

Academic Affairs Committee Minutes

Date: 06/09/22, 3:30-4:30 pm, MET 208

<u>Present (voting members):</u> Jacquelyn Coe (<i>Transfer Faculty</i>) – Chair Matthew Higgins (<i>Faculty at Large</i>) Paula Simone (<i>CTE Faculty</i>) Becky Plassmann (<i>Faculty Senate Representative</i>) Sarah Fuller (<i>Transfer Faculty</i>) Betsy Julian (<i>VPI</i>) Susan Miller (<i>Faculty Forum Executive Team Member</i>) Carolyn Schmidt (<i>Classified Representative</i>)	<u>Absent (voting members):</u> Alan Nunes (<i>CTE Faculty</i>)
<u>Present (non-voting members):</u> David Schappe (<i>CTE Council</i>) Chloe Vogel (<i>Committee Specialist</i>) Murray Godfrey (<i>Chairmoot Representative</i>) Tyler Hayes (<i>Director Admissions & Registrar</i>) Franklin Clark (<i>Director of Assessment & Curriculum</i>)	<u>Absent (non-voting members):</u> Hal Wershow (<i>Faculty Forum Executive Team Member</i>) <u>Guests:</u> Sean Rule (<i>Professor of Mathematics</i>)

Meeting called to order at 3:30.

Note: **Approval and Action items written in red.**

Unfinished Business:

1. Review Academic Affairs Committee minutes from 5/9

Paula Simone motioned to approve, Carolyn Schmidt 2nd, with suggested edits, motion passed unanimously.

2. **Action Item:** Institutional Syllabus, 2nd Reading – *Franklin Clark, Assessment and Curriculum*
 - a. Franklin Clarke will implement the style guide within this document, to maintain consistency of formatting.
 - Faculty Senate mentioned that some of the paragraphs could be split into smaller portions.
 - b. The document will need to be reformatted for accessibility. Tables need the appropriate headers and strike-outs will need to be removed.
 - c. Enrollment Deadlines was changed to Important Dates and Deadlines.
 - d. Should the Land Acknowledgement be included in the Institutional Syllabus?
 - This is something that could be added in the future, but for now will likely not be included.
 - The Academic Affairs Committee should look at the Institutional Syllabus in a more detailed way during the 22-23 Academic Year.
 - e. The Technology Assistance portion will be removed and placed solely in the Class Syllabus.

Becky Plassmann motioned to approve, Matthew Higgins 2nd, motion passed unanimously.

3. **Action Item:** Syllabus Template Changes, 2nd Reading – *Betsy Julian, Instruction*
 - a. Faculty Senate: there could be a note that says “it is not required that you use this syllabus template, but make sure you have all of the required information.”
 - Add a note that says, “you should use this per the GPM”, and then embed a link to the GPM Policy, G-30-21: <https://www.cocc.edu/policies/general-policy-manual/academic/syllabus-standards-for-credit-classes.aspx>
 - b. Optional things to put on the Syllabus: Counseling Services, Land Acknowledgement, Safe Zone Trainings, pronouns.
 - This could just be added by the instructor.

Becky Plassmann motioned to approve, Betsy Julian 2nd, motion passed unanimously.

New Business:

1. **Informational Item:** Grade Appeals Task Force Report – *Paula Simone*
 - a. There will be a continual goal to update policies during the next Academic Year, and it will likely be brought to Academic Affairs by early Spring.

Reviewed.

2. **Informational Item:** Committee Year End Summary – *Jacquie Coe*
 - a. This summary would be passed along to the next Committee Chair and new members.
 - b. If anyone has something they would like to add, they can email Paula or Jacquie
 - c. As Franklin continues to work with LOA to pilot improvements, he noted that it would be important to share that information with Academic Affairs.

Reviewed.

3. **Informational Item:** Review and Support Committee (RSC) Report – *Betsy Julian, Instruction*
 - a. FTE Trend and Expenses/revenues have been removed as quantitative indicators for the review process.
 - A review is triggered if there are three critical level quantitative indicators
 - b. The aim is to define student success according to the specific Department.
 - Small programs were disproportionately getting flagged as reaching a critical trigger according to quantitative indicators discussed above, so using a Department average as a metric helps equalize this issue.
 - Example: a program with fewer students will look like it has less demand if a few students end up dropping the class. The percentage looks amplified in juxtaposition with larger programs. For example, if you lose 1 student from a 10 student class, that is 10 percent, whereas if there are 20 students, it would just be a 5 percent change. This is where the average comes into play and helps equalize this situation.
 - This creates a more equitable structure for analyzing this data.
 - c. If a student makes it through week four of a class, they will be included in this critical threshold. If they drop out prior to this, they will be excluded from these statistics.
 - A student needs to make it to the 60% threshold in order to pass a class.
 - d. A set of courses:
 - This refers to courses such as Biology and Chemistry. This means that an instructor is technically qualified to teach all the courses in this field.
 - Note that courses such as Art and Art History are separate. An instructor that teaches Art can't necessarily teach Art History.
 - This considers whether or not faculty members have experience across a broad range of criteria.
 - When does it become apparent that the demand for a set of courses has declined—how do we highlight this trend through a set of numerical values (such as student success...)?

- It's also important to note that
- e. If a course falls below 2 standard deviations in relation to a 5-year average, then there will be a discussion about what may be causing this.
 - Falling outside of 2 standard deviations is flagged as a critical trigger.
 - In response RSC goes into HELP THEM mode.
 - The emphasis is early and effective support.
- f. This is meant to be more preventative and supportive, rather than an act of ending a program immediately upon obtaining the data/statistics— if a program is struggling, then the College could implement more marketing strategies.
- g. There was a hiatus during COVID, where the data was dismissed, since it wasn't reflective of normal Academic Years. The data will incorporate the statistics from the current 21-22 Academic Year.

Reviewed.

This is the final meeting for the 2021-22 Academic Year.