OAKLAND COMMUNITY COLLEGE
Community is our middle name.

2015-2016 COLLEGE ACADEMIC SENATE
MINUTES OF December 10, 2015
Royal Oak Campus

The College Academic Senate was called to order at 3:17 p.m. by Chair Shawn Dry; he thanked the campus for all the refreshments they provided for today's meeting. The following individuals were present:

Auburn Hills:	S. Dry, J. Farrah, K. Sigler, E. Stotts
Guests:	J. Allen, W. Isanhart, L. Monroe, P. O'Connor, M. A. Sheble, K. VanSparrentak
District Office Guests:	C. Maze, S. Linden, N. Showers, N. Szabo
Highland Lakes:	R. Bragg, V. Emanoil, E. McAllister, P. Ravikumar, K. Schulte, K. Stilianos
Guests:	K. Bratton, J. Forbes, B. Garnsey, G. Mazzocco, T. Zakrzewski
Orchard Ridge:	T. Baracco, L. Michels, J. Mitchell, D. North, C. NyKamp
Guests:	C. Hoffman, D. Preisler, P. Schade, J. Seiler, B. Stanbrough, R. Tennison
Student:	M. Bunning
Royal Oak/Southfield:	C. Benson, S. Charlesbois-Nordan, J. Eichold, D. Johnson-Bignotti, V. Lamb, M. May
Guests:	S. Bradley, L. Cole, K. Davis, T. Hendricks, S. Larson-Soleimani, L. Kendall, M. K. Lawless, G. Mandas, J. Matteson, G. Nasari, D. Niemer, H. Othman, D. Puig-Pey, M. Thomas
Student:	J. Kaczor, B. Kimmel

2) Acceptance of Agenda:
   MOTION: To accept the agenda as written. Seconded, passed.

3) <u>Approval of Minutes</u>: (Note: Approved minutes are posted to the Academic Senate's Infomart site)
MOTION: To approve the minutes of October 22, 2015 as written. Seconded, passed.

4) Leadership Report (Note: Senate Leadership Report is posted on Infomart)
   - Assessment Web Page
     - The old assessment web page is down and old links to the site will not work.
     - Rachel Lathrop, the new Director of Student Learning Assessment, reports that the site is being revised.
       o The new site will be primarily targeted to external audiences.
       o All resources for faculty, including General Education Outcome rubrics, will be migrated to ARTIS.
     - In the meantime, if you require copies of the rubrics or any of the other information that was on the old site, contact Rachel (x4741, ralathro@oaklandcc.edu).

   - Research Review Board Questions
     - At its campus meetings in November, the Senate developed a list of questions regarding the college's new research review board.
     - The questions are below, accompanied by the answers provided by Vice Chancellor Cathey Maze.
       Q1 Will the review board need to be consulted in the following circumstances: a publisher wants to include a faculty member in a survey about textbooks or instruction; a faculty member wants to survey his or her own students; OCCFA wants to survey faculty members?
       A1 No
       Q2 Has this been reviewed by legal for appropriateness?
       A2 No. We do not believe that that is necessary. This is much better spelled out than we have done in the past decades. If a question were to arise, we would certainly seek advice.
       Q3 How will the faculty member of the board be determined?
       A3 We would ask a faculty member with a strong background in research to volunteer their time.
       Q4 Could the reporting/check-in schedule be determined by the board and the researcher? There is concern that the frequency identified in the process might be too onerous.
       A4 Certainly, we can be flexible when working with the researcher and their schedule.
     - Cathey Maze reported that there isn't a problem with faculty surveying students in their classrooms about classroom issues; however, a survey to students regarding college-wide issues needs to go through IR instead of being done on an ad hoc basis.

   - Persistence and Completion
     - As promised during the October college meeting presentation on the Persistence and Completion Academy, Associate Vice Chancellor Tim Sherwood has supplied a booklet of the persistence and completion data being used by the college's committee.
     - The booklet is available on the Senate's Infomart site in the Handouts area.

5) Presentation
   - Online Training for Faculty
   Kayla LeBlanc and Kerry Daniel provided an overview of "Online Training for Faculty" as follows:
     - Acknowledgements: (Kayla)
       - She thanked her staff and the faculty who volunteered to take on this challenge, knowing the aggressive timeline; efforts were greatly appreciated on this initiative.
     - Training Background: (Kayla)
       - History – Kayla and her team went through the training and it wasn't an ideal fit for OCC; some of the concepts could be used for developing the foundation for in-house training.
     - Unforeseen Circumstances: *Fast forward to what really happened. . .* (Kayla)
       - HLC did not approve our request to offer online programs.
       - Office of Civil Rights (OCR) complaint – increased efforts for ADA compliance.
     - Beta (First Training Cohort) Overview: (Kerry)
       - Face-to-face introductory session
       - 5 Week Online Training (1 week D2L, 4 weeks Best Practices)
       - Included training 16 faculty
       - Conducted in tandem with faculty course development
     - Anticipated Changes and Improvement: *Moving forward . . .* (Kerry/Kayla)
       - Training, development and review will take place over the course of two semesters.
       - In addition to updates in existing content (both D2L and Best Practices), training will include:
         - An additional week for the D2L technical portion
         - Expanded ADA material
         - Technical considerations for D2L text editor
         - An assessment module (from M. Orlowki's group)
         - A Hybrid module
         - Zoom instruction
       - Creation of model online course
       - Streamline review tools (ADA Checklist, Technical Specs, etc.)
       - More time to work with individual instructors; brief overview of what training has been like and suggested changes for future training.

   Discussion followed:
     - How many faculty can be trained at one time? 10 faculty (baseline)
     - When will training be for teaching hybrid (<50% online) classes? Right now the focus is training faculty for fully online courses.
     - Has consideration been given to making a self-paced online course? The cohort-feel may be lost if we do this; we would like to have a support system to move forward.
     - Can the training be at a faster pace once we get approval from HLC? Cathey Maze reported that the training can't be accelerated until after a program is approved by HLC.
     - OCR will affect all augmented courses, and all face-to-face courses that use some type of online instruction must be ADA compliant as well.

- ADA selection of course materials are being incorporated into the book purchasing process and it will be up to faculty to make sure their materials are ADA compliant; Kayla LeBlanc and Kerry Daniel will assist with this process – they have a list of 75 questions to ask a publisher.

ACTION: The Campus Senates were asked to raise additional questions or topics for discussion at their January campus meetings if desired.

- ACCESS Hours and Services
  Shawn Dry introduced Mary Ann Sheble, Academic Dean of Learning Resources.

  MOTION: To extend presentation time to 15 minutes. Seconded, passed.

  Mary Ann Sheble provided a Power Point presentation entitled: *Accessibility Compliance Center and Education Support Services (ACCESS)*. She introduced the ACCESS coordinators on the campuses and they highlighted a section of the presentation as follows: (Note: The presentation is structured around five questions that were asked by the Senate. The complete presentation is posted on Infomart)
  - Legal Requirements – Mary Ann Sheble
    o Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) regulate the provision of services and accommodations for students with disabilities in higher education.
    o A handout entitled "OCC Disability Accommodations Guidelines" was provided as a reference on the distribution table.
  - ACCESS Offices: Annual Caseloads – Mary Ann Sheble
    o 2013/14: 3,431; 2,092 individual students
    o Note: Does not include prospective students who meet with the ACCESS Coordinators
  - How are service hours determined? – Mary Jo Lord (AH)
    o When the majority of students registered with ACCESS are taking classes.
    o Staffing limitations
    o When demand is greatest – when the majority of students can get to campus; transportation isn't available to take students to evening classes.
  - What resource limitations are you dealing with as you determine service hours and accommodations? – Wanda Pernell-Harris (OR)
    o Part time and temporary staff
    o Funding limitations
    o Limited physical space and equipment in ACCESS offices
    o Union contract restrictions and unique, non-duplicated roles of ACCESS staff
  - What efforts are you making to tailor ACCESS services and hours to the needs of specific campuses? – Steve Messina (HL)
    o ACCESS tracks student class enrollment to determine when need is greatest.
    o Limited resources require tailoring to majority needs.
  - How are student accommodations determined? – Marcia Kosovec (RO)
    o Intake interviews
    o Course objectives, technical standards, and learning outcomes of the classes
  - What student accommodations and services are available? – Dale Rohrbach (SF)
    o Testing accommodations

- o Supplemental class notes
- o Accommodation providers
- o Tutors
- o Assistive technology
- Collaboration is the key …
  - o Accommodating and serving students is a collaborative effort
  - o Questions and concerns can be addressed through your campus ACCESS Office

Discussion followed:
- What happens when a note taker doesn't show up for an evening course – who should be contacted? Unfortunately, the same problem occurs during the day and we rely on people to show up to interpret for our students. The agency that ACCESS uses closes at 4:30 p.m. If this situation occurs, another student can be asked to provide notes for the student that requires a note taker.
- Some of our instructors are deaf/blind can they use the equipment as well? HR should be providing for their needs.
- Judy Matteson announced that Dale Rohrbach, Marcia Kosovec, and Mary Jo Lord will demonstrate some of the assistive technology at the ADA Compliance Conference on January 29th.

ACTION: The Campus Senates were asked to raise additional questions or topics for discussion at their January campus meetings if desired.

5) Unfinished Business
- Proposal to Remove EMP Objective 3 (completed)
- Proposal to Remove EMP Objectives 4 and 5 (uncompletable)
  Shawn Dry reported that the EMP committee has completed EMP Objective 3, and Objectives 4 and 5 are uncompletable.
  - EMP Objective #3: "Set the direction for all curriculum to meet community needs and student interest."

    MOTION: To support the removal of EMP Objective #3 from the EMP. Seconded, passed.

  - EMP Objective #5: "Provide quality service learning and volunteerism opportunities to enhance student success and serve the community."
  - Motion from the HL Campus re: Objective 5
    Valerie Emanoil presented the following motion on behalf of the HL Campus Senate:

    MOTION: The Highland Lakes Campus Senate moves to place Objective 5 on hiatus for one year instead of removing it. Seconded.

    Discussion followed:
    - This objective cannot be accomplished at this time because there are no resources available.
    - This concept should not be abandoned because it has to do with service learning; not having this objective should not stop participation in service learning projects.

Motion Passed

- EMP Objective #4: "Develop an honors program to enhance transferability and employability for eligible students."

  MOTION: To support the removal of EMP Objective #4 from the EMP. Seconded, passed.

6) New Business
   - Scheduling Changes
     Cathey Maze reported that although there had been conversations on this topic, the concept was never formally presented to the deans until after the contract was ratified. She provided a summary of the proposed scheduling changes: The college is looking at offering sections of classes (3 and 4 credits) over multiple days during the week rather than once a week; this change would be for day classes only and scheduling of evening classes would remain the same. They are primarily looking at changing the scheduling format for introductory courses and decreasing the number of sections offered based on scheduling data. This decrease in sections is being considered because of the decline in enrollment. By the end of winter 2016 registration, it is predicted that we will be 16 – 18% down in enrollment as compared to the end of winter 2015 registration, and we don't want to have to cancel a lot of sections at the last minute.

     Discussion followed:
     - Has there been any discussion about starting classes at 5:00 p.m. instead of 6:00 p.m.? Classes have been successfully filled that started at 5:00 p.m. This topic should be discussed with the deans – they are looking at best practices.
     - If faculty can't survey students, is someone else surveying students regarding the best times to offer classes? IR will be doing a study; however, the study probably can't be done in time to accommodate next fall course offerings.
     - We would like to gather input form students and faculty regarding the survey questions; we will look for basic patterns that already exist.
     - The deans will try to work on flexibility in the schedule the first year; there will have to be a lot of collaboration to make these changes work.
     - The goal is to increase student success and better utilize our facilities without hurting students. All of this can't be achieved in one year's time.

     ACTION: The Campus Senates were asked to raise additional questions or topics for discussion at their January campus meetings if desired.

7) Standing Committees/Chairs
   - *Curriculum Review/ P. Schade*
     Peter Schade reported on the activities of CRC as follows:
     - Sociology and History: Reviews are completed; action strategies completed; lead reviewers are scheduling dates to meet for final review.
     - Currently 6 reviews are still active; deans have met with lead reviewers and sent back their feedback.

- December CRC meeting was cancelled due to member schedules; next meeting is scheduled for February 5, 2016 at 9:00 a.m. at District Office.
- Call for new committee members. Interested in joining please contact Peter Schade: 248-522-3610. Your voice and input is critically important in this process.

- *Student Outcomes Assessment/ C. McKinney*
  Carlespie McKinney reported the following:
  - Update from Marty's office via Rachel Lathrup
    - Research: Compared OCC GE outcomes to Outcomes from
      o Local Tier 1 Institutions
      o OCC Local Competitors
      o OCC Peer Institutions
    - Upcoming revisions to the Assessment website
  - Discuss schedule to re-evaluate
    - GE Outmes
    - Dimensions of the GE Outcomes
    - Program Outcomes
  - Revised wording of GE Philosophy (to be voted on by SOAC at next meeting)
  - Revised the discussion about taxonomies as they relate to the dimensions of the GE Outcomes

- *Technology Management/ J. Matteson*
  Judy Matteson reported the following:
  - On Friday, January 29, 2016 a conference will be held regarding ADA Compliance at RO Campus; everyone is invited to attend; a flyer was available on the distribution table.
  - The committee is updating the Student technology survey to find out what our students are using for their coursework.

- *Academic Planning/ M. K. Thomas*
  - No report
  - The next meeting is scheduled for January 15, 2016 at DO in the Board Room.
  - The committee is looking for additional participants; if interested, please e-mail mkthomas.

- *Curriculum and Instruction/ M. K. Lawless*
  Mary Kay Lawless presented the Consent Agenda.

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

8) Ad Hoc Committees/Chairs
   - *Online Prioritization/ J. Matteson*
     Judy Matteson highlighted the "Report from Online Prioritization Ad Hoc Committee" as follows:
     Our "charge:"
     o Task 1: Create a set of criteria for selecting the first degree or program for the college to offer online.

Recommendation: The Committee recommends the Homeland Security Level 1 Certificate of Achievement (HLS.LV1.CA) as OCC's first program to be offered online.
- o Task 2: Create a set of criteria for selecting the order in which programs will be placed online.
- o Task 3: Create a set of criteria for determining the order in which faculty take online training.
- o Other Recommendations

ACTION: The Campus Senates were asked to review the report at the January Campus Senate meetings.

- *Grade Appeal Process/ K. Sigler*
Shawn Dry reported that the "Grade Appeal Process – December 10, 2015 Version" posted on Infomart is the latest version that was rewritten by Senate Leadership; the ad hoc committee has lost membership and their ability to work on the documents. Shawn Dry rewrote a draft of the guidelines using the existing guidelines and conversations from the campus senate meetings; he received approval from Senate Leadership to move forward. The latest version was reviewed by a student government group at AH Campus, the Deans' Cabinet, and Human Resources (the process was vetted through 3 important groups).

ACTION: The Campus Senates were asked to review the latest version of the Grade Appeal Process at the January Campus Senate meetings.

- *MTA – Business/ T. Hendricks*
Tom Hendricks reported that the business curriculum review is completed and one of its action strategies is to connect the degree to MTA.

- *MTA – Liberal Arts/ S. Dry*
Shawn Dry reported that the Liberal Arts ad hoc committee will hold its final meeting tomorrow and recommendations will be forthcoming.

9) Administration/C. Maze & T. Sherwood
- Cathey Maze announced to everyone to "Have a nice holiday and come back next year all refreshed."

10) Community Comments
- RO – Has any progress been made in making the change of grade or course substitution form to a digital version? Yes, the deans are working on this.
- The Young Democrats of Michigan (focus on non-partisan issues affecting students) made a presentation regarding making textbooks affordable for students. Discussion followed:
  - Books for all – Make textbooks affordable for students; let your voice be heard.
  - Many students are using all their Pell grant money to pay for textbooks instead of using for needed living expenses.
  - The cost of textbooks is very disproportionate compared to the cost of tuition.

- Maybe the bookstores can pay more for books returned during book buyback.
- If we all work together, this is something we can change!
- This issue will be discussed at department meetings, diversity committee meetings and the Senate Leadership retreat to determine how to move this request forward.

ACTION: This topic will be addressed at the January Campus Senate meetings.

11) <u>Adjournment</u>:
   Meeting adjourned: 5:15 p.m.

   Respectfully submitted,

   _____   _____
   Vincent Lamb, Secretary   Nancy K. Szabo, Recording Secretary

MINOR COURSE REVISIONS

1. **BIO-2540 General Zoology**: Change prerequisite to: BIO 1530 with a grade of "C" or higher within the last 5 years. Target date for first offering is Fall 2016.

2. **BIO-2560 Principle of Genetics**: Change prerequisite to: BIO 1530 and any of the following: BIO 1560, BIO 2540, BIO 2710 or BIO 2830 with a grade of "C" or higher within the last 5 years; or consent of instructor. Target date for first offering is Fall 2016.

3. **BIO-2640 Human Anatomy and Physiology II**: Change prerequisite to: BIO 2630 with a grade of "C" or higher within the last 5 years; or consent of discipline or department designee. Target date for first offering is Fall 2016.

4. **BIO-2660 Pathophysiology**: Change prerequisite to: BIO 1650 or BIO 2640 with a grade of "C" or higher within the last 5 years; or consent of discipline or department designee. Target date for first offering is Fall 2016.

5. **CIS-2555 Web System Development (ASP)**: Change title to: Web System Development (ASP.NET, C#). Change prerequisite to: CIS 2757. Change course description. Target date for first offering is Fall 2016.

6. **CIS-2656 Visual Basic Programming**:   Change title to: Visual Basic.NET Programming. Change course description. Target date for first offering is Fall 2016.

7. **CMN-1400 Construction Safety:** Add prerequisite: CMN-1100 and CMN-1200; or consent of Program Coordinator. Target date for first offering is Fall 2016.

8. **CMN-2100 Construction Contracts and Administration:** Add prerequisite: CMN-1500 or consent of Program Coordinator. Target date for first offering is Winter 2017.

9. **CMN-2300 Construction Law:**   Add prerequisite: CMN-2100 or consent of Program Coordinator. Target date for first offering is Winter 2017.

10. **ENG-1510 Composition I**: Change prerequisite to: Successful completion of ENG 1060 or ENG 1075, or ESL-2520; or satisfactory score on placement test. Target date for first offering is Fall 2016.

11. **MED-1103 Medical Terminology:** Change course code to: **MDA-1103**. Change course description. Courses are equated. Target date for first offering is Fall 2016.

NEW COURSES

1. **ENG-1075 English Essentials:** This is a 1-credit course with a DEV (20-student) Group Classification. Prerequisite: Appropriate reading and writing placement. Required English/ESL placement level: ENG-1060. There is a $10 course fee. Target date for first offering is Fall 2016.

   DESCRIPTION: This course will provide an intensive introduction to reading   and writing strategies to prepare students to succeed in Composition I (ENG 1510). Students will prepare a portfolio to demonstrate their mastery of these reading and writing strategies. Course/lab fees.

MINOR CERTIFICATE / PROGRAM REVISIONS

1. **CMN.CT Construction Management Certificate:** Change program description. Target date for first offering is Fall 2016.

2. **MDA.MIC.CA Medical Insurance Coding and Billing:** Change program description to include the following statement: A mandatory criminal history check will be conducted on all students prior to the start of the program. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) Conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. Target date for first offering is Fall 2016.

3. **MDA.MOA.CA Medical Office Administrative Procedures:** Change program description to include the following statement: A mandatory criminal history check will be conducted on all students prior to the start of the program. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) Conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. Target date for first offering is Fall 2016.

4. **MDA.MOC.CA Medical Office Clinical Procedures:** Change program description to include the following statement: A mandatory criminal history check will be conducted on all students prior to the start of the program. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) Conviction of a misdemeanor within the 10

years immediately preceding the criminal history check, will preclude eligibility for admission. Target date for first offering is Fall 2016.

5. **MDA.PHT.CA Phlebotomy:** Change program description to include the following statement: A mandatory criminal history check will be conducted on all students prior to the start of the program. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) Conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. Target date for first offering is Fall 2016.