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MINUTES OF THE COLLEGE ASSEMBLY MEETING
APRIL 3, 2014
MEMBERS PRESENT

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DEANS: M. Brinson, Edwards

ASST.DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS:
N. Berger, D. Groninger, N. Heller, J. Herron, L. S. Larkin, L. Lederer, K. Pearle, C. Quigley

FACULTY: N. Archer, V. Blanco, F. Burke, G. Bedoya, C. Christensen, E. Dikun, R. Foley, N. Granuzzo, H. Holbeck, J. Misuraca, U. Narayanan, N. Picioccio, E. Reid, A. Rivera

STUDENTS: A. Anwar, K. Christensen, D. Cyckowski, Q. Dang, D. Kendle, L. Jackson, R. Logan, M. Paul, R. Rivera Villapiano

SUPPORT STAFF: K. Nagy, S. Wajda

TASK FORCE CHAIRS:
Academic Standards: G. Allen
Accessibility for Persons with Disabilities: T. Canavera
Bylaws: D. Gardner
Campus Diversity: L. Nagarajan-Iyer
Campus Life and Community Concerns: T. Halasinski
Curriculum: N. Picioccio
Educational Resources: M. Thompson for M. Maciolek

GUESTS: P. Farrett, P. Fleming, C. Harrington, M. Marshall, P. McMahon, A. Miller, T .Orosz, C. Pean, A. Picardo, T. Sarbaugh

PARLIAMENTARIAN: J. Kruszewski

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MEMBERS ABSENT

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DEANS: M. Conners*, M. Laskowski-Sachnoff*

ASST.DEANS/DEPARTMENT CHAIRS/DIRECTORS/ADMINISTRATORS: M. Reid

FACULTY: A. Dzurisin* E. Schatz* S. Zale*

STUDENTS: A. Alarcon, B. Barrera, J. Fernandez, D. Garoniak, I. Leo, D. Molina, A. Noto, M. Paracha

SUPPORT STAFF: A. Giles*, B. Roa*
*Excused
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With a quorum present, Jeremy Nickerson called the April regular meeting of the College Assembly to order on Thursday, April 3, 2014 at 2:10 p.m. in the Rose M. Channing Danzis Amphitheater, L'Hommedieu Hall.

APPROVAL OF MINUTES
Motion to approve minutes:
Mov: D. Edwards   Sec: E. Reid
Minutes are accepted as presented.

UNFINISHED BUSINESS
None

REPORTS OF THE STANDING TASK FORCES
A.   Academic Standards – Dr. George Allen, Chair
Charge:
        To review and recommend a change to the Nursing Program's grading criteria. Currently the grading system utilizes the letter grades of A, B, C and F without the plus or minus grades. Also they do not use the D grade. The Nursing Department has requested a change in the grading criteria to use plus grades and the D grade to enable students to be more competitive for scholarship opportunities, and the ability to transfer to continue their education without penalty. Since there is no D grade the students are adversely impacted when reapplying to the program or transferring to another college/university because of the number of credits for each Nursing course (NRB 121 = 7 credits, NRB 122 and NRB 221 = 9 credits each, and NRB 222 = 10 credits).

Recommendation:
        The Task Force recommends that the changes presented by the Nursing Department, as listed below be considered by the College Assembly. The changes are outlined:
Currently, the grading system for the nursing program is:

Letter Grade	Point System	Grade Range
A	4.0	93-100
B	3.0	85-92
C	2.0	77-84
F	0	76 or below

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The **recommendation** is to add the use of B+, C+, and a D:

Letter Grade	Point System	Grade Range

A	4.0	93-100
B+	3.5	89-92
B	3.0	85-88
C+	2.5	81-84
C	2.0	77-80
D	1.0	70-76
F	0	69 or below

Rationale:
1. Most of the students continue on for higher education as the recommendation from the Institute of Medicine (IOM) is that 80% of RN's have a BSN by 2020. Part of the criteria for transfer to a four year college/university is the GPA. Including a B+ and C+ would improve the students' potential for admission as it would increase their overall GPA.
2. Many of the students apply for scholarships. Part of the criteria is the GPA. Including a B+ and C+ would improve the students' chances for receiving necessary funding for their education.
3. Under the current system, if students receive less than a 77%, they receive an "F" with "0" credit hours applied to their GPA. This severely decreases their overall GPA. For example, if a student who was previously accepted into the program fails and wants to reapply, the 0 points for 7 credits (NRB 121) makes it nearly impossible to meet the criteria of needing a 2.75 GPA.

There would be no potential impact with regards to facilities, learning resource needs, or program requirements, no change in fees, and no changes to the course schedule. Ideally, the change should be made with the incoming class (September 2014, which would be slated to graduate in May 2016). We would also like to have this change in grading apply to the current first year class (for their second year of study).

Motion to accept recommendation:
Mov: D. Larkin   Sec: N. Archer

Vote on recommendation:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

Charge:
Investigate the addition of a curriculum Grade Point Average to student transcripts.

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Report:
The Academic Standards Task Force does not recommend the addition of a curriculum GPA to student transcripts.

Rationale:

1. Curriculum GPA is calculated in cases where a student has changed majors, and their cumulative GPA is below the minimum requirement for graduation. A new GPA is calculated using the required courses for the student's current program of study, and excludes the courses from previous majors that the student no longer requires (e.g. A student who spent a semester as an engineering major, and then switched to English, would have a GPA calculated excluding the engineering specific courses). This currently is calculated on appeal.

2. The very small number (less than ten/year) of students that benefit from the calculation of a curriculum GPA probably does not justify the modification of our systems to accommodate it.

3. No other NJ county college (as indicated in their most recent catalogs) uses curriculum GPA. They all use the same system as we do-semester GPA and cumulative GPA.

Professor Nickerson asked for unanimous consent to change the wording in the report to: there is no recommendation for this charge. By consensus, all members of the Assembly were in favor of the change in wording.

Charge:
Investigate making Student Success (SSD 101) a requirement for all students.

Report
The Academic Standards Task Force does not recommend making the current SSD course a requirement for all students.

Rationale:
1. The college is limited as to the maximum number of credits two-year programs are allowed to have. Many programs, especially in the Professional Studies division, are already at the maximum allowable number of credits, with courses dictated by accreditation organizations and state general education requirements. Requiring SSD 101 for every student would cause the displacement of another course in every program of study offered by the college.

2. Many members of this task force were not comfortable with the "one size fits all" approach to SSD that this charge proposes. Although material in the current course would be useful for many of our students, many of us thought that some of it would not be equally applicable to all disciplines, and might even be thought

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too basic and pedantic for students with stronger academic backgrounds.   If such a proposal were to be implemented in the future, many members of the task force would prefer the development of discipline specific courses.

3. Currently Sussex County College appears to be the only community college in NJ that has a requirement for a three-credit student success course (some other colleges require a one-credit course, and others incorporate SS elements into their first year experience program). This led the task force to explore the transferability of such a course. A three-credit SS course would not transfer to Rutgers, and we believe a similar situation may arise with other four-year institutions.

Professor Nickerson asked for unanimous consent to change the wording in the report to: there is no recommendation for this charge. By consensus, all members of the Assembly were in favor of the change in wording.

B.   Accessibility for Persons with Disabilities -
Ms. Tara Canavera, Chair

Charge:
    Examine the need to spend additional time or resources clearing pathways from handicap parking spaces to building entrances to ensure accessibility for students with physical disabilities.

Recommendation:
    The Task Force is requesting that at the beginning of each semester there be an announcement on Campus Cruiser with the phone number of Facilities Management.

Rationale:
    While Facilities Management does an excellent job shoveling. As the day goes on the sun melts some of the snow. As it gets later the temperature drop and then you have ice and a fall hazard. This will make it safer for all students and employees. This will have an impact of many of our disabled students and staff. We know of at least two students who have fallen from their wheelchairs due to the ice.

Motion to accept recommendation:
Mov: C. Quigley   Sec: N. Archer

Vote on recommendation:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

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C.   Bylaws – Professor Donna-Marie Gardner, Chair
Charges:
1. Discuss strategies for carrying curriculum or other items over from one academic year to the next so that the process does not need to begin as if progress was not made.

2. Discuss procedures for what can happen when time runs out and all items are not discussed at scheduled meetings (especially the last meeting) of the year (i.e. process or requirement for scheduling additional Division Council, Task Force or CA meetings). The goal is to move all work forward.

Report:
    There is no recommendation for the above charges.

Rationale:
    Section 1.1002 of Article X of the College Assembly states: "The College Assembly shall be governed by the most current edition of *Robert's Rules of Order* to determine the questions of parliamentary procedure not herein specifically provided." Keeping that in mind, section 21 of Chapter VII in *Robert's Rules of Order* states: "When the adjournment closes a session in a body that will not have another regular session within a quarterly time interval, or closes a session that ends the term of all or some of the members (as may happen in an elected legislative assembly or in a board): The business that is unfinished at the time of adjournment falls to the ground. It can be introduced at the next session, however, the same as if it had never before been brought up."

    Since the College Assembly follows Robert's Rules of Order, with respect to that rule, it would not be appropriate to carry unfinished business to the next academic year. The rationale for this is clear—each year, the terms of various members of the Assembly and the Task Forces expire, so unfinished business that is carried forward to the next academic year would be picked up by members, some of whom would be new and would not have been part of the initial discussion. New members need to be part of the process from the beginning. They can't be drawn into the process mid-stream. New members bring their own ideas and perspectives. They must be given the opportunity to draw their own conclusions, voice their opinions, and vote on matters only after being fully engaged in the business of the Assembly and/or Task Force from the onset.

The Bylaws Task Force submitted the following recommendation as a report to be voted on at the next College Assembly meeting, as outlined in the College Assembly Bylaws.

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Charge:
    Review the Bylaws and make recommendations for changes according to the July 2013 organizational structure. Be sure to also include changes that will need to be considered for the appendices

Recommendation:
    We present the following Bylaws changes for your review.

The recommendations are contained on the pages attached.

Rationale:
      The proposed changes to the Bylaws will allow the membership of the Assembly to reflect the July 2013 college organizational structure while maintaining a balanced representation between administrators, faculty, staff and students. Proposed changes affect Articles, IV, V, VII, and IX, as well as Appendices A, B, C, and D.

D.   Campus Diversity - Professor Lakshmi Nagarajan-Iyer, Chair
No Report.

E.   Campus Life and Community Concerns – Dr. Thomas Halasinski, Chair
No Report

F.   Curriculum - Professor Nicholas Picioccio, Chair
GAM 218: 3d Modeling and Animation Foundations
    New Course
GAM 219: Game Design Foundations
    New Course
GAM 222: Animation Workshop
    New Course
GAM 223: Game Design Workshop
    New Course
GAM 280: Portfolio
    New Course

Motion to accept recommendations:
Mov: M. Brinson   Sec: F. Burke

Vote on recommendations:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

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Gaming/Animation Option A.A.S. Degree
    New Curriculum

Motion to accept recommendation:
Mov: V. Blanco   Sec: D. Groninger

Vote on recommendation:
App: Unanimous   Opp: 0   Abs: 0

Motion passes.

IDC 102: Computer Technology Essentials
     New Course
IDC 103: Teaching with Technology
     New Course
IDC 123: Introduction to Special Education and Disabilities in American Society
     Change in: course code, course content, catalog course description,
     behavioral objectives and title

Motion to accept recommendations:
Mov: N. Archer   Sec: U. Narayanan

Vote on recommendations:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

Education Transfer A.S. Degree
     New Curriculum

Motion to accept recommendation:
Mov: J. Herron   Sec: N. Archer

A question was asked as to the benefit of replacing Education Transfer A.S. degree with the currently offered education degrees. Dr. Harrington answered that this new degree will better prepare students for the field of education. It provides a solid foundation in preparation of the state testing (Praxis Exam). In addition, it's a flexible program and offers the opportunity to select electives depending on your area of academic content specialty. She stated that the transferability of this program worked well with Kean University and also had the flexibility to work well with other institutions. She noted that students in the current education programs can choose to switch to the new option when it is available.

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Vote on recommendation:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

MAT 060: Basic Mathematics Bridge
     New Course
MAT 070: Algebra I Bridge
     New Course

Motion to accept recommendations:
Mov: R. Foley   Sec: E. Dikun

A question was asked that after taking either of those courses a student would have the option to retake the placement test. Dr. Groninger responded that there would be no need to retake the placement test providing the student passes the course then they would rise to the next level.

Vote on recommendations:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

Respiratory Care A.S. Degree (Joint Program with Rutgers University-School of Health Related Professions Respiratory Therapy Department)
        Change in Curriculum

Professor Picioccio noted that this is a joint program that is dictated by Rutgers as to the order and the content of the courses. Rutgers Respiratory Therapy department provided us with changes and we are voting on these as standard policy.

Motion to accept recommendation:
Mov: J. Herron   Sec: N. Archer

Vote on recommendation:
App: Unanimous   Opp: 0   Abs: 0
Motion passes.

G.   Educational Resources - Mr. Mark Thompson for Professor Mary-Pat Maciolek, Chair
Report:
        The Educational Resources Task Force met on February 27th and March 26th 2014. As previously reported, the charge and recommendations stated above were originally presented in 2011-2012; however, no action was taken at that time. Given the nature of the charge and the campus upgrades with regard to computer laboratory
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space, as well as the additional amount of telecommunications bandwidth, the Educational Resources has determined that the limited time provided to the task force to survey and analyze the relevancy of the original charge and the original recommendations does not allow us to adequately evaluate the relevancy of the charge and recommendations as presented. Therefore, the ERTF recommends that the charge be carried over to the 2014-2015 academic year.

Charge #3:
        Due to limited open computer laboratory space on campus and at the centers, as well as the amount of telecommunications bandwidth needed for social media, music

and video downloading websites, investigate the need to control the availability of these types of websites at all college locations. Survey departments to determine the needs for access to these sites. Make appropriate recommendations.

Recommendation #1:
Limit the use of social networking to specific computer labs at Middlesex County College. The recommendation is to allow open access to all sites including social media sites such as Facebook, Twitter, Tumblr, and Flickr, etc. in the Bunker Lounge in the College Center on the Edison campus. Currently, the only other open computer laboratories for general purpose use at the Edison Campus are in the Library and South 1. It is recommended that social media sites be blocked from these two labs to allow the use of these computers for the majority of the college campuses' assigned course work. It is also recommended that computer labs that are designated as available labs for specific departments with software loaded for particular departmental courses also be able to block these social media sites at the department's discretion. This would allow students access to the specific software needed to complete their assigned course work.

Recommendation #2:
To address the need to provide additional open computer lab space, current computer labs can be additionally utilized since there are many hours during the week when these laboratories are closed and not available to students for academic needs. Individual departments which manage designated computer labs should identify specific times each semester when students can come in and use the computers for legitimate academic course work. During these open lab times, these labs will need to be monitored by a Student Technical Assistant (STA).

Discussion followed and it was stated that in order for this charge to be carried over into the 2014-2015 academic year it would have to be tabled and then resumed on next session. Discussion continued and Mr. Mark Thompson withdrew the report.

NEW BUSINESS
None

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REPORT OF THE CHAIR
1.	The following Fast Track Curriculum was approved:
	DHY 203: General and Oral Pathology
		Change in prerequisites
	DHY 207: Dental Health Education
		Change in prerequisites
	DHY 211: Preventive Oral Health Services III
		Change in prerequisites
	DHY 215: Advanced Periodontology
		Change in prerequisites

Process Technology A.A.S.
Change in curriculum
CSC 233: Computer Architecture and Assembly Language I
Delete from the College Catalogue
CSC 234: Computer Architecture and Assembly Language II
Delete from the College Catalogue

2.   The recommendation from the Campus Life and Community Concerns Task Force on a policy regarding the use of electronic cigarettes was signed by Dr. La Perla-Morales and will be forwarded to the Board of Trustees.

3.   Due to time constraints, it may be necessary to have an additional College Assembly meeting. If an additional meeting is needed, please mark your calendar for Thursday, May 8, for 2:00 p.m., in LH 205 for a Special Meeting of the College Assembly.

4.   The next meeting of the College Assembly will be held on Thursday, May 1, 2014 at 2:00 p.m.

RECOGNITION AND HEARING FROM THE PUBLIC
Dr. Christine Harrington thanked everyone for approving the Education A.S. degree, and expressed her delight in its approval. She requested that the College Assembly publicize the College Assembly Agenda items which would increase the College community involvement.

Dr. Harrington stated that she had an issue with the report from the Academic Standards Task Force. It troubles me to see a very important charge to move forward in the form of a report with limited data, and no involvement at all with the Student Success course coordinator, the Chairperson or the SSD faculty. I'm actually offended by the comment in the report saying the material is too basic and pedantic. I don't know if the committee even knows what the course is. We have significantly increased the credibility of this course. It significantly addresses critical thinking, computer
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literacy and research. I'm troubled by the report and more so not at the outcome but of the process in which it was not addressed in a very formal or comprehensive way.

Professor Picardo stated that when you teach the Student Success course and look at the research there was a time in the 1980's and 1990's with this being tried everywhere and what was found is that they become computer science courses, they become math and sciences courses, they don't become a student success course. Student success has its own mission. Research based critical thinking skills, writing skills that pertain to being a college student. The research clearly supports a student success course that stands alone that is rigorous and addresses the attainment of the degree. More people need to understand the curriculum behind the student success course.

Professor McMahon stated that she teaches the Student Success course and many times students have enrolled in the course without it being required. I had a student in the summer who was enrolling at a University and the local high school decided that she did not have the skills needed to be successful in college. On her own accord she enrolled in the course and provided extremely positive feedback. The skills taught are absolutely critical and as a former high school teacher there can be a gap from the high school level to college. The Student Success course does an excellent job in preparing students for success in college.

Dr. Blanco stated that he was confused and asked if we were talking about mandatory for all students or if we were simply talking about mandatory for students who need remedial. Professor Nickerson stated that he believed they would like it to be required for all students. Dr. Blanco expressed concern that If a student has a high SAT score and or is a STARS student then this student would be required to take this course.

Dr. Harrington stated that the charge was to look at it for all students. There are many prestigious 4-year schools that require a course very similar in their first semester. Research supports that it's actually beneficial for all students not just lower level students because of the nature of the type of skills taught that have not been taught in the high school setting. For instance, one of the skills that's taught is how to engage and use scholarly research which we all expect in our classrooms but don't necessarily Meeting of the College Assembly – April, 3, 2014

spend the time teaching, and it's done by taking them to the library to find it.   My concern is not about the outcome of a recommendation but much more on the process. I don't think it was done in a thorough comprehensive way clearly by the statements that are being made here today. I was not asked for a syllabus, however I did talk to the committee previously but that was a very different committee. Half of the members changed and I reached out to the chair of the committee and I had no idea that they had actually talked about it. He thanked me for reaching out but said that the Task Force was giving a report on Thursday at the College Assembly meeting. I don't

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want to see issues die in the Assembly. Obviously, you can bring a charge again but once it's already been through twice and the first time it never was never voted on. Whatever the outcome, I think we need to look very closely at all the data including the national data that Professor Picardo reported on, our statistical data, and our retention data. There are many arguments for and against and I feel it's validated on both sides. I just want to make sure that it's looked at in a fair and comprehensive way. If it's not what we want for all the students then perhaps we could look at modifications and other ways to increase student retention.

A student stated that she was not required to take the Student Success course, but bought the book because she had not been in school since the 1980's. She said that the book was extremely helpful.

Dr. Christensen stated that she was part of the Academic Standards Task Force last year and their was a lot of discussion at the College Assembly. This year we had limited time because we started in the spring semester. We did look back on certain criteria similar to the time previously.. We looked into it as well as the credit load and it being pushed to the maximum credit load especially in the sciences.

Dr. Harrington stated that it was a report that was given today and they changed the language but the report said it was not recommended. My issue is that it was not given as a recommendation, and was surprised that on such an important issue with many angles that need to be addressed. There are valid concerns about what are all the issues.

Mr. Thompson asked if a charge is given to a Task Force or a committee, is it to examine the issue or is it to make a recommendation on the issue. If there is no recommendation decision made is it tabled or is this no recommendation category different. Mr. Kruszewski answered that the report would indicate that there is no recommendation on the stated charge. Mr. Thompson asked if that is equal to being tabled. Mr Kruszewski answered no; tabled means it does not continue in that legislative session. It doesn't mean that it can not be reintroduced at the next meeting. Task Forces make reports or recommendations based on charges. If each Task Force decides that it's not making a recommendation then nothing goes forward.

Mr. Thompson stated that there are then two options to recommend or not to recommend as a report.

Dr. Blanco stated that he has reviewed the Advanced Placement (AP) courses at the high school level and was extremely impressed by the rigor and scholarship that's required of students in those courses.

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Professor Quigley asked if this would be introduced again in next session. Professor Nickerson answered it was his understanding that it would have to come through as a charge and would have to be resubmitted to the College Assembly.

Professor Picardo asked that when you put forth a charge and the charge is similar to this or any of the non curriculum charges, you have an opportunity to present nationwide data that is crucial in support of the charge, it's the Task Force's responsibility to have examined all the aspects and to reply in making a recommendation   Mr. Krusewski answered that the Task Force determines what it wants to do. If the Task Force determines that it would like to review such as institutional national research then it certainly can. Professor Picardo said that the Task Force did not do this. Mr. Kruszewski stated that there is no language requirement.

Professor Quigley stated that on Task Force's she has served on their was language that said, "in reviewing this charge to take into consideration" and there was criteria listed to evaluate as part of the charge. It doesn't always happen, but I guess that's a vehicle to have certain aspects to be considered. Mr. Kruszewski stated that each Task Force can always include appendices to a recommendation.

Professor Picardo stated that when considering changing a process you want to bring this to the College Assembly because student lives are important on considered changes We need to know student thoughts and to be informed on how these decisions may affect them. We need to make sure to share all information and data which is critically important to making the best decision. Not that we know everything about enrollment and students know nothing. I'm looking at mostly the faculty and the academics because you know how our decisions affect the end product. Are students enrolling in the proper way and the courses that they can put on their schedule. I'm saying that this venue is extremely important for deliberation about changing a standard and how you place students. Whatever the conversation may be the College Assembly's fully informed eyes are important.

Professor Holbeck stated that she was concerned that this discussion is going on after the report. The Task Force could have tabled this and then had an informed discussion in another year. This report crippled us on moving forward.

Professor Heller stated that academics is limited to the amount of courses a department can offer. Components of the Student Success course could be delivered in an accelerated form in a computer course and or existing courses. A no recommendation outcome acknowledges that this is a discussion.

Professor Harrington stated that she just wanted to clarify that it's not the outcome but the process and that she saw a data driven decision making process. I would like to Meeting of the College Assembly – April 3, 2014

see more data whatever the recommendation and that's what is most frustrating. I expected it to be fully investigated or tabled but not minimally addressed.

Professor Burke stated that he has taught students that clearly do not need SSD 101. The one size fits all does not make sense to put all students in a course that they clearly do not need. We are pushing for STARS students to attend and we are pushing for an Honors program. It just doesn't make sense pushing everyone through a basic training class.

Dr. Christensen stated that as a member of the Task Force the Task Force did discuss all aspects in the committee. One of the reasons that the Task Force had disagreements was because of what happened on the Assembly floor previously. We did take the charge seriously and had quite a bit of discussion.

Dr. Groninger stated that in the past he also made the same argument that not all students need a basic training course. STARS students do not need that course because it's a waste of their time, and we need to get students into the right math or chemistry class. There are those students that can navigate nicely by themselves, however I've learned that most do not. Students sit in long lines outside my office waiting for someone to help them navigate through the system.

Ms. Orosz stated that it's not all about academics it's learning how to navigate the system which is college and higher education. It's more than just having content knowledge. The Student Success course provides students into developing analytical and critical skills that are needed regardless of the discipline. There's a benefit for all students to take SSD 101. There's also discussion because the College has constraints in terms of credit limits that are not imposed by us as an institution but by the state. We need to perhaps look at ways in offering this in different formats.

Professor Picardo stated that these are the conversations we should be having about this issue. It's not about the outcome, it's about the fact that we need to have these discussions in this type of forum. Academic discussions about what's going to help our students be successful. We hear the argument about the how many credits you can take in any particular curriculum. We need to hear the argument on what is our graduation rate. We are losing 40-50% per year of our 1st year students. We need to concentrate on what we're doing in the first year in order that we have more students in Meeting of the College Assembly – April, 3, 2014

the second year. I'm not a fan of mandatory everybody rules because with such a diverse population like ours that can get tough. As an institution, we need to look at who's taking this course and how they are doing and who else should be taking the Student Success course. I heard from a returning adult student who said they felt they needed it. One of the arguments you'll hear is that the adults don't need this course. It

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isn't about content it's about becoming an educated person. What kind of cognitive reasoning does a person need in order to succeed. It's about getting the associates degree not about being a freshman. It's not about what you are able to do when you come in it's what we want you to do when you are leaving. Again, this kind of conversation and thoughts are so important. I just want to thank everyone for their time and the way everyone seems to be listening to one another and we need to be doing more of this.

Professor Picioccio stated that he taught the Student Success course several years ago and many were not aware of the benefits for students taking such a course. Many did not know the content, the approach or the goals and objectives of the Student Success course. We need to let people know exactly what the course is and who would benefit. Perhaps in a forum like this, or on faculty obligation days where a large population is on campus. Faculty could hear about this course and inform their students on the benefits.

A student stated that fifteen years ago when she started taking classes here she took a non credit bearing class called becoming a master student. I was glad that it was offered and it was very helpful to me.

A student suggested that this course not be offered for a whole semester or to incorporate this into existing courses. I did not have to take this course, but I know students who were required to take this course. It's important to get information out to the students about the course and its benefits. If students know the benefits they may willingly register for this course.

A student stated that she tries to take every required class, but cannot take any extra classes because she is married with children. She did note that she thought it might be a course that's worth taking.

A student stated that inclusively the idea would be to create awareness about the benefits of this program or specific class, and not necessarily mandating that every student be required to take this course. It should not be mandated. Obviously, the content is critically valuable for student success and their developmental education process, however I don't think this should be mandated for every student. This should be proposed to the student body for their input regarding the Student Success course as a required course for all students.

A student stated that it should not be mandated and should be an option. As a student, over this past summer I took 4 summer classes which is like a whole semester, and making a recommendation to mandate another class every student should have to take should be an option not mandatory.

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ADJOURNMENT
Motion to Adjourn:
Mov: U. Narayanan   Sec: E. Reid

There being no further business, the meeting was adjourned at 4:05 p.m.

Respectfully submitted,

Jeremy Nickerson
Chair, College Assembly

:ls