January 7, 2021 2:30pm

In Attendance:

Steph McCaslin

Kelly Winters

Bill Rollins

Andrea Ronaldi

Tracy Harris

Dana Venneri

Ellen Flowers-Fields

Salman Zafarulla

Carol Harrison

Shaunda Holt

Patricia Meszaros

Lisa Lynk-Smith

1. **Welcome of Guests**
* Amy Carney & Laura Polk: CIC report

Committee is made up of academic leadership (Deans and chairs) Transfer coordinator, DLF, Cami, etc. Processing and approving curriculum changes. August- March approval dates.

Before the change, they reported up through Learning Council. What happens is they review and approve

Things that need Board of Trustees approval will come to us. Amy will come to us to present changes

If they change 33% of an Academic program. Those changes have to go to MHEC, New programs, etc.

CIC calendar is built around calendar development.

ISAC will be receiving substantial changes for review. Sept, Oct, & Nov.

Then in the Spring- They can continue to present updates coming through.

MHEC approval typically has a 60-day publication for approval. Other schools can object to our changes during that time.

MHEC says 60 days- but it’s longer than that.

Substantial changes in by January so that we can get the approval by March or April

If a program is not MHEC approved, students can’t get financial aid.

We approve, then to Planning Council then to the Board. Substantial changes need to be signed off by the President.

Month to month- the work varies. Deans and chairs try to get in work in the Fall.

Programs that get suspended have to go to MHEC, too.

On a monthly basis, for course changes, 10-20 different courses at a time Course changes include name changes, pre-reqs, new courses, deactivations, etc.

For Program Changes, if less than 33, that’s a minor modification. Mostly.

MHEC costs us money.

Is there a way to make a minor modification, or phase in minor modifications? Updates to program descriptions, requirements, course changes (GENEDS)

With the new 7-week schedule, what will the CIC need to do, how can we help?

The biggest change that we need to be looking for is changes that need to come through for pre-and co-requisites. CIC doesn’t care if courses are run in 7 weeks. Sequencing will be affected.

Having converted multiple programs, the biggest problems they saw were pre-and co-requisites.

We expect to see a lot of that in the next year. Advisors faculty chairs and deans have a lot of sight on this.

Once the decisions are made about course exceptions, they’re going to have to look at the sequencing for each program. Our catalog has a hard deadline in April. Time constraints the college is going to be working with.

Changed in ACCALOG and Colleague.. Thousands of changes entered.

Major changes to be presented, and provide a list of minor changes for us to ask questions about... Reporting back

Sequencing concerns Bill. Will classes still be listed as 5 classes during a 15-week semester? Will classes have indications as to when they’ll be offered?

Whether it’s a mini1 or a mini2, they’re listed as a Fall etc. Course. Courses will still have pre-reqs displayed.

DAA is limited in the sense that they don’t have a full grasp of which classes will be offered as 7 or 15 weeks.

Terminology of mini1 and mini2 classes is gone.

Sections will have start and end dates.

DAA will have to develop those sequences. In the catalog, it tells students which semester classes are offered. Still listed as Fall or Spring, etc. They may not have too many changes to the sequences.

Their next CIC meeting is January 21. Proposals are due tomorrow for this meeting. Their last meeting is February 9.

* Carol Harrison & Andrea Ronaldi (ISAC member): ASP report

August- Feb.

Academic policies in the catalog

They pick specific policies each year to look at. Meets with VPDAA to see if there is any guidance.

Student affairs staff and faculty 2nd Tuesday of the month.

Review policy, look at other institutions, discuss a policy, make recommendations. Get feedback.

Vote the next month.

They bring to us (former Learning Council) We vote to approve.

There’s a lot of implementation that needs to happen when policies change behind the scenes. Catalog timeline specific.

If there’s any data they can provide about changed policies, they share that. (Sometimes that takes a year to obtain)

They changed the order how the policies are grouped in the catalog. Written as if you’re sitting with a student and helping. Now in alphabetic order.

Now they are just fine-tuning policies.

Remainder trying to make policies more student friendly.

Catalog has changed, so ASP has changed. (Now yearly, and online)

Verbiage is important.

Glossary of terms

One recent policy change- Deans list, looked at Term GPA. Our policy at that time was a cumulative GPA. They changed that.

Preferred name policy started in ASP!

Looking at Policy PROCEDURE is important!

Carol keeps track of what has been discussed- they keep a timeline to make sure they’re reviewing.

Ideas that come from the committee.

The P grade is up in the discussion corral for February.

At the beginning of the cycle- propose changes to us. To get blessing.

ASP will report to ISAC each month.

Once they vote on things, they’ll bring to us.

* Shelby Potts: K-16 report

K-16 is charged with working with dual enrollment. That’s been their focus for the past year or so. Con-Ed has a good handle on younger students with Kids college and Drivers ed. Brandy is a member to assist with transfer.

Gina has revised all dual enrollment agreements with all three counties. (MOUs)

We used to have separate agreements for each county. New agreements include billing and expectations. When new courses are added, agreement addendums are created specific for curriculum items.

They met with SMCPS on Tuesday to discuss what’s in the agreement. Then they’ll dig into specific disciplines and classes.

They have a meeting with SMD Christian Academy tomorrow. Currently their students are attending our classes.

Do they have a timeline for meeting with other counties? Not yet. They haven’t gotten back with comments. Ryken has also gotten an MOU.

They’ve implemented course shells for each dual enrollment course. In math that’s where the final exams are. This gives us the ability to proctor. Additionally, it gives the students to have resources about what CSM has to offer. Tutoring, Student Life, Calendar, etc. Course shells are important to convey the info.

Their High School teachers are also included in the course shells, so that they’re aware of resources.

Professional development: HS teachers who are teaching our courses had an event June 5. They’re planning more. When is the next one? A couple are planned by instructional areas. MTH and ENG are getting together over two days in the next week.

We’re hoping to have another large event like this in June.

SMCPS has expressed interest to develop the agenda for that professional development.

Mitchell is/was the co-chair of K-16 Stephanie McC had done an evaluation of the HS grades vs. Final Exam grades, compared to College data. Hoping to look more into those. Get a better solution.

Andrea was wondering how the remote situation is affecting interest in dual enrollment classes.

Spring is when we do the Dual-in-school registration. These are not coming in as quickly as they have in the past. Shelby emailed the ChCPS MTH supervisor this afternoon with that concern. Asked her if she had insight. Shelby predicts that the dual enrollment numbers for the spring will not be what they were for the past.

Business also don’t know what to expect.

The other thing is that the high school teachers are not trained in teaching remotely- some of them were presented with an LMS 2 weeks before classes started.

Too much ambiguity

Shelby, can you share a copy of the agreement we have with Ryken with me? Sounds like it might be a good template for similar educational partnership agreements addressing workforce program enrollment as there is no revenue share.

Shelby, when do you expect to start seeing the numbers for the fall?

Numbers for the fall “on our campus” we had about the same number of dual enrollment students, but they took more classes.

Dual enrollment parent information night in February. About this time in HS, counselors are meeting with students to develop their courses in the HS for next school year.

Shelby/team will present each semester, (October and March ish)

1. **Discussion item: Prior Learning Assessment**

Widespread discussions re: enrollment and retention/ nontraditional student learner population. Adults come with experience. There is a lot of validated research about the benefits of a robust prior learning program at institutions like ours. People who come and are awarded 3 credits for Prior learning are retained at a 75-80% higher rate.

Dr. Murphy is very interested to see what we can do to develop something like this.

Ellen created a small team to discuss. From that feedback- she went to ASP & participated with them for two meetings. OG work group did research.

Everyone agreed they needed to update these policies, but they didn’t know how to do it with expertise.

SEB feedback- overwhelming support, though it may not work for every program or class.

They need a couple of people who are trained so that assessments are conducted fairly and equitably.

Intuitional membership in Cael (prior learning assessment support). A small workgroup or task force to work on policy or framework. Likely fall 2022. Task force would start 2021.

What we have right now is not systemic. It’s not clear, and not promoted or marketed.

Process is unclear, difficult, and expensive.

The other complication is that when we move to 7 weeks, those are short. We want to make this attractive.

The class: Portfolio Assessment was not marketed or enrolled.

If your end goal is a 2-year degree, it would knock down a lot of barriers. If someone wants a business degree, prior learning credit will not transfer. APU and UMGC might take Prior Learning Credit.

Jacqui was involved in several conversations and raised this same point. That’s where the advisement comes in.

This is designed for people who want to enter into the workforce- returning adult learners.

Ellen would like some recommendations for specific individuals- there's a form to create a work group/task force. Email her by January 15 with name suggestions.

1. **Future items- open discussion**
2. **Assignments and adjournments**