TO: Members of the College Assembly

FROM: Gary Abbott
            Chair, College Assembly

RE: College Assembly Annual Report: 2016-2017

DATE: June 30, 2017

RECOMMENDATION   **PRESIDENTIAL APPROVAL__**

Academic Standards Task Force:

Tracy Young, Chair 2016-2017

Charge: __AS1617-01__   **N/A**
Report on the implementation status of recommendations submitted by your task force in 2015-2016, approved by the College Assembly, and forwarded to the College President for signature.

Report:
In 2015-2016, there was one recommendation from the Academic Standards Task Force that was approved by the College Assembly and forwarded to the College President for signature. The charge was AS1516-05:   Investigate the MCC early warning grading system to promote increased faculty participation while continuing to positively impact student performance.
The recommendation was: change "Early Warning to "Academic Performance Notification" and add "Satisfactory Performance as a grading option".
The recommendation was signed by the president and forwarded to Richard Cole for implementation.   The changes were implemented in the fall 2016 semester with no problems. Analysis showed that with these changes there was an increases in the number of courses with grades reported.

Charge: __AS1617-02__   **N/A**
Review the criteria for Academic Restriction and Academic Probation in terms of the number of allowed courses/or credits given recent changes to the ESL program and the increased number of reading, writing and mathematics Accelerated Learning Program (ALP) courses. Make appropriate recommendations.

Rationale for Charge: Some ESL courses will now be five (5) credits rather than four (4) and students enrolled in ALP courses are now taking two courses, rather than one developmental course, both of which may affect the implementation of the current Academic Restriction and Probation protocol.

Report:
The members of the Academic Standards Task Force recommend no changes to the current academic status policies. However, it is recommended that concurrent enrollment in one-credit developmental support courses with the core course and/or 1-credit science lab courses with a lecture course, be treated as a single course for registration purposes under the academic status policies.

Rationale:
The current Academic Status policy for Academic Probation and Restriction are as follows:

Academic Probation
Students who have been placed on Academic Probation will be limited to no more than four courses with a maximum of fourteen (14) credits/credit equivalents. Additional limitations may include non-admittance to certain courses and/or required enrollment in one of the student enrichment courses. No student on academic probation may register without signed approval from the following: the department chair, the dean of the student's division or an advisor in the Advising Center.

Academic Restriction
Students who have been placed on Academic Restriction will be limited to no more than two courses with a maximum of eight (8) credits/credit equivalents. Additional limitations may include non-admittance to certain courses and/or required enrollment in the student success course. No student on academic restriction may register without signed approval from the following: the department chair, the dean of the student's division or an advisor in the Advising Center.

As indicated in the highlighted sections of the policies, students on Academic Probation are limited to no more than four courses with a maximum of 14 credits and students on Academic Restriction are limited to no more than two courses with a maximum of 8 credits. After consultation with the Chairpersons of the Departments

of Mathematics, English and Natural Sciences, it was clarified that both the 1-credit support and lab courses are intended to supplement the instruction a student receives in the core/lecture course and given the congruence of the content these courses, these courses should be viewed as a single course for registration purposes for students on AP or AR statuses. The Department of English as a Second Language and World Languages Department was also consulted regarding the impact of the current AP and AR policies in light of the updated ESL 5-credit course curriculum; it was confirmed that the current course/credit limits are acceptable for ESL students on AP or AR statuses.

It should be further noted that students reserve the right to file an academic appeal with their Division Dean in cases where they feel an exception to the academic status course/credit limits are warranted.

Charge AS1617-03:   **N/A**

Consider a uniform grading scheme for the College, (i.e. 93-100 = A, 90-92= A-, etc.) noting that some programs with special accreditation would need a different system.

Rationale: Students are often confused by what grade they need to earn in order to get an A, B, C, etc. Adjunct faculty often ask about grading schemes. An official grading scheme could alleviate confusion and assure consistent standards. In addition, if we are going to move to anew LMS, this college wide grading scheme could easily be imported and shared via the new LMS.

Report:

The members of the subcommittee of the Academic Task Force do not recommend adopting a uniform grading scheme at this time.

Rationale:

The subcommittee on this charge investigated other colleges' practices with regards to uniform grading schemes and found that of the 19 NJ community colleges, only, Mercer and Salem County Colleges have a uniform grading scheme. The other 17 colleges do not.   One member of the subcommittee met with Dean Scherr, who was a former Dean at Mercer County College to investigate informally how the scheme worked. She advised that the faculty did not have trouble implementing the scale.

The subcommittee also researched several of the four-year institutions (including Kean, Rutgers, Stockton and Montclair, the New Jersey colleges), and found that none have uniform grading scheme.

Further, when research several four-year colleges outside the state of New Jersey, the subcommittee found that there was no evidence of uniform grading schemes being used at many of the schools..

In summary, based on the information gathered it does not appear that most colleges utilize a uniform grading scheme and therefore the committee would not recommend MCC adopting one at this time, at this time.

Accessibility for Persons with Disabilities Task Force:

Maxine Lomax (student), Chair 2016-2017

Charge AC1617-01:   **N/A**

Report on the implementation status of recommendations made by your task force in 2015-2016, approved by the college assembly and forwarded to the college president for signature.

> 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:
> 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.
> Status:
> The recommendation to include a statistical analysis of both physical and programmatic access and services for students and faculty with disabilities in the annual fall and spring surveys has been successfully implemented by the Institutional Resources office. The survey will include questions such as, Are you a student with a disability? And as a student with a disability I know how to obtain my accommodations. The survey for faculty will ask them to rate their confidence level on a scale of 1 (strongly agree) - 5 (strongly disagree) of various statements regarding accommodations of students with disabilities. These updates will be on the upcoming survey which is expected to be sent out on November 10th.

Charge <u>AC1617-02</u>:   **N/A**
Evaluate handicap rest room facilities across campus for accessibility and ADA compliance
Rational: A handicap student had a class in the basement of Raritan Hall and noticed that the
nearest accessible facility was on the top floor

The task force has discussed this charge, but was unable to make any progress.

Charge <u>AC1617-03</u>:   **N/A**
Investigate academic programs and technical standards in relationship to students with
disabilities.
Report:
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.

The task force have discussed this charge, but were unable to make progress.

Charge <u>AC1617-04</u>:   **3/7/17**
Recommendation:
The Accessibility for Persons with Disabilities Task Force recommends that the Middlesex
County College office of Human Resources creates a specific process on how to obtain
appropriate accommodations for faculty or staff members with a disability.

Rationale:
Currently, the HR department requires that MCC employees with a disability schedule an
appointment with their office to discuss disability related accommodations. However, this is not
advertised or known to most faculty members. By implementing and advertising a detailed
procedure, faculty and staff will be better prepared to obtain the appropriate accommodations.

Rationale: some academic programs have skill requirements or technical standards that are
essential to participate in the program, generally connected with licensing requirements of the
profession. Students with disabilities need to know the essential requirements of the major and
need to be advised if these requirements can be accommodated through the disability
accommodations process.

The task force have discussed this charge, but were unable to make progress.

Charge <u>AC1617-05</u>:   **N/A**
Develop and review online course accessibility

Rationale: faculty teaching online courses need guidelines in order to provide an accessible environment for online classes. Currently, there aren't any published guidelines that speak to accessibility issues.

The task force hasn't made any progress with this charge. However, outside sources have confirmed that improvements are currently underway.

Charge AC1617-06:   **N/A**
Investigate the need for Braille labels on all classrooms and offices across campus
Rationale: Many of the buildings on campus do not have Braille on any of the rooms. This prohibits visually impaired students from locating rooms independently

The Task Force hasn't made any progress on this charge. However, task force member Dennis Vliet has confirmed that all the signs on campus will be updated to include Braille labels.

Charge AC1617-07:   **N/A**
Evaluate cross walks on campus to assure they are appropriately wheelchair accessible
Rationale: A handicap student noticed that some cross walks have a raised curb where it should be flat. At times the student is forced to use the street until finding an appropriate opening.

The task force has discussed this charge, but were unable to make any progress.

Bylaws Task Force:

Alice Picardo, Chair 2016-2017

Campus Diversity Task Force:

Melissa Edwards, Chair 2016-2017

Campus Life and Community Concerns Task Force:

Kathleen Costanzo, Chair 2016-2017

Charge CL1617-01:   **N/A**
Report on the implementation status of recommendations in 2015-2016, approved by the College Assembly, and forwarded to the College President for approval.

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:
The committee reviewed this charge and approved by a majority vote to recommend an improvement on the existing directional wayfinding signage. Examples of some signage should include: restrooms, classroom numbers and suites, faculty offices, departmental offices, lounges, computer labs, etc.

Approved by: College Assembly and College President, Joann La Perla-Morales, April 16, 2016, to be implemented by Don Drost, Executive Director of Facilities Management

Status:
The following buildings have been investigated for additional wayfinding signage and specific recommendations per building are to follow.

- Raritan Hall
- L'Hommedieu Hall
- Main Hall
- Edison Hall
- North Hall
- Billy Johnson Hall
- Physical Education Center

Curriculum Task Force:

Nick Picioccio, Chair 2016-2017

Reported to the College Assembly: Fast Track Approvals

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

CSC 245   Unix and Shell Programming   **3/20/17**

Change total to LINUX/UNIX and Shell Programming

Update course description.

CSC 246   Unix and Web Server Administration   **3/20/17**

Change title to LINUX/UNIX and Web Server Administration

Update course description.

IDC102   Computer Technology Essentials   **10/11/16**

Add a co-requisite course of: IDC 103, Teaching With Technology

DENTAL HYGIENE

DH107   Preventive Oral Health Services I   **4/3/17**

Two additional laboratory hours will be added to DHY 107 course. The

realignment of this lab would require an additional credit to the course.

ENGINEERING

CIT 260   Civil Construction/Design Project   **2/22/17**

Remove CIT 203, Strength of Materials, and CIT 205, Construction Surveying II,

as prerequisites and CIT 217, Structural Design, as a co-requisite. Add CIT 218,

Steel Design, and CIT 219, Reinforced Concrete Design, as co-requisites.

ELT 111   Digital Electronics   **2/15/17**

Make ELT 105, Foundations of Electrical and Electronics, co-requisite for

ELT 111, Digital Electronics. Eliminate MAT 013 as co-requisite.

ENGLISH

LACIN.AA   Liberal Arts: Cinema Studies Associate of Arts   **3/13/17**

Add Program Learning Outcomes/

LAENG.AA   Liberal Arts: English Associate of Arts   **3/13/17**

Add Program Learning Outcomes

LAJOU.AA   Liberal Arts: Journalism Associate of Arts   **3/13/17**

Add Program Learning Outcomes

LAWRT.AA   Liberal Arts: Writing Associate of Arts   **3/13/17**

Add Program Learning Outcomes

HISTORY & SOCIAL SCIENCE

AS.CER   Addiction Studies Certificate Program   **4/17/17**

Add Program Learning Outcomes

| EDU122 | Introduction to Early Childhood Education | 10/18/16 |

Change "Overview of early childhood, elementary, high school and special education school settings" to "Overview of early childhood general and special education school settings." Change "Pre K-5" to "Pre K-3".

| EDU.AS | Education Transfer Associate of Science | 3/13/17 |

Add Program Learning Outcomes

| HCS121 | Introduction to Homeland Security | 10/18/16 |

Remove CJU 123 Criminal Justice I as a pre-requisite for HCS 121

| LAPHI.AA | Liberal Arts: Philosophy Associate of Arts | 3/13/17 |

Add Program Learning Outcomes

| LASOC.AA | Liberal Arts: Sociology Associate of Arts | 4/19/17 |

Add Program Learning Outcomes

| LASRS.AA | Liberal Arts: Social and Rehabilitation Services Associate of Arts/ | 3/13/17 |

Add Program Learning Outcomes

| LASRS.AA | Liberal Arts: Social and Rehabilitation Services Associate of Arts | 4/19/17 |

Change title to Human Services/ Pre-Social Work, Associate of Arts

LIBERAL ARTS: GENERAL

| LAGEN.AA | Liberal Arts: General Associate of Arts | 2/15/17 |

Add Program Learning Outcomes

MATHEMATICS

| MAT AS | Mathematics Transfer Associate of Science | 3/16/17 |

Add Program Learning Outcomes

| MAT 129 | Pre-Calculus I | 3/16/17 |

Change the name of the course from "Precalculus I" to "Precalculus."

In the prerequisite statement, change the phrase "'B' or better in MAT-014" to read "'C' or better in MAT-014."

Educational Resources Task Force:

Christine Wathen, Chair 2016-2017