



2015-2016 COLLEGE ACADEMIC SENATE  
 MINUTES OF January 28, 2016  
 Auburn Hills Campus

The College Academic Senate was called to order at 3:15 p.m. by Chair Shawn Dry; he thanked the campus for all the refreshments they provided for today’s meeting. The following individuals were present:

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|-------------------------|---|
| Auburn Hills:           | S. Dry, J. Farrah, B. Konopka, K. Sigler, E. Stotts, G. Tres  |
| Guests:                 | K. Aud, D. Bayer, L. Britton, B. Bruhn, C. Decker, B. Hoag, B. Isanhart, C. Kozak, C. Kurzer, V. Love, J. O’Connor, J. Peart, L. Przymusinski, E Robinette, H. Tanaka, S. Sidiropoulos, S. Subbarao |
| District Office Guests: | C. Maze, S. Linden, J. Shadko, T. Sherwood, N. Szabo  |
| Highland Lakes:         | R. Bragg, V. Emanoil, R. Henson, E. McAllister, K. Schulte, K. Stilianos  |
| Guests:                 | C. Aretha, J. Forbes, J. Hayes, T. Walter, N. Wong  |
| Orchard Ridge:          | T. Baracco, C. Bennett, J. Mitchell, C. NyKamp  |
| Guests:                 | S. Baier, B. Lowery, M. Pergeau, P. Schade, B. Stanbrough,  |
| Royal Oak/Southfield:   | S. Charlesbois-Nordan, J. Eichold, D. Johnson-Bignotti, V. Lamb, G. Mandas, M. May, C. McKinney, S. Schmidt   |
| Guests:                 | N. Atkinson, C. Bogan, S. Bradley, B. Garlock, S. Hardin, A. Loftin, M. K. Lawless, J. Matteson, G. Nasari, M. Thomas   |
| Student:                | J. Kaczor, B. Kimmel  |

2) Acceptance of Agenda:

**MOTION: To accept the agenda as written. Seconded, passed.**

- 3) Approval of Minutes: (Note: Approved minutes are posted to the Academic Senate's Infomart site)

**MOTION: To approve the minutes of December 10, 2015 as written. Seconded, passed.**

4) Presentations

- Guided Pathways Model

Nahrein Atkinson, Rhonda Brown, Barbie Hoag, and Jackie Shadko presented a PowerPoint entitled "Guided Pathways Presentation." (Note: Tim Sherwood and Bev Stanbrough are also part of the team). The following information was provided:

- Are you kidding me?!? – UGH!  
Students start taking a class at OCC and after 3 weeks they determine they don't need the course because they compiled their own schedule instead of meeting with a counselor.
- Frustration  
Administration encourages:
  - Completion Rates
  - Transferability
  - Seat Count
  - Student Success
- Thinking cap – Earn a College Degree or Certificate  
We come up with a plan.
- Career/Major Interest Areas – Begin with your CAREER in mind . . .  
A – Z List of Programs
- Currently . . .
  - Requirements
    - Major Requirements
    - Required Supportive Courses
    - Recommended Electives
- OCC Guided Pathways Initiative – Program Map Template Sample; the goal is to have program maps for all programs at OCC – courses are strategically placed in terms of prerequisites, and gen ed requirements are built into the requirements as well. Students want to focus on a goal with an "end" in mind. Different program options will need to be created for students that attend less than full-time.
- What we do already: getting students in, taking classes, through programs and credential completion, but with substantial differences:
  - Deliberate/intentional
  - Targeted
  - Proactive
- Specific focus points to include:
  1. Successful entry-point navigation by and orientation for students
  2. Universal promotion of clear, identified educational and career goals
  3. Integrated/coordinated student success supports
- Guided Pathways (embedded in Persistence and Completion Academy)
  1. Intake "On Ramp" – how a student gets through and how they succeed
  2. Program Plans (many disciplines are currently working on this – 50% are completed); program plans will make our students more successful.
- Matriculation Pipeline

- Each activity a student goes through from first touch to tassel (graduation).
- OCC Guided Pathways Initiative – Program Map Template Sample  
We are working on cohort 2 of Guided Pathways; we are one of 12 Michigan colleges going through this process.
- Questions

Discussion followed:

- Early alert is an intervention step.
- The plan is for each and every student to follow this type of program.
- How much information will be available to classroom faculty regarding what classes students should take next (academic information)? Students will have a printout of their plan and it will be up to them to share the information.
- Program plans (schedules) will be built for students to accommodate variations; counselors can re-customize a student’s plan to meet their unforeseen life events.
- Concern was expressed that elective classes are not being identified with this type of template; this is a recommendation from faculty not a requirement. This is a plan, not “the plan.” Program plans give students’ guidance tools to use to make their own decisions.
- Program pages will be put back on the website for students; the first step was to migrate to the new webpage and then include program plans.
- The core team will be asking for suggestions and recommendations; this is collaboration between faculty and administration.
- A recommendation was made that program plans be reviewed as part of the curriculum review process.

**ACTION: The Campus Senates were asked to raise additional questions or topics for discussion at their February campus meetings if desired. Program plan models will be shared with the Senate in the future.**

- Textbook Pricing  
Maria McCarthy, Manager of Auxiliary Services presented a PowerPoint entitled “Textbooks Today.” She highlighted the following:
  - Textbooks Today
    - Type of Book
    - Sample Price
    - Figures from the National Associate of College Stores (NACS)
    - Access Codes/Custom Packages
      - Pros
      - Cons
  - How can we further reduce cost?
    - Faculty submit textbook and supply orders on time
    - Consider using the same book for the same course, campus and/or college wide
    - Consider having adjuncts use the same textbook as full-time faculty
    - Faculty can collaborate with the publisher
    - Faculty work with the campus store
    - Faculty were asked to remind students during the week of finals to return their textbook if they rented it

- Innovative approach – tuition fee based program (34% of students do not purchase the tools required for their class)
- Textbooks at OCC
  - Financial aid can be used online
  - Rentals (approximately 250 titles)
  - E-books (rent or buy)
  - Library Resources
  - Round-up for Scholarships
  - Dynamic Pricing
- Raiders Store – Owned and Operated by Oakland Community College; we are institutionally owned, therefore, we have the ability to be flexible and innovative.

Shawn Dry indicated a “Draft of Instructional Materials Recommendations for Faculty,” and “Draft of Instructional Materials Options for Administration” are posted on Infomart - collection of potential recommendations that came out of the January Campus Senate meetings

**ACTION: The Campus Senates were asked to review the recommendations for discussion at their February campus meetings. This topic will be an agenda item at the February CAS meeting.**

Discussion followed:

- The resale value for a custom publication is generally 30% less of the retail price.
- The Communications department had a special binding made for their textbooks in order to save money.
- This infringes on academic freedom as a professor; there are differences between textbooks. Students need to be educated that textbooks are an investment in their future.
- Faculty are being asked to reach a consensus regarding using the same book, not “told” they have to use this one.

#### 5) Unfinished Business

- Online Prioritizations & Online Training for Faculty

Shawn Dry displayed the “Report from Online Prioritization Ad Hoc Committee” that was presented at the December CAS meeting. Task 1: Create a set of criteria for selecting the first degree program for the college to offer online.

- John Mitchell presented the following motion on behalf of the OR Campus Senate:

**MOTION: The Orchard Ridge Campus Senate moves to express our full support of the Online Prioritization Committee's Report—Task 1, contingent on confirmation that the Homeland Security Certificate of Achievement qualifies as a Program that the Higher Learning Commission will recognize in support of the college's reapplication for online program certification.**

Discussion followed:

- There were concerns about the choice of program; a Certificate of Achievement is not in the same category as a degree or certificate.
- If the program is recommended, Cathey Maze will confirm with the HLC that a Certificate of Achievement can be used.

### **Motion Passed**

Report from ad hoc committee:

Task 2: Create a set of criteria for selecting the order in which programs will be placed online.

Task 3: Create a set of criteria for determining the order in which faculty take online training.

- John Mitchell presented the following motion on behalf of the OR Campus Senate:

**MOTION: The Orchard Ridge campus Senate moves to support the Committee's—Tasks 2 & 3 and that the college provide online training sessions during Winter 2016 and Summer 2016 so that at least 30 faculty can receive the training, in accordance with the HLC's expectations for re-certification.**

Discussion followed:

- We need to move faculty through the training; the cohort model is inhibiting faculty to move through the process.

### **Motion Amended: To abandon the cohort model. Seconded.**

Discussion followed:

- If we don't use the cohort model the training will take much longer. Academic Technology is looking at ways to speed up the process; funds will be used to hire an instructional designer and multimedia person.
- The cohort is only the first part (2 weeks) of the training and then you branch out into individually paced training and then course development; the cohort should be kept.
- When you use the cohort model, you are limited to the number of people that can start the training. Even if you speed up the first part, you will be stopped when you get to the next phase because no one will be available to help you; the revision of courses is taking a lot of time, and this needs to be done with the instructional technologists.
- Cathey Maze reported that on December 17, 2015 an e-mail was sent out to all faculty informing them of the changes to D2L made over the holiday.
- If we adopt the amended motion, we will go backwards; training is scheduled for March 15 and June 15 and we are getting closer to getting everyone through the training.

### **Amended Motion Failed**

Discussion followed re: Task 3:

- Criteria under Task 3: “Has taught online at OCC.” – this divides the faculty; there has been no distinction made regarding hybrid courses.
- Criteria under Task 3: “Willingness to serve on this Committee.” – informed by committee that this would be removed from the list.

**Amended Motion: To remove “Willingness to serve on this Committee” from Task #3. Seconded, passed.**

**MOTION: The Orchard Ridge campus Senate moves to support the Committee’s—Tasks 2 & 3 (with item removed under Task 3) and that the college provide online training sessions during Winter 2016 and Summer 2016 so that at least 30 faculty can receive the training, in accordance with the HLC's expectations for re-certification. Seconded.**

### **Motion Passed**

- Scheduling Changes  
Shawn Dry reported that the campuses discussed this topic at their January Campus Senate meetings.

Discussion followed:

- If a class that normally meets once a week is changed to twice a week, students could have issues with childcare, work schedules, and transportation. These changes should be made with the students’ best interests in mind.
- Faculty were informed that 25 – 30% of the classes would be shifted to twice a week and only 100 level classes. Are there consistencies of application behind scheduling changes? The deans were not given any quota to reach, only increase the number of multiple day classes in introductory courses.
- The optimal attention span of a student is 20 minutes; 3 and 4 hour classes work against learning. The deans were only given guidelines because one size does not fit all.
- When communication classes were changed to one-day a week, enrollment increased.
- Why aren’t students being surveyed? Students are already attending multiple days during the week.
- There are 800 instructional minutes for a class; ending a class 10 minutes early gives a student time to get to their next class.
- The deans are working together on this process and not in silos. The deans gave summary data and the percentage of classes actually changed to multiple day sections is pretty small.
- Program plans will help drive scheduling once they are in place.
- It would be nice to see studies on this topic and more transparency will help.

### 6) Standing Committees/Chairs

- *Student Outcomes Assessment/ C. McKinney*  
Carlespie McKinney reported the following:
  - Faculty Assessment Day will be held on April 1, 2016 at OR Campus from 8:30 a.m. – 3:00 p.m. and the emphasis will be on GE outcomes.

- *Technology Management/ J. Matteson*  
Judy Matteson reported the following:
  - Reminder: On Friday, January 29, 2016 a conference will be held focusing on ADA Compliance at RO Campus in the Lila Jones-Johnson Theater (note: the location was changed from the classroom to the theater); everyone is invited to attend, and a sign-in sheet will be available. 7 publishers were invited and 4 will be attending; handouts are available on the TMC website and more will be posted.
- *Academic Planning/ M. K. Thomas*
  - There was discussion surrounding extending the EMP cycle. If extended, the committee will be tasked with identifying short-term (18-month) objectives. The campuses were asked to start brainstorming and share ideas with the committee chair or APC rep.
  - The committee is looking for additional participants; if interested, please e-mail mkthomas.
  - The next meeting is scheduled for March 11, 2016 at DO in the Board Room at 11:30 a.m.
- *Curriculum and Instruction/ M. K. Lawless*  
Mary Kay Lawless presented the Consent Agenda.

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

Mary Kay Lawless reported the following:

- All proposals for the college catalog must be approved at the February 25<sup>th</sup> CAS meeting. At the February 8<sup>th</sup> and 15<sup>th</sup> CIC meetings faculty can recommend major and minor course revisions. However, starting February 22, faculty can only recommend minor changes and there will be no second reading.
- *Curriculum Review/ P. Schade*  
Peter Schade reported on the activities of CRC as follows:
  - Sociology: Final report completed; signatures to come.
  - History: Post review completed; signatures to come.
  - Robotics: Post review meeting completed.
  - Business and Physics: Post review meeting scheduled.
  - Fire Fighters: Under review with dean.
  - Automotive Servicing – Review on hold due to faculty search.
  - Collision Auto Repair and Radiologic Technology: Still pending
  - The committee is looking for additional participants; the next meeting is scheduled for February 5, 2016 at DO in the Board Room

#### 7) Ad Hoc Committees/Chairs

- *Grade Appeal Process*  
Shawn Dry reported that the “Grade Appeal Process – December 10, 2015 Version” posted on Infomart is the final version that was rewritten by Senate Leadership and the process was vetted through 3 important groups.

**MOTION: To approve the “Grade Appeal Process – December 10, 2015 Version.”  
Seconded, passed.**

Note: The new grade appeal process will be available online and in electronic format. The committee was applauded for their work on this task.

**MOTION: To dissolve the Grade Appeal Process ad hoc committee. Seconded,  
passed.**

- *MTA – Liberal Arts/ S. Dry*  
Shawn Dry reported that “Recommendations of the Liberal Arts Degree Committee” are posted on Infomart. He provided a brief overview as follows:
  - Recommendation: Creation of Associate of Arts Degree - Summary provided that includes recommended requirements that conform with MTA, plus electives.
  - Recommendation: Changes to the current Associate in Liberal Arts Degree – Summary provided that includes “Current and “Recommended New” list of requirements that conform with MTA.

Discussion followed:

- These recommendations can be discussed by the faculty at the February 12<sup>th</sup> Discipline Day. Shawn Dry will send information out to the faculty regarding this.
- A recommendation was made that the chart would be easier to read in a side-by-side format; Shawn Dry will make these changes.

**ACTION: The Campus Senates were asked to discuss these recommendations at the February Campus Senate meetings.**

If the recommendations are accepted by the CAS in February, the next step is for the recommendations to go through the curricular process.

- *MTA – Business/ T. Hendricks*  
No report.

- *Online Prioritization/ J. Matteson*

**MOTION: To dissolve the Online Prioritization ad hoc committee. Seconded,  
passed.**

8) Administration/C. Maze & T. Sherwood

Cathey Maze announced the following:

- The EMP was scheduled to end in June; however, it is being extended for 18 months. Some objectives are completed and the remaining objectives will be clarified. Short-term objectives can be added to the EMP; the campuses through the Senate EMP committee will have input regarding what objectives to add.

9) Community Comments

- Shawn Dry announced that there is a flyer available on the distribution table inviting faculty to attend “Effectively Utilizing Mental Diversity in the Classroom.” The event is



hosted by the College Committee for Diversity and Inclusion and it will be held on Friday, February 12, 2016 at OR Campus, Room J-306 from 10:00 a.m. – 11:30 a.m. (before Discipline Day).

10) Adjournment:

Meeting adjourned: 4:59 p.m.

Respectfully submitted,

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Vincent Lamb, Secretary

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Nancy K. Szabo, Recording Secretary

**COLLEGE CURRICULUM / INSTRUCTION COMMITTEE**  
**Academic Senate Consent Agenda**  
**January 28, 2016**  
**Auburn Hills Campus**

**MINOR COURSE REVISIONS**

1. **RSP-2270 Clinical Practice I:** Change course code to: **RSP-2320**. Courses are equated. Target date for first offering is Fall 2016.
2. **RSP-2310 Critical Care Equipment and Procedures:** Update corequisite with new course code for RSP-2270 to: **RSP-2320**. Target date for first offering is Fall 2016.
3. **RSP-2326 Clinical Practice II:** Update prerequisite with new course code for RSP-2270 to: **RSP-2320 and RSP-2310**. Target date for first offering is Fall 2016.
4. **RSP-2350 Advanced Clinical Applications:** Update prerequisite with new course code for RSP-2270 to: **RSP-2320 and RSP-2310**. Target date for first offering is Fall 2016.

**MAJOR COURSE REVISIONS**

1. **MDA-1461 Medical Assisting Practicum I:** Change prerequisite to: **MDA-1051, MDA-1055, MDA-1103, MDA-1140, MDA-1200 and MDA-1570 each with a “C” or better; and consent of instructor based upon selection criteria specified in the Medical Assisting Student Handbook**. Minor word change in course description. Target date for first offering is Fall 2016.

**MINOR PROGRAM REVISIONS**

1. **RSP.APP Respiratory Therapy:** Change program description with minor editorial corrections. Remove 4<sup>th</sup> paragraph. Target date for first offering is Fall 2017 with catalog change reflected beginning Fall 2016 for selective admission purposes.