Academic Affairs Council
Meeting Agenda for October 21, 2014

Meeting Time: 3:00 PM

Meeting Location: LBCC Boardrooms

Attendance: Open to all LBCC employees and all are welcome!

Summary of Executive Council Meeting on 10/7/14

1. The issue of seat time in courses was discussed. There are a few scenarios during Winter and Spring terms when a course schedule precludes adequate seat time because of college holidays (e.g. MW classes meeting Winter term). AACEC decided that this would not be an appropriate issue to bring to the full AAC; rather, these could be handled on a case-by-case basis through the Dean of Instruction, the academic dean, and the department chair.

2. The idea of asking all faculty to march in graduation was brought up. Then, we discussed the participation of all staff, contracted and non-contracted, in commencement. There is a desire from the Graduation Committee to have more staff participate in graduation ceremonies. AACEC decided that this issue may better be considered as a larger college value and asked that it be forwarded to the college values committee for consideration and discussion.

3. Question from student services regarding changing the name of the “undecided” major. AACEC decided that more information was needed about what problem was perceived and what needed to be addressed, as well as seeking recommendations. Jeff will contact Lynne Cox and discuss this further and perhaps the Advising Committee should take this up as well.

4. The role of the AGS degree at LBCC was discussed. Rather than putting this before all of AAC at this time, it was decided to create a small task force to create recommended guidelines for purposeful use of the AGS degree and to solicit programs on campus that make use of it and include those in their report.
   a. Charles Madriaga wants to be included in the Task Force for this because the counselors are so close to this.

Comments, suggestions, and thoughts are welcome regarding AACEC. If you have anything you feel that AAC should consider, please contact Jeff Crabill (x4627).
Meeting Goal #1
Since course-level assessment is a primary focus of our work this year, Andrew Feldman will provide members of AAC with a brief update of the work of the MAC team and the current status of assessment work on campus. [Chair note: Last year, the reorganization of AAC included a commitment to send standard campus updates to other places for dissemination. We still hold to that standard, however, AACEC decided that this update item would be appropriate given the focus of the college on assessment this year (and the focus of AAC on the goal of quality), and asked Andrew to provide short updates from the MAC team at each meeting.]

a. Revising all 100 level courses. Even if not updating outcomes please still fill out the form to compare to information on Banner.
b. November 7th – outcomes due
c. Nov 14th – outcome comparison to Banner will be complete
d. Course approval forms due this Friday 10/24/2014
e. 100 level transfer only are due now.
f. Form is provided by IR office
g. Course Outlines will live with Dean of Instruction office which will be available end of the week.
h. Number of students that you turn grades in for (including F’s) is the denominator – you are on my roster when I complete grades (only can withdraw in first week, so if not withdrawn they are on your roster after week 1)
i. Website located in Faculty and Staff
j. Remember to pay part time faculty for assessment – comes from 5120
k. There will be an assessment at the beginning of all AAC meetings

Meeting Goal #2:
Discuss and collect input from members regarding the revision of AR 7035-03 regarding Instructor Withdrawal of students.

Preparation:
Please take this AR to your department and solicit feedback on the changes. We will collect this feedback, discuss, and make recommendations for approval and/or corrections to be sent to College Council.

a. Trying to clean up and give everything a purpose
b. Adjustment to time frame
c. Changed with elimination of W and Y, students need to show up at the beginning of the course
d. Leaving a student in class past the 2nd Monday skews the numbers, on the hook for Financial Aid if the student does not withdraw. Can hurt Academic Standing for student if does not withdraw.
e. Online courses – student finalizes enrollment with logging in but want something more from the student to prove they are staying in the class of the first week. Can we create a first week standard? Defining student start in course by logging in needs to be flexible.
   - Could red flag a student with Financial Aid if a student is staying in the first week and then not showing up so they can get FA.

f. Student Services cannot process drops fast enough by the deadline

g. Cumbersome for students to withdraw from courses with paper. Working towards a Faculty portal for grading, hoping to add a choice to drop a student

Meeting Goal #3:
Conduct a college-wide discussion on the future of the LBCC catalog, the implementation of Smart Catalog, and give input to the Dean of Instruction’s office about how the college can best benefit from the use of the catalog, both as a tool for advising students and for general dissemination of information.

Background:
The overarching purpose of the catalog is to provide students with the information they need to successfully move through and complete their program requirements, and there has been interest for some time in moving to an interactive catalog. The college has begun the process of changing from a printed catalog to an electronic catalog (known as “Smart Catalog”). That decision was made sometime last school year, and though the change was not widely known at the time, we do have an opportunity now to discuss the role of the catalog at LBCC and to provide input to the Dean of Instruction about the format, organization, content, etc. of the catalog in its new form.

Preparation:
First, please take a look at other colleges versions of Smart Catalog and familiarize yourself with the aspects of the catalogs at a few of the different schools.

Comments
Laid out well, click on course, and got quick view
Has my catalog – able to create your own
Have course outcomes

http://www.frontrange.edu/Academics/College-Catalog/
Comments
More difficult to follow

http://www.tacomacc.edu/areasonstudy/collegecatalog/

http://catalog.ccd.edu/
Next, share these links with faculty and staff in your area and solicit general feedback and ideas for our own implementation, and consider the following questions:

1. What does the catalog do for students in your program?
2. How prescriptive does the catalog need to be for your program? (e.g. a term-by-term schedule, etc.)
3. How do you want to organize the catalog? (e.g. by program? by degree? other ways?)
4. How do we make the catalog an effective tool for students?
5. How do we make the catalog an effective tool for advisors?

NOTES
1. Fall 15 will be an interactive catalog.
2. Represents state approved courses, governed by OAR’s.
3. Organization around catalog
   Currently set up my major, but students don’t necessarily search majors but rather interests. By discipline rather than majors
4. Could we have students play with the above links and tell us which they like
5. Can these do degree audits
6. Eliminate text heavy

Notes from Task Forces

Two task forces of AAC need to consider meeting soon and we seek volunteers for these short assignments.

First, the AGS Task Force needs to form to discuss the AGS degree at LBCC.
   - Where is it useful, who uses it, what is the purpose, serves who, what quality does it address, benefits

Second, the Summer School Task Force needs to reconvene and collect input from departments regarding the summer term schedule “blocks.” Recommendations are needed for Summer 2015.
   - Assess last summer and continue for this summer. If interested talk to Jeff, looking for someone to run it.