

MC GOVERNANCE

Montgomery College
Faculty Council Meeting #9
Minutes

Thursday, April 4, 2019
12:45 – 2:45 PM
SC 152

Attendees

Members Presents: Dan Santore, Shweta Sen, Tammy Peery, Thompson, Anthony Solano, Alan Stover, Tendai Johnson, Keith Martin, Sharon Piper, Jona Colson, Alice Wang, Erin Marcinek, Katie Mount, and Erica Hepworth

Members Absent: Michael LeBlanc, Chris Cocozzella, and Comfort Mingot,

Guests: Margaret Latimer and John Hamman

Administrative

Liaison: Carolyn Terry

Governance

Liaison: Brad Pabian

Call to Order, Review agenda

Dan Santore called the meeting to order at 12:50pm and the agenda was approved as amended. The meeting was recorded for internal use.

Open Comment Time

Changes to English, Reading and Math Assessments. Instead of APPE, it's the APPG – if students get a 3.0 in high school, they are considered College Level. Concerns that students won't be writing at college level. Students coming in through this placement will be placed in ENGL101A. Will they max out on their 3 options and then lose their financial aid. Do we know how many students come in with a 3.0? Not yet.

Approval of Minutes

Minutes from the last 3 meetings approved as amended.

Presentation : Margaret Latimer and John Hamman

- Scheduling initiatives from AMP – there are things that don't work about the schedule, though some things also clearly work right. Now we're figuring out how to subtract sections because enrollment is down and it impacts the budget. Student feedback also indicated challenges for part time and evening students, getting access to their courses at the campuses. Time to earn a degree, students taking more credits than they need are also a factor. There are students who are misadvised or self- advised, taking courses they don't need. We want students to move through their program as efficiently and effectively as possible.
- Evening/weekend/alternative scheduling a focus right now – 6 programs main focus. 14 different degrees that could be completed in the evening/weekend right now (search online programs – you'll get lots of info, search evening programs, you get nothing – we're working to improve that web presence). What's reasonable for a full time worker in terms of graduating – 4 semesters isn't reasonable. We also include winter and summer session courses in planning. We want to move into guaranteed scheduling so that these courses will definitely be offered and students can complete. Will we just guarantee that the course is offered, not necessarily the time of day – following the Hagerstown model? We should be able to show them the pathway and show them how long it will take and how much it will cost.
 - Early Childhood Ed., Computer Science
 - Metrics: decrease time to degree, decrease excess credits, possibly increase course load per semester – make sure they can if it works for them.
- 85% rule we've been doing well with that – we try to reduce course cancellations, which have a negative impact on students and faculty – it's better to add sections than to eliminate them after students have scheduled. This also frees up space for more viable courses so that when there is demand to add courses, there is more space available.
- Ad Astra: we didn't have good enough data on scheduling in the past. Couldn't keep track of what courses were really cancelled – now we have that data.
 - Analytics is in place now. Able to find time to degree, credit numbers of students, etc. Ad Astra helps us use this information to make predictions. Once we know the typical percentages of students who pass, fail, progress to other courses, we can begin to estimate how many seats are needed in particular courses in the following semester. It won't be able to tell us the most effective time of day to offer the courses, though. Last fall we cancelled 398 sections, affecting 2000 students and almost 400 faculty. By spring that was reduced to 325 sections. We need to talk more about cancellation issues, but the goal shouldn't be to have crystal clear rules on cancellations (though we do), but to reduce the number of cancellations overall. How can we get the right schedule out there rather than what do we need to do to fix the schedule when it's wrong. There always needs to be a human element to scheduling to address special circumstances. We don't want to use a “magic number” approach to course cancellation – sometimes you do need to allow a low enrolled course to run.
 - Scheduling – not yet fully implemented. Want to make sure the bugs are worked out – we are running some trials on the fall schedule of classes (without impacting anyone) to target Fall 2020 for real implementation. We've been doing behind the scenes work to help Ad Astra to help us.
- We are working on a scheduling protocol to make recommendations on scheduling. We will continue to meet on these. No one anticipates a recommendation going forward that there will be absolute rules – we always want to make sure we are meeting the needs of students and help them graduate. Courses sitting at 107% utilization help us to balance and offer low enrolled courses that we feel need to be run. Group working on the AMP is making recommendations to Dr. Rai. Courses right now are listed as a 4 semester plan, but that is not the way students take our classes. We want to shift to listing the courses in

comprehensive order so that students can just move through that comprehensive list. Where sequencing of courses matters, we want that clearly listed in the catalog so that students and advisors know.

- Is there a uniform process for course cancellations? There should be uniform guidelines and discussions about where flexibility might be needed. If you see a class with 8 people cancelled and another one runs, it shouldn't be on the whim of an individual, but should be accompanied by a justification. Need to look at overall enrollment, what are student options? Deans and chairs have been asked to look at the ratio – for every 2 courses offered at Rockville, is there 1 offered at G & TP as well? Not a hard and fast rule, but we do want an equitable distribution on campuses. Should we do alternating semesters for certain courses, where it's offered at G one semester, R, another semester, etc. If this cycle is predictable, it works better for students and faculty. Will still always be a conversation between deans, chairs, and looking at data.
 - FC Q – international students on an F1 visa must be full time students. They are working more than 40 hours and taking full time schedule. Who determines this status? Is it possible for a student, for example, taking 9 credits to be considered full time if they're also working full time.
 - A: federal government defines this status – there is not conversation about changes to this status, but perhaps there should be.
 - From the chair point of view, we've heard that the results of Ad Astra's analysis is out, but we haven't seen it – is there a way for us to see it? Seeing the report will help me understand and interpret what Ad Astra is saying and help me more effectively schedule.
 - Ad Astra's standard is to have 1 PDF with all information in it. They've broken it out by the dean's areas. Starting spring break, those have begun coming to the deans. John's expectation is that deans are having conversations with the chairs. Each week deans are receiving this information on Wednesdays. Nothing in the reports is confidential. John will revisit the deans and encourage them to share the weekly updates. John will send one to FC so that we can see what type of information is in the reports. The report is broken by campus and by course (not by section). It says things like “we predict you will need 35 seats and currently you only offer 28” – it doesn't suggest changes to timing or anything else like that – it's a seat based report.
 - Why does the report come weekly?
 - It shows us current enrollment so that we can track withdrawals and continued enrollment.
 - It's unfair to students to have cancellations be done on different dates so they have to constantly rearrange their schedules. Now we get the report on Wednesdays, so we can all make our cancellations on Thursdays for consistency.
 - The problem with the Thursday drop is that it suddenly dropped us below 85% the week before classes started – will this build back up or stay low? John – the report is capturing enrollment on Wednesdays before the drop for non-payment so that we aren't using the number immediately following drop for nonpayment.
 - In counseling tons of students come in Late August – courses are being cancelled right when we have a rush of students and there is no place to put them, especially in foundation courses like English and Math. There's not a good way to capture that because waitlists aren't tracking them. We advertise a lot of late starting sections, but those are already full so they can't actually take them when students are registering. Are we looking at adding more late starts to help that student

wave?

- It is hard to build a full schedule in the late start – there’s no alignment to the classes that are offered – we hope that Ad Astra will help us with that. Students can be on multiple waitlists and enrolled at the same time, so can’t be used to make predictions. If a course is at 90%, it is overloaded. Most courses should be at 70%, 10-10% should be below that. Right now we have too many overloaded classes – 23% are ending up at over 90%. Now we can start to look at some of those courses and figure out how to lower them.
 - English and Math are the ones that are really full, and all students need them. 101A in particular because assessments are now putting students into 101A.
 - What is the number of students who went from full time to part time as a result?
 - How many students are forced into a different course, then aren’t as successful?
- They are setting up a website where people will ask questions and make suggestions. Where courses were at 90% or greater, we do need to add sections there.

Review of Sabbatical Leave Referral to College Council:

- The group approves the statement provided by the council chairs as amended. Joe Thompson makes the motion; Sharon Piper seconds the motion. 1 no vote, all else approve:

“Include one or more faculty representatives from the previous year’s Sabbatical Leave Committee, selected by the previous year’s Chair, to participate in the workshop offered by the Sabbatical Leave Program Coordinator from HRSTM for prospective sabbatical applicants during fall Professional Week.”

Review of Faculty Council Recommendations on Course Cancellations

- There needs to be a formal training on how to apply the recommendations or universal guidelines provided by Ad Astra.
- Department chairs need to be part of the planning and process for Ad Astra. Chairs are currently given different responses when asked for access.
- Faculty and Chairs need to be included in the creation of guidelines for course building and cancellation
- We need to include discussion of how and when students are notified.
- Group continues to revise the recommendations on course cancellations. We will continue to discuss this next time

Appointment for Academic Regs

- Anna Deadrick is unanimously approved to serve on Academic Regs for next year.

Compensation Forums

- A recession group has been identified – their salary is not currently even up to the level of new faculty being hired. How can this be addressed.
- Concerns were expressed about the negative tone of the facilitator at these forums.

Announcements/Adjournment

The meeting adjourned at 2:48PM.
Submitted by Tammy Peery

Update to the Faculty Council
April 4, 2019

Membership:

- GESC has a full membership cadre

On-Going Business:

- **Course Recertification:**
 - JAPN 101 was approved with minor edits by the Gen Ed committee and forwarded to Dr. Rai
- **Gen Ed Advising Sheet:**
 - The committee has revised the Gen Ed Advising Sheet to include courses that had Gen Ed status changes. The changes will be active starting in the Fall 2019 registration period.
- **Counseling Retreat**
 - The Chairs of Gen Ed met with the Counseling faculty at their retreat on March 8 to update them on a proposed Gen Ed Appeal Process, review the process for advising worksheet updates, and discuss concerns. The committee gave counselors an **April 1st** deadline to submit comments regarding the revised Gen Ed Appeal Process and form. The co-chairs will be taking the suggestions back to our committee at our April 12th meeting for their input on them; after that, we will put together a summary document that identifies how we've handled all of the different suggestions and share that back with counselors so that everyone sees the different suggestions we've gotten and how the committee has agreed to work with them.
- **Spring Metacognition Conference**

The conference will be held Thursday, April 11, 2-4:30, in Gudelsky 222-224.
Light refreshments will be served. Tentative agenda:

 - 2:00- 2:15: Welcome
 - 2:15 – 3:00: Randy Bass
 - 3:00 – 3:15: Q&A
 - 3:15 - 3:45: Break Out Sessions
 - 3:45 – 4:30: Conclusion
- **Gen ED DSS Appeal process**
 - A standardized list of math course substitutions are being reviewed by Math Department chairs to streamline the process for math disability related appeals.

DSS counselors are working on updating language in Academic Regulations regarding DSS appeals process.

- **Workgroups**

- Work groups are developing a plan for improving the Gen Ed Website and beginning to work on Intro to Gen Ed and professional development materials.

*Respectfully submitted,
Tammy Peery and Cinder Cooper Barnes
Co-Chairs, General Education Standing Committee*

**GENERAL EDUCATION STANDING
COMMITTEE MEMBERS
For Academic Year 2018-19**

Area Represented	Name	Department/Campus	Voting/Resource
English Foundation	Tammy Peery (Co-Chair)	English/G	Voting
Math Foundation	Luc Desir*	Math/R	Voting
Health Institutional Requirement	Kimberly Yost	Health/R	Voting
Communication Institutional Requirement	Anestine Theophile-LaFond	Communications/R	Voting
Arts Distribution	Peter Zakutansky	Theater/R	Voting
Humanities Distribution	Cinder Cooper (Co-Chair)	English/TP/SS	Voting
Behavioral and Social Sciences Distribution	Melissa McCeney (Gen Ed CAP)	Psychology/G	Voting
Natural Sciences Distribution	Jim Smith	Biology/G	Voting
General Studies	Samantha Veneruso	English/G	Voting
Career Curricula	Sharon Piper*	Nursing/TP/SS	Voting
Counseling/Advising	Mark Levine*	Counseling/G	Voting
Curriculum Committee	Anthony Solano	Counseling/Advising/ G	Resource
ELITE	Angela Lanier	ELITE/R	Resource
Integrative Studies	Sara Ducey	Paul Peck Humanities Institute/R	Resource
Libraries	Jenny Hatleberg	Libraries/TP/SS	Resource
Outcomes Assessment	Cassandra Jones	College-wide Assessment	Resource

Updated 2/8/19

*** These members are new to GESC.**

