit their name(s) to the CASSC recorder. He also requested that a substitute attend the May and June meetings in their absence.

4. **Dr. Goonen's Updates**

Liberal Education for America's Promise (LEAP) Campaign

LEAP is part of the American Association of Colleges and Universities. LEAP reviewed what undergraduates should know, and should be able to do in a liberal education. Their recommendation was for charter campuses to be role models to guide other campuses. Nationwide, MDC was selected to serve as a charter campus in the LEAP campaign.

Deepening the American Dream: Communities in Conversation

This is a special project sponsored by the John E. Fetzer Institute. Miami Dade College has been selected as one of eleven colleges to participate in the Deepening the American Dream project. Fetzer believed there was a need to engage people in conversations on what mattered in their lives and communities. Deepening the American Dream is about the experience of democracy among us and within each of us.

The institute funded a series of thought-provoking essays on the theme of the American Dream and has moved into the current phase of sponsoring community conversations on this theme. As one of the eleven colleges selected to participate in the project, MDC will host community conversations. The conversations at MDC will be led by Catherine Hanus-Zank. The South Florida community conversations will be led by Leda Perez. The number of participants in each conversation will be limited to approximately 20 for a total of about 100 participants. Limiting the number of participants fosters an environment that creates reflection and deep understanding. The series of conversations will take place during May and June.

National Institute on General Education

Miami Dade College has been selected by the American Association of Colleges and Universities to send a team of educators in May to the prestigious National Institute on General Education in Rhode Island. The MDC team will not go to create general education, but to listen to what other schools do in General Education. MDC's team includes academic administrators and faculty from a range of disciplines.

First Year Experience

The First Year Experience is partly funded by the Lumina Foundation. Most everyone here has heard of John Gardner's First Year Experience, and his work with four-year colleges and universities. It is time that the two-year schools become involved. We will be entering this conversation with the First Year Experience people and a group from MDC. The purpose of the First Year Experience is to instill strategies both curricular and co-curricular to increase retention.

Provost's Symposium

To begin the *Provost's Symposium* series, the College has invited Dr. John Roueche, Professor and Director of the Community College Leadership Program at The University of Texas at Austin, for a conversation and discussion on April 18th and 19th. The Provost's Symposium is a series of on-going conversations that include dialog on ideas and values that foster the mission of the College as well as our role in student learning. For some of these conversations, nationally-known educators who will act as catalysts to our ongoing dialogue, and connect the national picture to what is happening in our own classrooms. In the coming months we are planning to invite Lee Shulman, President of the Carnegie Foundation for the Advancement of Teaching; John Tagg, Associate Professor of English at Palomar College and the author of *The Learning Paradigm College*; and Cindy Miles, Vice President of Learning and Academic Affairs of the Community College of Denver.

Learning Agenda

The College will begin the second phase of the learning agenda. The first phase of the learning agenda includes items such as "what do we want our students to learn". In the second phase, we will look inwardly at "how do we know that our students are learning, the student outcomes, and assessment of student outcomes." The State University System has this requirement, and possibly community colleges will be next to have this requirement. We will have conversations on all levels. The disciplines will be discussing "what it is that they want their students to learn, and how do we measure it". As resource to the faculty, we will be bringing in experts in the various disciplines that deal with these subjects.

Gail Hawks recommended that while we are looking at academics, to look holistically from beginning through to the end, so we have more organized, prepared and successful results.

Madeline Pumariega supported Gail Hawks' recommendation. One of the things currently being developed is an academic plan for students that will map out eight or nine semesters while they are at MDC. Faculty, staff and administrators need to communicate the student expectations and pre-advise correctly.

Mike Kaldor explained that faculty teaching some courses are recommending pre-requisites, and the State is saying that we cannot fit the pre-requisites in (excess credits). Also, when talking about General Education, much of it is coming from the state as they are saying that students must be able to graduate with 120 credits. This does not permit a student to change their major or their mind. We are limited by the state in terms of offering General Education courses.

Mike Kaldor also said that so far we have been talking about student success. A lot relies on the faculty, but we have not discussed student responsibilities. The success of a student in the classroom is equally shared between the faculty member and the student. If a student does not purchase the textbook, come to class, study or comes late, the student probably will not pass the class. We need to work on student responsibilities, not just the responsibilities of faculty, staff and administration.

Henry Lares presented the other side of the picture which is not the incoming student but the outgoing student. He explained that in his area of Architecture sixty students were admitted to

F.I.U. Of the sixty, twelve were eventually rejected because when being advised they were not told that they had to apply to both F.I.U. and the Architectural School. The twelve applied to the Architectural School and were admitted. Eventually, they were told that they had not applied to F.I.U. and were turned away. Floyd Pittman was of the opinion that unless they were undecided students, students were advised by faculty in the discipline area. Leslie Roberts added that many students are self advised. Mike Kaldor was in agreement with this as students not only at MDC but all over tend to get advisement from friends. Henry Lares explained that he is determining where these twelve students were advised and where the communication broke down. He wanted to reiterate that advisement impacts not only the incoming population as far as the prerequisites the student takes, but that ill advice can have repercussions as well for the outgoing student.

Henry Lares expressed the need to make it compulsory to train all new faculty when they begin at MDC in matters of advisement. Sources of suggested help from Floyd Pittman were the faculty orientation, the new faculty mentor, and College, Training and Development faculty monthly meetings at each campus with early advisement training.

5. **Curriculum**

Harry Hoffman introduced Ralph Covert who presented the Funeral Science Curriculum.

**CHANGES TO FUNERAL SERVICES
ASSOCIATE IN SCIENCE DEGREE PROGRAM**

ADD EXISTING COURSE

<u>Abr. No.</u>	<u>Course Title</u>	<u>Credits</u>	<u>Eff. Campus</u>	<u>Term</u>
SYG 2000	Introduction to Sociology	3	1,2,3,5,6	2004-3

Course Description: This course engages in a scientific study of society providing an overview of sociology as a social science. It includes its development as a discipline and methodology. It examines culture as a basis for human behavior, how it is acquired and its norms obeyed. It explores the issues of social inequality within society, including the issues of ethnicity and gender. The issues of social change and social institutions are examined, along with those of demography and urbanization, together with the great challenges these currently pose to the modern world.

Prerequisites and Corequisites: None

This course fulfills the 2,000 word requirement of the Gordon Rule.

Delete Course

<u>Course</u>		<u>Justification</u>	<u>Eff.</u>
<u>Abr. No.</u>	<u>Course Title</u>		<u>Term</u>
FSE 2121	Funeral Service Cosmetology	Add SYG 2000 To General Education Studies And stay within the 72 credit Hour limit State mandate	2005-1

The cosmetology course is not a requirement of the American Board of Funeral Service Education. It was part of the curriculum to give students hands on experience for cosmetizing human remains. Deleting the course will not effect the department in a negative manner.

Students will be given the opportunity to practice cosmetizing in the restorative arts lab, and the major color concepts will be addressed in the restorative arts lecture class. The additional information will not impede the other material because it can easily be melded into both the restorative arts lecture and lab courses.

**UNANIMOUSLY
APPROVED**

6. **CASSC Committee Structure**

Madeline Pumariega recommended dissolving the Retention Committee, Advisement Committee and Recruitment Committee because of the overlap of responsibilities and duplication of effort. These three committees are student services committees. Additionally, she proposed forming one new committee to be called Student Services Committee. This would fold the responsibilities of the Retention Committee, Advisement Committee and Recruitment Committee into one committee, the Student Services Committee.

DISSOLVE COMMITTEES

Retention Committee

Responsibilities

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.

Recommend strategies to ensure compliance with SACS criteria.

Recommend activities to ensure that students have access to courses and services.

Advisement Committee

Responsibilities

Review and make recommendations to revise the College's Academic Advisement manual and information on the Academic Advisement web site. These activities should occur on an annual basis.

Recommend innovative strategies to deliver services to students.

Identify strategies to support students.

Recruitment Committee

Responsibilities

Review the College-wide Recruitment Plan and recommend changes as appropriate. This includes recruitment activities with magnet schools and activities outside of the traditional high school recruitment strategies.

Review the Recruitment Plan annual report and recommend enhancements for the following year's plan.

Review enrollment goals for first-time-in-college students. Review goals identified in State reports (including accountability data).

Review and make recommendations for promotional materials that include information regarding financial aid and scholarship opportunities for students.

ADD NEW COMMITTEE

Student Services Committee

Responsibilities

Review the College-wide Recruitment and Retention Plans and recommend changes as appropriate. This includes recruitment activities with magnet schools and activities outside of the traditional high school recruitment strategies.

Review annual plans and identify areas for implementation, and areas needing further review.

Review college-wide enrollment data, including data by campuses, disciplines and schools, and State accountability measures.

Review and make recommendations to revise the College's Academic Advisement manual and information on the Academic Advisement web site. These activities should occur on an annual basis.

Recommend activities to ensure that students have access to courses and services.

Proposed Committee Members for the Student Services Committee

- 2 Student Deans (Co-Chairs)
- 1 Director of Retention and Transition
- 1 Director of the New Student Center
- 1 Director of Enrollment Management
- 4 Faculty members from CASSC
- 1 Director of Financial Aid
- 1 Director of Recruitment
- 2 Directors of Academic Advisement
- 1 Chief Information Officer
- 2 Academic Chairpersons
- 1 Registrar

**UNANIMOUSLY
APPROVED**

7. **Draft Proposal for Summer Emergency Curriculum Approval Process**

Floyd Pittman presented a proposal from the Academic Deans that a July meeting be added to the College-wide CASSC schedule.

It was explained that by adding a July meeting to the schedule, it would enable the curriculum to go through an orderly process before August. Also, the campus CASSC's meet in late June. This would allow all campuses to review the curriculum to be presented in July. A July meeting would allow the use of the established operational policies and procedures of CASSC. It was reiterated that the Provost for Education or designee would have authorization to approve only mandated state or accrediting agencies/licensing curriculum with an effective implementation date of fall term.

Concern was expressed that if we were going to have curriculum changes without discussion or input from this body in August, it presents an opportunity to allow for an inappropriate management of curriculum processes.

Other discussion concerning August curriculum, or curriculum coming forward after a July CASSC meeting were (1) that the Chair work with the Provost for Education as the Chair is a faculty representative, (2) an honest attempt for all CASSC members to be notified of an emergency meeting session as soon as possible in order to be within the guidelines of the emergency time schedule established, and (3) communicate by an electronic means. There was also discussion about extending membership through August, and how the established operational guidelines would work in August. For instance, would these emergencies go to the campus CASSC's, quorum issues, etc.

It was approved that the draft proposal be sent back to the Academic Deans for review and modification.

**APPROVED
35 IN FAVOR
1 OPPOSED**

DRAFT

Proposal for Curriculum Approval Process for Summer & August (Faculty Vacation)

Add a July meeting.

~~Regarding curriculum mandated by the state or accrediting agencies/licensing, with an effective implementation date of fall term, the College-wide CASSC Chair or designee will call a special meeting for all the members of College-wide CASSC, including faculty who are available. Because of summer limitations, a quorum is not necessary. A 50% plus 1 vote is required for approval.~~

~~During the month of August when faculty are on vacation, the Provost for Education or designee will have authorization to approve mandated state or accrediting/licensing agencies curriculum with an effective implementation date of fall term. For issues originating after the June Campus CASSC meeting, that must be approved in the month of August when CASSC is not in session, the Provost for Education or designee will have the~~

authorization to approve mandated state or accrediting agencies/licensing curriculum with an effective implementation date of fall term.

8. **Institutional Effectiveness**

Joanne Bashford presented the MDC Core Indicators, which was prepared by the CASSC Institutional Effectiveness Committee. The report includes indicators for eight areas related to the College's mission/vision and Strategic Plan including Access, Affordability, Progress Through the Curriculum, Success After Leaving MDC, Student Satisfaction, Employees and the College, Serving the Community, and Efficient Use of Resources. The MDC Core Indicators Report is meant to be used as a tool for planning and assessment at the college-level. Benchmark data were obtained from MDC internal surveys and data, State Accountability Measures, and the National Community College Benchmarking Project. Color-coded symbols are used to flag indicators and focus attention and effort in areas where the College's performance is significantly below state or national benchmarks or has shown a decline over two or more years at MDC. The report is posted to the Institutional effectiveness website: https://www.mdc.edu/planning_and_effectiveness/institutional_effectiveness.asp.

Joanne also pointed out several other new resources on the website including links to best practices and documents describing direct and indirect measures of student learning.

9. **Announcements**

- (1) Ivan Urena, Student Government Association (SGA) President, Wolfson Campus, announced that the Wolfson Campus SGA was named the best in the state by the Florida Leader Magazine.
- (2) Ivan Urena announced that ten SGA students with college-wide representation traveled to Tallahassee in support of the College's legislative issues.

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

College-wide CASSC Calendar Schedule 2004-2005

May 17, 2005	Room 2106	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.