

## Academic Affairs Meeting Minutes

**Date:** 11/1/2021, Monday 3:30-4:30 PM

**Location:** Metolius 208

### Present (voting members):

Jacquelyn Coe (*Transfer Faculty*) – Chair  
Matthew Higgins (*Faculty at Large*)  
Alan Nunes (*CTE Faculty*)  
Becky Plassmann (*Faculty Senate Representative*)  
Betsy Julian (*VPI*)  
Sarah Fuller (*Transfer Faculty*)  
Carolyn Schmidt (*Classified Representative*)

### Present (non-voting members):

Tyler Hayes (*Director Admissions & Registrar*)  
Franklin Clark (*Director of Curriculum & Assessment*)  
Murray Godfrey (*Chairmoot Representative*)  
Susan Miller (*Faculty Forum Representative*)  
Paula Simone (*Chairmoot Representative*)  
David Schappe (*CTE Council*)  
TBD (*Committee Specialist*)

### Absent (voting members):

### Absent (non-voting members):

TBD (*Shared Governance*)  
Hal Wershow (*Faculty Forum Representative*)

### Guests:

Annemarie Hamlin (*Instructional Dean*)  
Venus Nguyen (*Art faculty*)  
Lilli Ann Linford-Foreman (*Fine Arts and Communication Chair*)

Meeting began @ 3:30

(Note: **Approvals and Action items written in red.**)

### Unfinished Business

1. Review Academic Affairs Committee minutes from 10/4/2021
  - a. Sarah Fuller moved to approve with minor edits, Carolyn Schmidt seconded; motion approved.
2. Review Curriculum Committee Minutes from 10/5
  - a. Reviewed; Noted: some proposals move through first and second reading in one meeting; is this a process change? Yes. How/when was this change approved? Curriculum committee agreed amongst themselves on this procedure, having found no policy document requiring proposals to have two readings. Jacquie Coe will follow up with Kathy Smith, chair of Curriculum Committee on this.

### New Business:

1. *Action Item:* Outdoor Leadership new program proposal – Jessica Russell, 2nd Reading
  - a. No changes since first reading. Question: Has Jessie checked with Liz Coleman about the math class? Is MTH 102 Tech Math what she wants to recommend or would she want to include MTH 105 as an option? This would be an advising concern and would not affect the approval of this proposal today. Any formal change in this area can happen in curriculum committee

- b. Betsy Julian moved to approve the program with the notation that we encourage her to pursue additional math options; Matt Higgins seconds; motion approved
- 2. **Action Item:** Graphic Design and Illustration new program proposal – Venus Nguyen, 2nd Reading
  - a. Changes since first reading: This version splits the programs into two separate certificates: Graphic Design, Illustration. A student could finish one certificate in one year then complete the second one in one additional term. Both certificates could later stack into an associate’s degree should that be developed that later.
  - b. Reason for the change: the state would not accept a CTE program with general education elective options; the program needs to be more strictly defined.
  - c. No other community college offers an illustration certificate in Oregon
  - d. Q: Will the state have a problem that the core is so common between the two? Not in this case; the two programs have four different courses between them.
  - e. Q: Regarding the capstone project, is this different for the two certificates? Would students take this twice or do a project that overlaps? Students only need to take it once but could opt to do both. The outcomes are broad enough to encompass both certificates. The course is repeatable, a feature that may need some further conversation. (Betsy will address this later.)
  - f. Sarah Fuller moved to approve the graphic design one-year certificate and the illustration one-year certificate programs; Becky Plassmann seconded; motion approved
- 3. **Action Item:** Creation of Grade Appeal Task Force proposal– Paula Simone
  - i. Topic brought by Tyler Hayes, Paula Simone, Sara Henson; agenda item from last year that was not completed;
  - ii. Background: We have a grade appeal process that has not work smoothly based on current policy; neither students nor faculty had adequate support After a short discussion last year, no official action was taken. This proposal is to get the task force together (See handout for the task force charge)
  - iii. Q: How will the members be chosen? We will ask for volunteers via email; Academic Affairs makes an appointments out of that pool
  - iv. Q: Should an FFEC member be involved? Mindy Williams (FF Pres) said not needed
  - v. Q: Faculty Senate will remain interested in this topic; who will liaise with them? Presumably through Sara Henson who is on Faculty Senate and will be involved in this
  - vi. Correction: Student affairs should be student services; rep should be Tyler
  - vii. Q: How will we recruit a student? Reach out through ASCOCC or student email; involvement of a student is a must
  - viii. Q: Timeline? Work should be done spring 2022
  - ix. Jacquie Coe moved to create a task force on grade appeals based on this charge; Sarah Fuller seconded; motion carried
- a. **Informational Item:** Institutional Core Competencies Task Force Progress Report- Betsy Julian, Alan Nunes, Jacquie Coe, Christopher Hazlett, Franklin Clark
  - i. Background: This task force was created and did much of its work in 2020-21, though the conversation precedes the formation of the group.



- ii. The task force has developed three core competencies for COCC that align with GE outcomes and CTE related instruction in these areas: communication, computation, human relations/cultural literacy. Core competencies mean that every student who earns a degree or certificate from COCC (other than a certificate of completion) will have demonstrated these core competencies. This is a phase 1 action.
- iii. This ensures we don't assess these competences differently in CTE than in transfer; does not add a new layer of assessment; current assessment for related instruction and gen ed outcomes will both qualify
- iv. If we want to create a phase 2 and add more competencies, we can discuss that later
- v. Looking for support from Academic Affairs on this
- vi. Q: Given the current state of public school education and the suspension of competency requirements, how hard will this be to achieve? This will be challenging over the next few years; however, what we have to show is that these the outcomes we are trying to achieve and that we are measuring them to see where our students do well and where they do not. We will use that data to identify changes that we need to make. This is not connected to performance-based funding.
  - a) Our goal: 100% of students will be proficient in all three areas; assessment may reveal that students may not reach this level of proficiency
  - b) Current work on college wide assessment plan; Franklin Clark will outline these three layers and discuss how assessment will happen
- . Q: How will this be codified/communicated? GradTracks? We will need to look into this; NWCCU requires us to publish these, possibly in the catalog
- i. Q: Would this replace current outcomes? No, these lay on top of the existing outcomes but align closely enough that they do not require separate assessment; this is intentional. In the future we can look at the gen ed outcomes and replace these three areas with these competencies.
- ii. Goal for near future: simplify the gen ed outcomes into something that has more meaning for us
- iii. Comment: Other topics that might be of interest as competencies in the future: self care or something more introspective, critical thinking, sustainability. Any of these would add a layer of assessment; would need to be included in every certificate or degree we offer.
- iv. Comment: From an advising perspective, this approach simplifies the conversation with students. Students can evaluate their own competency in these areas.
- v. Process: This went to LOA and Academic Affairs today, will go to Faculty Senate next week. Coming for approval at next AA meeting
- . Some wordsmithing of statements occurred.

Becky Plassmann moved to adjourn, Betsy Julian seconded, motion carried

The meeting adjourned at 4:30 pm.

Next Meeting: is November 15, 2021 3:30 – 4:30, MET 208