

TO: Members of the College Assembly  
FROM: Professor Hope-Claire Holbeck  
Chair, College Assembly  
RE: College Assembly Annual Report: 2015-2016  
DATE: June 30, 2016

**RECOMMENDATION**

**PRESIDENTIAL  
APPROVAL**

**Academic Standards Task Force:**

Tracy Young, Chair 2015-2016

**Charge # AS1516-01:**

**N/A**

Investigate the feasibility of creating an activity or co-curricular addendum to student's academic transcript to formally document a student's completion of pre-approved and learning –appropriate programs. Official documentation of campus involvement can be extremely beneficial when students apply for internships, jobs, or transfer to 4-year universities, and therefore may be considered more legitimate than a notation on an application.

**Report:**

We contacted all of the other New Jersey community/county colleges to see if they provided such a document for their students. Sixteen of the eighteen other schools responded to our inquiry, and none of them currently provide or plan to provide such a document for their students:

**NJ Community and County Colleges:**

Atlantic Cape Community College – NO  
Bergen Community College – No  
response  
Brookdale Community College – NO  
Camden County College – NO  
County College of Morris – NO  
Cumberland County College – NO  
Essex County College – NO

Hudson County Community College –  
No response  
Mercer County Community College –  
NO  
Ocean County College – NO  
Passaic County Community College –  
NO  
Raritan Valley Community College – NO

Rowan College of Burlington County  
(Burlington County College) – NO  
Rowan College of Gloucester County  
(Gloucester County College) – NO  
Salem Community College – NO

Sussex County Community College –  
NO  
Union County College – NO  
Warren County Community College –  
NO

We also contacted a number of the NJ public research universities and NJ state colleges and universities to see if they would prefer or require to see such a document applying for transfer. None of the schools contacted required it, and only one of them seemed interested in receiving such a document (if available):

NJ Public Research Universities:

Rutgers, the State University of New Jersey

- New Brunswick, NJ – NO
- Newark, NJ – NO

NJ State Colleges and Universities:

Kean University – Preferred (if available), but not required for transfer  
Montclair University – NO  
New Jersey City University – NO

Lastly, we contacted the top ten major employers in Middlesex County (based upon the data from the Edison, NJ Chamber of Commerce) to see if they would be interested in receiving such a document from job applicants. Eight of the ten companies responded to our inquiry, and none of them require them (if available). Also, none of the companies that responded expressed any interest in them and expressed that this type of information would come out anyway in an interview and/or recommendation:

Major Employers in Middlesex County, NJ:

Robert Wood Johnson Hospital (5,000-5,249 employees) – NO  
Novo Nordisk (4,500-4,579 employees) – NO  
Waken Food Corporation (3,500-3,749 employees) – NO  
JFK Medical Center (3,000-3,369 employees) – No response  
Bristol-Myers Squibb (3,000-3,249 employees) – No response

St. Peter's Healthcare System (2,750-2,999 employees) – NO  
Silverline Building Products (2,250-2,299 employees) – NO  
Johnson and Johnson (2,000-2,249 employees) – NO  
Raritan Bay Medical Center (2,000-2,249 employees) – NO  
Home Depot (1,750-1,999 employees) – NO

**Recommendation:**

Based on these findings, we do not recommend that Middlesex County College should create an official activity or co-curricular transcript addendum to the student's academic transcript at this time.

**Charge # AS1516-02:****N/A**

Investigate the best practices for instituting a college wide program that addresses Student Code of Conduct Violations from an academic standpoint; what are the procedures for handling Student Code of Conduct Violations at MCC compared to other schools and how can we best use these practices to help instill a sense of honor, honesty, and integrity into the MCC community.

**Report:**

During the task force's investigation of this charge, it was found that a very similar charge was approved by the college assembly during the 2014-2015 academic year. That charge was signed by the president and is currently with Mark McCormick's office for implementation. The current charge's subcommittee chairperson and the task force chairperson met with Dr. McCormick to discuss the degree of overlap of the charges and it was determined that there was no need to proceed with this charge as it was not significantly different from the one passed last year. Dr. McCormick did invite the Subcommittee chair, Donna Rogalski, to work with the implementation group and to share the findings of their investigation.

Investigation findings forwarded to Dr. McCormick:

By investigating the 19 community colleges in New Jersey, the sub-committee responsible for this charge found six community colleges\*\* with potential for showcasing best practices to implement at Middlesex County College. As a result, we believe the following should be considered:

- create comprehensive policies for academic and behavioral expectations both in and out of the classroom, often known as a handbook, in addition to creating clear processes for academic and behavioral incident reporting and follow through. We suggest a standardized template be used to develop a handbook for the campus, with additional handbooks created for each academic department to meet accreditation needs.
- develop a standardized website centrally located on the college's main website showcasing the hierarchy of the college which outlines roles and responsibilities of individuals in the administration. This would link to department webpages, some of which would be the Dean of Students and Vice President for Academic and Students Affairs, to aid in the campus code of conduct expectations, procedures and forms.
- develop a comprehensive communication and information dissemination plan, and an organized training program for all current faculty, staff, students and police with a timely plan to educate and train new Middlesex County College community members as they are hired or enroll; regardless of status as part time, full time or visiting.
- with the creation of the new personnel position overseeing the code of conduct, streamline the reporting procedure for all possible/alleged violations of the code of conduct to include both academic and behavioral incidents. This should be done with one standardized online form that, when completed, is reviewed by the new personnel member to decide and guide next steps, as well as follow up for completion and appropriate record keeping.

- continue investigating code of conduct best practices at the top six colleges/universities where our students transfer in an effort to prepare them for academic and behavioral expectations and transition.

**Charge #AS1516-05:**

Investigate the MCC early warning grading system to promote increased faculty participation while continuing to positively impact student performance.

**Recommendation:**

*To be implemented by: VP of Academic and Student Affairs*

**2/19/16**

1. Change “Early Warning” to “Academic Performance Notification”.
2. Add-“Satisfactory Performance” as a grading option.+

**Rationale:**

As discussed by the 2015 Academic Standards Task Force, the literature supports the use of an early warning system as a means to “better boost retention”, (Inside Higher Ed, Karp 1/13/14).

The 2015 task force also found that although midterm grading is not mandatory, there is 100% compliance with the faculty posting midterm grades. Some reasons for lower participation from faculty may be that there are only negative options or faculty may be using other methods to communicate concerns with their students. Having an official system, however, allows advisors and others to also reach out to students to provide support.

The task force strongly believes that a positive category needs to be included in this grading notification. Without a positive category, it is difficult for students to know whether the absence of an early notification grade indicates successful performance or whether the faculty member is not using the system. All students, even those performing well, benefit from feedback. The inclusion of a positive category necessitates that a different term be used for this early grading system as an early warning would not be an accurate descriptor for a student who is performing at a satisfactory level. After consulting with colleagues on the national First-Year Experience listserv for alternate terminology, the task force decided that “Academic Performance Notification” would be a more accurate and meaningful term. As there was some concern about the positive term that was previously suggested (Satisfactory Progress) due to this being a term used by the financial aid office, the task force is suggesting that “Satisfactory Academic Standing” be added a grading option.

Current format:  
Early Warning Terminology (Fall 2015)

1. Attendance Insufficient
2. Unprepared for Class
3. Failing Assignments
4. Participation Insufficient
5. Failing Multiple Reasons

Recommended New format:  
Academic Performance Notification

1. Satisfactory Academic Standing
2. Attendance Insufficient
3. Unprepared for Class
4. Failing Assignments
5. Participation Insufficient
6. Failing Multiple Reasons

**Accessibility for Persons with Disabilities Task Force:**

Natalia Malyk-Selivanova, Chair 2015-2016

**Charge # AC1516-01:**

Explore the possibility of performing a survey to assess physical and programmatic access and services for individuals with disabilities. Consider the needs of faculty, staff and students.

**Recommendation #1:**

*To be implemented by: Institutional Research*

*6/15/16*

The Task Force for Accessibility for Persons with Disabilities recommends including statistical assessment of physical and programmatic access and services for all persons on campus with disabilities in the annual Fall Faculty and Students College survey. Questions should be generated and evaluated by the appropriate offices on campus, which serve the College's disabled constituency.

**Rationale:**

The 2015-2016 Task Force's project of integrating questions regarding persons with disabilities into the Annual College Survey demonstrated that the College Survey was a reliable source for the assessment on physical and programmatic access and services for individuals with disabilities. A detailed analysis regarding full time faculty, adjuncts and students was previously reported to the College Assembly. The Task Force believes that including questions that incorporate accessibility and services is important for continuous evaluation. The results found areas of additional educational need for full-time faculty and adjuncts. The continued use of questions in the annual survey provides the opportunity for the institution to proactively identify areas where additional professional development is needed.

**Recommendation #2:**

*To be implemented by:* CELT, Dept. of Counseling, Human Resources 6/15/16

The Task Force on Accessibility for Persons with Disabilities recommends that the College provides training and education to full time and adjunct faculty regarding providing accommodations to students. It is recommended that a regular professional development program be conducted for existing faculty as well as targeted new employees.

**Rationale:**

During the 2015-2016 academic year, the Task Force on Accessibility for Persons with Disabilities submitted questions to the Department of Institutional Research for inclusion in a college wide survey. The results of the survey indicated areas where faculty had little knowledge. Specifically, Faculty presented limited knowledge of:

- When I use technology in class, I know how to accommodate a student with a hearing or visual impairment;
- When I am teaching an online course and have a student with a disability, I know how to provide accommodations in an online environment;
- I am aware of the resources of the Assistive Technology Center;
- I know who to call if I have concern or disagreement with the defined accommodations.

While the survey questions are not all inclusive of all important information on working with students with disabilities, they do provide guidance of areas that need to be addressed. Institution regular in-service will provide an opportunity to increase the knowledge of faculty and staff and reduce the potential of legal complaints as well as enhance the educational experience of students with disabilities.

**Charge # AC1516-02:****N/A**

Report on the implementation status of recommendations submitted by your task force in 2014-2015, approved by the College Assembly.

**Report on** submitted by our task force in 2014-2015.

**1. Report on the implementation status of Recommendation- AC1415-01:**

*" The Accessibility for Persons with Disabilities Task Force recommends the Evacuation Procedures in the Emergency Management Quick Reference Guide (on the Infonet Quick Link) be reevaluated / updated – where necessary to better respond to the needs of persons with disabilities".*

**The implementation status on April 2016:**

The Evacuation Procedures in the Emergency Management Quick Reference Guide (on the Infonet Quick Link) was not updated. According to the information provided by Chief Neil Bronson during two meetings with the Committee members (the last one – on Mach 21, 2016):

- a) The Evacuation Procedures information in the Emergency Management Quick Reference Guide (on the Infonet Quick Link) still needs to be updated,
- b) The updates to the classrooms have not yet been accomplished but still are a priority for the Police department.

**2. Report on the implementation status of Recommendation AC1415-2:**

“The Accessibility for Persons with disabilities Task Force recommends the protocols for the use of Evacuation chairs be reevaluated/updated – where necessary”. Task force specified in Rational:

- a) “Consider providing additional guidelines regarding the use of evacuation chairs, i.e., who should/could use them”
- b) “The list of buildings equipped with evacuation chair needs to be updated, i.e., the Technical Services Center has been renamed and Crabiell Hall is not listed”

**The implementation status on April 2016:**

- a) According to Chief Neil Bronson: **The Evac Chairs positioned around campus are placed for use by emergency personnel only.** Chief Bronson advised against others training to use them in an emergency.
- b) The Crabiell Hall as well as Billy Johnson Hall (former Technical Services Center) are still not listed in the Infonet Emergency Resources as equipped with evacuation chair while both of these buildings are listed in the Flipchart Evacuation Procedure.

**Bylaws Task Force:**

Donna Marie Gardner, Chair 2015-2016

**BL1516-03:**

Consider formally adding the position of Parliamentarian to the College Assembly Roster, with the stipulation that the position be a non-voting member.

**Recommendations:**

*To be implemented by: VP of Academic and Student Affairs*

**6/15/16**

1. Two positions, Parliamentarian and Parliamentarian alternate, be added as non-voting members of College Assembly.
2. **The Parliamentarians receive professional training opportunities.** (Denied)
3. The Parliamentarians are to be appointed by the College Assembly Chairperson.

**Rationale:**

1. Robert’s Rules advise large assemblies or organizations to employ a professional Parliamentarian “...where the transaction of business is apt to be complex...[and] ...to assist with any questions that may arise in interpreting bylaws and rules or in connection with the work of the board and of officers or committees.” (Robert III et. al. 465).

According to Robert's Rules, the role of a Parliamentarian is that of an expert in the rules of Parliamentary procedure. Much of the work required of a Parliamentarian is completed before general meetings. In this regard, the Parliamentarian works closely with the Assembly Chairperson, officers and committee chair people. As a consultant, the Parliamentarian may attend committee meetings if requested to provide advice or guidance regarding Parliamentary procedure (Robert III et. al. 608 - 609).

During a meeting of the general assembly for which Parliamentary protocol is being followed, the role of a Parliamentarian is in the capacity of an advisor and consultant to the Assembly Chairperson (Robert III et. al. 608 - 609).

Importantly, a Parliamentarian is not a member of the organization for which they serve, thereby reducing the possibility of bias. Hence it is recommended that the role of Parliamentarian be that of a non-voting member of the College Assembly Roster. (Robert III et. al. "Officers, Minutes and Officers' Reports").

2. As described previously, Robert's Rules advise employing a professional Parliamentarian. As such, it is the recommendation of this committee that the College offer and pay for formal training to those who wish to serve as a Parliamentarian.
3. According to Robert's Rules, it is solely within the purview of the Assembly Chairperson to choose and appoint a Parliamentarian (Robert III et. al. 465).

*Reference:*

*Robert III, Henry M., and Sarah Corbin. Robert. Robert's Rules of Order Newly Revised. 11th ed. Philadelphia, PA: Da Capo, 2011. Print.*

**Campus Diversity Task Force:**

Charlotte Quigley, Chair 2015-2016

**CD1516-01:**

Investigate merging the Campus Diversity Task Force with the Campus Life and Community Concerns Task Force. The rationale is based on the Diversity Task Force having few to no charges to address in recent years. As diversity is an important and inherent part of our campus life and community, it seems as if these two task forces are strongly interrelated and should function as one body.

**RECOMMENDATION:**

*To be implemented by: College Assembly*

**4/16/16**

**RECOMMENDATION**

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- 1) Campus Diversity Task Force to remain as a separate task force.
- 2) The College Assembly will undertake a review of the charter of the Campus Diversity Task Force to ensure that the mission reflects current requirements. As stated in the By-laws, the Task Force on Campus Diversity is chartered as follows:

Studies and recommends policy regarding:

- A. The degree to which the curriculum reflects diversity issues such as the impact of race relations and cultural pluralism on learning.
- B. The inclusion of all faculty in the creation of curriculum and methodology.
- C. Defining and responding effectively to diverse student concerns.
- D. Efforts by the College to foster civility and respect for differences.
- E. Programs to facilitate the professional development of faculty and staff to enhance effective service to a diverse student body.

**RATIONALE:**

Our analysis consisted of a multi-step process in which we reviewed the diversity policy statements on the websites of the community colleges in New Jersey, and then conducted a review of all charges put to the Diversity Task Force since the 2002-2003 academic year. Our findings revealed that while early charges fell within the stated purpose of this Task Force as outlined in the By-Laws, more recently charges to the Diversity Task Force were in fact more appropriately addressed within Campus Life and Community Concerns. The early charges focused on the points identified in the Task Force's charter, e.g., to develop a definition of diversity as it applies to MCC, to study the state of civility at MCC, and various charges to assess the campus climate regarding diversity.

Prior to reaching our recommendation, we interviewed various faculty, staff, and deans to determine their understanding of the role of the task force and found a wide range of opinion as to its focus. Also, in these discussions, there was a wide range of responses when asked about diversity at MCC and progress made regarding diversity issues.

Task Force members - including our student members - felt strongly that maintenance of a separate Task Force on Campus Diversity serves as an important vehicle for sustaining awareness of MCC's focus on the benefits derived from upholding the College's goals and mission in service of our diverse student population. Diversity is one of the College's core

values, and the presence of the Task Force on Campus Diversity within the College's shared governance body is a reflection of our belief in that core value as a vital component of the Middlesex County College community.

Further, given the trend we discovered during our review of prior years' charges put to the Task Force on Campus Diversity, it is appropriate to revisit the charter as defined in the By Laws and ensure that the charter, as stated, reflects the purposes and functions that will best serve the college community.

**Charge # CD1516-03:****N/A**

There is a relatively large number of Muslim students in the campus community, for whom it is necessary to pray at specified times throughout the day. Investigate the feasibility of providing prayer rooms on campus for Muslim students. As this charge also relates to the focus of the Campus Life and Community Concerns task force, it is suggested that representatives from the two task forces address this charge together.

**Report:**

The Muslim Student Association (MSA) working in conjunction with the Office of Student Activities opened the Multi Faith Room in the College Center (CC-314) with a ribbon cutting ceremony on Monday, September 28, 2015. The room currently contains two kneelers, prayer mats and a book shelf housing a Bible, Koran and Torah as well as other religious-based texts. Although work is ongoing to make the space even more conducive to prayer and meditation, we recommend that this charge be closed as no further action on the part of the Campus Diversity Task Force is warranted at this time. We congratulate the dedicated students and College staff who worked to make this valuable resource available to our college community. No further action needed.

**CD1516-04:****Failed in Assembly**

In light of recent retirements and hiring trends over the past 10 years, it seems the representation of minorities amongst full-time, tenure-track faculty is decreasing. Investigate the representation of full-time, tenure-track minority faculty on campus, hiring statistics of minority faculty in the last 10 years, and possible ways to increase the number of minority faculty.

**RECOMMENDATION:**

- 1) Human Resources will expand utilization of minority recruiting sites to post open positions at Middlesex County College.
- 2) A representative from Human Resources will be added as a permanent member of the Task Force on Campus Diversity.
- 3) Human Resources will develop a hiring policy statement that reflects the College's desire for a diverse faculty reflective of our student population.

**RATIONALE:**

Our analysis of IPEDS faculty demographic data for the past years reveals a disparity between student and faculty demographics. Research reports that student learning is increased when both the faculty and curriculum are diverse (Goodman & Bowman, 2014; Hurtado, 2001). Therefore, taking action to move the diversity among full-time tenure track faculty to more closely mirror that of our student population is warranted.

However, the Task Force felt that the skills and experience necessary to enact our recommendations fall outside of the scope of the Task Force. For this reason, our recommendations are to enlist Human Resources to create appropriate policy and recommend minority hiring job posting sites that will support achievement of our recommended hiring initiatives.

**References**

- Goodman, K. M., & Bowman, N. A. (2014). Making diversity work to improve college student learning. *New Directions for Student Services, 2014(147)*, 37-48. doi:10.1002/ss.20099
- Hurtado, S. (2001). Linking Diversity and Educational Purpose: How Diversity Affects the Classroom Environment and Student Development.

**Campus Life and Community Concerns:**

Kathleen Costanzo, Chair 2015-2016

**Charge #1: CL1516-01:**

Investigate changing the College hour on Monday at 11:15 to an alternated time and/or day of the week, to enable a more consistent scheduling of Monday/Wednesday morning classes, as well as open up more classes at one of the most desirable times for students.

**Recommendation:**

*To be implemented by:*

Not approved

A quorum consisted of a one-third majority of voting members and ratified by a one-third vote of all in favor to keep the College Hour on Monday at 11:15am.

**Rationale:**

The committee discussed the soul reason for the Office of Students Activities meetings on Mondays at 11:15am and Thursdays, 2:00pm.

1. Implements a program of social, cultural and recreational activities
2. Enhances the educational experience at MCC
3. Allows for student engagement outside the classroom learning environment
4. Allows a sense of institutional community among the students and the campus
5. Supports student success through engagement at the college and in return will develop lifelong learning
6. Fosters mutual respect and collegiality
7. Achieves a natural extension of classroom learning allowing students to pursue the curiosity in a variety of disciplines

With all the above attributes to the Campus community, the committee felt that keeping the College hour on a Monday morning at 11:15 would continue to be an asset to the campus and would continue to have the students engaged in their academic, diversity and special interest clubs.

The Office of Student Activities helps the campus students plan and implement social, cultural and recreational activities that help them enhance their educational experience at the college. Since the Middlesex County College's vision is to put learning first, the committee feels that a diverse opportunity of learning is the best way to achieve a successful student.

The campus students are very engaged in a diverse amount of campus clubs and organizations on the Monday mornings time slots. The committee feels that the students will not stay on the campus if the college hour is changed to the afternoon only.

Reviewing the Student Activities bookings and reservations for the Fall, 2015:

- There are 53 student organizations and clubs on campus

**RECOMMENDATION**

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- Monday 11:00am – 10 organizations/clubs hold meetings
- Monday 11:15am – 25 hold sponsored events
- Thursday 2:00pm – 13 organizations/clubs hold meetings
- Thursday 2:00pm – 15 hold sponsored events

The CELT, Departmental monthly meetings and Division Council meetings were also investigated. This would also have to be taken into consideration and have to be adjusted.

An online random survey was taken on campus involving the Office of Student Activities and the Student Leaders. The survey was conducted for three weeks at all the campus buildings and at a variety of times of the day. The students were given the following information and survey questions:

"College hour is a period when relatively few classes meet, preferably in the middle of the day and in the in the middle of the week. They are set aside to allow student clubs, departments and divisions to meet for co-curricular programs and activities. Since students who get involved in clubs have higher retention rates than students who don't, the College considers this period very important and appreciates your feedback regarding the currently appointed College Hour."

There were 260 MCC students surveyed. The following questions were asked of each of them:

1. What option from the list below best describes how you spend the current 11:00am to 12:30pm Monday College Hour period?
2. During which block of time on Mondays would you prefer a College Hour?

Question #1 Results: What option from the list below best describes how you spend the current 11:00am to 12:30pm Monday College Hour period?

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. Class – 25.2%          | 7. Student Club meeting/event – 7.4% |
| 2. College Center – 24.8% | 8. Other – 7%                        |
| 3. Home – 19.8%           | 9. Dining – 6.6%                     |
| 4. Study – 18.2%          | 10. Tutoring – 3.1%                  |
| 5. Library – 14%          | 11. Counseling Center - 0.8%         |
| 6. Work – 10.5%           |                                      |

Questions #2 Results: During which block of time on Mondays would you prefer a College Hour?

11:00am to 12:30pm (current)	40.6%
12:30pm to 2:00	30.7%
2:00pm to 3:30pm	21.7%

**Charge # 2: CL1516-02**

Examine the directional signage in all campus buildings for adequacy, clarity and efficacy in directing students to classrooms and department offices. Rationale: Some buildings, for example Raritan Hall, have confusing floor plans and the students are continuously confused in finding their classrooms, faculty and department offices.

**Recommendation:**

*To be implemented by: Executive Director of Facilities Management*

**4/16/16**

The committee reviewed this charge and approved by a majority vote to recommend an improvement on the existing directional wayfinding signage.

The corners of the building’s hallways should post some kind of a directional signage to reflect the groupings of the rooms in that corridor. Examples of some signage should include: restrooms, classroom numbers and suites, faculty offices, departmental offices, lounges, computer labs, etc.

The committee likes the way Crabiell Hall displays the room numbers by protruding the classroom numbers so that they are perpendicular to the wall. This way, everyone can glance down a hallway and see the rooms much clearer.

Improvement of the existing signs should be adequate and easy to read also. Directional signage should mark "You are here" on the maps. The committees also thought that a life size map should exist in the main entrance of each building.

Kathy Costanzo reached out to Mr. Mark McCormick, VP of Academic and Student Affairs via email in reference to also improving the clarity of the building's classroom numbers. Mr. McCormick then reached out to Mr. Donald Drost, Director of Facility Management to review this question with me.

Kathy Costanzo received an email back from Mr. Donald Drost with the following response: "While we agree that some of the room numbers in campus buildings do make sense, I would not recommend changing existing room numbers for safety reasons. The existing room numbers are programmed into the fire alarm systems and are also incorporated into the college's emergency management plan. This plan is shared with public safety agencies at the local, county, state and federal levels. If there were ever an emergency on campus, the college would not want to take a chance that these agencies would respond having the correct room number information. Aside from the safety, changing any room numbers would be an enormous undertaking as the building systems, class schedules, directories, etc. would all have to be revised."

The committee understands that the room numbers that exist already cannot be changed. With this in mind, the committee recommends the building's wayfinding signage be improved using the existing room numbers that are in place.

**Rationale:**

The campus's classrooms, departmental and faculty offices need to present in a way that all students, staff, faculty and guests can be directed to a room more efficiently. When the directional signage is available, it reduces the chances of people becoming confused and will help guide them to the proper "check-in" destination. Also, when people know exactly where to go and can follow a directory, it can reduce the crowd distractions and increase the flow of student/ visitors volume. Strategically placed directional signage can also alleviate the need for staffing and will help make sure that their walk through the building is adequate allowing them to comfortably become familiar with the building's layout.

In the event of a campus emergency, it will also aid in the evacuation plan and make it much safer for people to know the direction needed to exit the building.

**Charge CL1516-03:****N/A**

Report on the implementation status of recommendation submitted by the task force in 2014-2015, approved by the College Assembly, and forwarded to the College President for signature.

***Charge #1: 2014-2015***

Examine the need for more designated student lounges areas located away from teaching classrooms to alleviate the noise problem in hallways of academic buildings.

***Report:***

Lounges – The Café C patio is now being used by Sodexo for special student events and is also available for students on a daily basis. Bunker Lounge is being converted into a dining room for HCD as well as for use as a meeting space. Main Hall now has the Pony Express along with additional tables and chairs. Additional tables and chairs were added to the Edison Hall lobby to supplement the lounge furniture that was already there. In addition to the forgoing areas mentioned in the recommendation,

L'Hommedieu Hall, Johnson Learning Center and Crabiell Hall also have student lounge spaces. Also the new South Hall building will also have a dedicated student lounge.

**Charge #2: 2014-2015**

Research how other colleges handle code of conduct changes and determine if there are ways to improve the code of conduct process at MCC.

Report:

Mr. Mark McCormick has agreed that the Code of Student Conduct and judicial processes at Middlesex County College need to be reviewed. Mr. Ron Goldfarb, Dean Jeff Herron, Dean Marla Brinson and VP. Mark McCormick have been reviewing current procedures and research best practices at other college since August. They will share any updates with the College community once information is found.

**Charge #3: 2014-2015**

At the request of a member of the student body of MCC at the beginning of the Spring, 2015 semester, the task force investigated the safety of the current traffic pattern and signage of parking lot 1A. The aforementioned lot is currently designated as a two-way with what was referred to as inadequate space for traffic flowing in both directions and the cause of severe potential collisions.

Report:

Lot 1A – Lot 1A no longer exists. It was reconfigured this past summer and incorporated into Lot 1. Therefore this recommendation is no longer valid. A correspondence to Jeremy Nickerson was submitted on June 9, 2015 by Executive Director – Division of Facilities Management, Donald Drost. As part of the construction of West Hall, Parking Lots 1 and 1A are being merged and reconstructed to increase the number of parking spaces. Therefore, Parking Lot 1A will no longer exist in its current configuration.

**Charge #4: CL1516-04**

Evaluate the creation of intramural sports leagues for MCC students. Intramurals are a proven way to increase student involvement and engagement, support and promote

healthy and active lifestyles and encourage sportsmanship and collegiality.

**Recommendation:**

*To be implemented by:*

Not Approved (see below)

The committee reviewed this charge and approved by a majority vote to recommend the creation of intramural leagues as part of the total educational program at MCC.

**Rationale:**

The committee evaluated nineteen New Jersey Community Colleges and four New Jersey State Universities to see what fitness activities and intramural programs were provided there. The athletic program can provide the students with the opportunity to participate not only in intercollegiate sports but as well as a variety of intramural activities. The leagues can provide appropriate opportunities for both men and women, full-and part-time students.

The intramural and recreational programs encourage an active, healthy lifestyle and enhance the sense of community at MCC by providing students, faculty and staff, the opportunity to participate in team and individual events. These programs can provide the students with an additional outlet to participate in sports-related activities. These programs are also less demanding than the intercollegiate athletics and offer an opportunity to socialize. This may also be a way to maintain fitness, make friends and combat stress while enjoying a friendly contest involving team or individual activities.

The intramural leagues must be organized and based upon student's demand and interest of these programs as well as the budgetary and availability of the facilities. The Student Activities Office along with the Director of Athletics will need to mutually develop this plan. The committee understands, after speaking with Mr. Robert Wisniewski, Chairperson and Athletic Director, that there will need to be a coordination of plan among both departments to the structure, development and supervision of these intramural leagues. An activity waiver may need to be required of all student participants as well as a wellness notice from the campus nurse.

Some of the intramural sports implemented at other colleges and universities:

Flag-football, volleyball, dodgeball, weight room, basketball, bowling, table tennis, chess, three-point shooting, slam dunk, Frisbee games, wiffle ball, pickle ball, indoor soccer, tennis, swimming, and open gym.

Examples of State and University Colleges:

Rutgers University: 50 intramural sports leagues throughout the year

The College of New Jersey: Students, faculty and staff may participate

Montclair State University: 19 intramural sports. Charge \$10.00 per person to sign up for an intramural activity and \$60.00 for an organization to register

Kean University: Offer to all students regardless of their ability level

To: Hope-Clair Holbeck,  
From: Joann La Perla-M  
Re: Charge #4; CL 1216-  
Evaluate the creati

MCC already offer  
NCAA. The college  
such as volley ball, du  
Director at MCC has  
interest in offering ad

To the best of our  
colleges in New Jersey  
four year public insti  
any way leagues.

The recommendatio  
MCC Athletic Directo  
more sports activities

**Curriculum Task Force:**

Professor Nicholas Picioccio, Chair 2015-2016

On the charge to: Evaluate all new or revised curricula and programs according to the Curriculum Procedure Manual.

**COMPUTER SCIENCE & INFORMATION TECHNOLOGY**

CSC 060	Introduction to Personal Computing New Course	<b>2/19/16</b>
CSC 125	Web Markup Languages Update of course content and pedagogy	<b>6/1/16</b>
CSC 241	Web Programming Update of course content and pedagogy	<b>6/1/16</b>

**DENTAL HYGIENE**

A.A.S. Dental Hygiene		<b>6/1/16</b>
	Change in course content, catalog curriculum description, credit hours, and contact hours	
DHY 102	Dental Radiology Change in course content, catalog curriculum description, behavioral objectives, credit hours, and contact hours	<b>6/1/16</b>

**ENGINEERING TECHNOLOGIES**

ELT 231-	Digital Logic Circuits and Systems New Course	<b>11/13/15</b>
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**ESL/ LANGUAGES & CULTURE**

HIN 121	Elementary Hindi I New Course	<b>4/18/16</b>
HIN 122	Elementary Hindi II New Course	<b>4/18/16</b>
CHN I: Elementary Chinese I and CHN II: Elementary Chinese II	Added as Humanities Electives to the following Liberal Arts	<b>4/18/16</b>

and Fine Arts options:

LA: African-American Studies

LA: Journalism

LA: General

LA: Writing

LA: Genocide and the Holocaust

LA: Modern Language

LA: History

LA: Phys. Ed/Rec/Dance

LA: Philosophy

LA: Music

LA: Political Science

LA: Theatre

LA: Psychology

LA: Visual Arts

LA: Social and Rehabilitation Services

LA: Communication

LA: Sociology

LA: Social Sciences

FA: Art

LA: Cinema Studies

FA: Music

LA: English

FA: Theatre

**HISTORY & SOCIAL SCIENCES**

Homeland Security A.S.

**6/1/16**

New Degree

HCS121 Intro to Home Security

**6/1/16**

New Course

HCS122 Fundamentals of Emergency Management

**6/1/16**

New Course

HCS201 Intro to Intelligence Function

**6/1/16**

New Course

HCS202 Risk Management and Analysis

**6/1/16**

New Course

<b>RECOMMENDATION</b>		<b>PRESIDENTIAL APPROVAL</b>
HCS210	Organizational Behavior Management in Law Enforcement New Course	<b>6/1/16</b>
HCS220	Domestic and International Terrorism New Course	<b>6/1/16</b>
POL205	Principles of Investigation New Course	<b>6/1/16</b>

**NATURAL SCIENCES**

BIO 210	Intro to Marine Biology New Course	<b>1/14/16</b>
SUS.AS	Sustainability Science New Course	<b>6/1/16</b>

**Reported to the College Assembly: Fast Track Approvals**

**BUSINESS, ACCOUNTING, & LEGAL**

	Business Information Systems- BIS AS Transfer degree	<b>5/21/15</b>
	1. Add objective to degree objective list: "Demonstrate professionalism and ethical behavior".	
	2. Make either MAT123: Statistics I or MAT 285: Basic Statistics for Business, a required course.	
	3. Make General Education Science elective course a required course.	
	4. Change curriculum sheet to accommodate the MAT 123 or MAT 285 course, and the General Education Science course as required courses instead of choosing one, by removing one of the degree elective courses.	
	5. Add MAT 124: Statistics II as degree elective.	
ACC 222	Fraud Data Analysis Remove ACC 223: Fraud and the Law as the prerequisite and/or co-requisite for ACC 222: Fraud Data Analysis and replace with ACC 221: Fraud Examination.	<b>3/31/16</b>
BUS 101	Business Organization and Management Change in Course Title to BUS 101: Introduction to Business	<b>3/31/16</b>

**ENGINEERING**

ES.AS	Engineering Science AS degree	<b>1/14/16</b>
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**RECOMMENDATION**

Removed Computer Science CSC 161: C#.NET Programming from the Electrical Engineering technical electives and replaced with Electrical Engineering Technology ELT 231: Digital Logic Circuits and Systems.

**ENGLISH**

		<b>3/17/16</b>
ENG 009	Writing Skills for College I Place on inactive status	
ENG 121	English Composition I Change in prerequisites to “a passing score on the College placement test; OR a grade of “C” or better in ENG-010 and RDG 011 (RDG 011 can be a co-requisite); OR a grade of “C” or better in ESL 097 and ESL 098. “	<b>3/17/16</b>
ENG 122	English Composition II Change in prerequisites to “ENG 121 with a grade of “C” or better.”	<b>3/17/16</b>
RDG 009	Reading Skills for College I Place on inactive status	<b>3/17/16</b>

**ESL/LANGUAGES & CULTURE**

ESL 086	Phonology/Discussion Intensive Level 3 Change in title from ESL 086: Phonology/Discussion Intensive Level 3 to ESL 086: Phonology	<b>12/15/15</b>
ESL 086	ESL 086: Phonology revised course description, pre requisites, and co-requisites	<b>12/7/15</b>
ESL.UN	English as a Second Language – Undeclared Old courses placed on inactive status	<b>1/26/16</b>

**HISTORY & SOCIAL SCIENCE**

PSY 223	Child Psychology Change in Course Title to PSY 223: Child Psychology- Infancy through Adolescence. Change in course description	<b>9/28/15</b>
EDU 280	Education Field Experience Increase field observation from 45 hours to 50 hours.	<b>3/31/16</b>

**RECOMMENDATION****PRESIDENTIAL  
APPROVAL****MATHEMATICS**

MAT 101	Freshman Mathematics I Change title to "The Mathematics of Money"	<b>2/16/16</b>
MAT 101	The Mathematics of Money Change course description	<b>3/17/16</b>
MAT 102	Freshman Mathematics II Change title to "A Survey of Mathematics."	<b>2/16/16</b>
MAT 102	A Survey of Mathematics Change course description	<b>3/17/16</b>
MAT 009, 010, 010 A, 010 B, 013A, 013B, 014A, 014B, 060, and 080	Placed on inactive status	<b>2/16/16</b>
MAT 013	Replace MAT 010 as a prerequisite with "appropriate score on the College placement test."	<b>3/24/16</b>
MAT 116, 123, 129A, 129	Remove courses MAT 014A / MAT 014B from prerequisites.	<b>3/24/16</b>

**NATURAL SCIENCES**

CHM.AS	Chemistry Science Transfer AS BIO123 and BIO124 (General Biology I and II) added as substitution for CHM-230 (Analytical Chemistry) and CHM-240 (Research in Chemistry)  BIO 228 (Genetics), BIO 251 and BIO 252 (Introduction to Biomolecules and Molecular Biology – Lecture and Lab), CHM-230 (Analytical Chemistry), CHM-240 (Research in Chemistry) added to technical elective choices.  Prerequisite of BIO-124(General Biology II) removed from CHM-240 (Research in Chemistry)	<b>12/15/16</b>
BIO 240	Research in Biology Updated course description and distribution of Lecture/Lab/Field hours	<b>1/27/16</b>

<b>RECOMMENDATION</b>	<b>PRESIDENTIAL APPROVAL</b>
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CPT 226	Process Technology Cooperative Education Updated course description and distribution of Lecture/Lab/Field hours	<b>1/27/16</b>
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CHM 240	Research in Chemistry Updated course description and distribution of Lecture/Lab/Field hours	<b>1/27/16</b>
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EASC.AS	Earth Science Transfer AS degree Replace Science SCI-162: Historical Geology: Diamonds, Drilling and Dinosaurs with Science SCI-164: Historical Geology as technical electives.	<b>12/15/15</b>
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**NURSING 12/23/15**

<b><u>NURSING</u></b>	Program –changes to the total program credits and required courses to accommodate changes in maximum credits from 66 to 62 as mandated by the New Jersey Board of Nursing.	<b>12/23/15</b>
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Eliminate requirements:  
 General Education Humanities course  
 4th semester General Education elective  
 HCD 247 Nutrition Fundamentals for Nursing  
 CSC 107 Computers in Health Technologies  
 Physical Education/Health Education requirement  
 HED 150: Contemporary Health Issues or HED 200: Human Sexuality and Family Life.

NRB.AS	Course sequence change moving English ENG 122 from second semester of curriculum to third semester.	<b>10/8/15</b>
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**VISUAL, PERFORMING & MEDIA ARTS**

GAM 218	3D Modeling and Animation Foundations Change pre-requisites from “all required Media Arts and Design, MAD courses” to “MAD 113 and MAD 114.” Remove co-requisite of GAM 219	<b>5/21/15</b>
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GAM 219	Game Design Foundations Change pre-requisites from “all required MAD courses” to “MAD 113 and MAD 114.” Change co-requisite of GAM 218 to “Pre-requisite or co-requisite: GAM 218.”	<b>5/21/15</b>
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<b>RECOMMENDATION</b>		<b>PRESIDENTIAL APPROVAL</b>
MAD 114	Three Dimensional Design Change course description.	5/21/15
MAD 114	Three Dimensional Design: Remove pre-requisites of MAD 113:Two Dimensional Design and MAD 117: Free Hand Drawing	12/23/15
MADGA	Media Arts and Design AS: Gaming and Animation option Change sequencing of courses to equally distribute GAMING courses throughout the program. AND Change Co-requisites in conjunction with sequence changes in Gaming and Animation option.	5/21/15

**Educational Resources Task Force:**

Clairie Vasilliadis, Chair 2015-2016

**Charge: ER1516-01**

Update the Acceptable Use Policies for computer facilities, which have not been updated since 2000

**Recommendation:**

*To be implemented by:* Executive Director of Information Technology **4/18/16**

The committee recommends that an ad hoc committee is formed to work together with the Executive Director of Information Technology to update the Acceptable Use Policies for computer facilities. This committee should be represented by appropriate stakeholders on campus including, but not limited to, computer science faculty, IT staff, CELT members, and students that are most involved with the use of computer labs.

**Rationale:**

The reason for our recommendation is that we feel many faculty members and staff who use the computer facilities extensively should work with the Executive Director of Information Technology and help with their input to update these policies.

The committee feels that computers and their use have significantly changed since 2000. This makes it very important to review and update these policies to reflect on the current use of computers in general and in particular in regards to the use of social media.

**Charge ER1516-02:**

Explore academic integrity tool options such as Turnitin and make recommendations about whether MCC should invest in products of this nature

**Report:**

For charge ER1516-02 there is no recommendation being brought to the College Assembly at this time. Our task force reached out to different department Chairs to determine the amount of faculty who currently use or would benefit from the use of an academic integrity tool option like Turnitin. We only got few responses back from a couple of department chairs and a couple of faculty members who support the use of Turnitin and believe that using it, can avoid plagiarism in courses that involve a lot of writing. In addition, people who responded to our request, strongly believe that Turnitin can provide a solution and help faculty who were reluctant to assign much written work due to the challenge in evaluating so many submissions. Even though Turnitin is worth a consideration, it was also suggested that there are alternative ways to access Turnitin through publishers who provide free access through their systems like Pearson's Writing Space or Cengage's MindTap/Insite.

With all this in mind the ER Task Force proceeded to find out the cost of Turnitin. Thanks to Ed Reid, we got a quote for a campus license which is the lower level license available. The cost with an FTE (Full Time Equivalents) of 9,000 students would be \$47,150 including integration. This includes a one-time fee of \$650 for training for the first year. The total annual yearly subscription would be \$46,650.

The Task force found this to be quite expensive for the amount of faculty who responded to our request and use Turnitin. We also felt that if there are alternative ways to get free access to Turnitin then academic departments should consider other options. Additionally, the Task Force suggests that other academic integrity tools should be investigated and another attempt should

be made to survey faculty and determine the number of potential users campus wide, before making any type of such a significant investment.

**Charge ER1516-04/05:**

Investigate how other schools are managing their Testing Centers when proctoring individual student exams (whether it be a makeup exam or for adapted testing situations). Include in the investigation how other schools use technologies such as webcams, computer lockdowns, cellphone/electronic device security, etc. to ensure the academic integrity of the proctored exams.

Investigate the need for proctored examination solutions for online courses. Also consider the expansion of Testing Center due to the growing need for proctored exams due to the increase in online course offerings.

**Recommendation:**

*To be implemented by:*

**Not Approved (see below)**

The committee collaborated with the Director of Testing Center Mr. Rob Kim and reviewed two major issues of the Testing Center.

1. The increased demand on resources (Center is maxed out during Final Exam period, near max during Midterms)
2. How to improve on security and academic integrity.

The committee recommends the following:

1. Expand the physical layout to meet increased demand and expand the testing capabilities of the Testing Center to accommodate adaptive testing abilities.
2. Add additional staff for proctoring testing who can also accommodate testing for online classes and adaptive testing.
3. Expand the hours of operation of the Testing Center to include Saturday hours to accommodate students with demanding work schedules.
4. Add surveillance cameras to oversee activity in all testing locations.
5. Add a copier/ scanner to copy student ID's.

6. Provide a budget for pencils and pens with the MCC logo and calculators, basic, scientific and graphing.

**Rationale:**

Understanding the increased demand of services that the Testing Center provides, including adaptive testing and online class testing, the task force strongly believes that it is necessary to expand the space of the Testing Center and expand the hours of operation of the Center to include Saturday hours. MCC currently serves about 500 adaptive students (about 800 are eligible) compared to 300 in the past and we serve more visually impaired students who need people to read and write for them during testing. In addition, we offer more online courses now that we had in the past. For this reason, it is also essential to add more staff to help with proctoring adaptive testing and accommodate testing for online classes.

Expanding the physical layout of the Testing Center seems more possible with the opening of the new buildings and the relocation of the 1st floor of Chambers Hall. The Testing Center can be moved to another location or expand into adjacent space in the Johnson Learning Center. In order to improve on academic integrity and safety for the college, students and staff, the task force believes in installing surveillance cameras in all testing areas to oversee students' activity. In addition, providing students with a pen or pencil and/or a calculator we can minimize the possibility of a student cheating during an exam. The copier/ scanner will help in keeping a record of all students coming into the Testing Center to increase security and will help with making a copy of tests that need to be sent to other institutions that accommodate some of our online course students.

Our task force compiled a questionnaire that, with the help of Rob Kim, the Director of Testing, was sent to other community colleges. The following questions were asked:

1. How many students does your testing center serve?
2. What is your available space? (Testing stations and for what purpose)?
3. How many people are in your testing staff? (Depends on layout and equipment and responsibilities)
4. Are there any other testing offices on campus that accommodate more testing?
5. What are the hours of operations of the testing Center?

6. How does your testing manage proctoring individual exams? (makeup or adaptive)?
7. Does your Testing center use technologies such as webcams, computer lockdowns, cellphone/electronic device security etc. to ensure academic integrity of the proctored exams?
8. How does your center deal with proctoring examinations for online courses?

We received responses from Brookdale CC, RVCC, Mercer and UCC. Some of our findings are summarized below. All responses from the above questions are attached to this document.

- All four colleges that responded to our questionnaire, offer Saturday hours, MCC does not.
- MCC has the least amount of part time staff working at the Testing Center.
- MCC is tied for last in number of total testing stations among the five colleges.

To: Hope Hop  
From: Joann L  
Re: Charge E  
Both these cha  
been made bas  
community col  
testing and the  
Although info  
alternatives to  
adding addition  
center and not  
It might be hel  
speak with Vic  
to review and