

Oakland Community College

2010-2011 COLLEGE ACADEMIC SENATE
MINUTES OF May 26, 2011
Southfield Campus

The College Academic Senate was called to order at 3:20 p.m. by Chair Mary Ann McGee. The following individuals were present:

Auburn Hills:	C. Decker, S. Dry, J. Farrah, H. Tanaka, P. Dolly
Guests:	B. Isanhart, N. Showers
District Office:	L. Nadlicki, M. Schmidt, N. Szabo
Guests:	C. Drummond, R. Holcomb, B. Montgomery, A. Powell, L. Redmond
Highland Lakes:	J. Lobert, G. Mandas, M. Ston, G. May
Guests:	N. Boulos, V. Jones, L. Stark
Orchard Ridge:	A. Frank, A. Jackson, M. Kokoszka, M. A. McGee, D. Nowack, L. Roberts, D. Strand, J. Shadko
Guests:	J. Gunkelman, J. Hawkins, T. Ingram, P. Jackson, N. Valenti
Student:	D. Johnson
Royal Oak/Southfield:	E. Abbey, D. Bartleman, S. Jackson, R. Lamb, C. Neely, B. Sadecki, B. Stanbrough
Guests:	S. Babasyan, C. Benson, S. Charlesbois-Nordan, L. Crews, G. Fournier, S. Grunfeld, Y. Hargrove, J. Hilu, J. Jensen, D. Johnson-Bignotti, M. K. Lawless, K. Lee, D. Mathew, J. Matteson, V. Merriwether, H. Othman, R. Reaves, E. Roman, M. Shelton-Beatty, L. Winer

2) Acceptance of Agenda:

MOTION: To accept the agenda as written. Seconded, passed.

3) Approval of Minutes:

MOTION: To approve the minutes of April 28, 2011 as written. Seconded, passed.

4) Leadership:

- Chair Mary Ann McGee reported that the Liberal Arts Degree has been discussed as part of the academic redesign review. She provided an update on the status of the Liberal Arts Degree report that was reviewed by the CAS. The ad hoc committee submitted a report to the CAS in May, 2010 and the Senate endorsed the report. The report was sent back to the OR Campus (origination of report) for editing changes and a final report will be given in September, 2011.

5) Presentation

- Achieving the Dream (AtD)

A PowerPoint presentation was presented – “Achieving the Dream – Oakland Community College 2010-2012” by the core team members. The following information was highlighted:

- Overview

Pat Dolly provided an overview of AtD; she acknowledged the core team members and thanked them for the incredible work they have been doing. AtD is a two-year grant period and it started in August, 2010 when participants attended their first meeting. The process has been very aggressive and the outcomes need to be completed in a very short time-frame. The college received a 100,000 grant to go towards improving student outcomes, payment of the Coach and Data Facilitator. OCC is one of 17 schools in Michigan that received the grant, and only 150 schools nationwide have received this grant.

The following indicators will be used to improve student outcomes and reduce achievement gaps in the core teams (Developmental Education – Math & English, High Touch Strategy 0-3 Weeks, and Special Populations):

- Completion of developmental courses and progression to credit-bearing courses
- Completion of gatekeeper courses, particularly first college-level or degree-credit courses in math and English
- Completion of attempted courses with a “C” or better
- Persistence from term to term and year to year
- Attainment of credentials

A core team member from each area will present their pilot project to achieve their goals. Each core team has an IR person serving in their group as well.

- Developmental Education – English (Suba Subbarao)

- Designing an “ABS – Acceleration Boot-Camp” (English)
- Description - An intensive, 20-hour, one-week immersive experience in reading and writing activities for students scoring “in the bubble” (140-149) on COMPASS, preparing them to succeed in Comp I.
- The boot camp will be offered through Continuing Education.
- Each session of the boot camp will be limited to 20 students.
- Starting Summer 2011.

- Developmental Education – “Math Boost” (Julie Gunkelman & Jeremy Mertz)
 - Who needs “Math Boost?” – Students scoring within 5 points of the COMPASS cut scores (MAT 1050, 1100 and 1150).
 - Description – Students will be required to work on the program on campus for 2 hours per week.
 - “Math Boost” will run as a pilot program at AH & RO during 2011-2012.
- High Touch Strategy 0 - 3 weeks (Henry Tanaka)
 - Mandatory Orientation for Developmental English (ENG 1055)
 - Description – Main Session will be a student- led Overview of Student Support Services.
Breakout sessions:
 - Student Life activity to increase engagement – 3 concurrent sessions
 - Counseling
 - Academic Support Center
 - English Developmental
 - Pilot timeline will be June through August; surveys will be given at the end of the orientation event to assess the orientation.
- Special Populations (Lloyd Crews & Beverly Stanbrough)
 - Description – To identify a special population and create a strategy that would improve their success (C or better) in developmental coursework to assist them in achieving their academic goals.
 - Target populations will be first-time in any college (FTIAC) students with a high school diploma or a general equivalency degree (GED).
 - Intervention – Learning Communities!
 - The learning communities will be a combination of: CNS 1100 and ASC 1070 paired with either ENG 1055, or ENG 1060, or MAT 1050. (One of the developmental courses, not all three).
 - The LC’s will take place on the OR, RO, and SF Campuses.
 - The first round of learning communities will take place in Fall of 2011, the second round in Winter of 2012.
- Thank You!

Note: The complete PowerPoint presentation will be posted on the Academic Senate section of Infomart.

- Public Commentary for ART Re-Design Recommendations

Dr. Holcomb provided an overview of the Academic Redesign Team Recommendations as follows:

- Why did OCC undertake this process?
 - External factors – governmental regulations, economic down turn, competing institutions, etc.
 - Internal forces – allegiance to academic disciplines, awareness of external factors, constituency expectations, student centeredness, etc.
 - Academic programs are essential
 - Faculty are encouraged to assist with this process
 - Shared Values:

- Learning is our only priority
- Student success
- 4 Cornerstones participated in the reviews (an IR member served on each team as well)
 - BIS Human Services
 - Technology
 - Liberal Arts
 - Health
- The book entitled “Prioritizing Academic Programs and Services” by Robert C. Dickeson was used as a guideline.
 - Criteria represents: history, demand, quality, cost, productivity, revenue generation, impact, and opportunity to analyze our core mission. Note: 10 criteria were used.
 - Benchmark: OCC chose “20 graduates in 3 years”
- Decisions (Flexibility for the Cornerstones to make decisions)
 - Distinction: High Enrollment; High Graduates; Employment Demand
 - Mission Critical: High Enrollment; Supports Multiple Programs; Do not have Degree or Certificate
 - Encouragement: Shows Positive Growth; Possibility for Restructuring; Articulation Agreements
 - Review: Review existing structure; Viability of program with business, industry, and universities; Additional information is needed
 - Reconsider: Sunsetting
- Results
 - Specific recommendations – degree or certificates
 - General recommendations – concern themselves with academics in general
 - Redefining of structures: Continuing education; Degree structures; and Clean up/reformat the catalog
- Recommendations:
 - All recommendations will go forward – the Chancellor’s Cabinet may choose to respond or not to those recommendations not needing their decision.
 - Meetings will be scheduled in the fall with the disciplines to discuss next steps.

Mary Ann McGee reported that she has heard a lot of concern about the volume of information presented for review. She asked the Senate how to proceed with the information?

Discussion followed:

- Look at programs listed as Encouragement or Review.
- HL Campus asked for a definition/explanation of Continuing Education.
- OR Campus – how can continuing education courses serve both non-credit and credit bearing courses?
- Continuing education courses generally cost more to take; sometimes businesses offer “tuition assistance” to their employees for taking these courses.

- Concern was expressed for recommending “Concrete Industry” be moved to continuing education. Industries may not be willing to reimburse a higher tuition rate.
- The program categories are only “recommendations.”
- OR campus – there are a variety of interpretations about the 5 “program categories” identified. The meaning is different depending on the area. For example “review” is a code word for “sunset.”
- If a course is changed from credit to non-credit, it would have to go through the curriculum process.
- OR Campus – using the benchmark “20 graduates in 3 years” shouldn’t be the only benchmark used. “Transferability” should represent success of a program/course as well.
- More students may apply for graduation if the fee was eliminated.
- The disciplines need to review and discuss these reports as well.
- Photography was reviewed by two different cornerstones: Liberal Arts and Technology. A recommendation was made to look at all 4 cornerstones besides your own discipline.
- CRC shouldn’t be reviewing programs categorized as “encouragement” because these are only recommendations.
- AH Campus – Campus plans have been creating articulation agreements on their own. A recommendation was made that a more collective process be used instead.
- The redesign process is a way to create better efficiencies and cost reductions. It seems like the opposite is occurring – recommendations have been put forth to hire more faculty and purchase additional equipment. When will financial savings occur?
- The “minority report” in the ART recommendations was one person’s recommendations regarding the transfer function of the Associate in Liberal Arts Degree.
- HL Campus – Criterion 5: Quality of Program Outcomes – “Rate my professor” is not a good source to use. Please note: The Vice Chancellor commented that this will be removed from Criterion 5.
- The campuses and disciplines need to have a chance to “examine” the data.
- Any curricular changes have to go through the Senate process.
- The process for this type of review is 3 years. Disciplines will receive information and the proper processes will be followed. This review is just a “first attempt.”

Mary Ann McGee defined Senate’s responsibility in the redesign process as follows: The CAS is to review the material, hold periods of open commentary – raise concerns, comment publicly and facilitate the process. The Senate is not to improve or endorse the recommendations as presented. Feedback will be funneled to Chancellor’s Cabinet for final disposition.

ACTION: Mary Ann McGee will provide guidance (general directive of what the campuses should discuss) to the Campus Senates regarding their discussion of the ART recommendations at their June Campus Senate meetings. The Vice Chancellor will provide a definition of “Continuing Education.”

6) Old Business:

- Substitute Motions from AH & OR Campus re: Bachelor Degrees
The following charts were provided on the distribution table relating to the motion: “Top 10 Courses in Which Students with Guest Placement Exemptions Enrolled,” and “Top 10 Courses in Which Students with Previous Bachelor’s Degree Exemptions Enrolled.” If interested, Leanne Nadlicki has information for all the courses not listed in the above charts.

Mary Ann McGee reported that the following motion from the OR Campus was lodged for discussion at the May Campus Senate meetings:

MOTION: To consider removing all prerequisite exemptions currently being granted to bachelor’s degree holders. Seconded.

MOTION: To take the motion off the table for discussion. Seconded, passed.

Jeff Farrah presented the following substitute motions on behalf of the AH Campus Senate:

MOTION: Move that each discipline shall determine the courses for which bachelor’s degree holders are exempt from prerequisites.

MOTION: Move to remove all prerequisite exemptions currently being granted to college guest students.

Leslie Roberts presented the following substitute motion on behalf of the OR Campus Senate:

MOTION: Disciplines and Programs may determine those courses for which the bachelor’s degree waiver does not apply.

Discussion followed:

- HL Campus argued support for the original motion.
- If a discipline determines a course needs a prerequisite, then the student should meet that prerequisite.
- There should be an easy mechanism to get rid of waivers for the disciplines.
- Prerequisite waivers can be turned off in Datatel – disciplines need to let the Registrar’s office know.

Friendly Amendment: Add “Guest Students” to the original motion. Seconded.

Friendly Amendment: Add “Effective January 2012” to the original motion. Seconded.

Friendly Amendment: To remove the word “consider” from the motion and change the word removing to “remove.” Seconded.

The motion as amended passed.

MOTION as Amended: To remove all prerequisite exemptions currently being granted to bachelor's degree holders and guest students, effective January 2012.

- Draft "Course Waiver Form"

Mary Kay Lawless reported that the "Course Waiver Form" for the College Prerequisite of Placement into ENG 1510 was amended as requested.

MOTION: To approve the "Course Waiver Form" as presented. Seconded.

Friendly Amendment: To change the signature line "Supervising Dean" to "Academic Dean." Seconded.

The motion as amended passed.

7) New Business:

- Motion from OR Campus re: Release Time Postings
This item was postponed until the June CAS meeting.

8) Standing Committees:

- *Academic Master Plan/Shawn Dry*
Shawn Dry gave a PowerPoint presentation to Senate – "Summary of Conversations with Information Technology and Facilities" – Conducted by The College Academic Master Plan Committee March and April 2011. The following information was highlighted:
 - Interviewees
 - Information Technology
 - Facilities
 - Sample Questions and Requests
 - Information Technology (IT)
 - Facilities
 - Committee Recommendations
 - More college-level planning direction.
 - More cooperation between academic planning and other college groups.

Please note: The full report is available on Infomart under the CAMP and Academic Senate section.

- *Curriculum/Mary Kay Lawless*

Mary Kay Lawless presented the Consent Agenda:

MOTION: To accept the Consent Agenda. Seconded, passed.

Please note: An "Important Update – Catalog Change Summary/2011-12" was attached to the Consent Agenda. The Chancellor reconsidered one new course and 2 new certificates of achievement proposals and they have been approved for the 2011 Catalog.

- *Curriculum Review Committee /Karen Lee*
No report.
- *Student Outcomes Assessment/Robert Lamphear*
 - Bob Lamphear thanked the OCC Foundation for their support of the “Student Essay Contest” and for continuing their support for 2012.
- *TMC/Judy Matteson*
No report.

10) Ad Hoc Committees:

- *General Education Outcomes/*
No report.

11) Administration:

No report – Chancellor Meyer was on vacation.

12) Community Comments:

- Mary Ston urged faculty and staff to attend graduation on June 10th at the Palace of Auburn Hills.

13) Adjournment:

Meeting adjourned: 5:03 p.m.

Respectfully submitted,

Marilynn F. Kokoszka, Secretary

Nancy K. Szabo, Recording Secretary

COLLEGE CURRICULUM / INSTRUCTION COMMITTEE
Academic Senate Consent Agenda
May 26, 2011
Southfield Campus

MINOR PROGRAM / CERTIFICATE REVISIONS

1. **MST.CT Massage Therapy Certificate.** Change Major Requirements: Remove MST-2350 (4-credits), add MST-2351 (1-credit), MST-2352 (1-credit), and MST-2353 (2-credits). Total number of required credits does not change. Target date for first offering is Fall 2012.
2. **MST.AAS Massage Therapy.** Change Major Requirements: Remove MST-2350 (4-credits), add MST-2351 (1-credit), MST-2352 (1-credit), and MST-2353 (2-credits). Total number of required credits does not change. Target date for first offering is Fall 2012.

MAJOR PROGRAM / CERTIFICATE REVISIONS
(5-DAY NOTICE SENT)

1. **MGT.CMN.CT Construction Management Certificate.** Decrease total number of credits from 39 to 36. Remove the following courses: BUS-1100 (4-credits), BUS-1310 (3-credits), CMN-1300 (3-credits), COM-1290 (3-credits) or COM-1600 (3-credits), ENG-1350 (3-credits), ENG-2200 (4-credits), MAT-1070 (3-credits) or MAT-1560 (3-credits). Add the following courses: CMN-1000 Construction Career Pathways (2-credits), CMN-1250 Construction Applications (3-credits), CMN-1700 Quantitative Analysis of Construction Drawings (3-credits), CMN-2100 Construction Contracts and Administration (3-credits), CMN-2300 Construction Law (3-credits), CMN-2400 Construction Planning and Scheduling (3-credits), CMN-2500 Construction Estimating and Bidding Techniques (3-credits). Target date for first offering is Fall 2012.

OTHER BUSINESS

1. Important Update to the 2011 Catalog Change Summary of curriculum proposals passed this year.
2. List of courses / programs inactivated (sunset) this year.
3. Proposed fast-track form for waiver of the ENG-1510 placement prerequisite for all college-level courses scheduled to go into effect in the 2012-2013 academic year.

IMPORTANT UPDATE
CATALOG CHANGE SUMMARY / 2011 - 2012
COLLEGE CURRICULUM / INSTRUCTION COMMITTEE

THE CHANCELLOR HAS RECONSIDERED
THESE PROPOSALS AND THEY HAVE NOW
BEEN APPROVED FOR THE 2011 CATALOG

NEW COURSE:

1. **HLS-1003 Introduction to Intelligence for Homeland Security.** This is a 3-credit course with a Group "A" Classification (35 students). (Approved by Senate on 2-24-11, signed by Chancellor on 4-29-11).

NEW CERTIFICATES OF ACHIEVEMENT:

1. **HLS.LV1.CA Level 1 Homeland Security Certificate of Achievement.** Total number of required credits is 15. (Approved by Senate on 3-24-11, signed by Chancellor on 4-29-11).
2. **NNO.LV1.CA Nanotechnology in Materials Science Certificate of Achievement.** Total number of required credits is 13. (Approved by Senate on 3-24-11, signed by Chancellor on 4-29-11).

2011 - 2012
INACTIVATED (SUNSET) COURSES / PROGRAMS

THE FOLLOWING PROGRAMS HAVE BEEN
INACTIVATED AT THE REQUEST OF THE
PROGRAM COORDINATOR / DEAN AND HAVE
BEEN REMOVED FROM THE CATALOG
BEGINNING 2011

1. MGT.CPM.CA Construction Project Management Certificate of Achievement
2. MGT.CCA.CA Construction Contract Administration Certificate of Achievement
3. MGT.CCM.CA Concrete Construction Manager Certificate of Achievement
4. MGT.CBO.CA Construction Business Owner Certificate of Achievement
5. MGT.CM.CA Construction Marketing Certificate of Achievement