

## **Polk State College Faculty Senate Minutes**

**Date: May 13, 2024**

**TIME: 3:00 pm**

**Meeting Held via Zoom**

**(Steering Committee Meets Following the Senate Meeting.)**

**\*\*Link to supporting documents/reports without PIE access on last page.**

### **OFFICERS:**

Bill Caldecutt: President

Anthony Cornett: Vice President – Winter Haven Campus

Jess Jones: Vice President – Lakeland Campus

Misty Sparling: Secretary

Greg Harris: Parliamentarian

Chris Bothelo: Senator at Large

Amy Bratten: Administrative Liaison

**Attending Senators:** Dirk Valk, Gwyn Phillips, Johnny Stewart, Anthony Cornett, Greg Harris, Kim Hess, Jess Jones, Misty Sparling, Kara Larson, Heather Childree, John Woodward, Aaron Morgan (substituting for John Barbaret), Pal Good, Lee Childree (substituting for Dawn Dyer), Andrew Coombs, Chris Bothelo and Michael Derry

**Faculty Attendees:** Susie Moerschbacher, Jacqueline Gray, Niqui Pringle-Brown, Jennifer Shaw, Nerissa Felder, Herbert Nold, Cynthia Freitag, and Latrice Moore

**Presenting Guests and Others:** Cody Moyer, Director of Learning Technology and Online Education (presenting); Courtlann Thomas, Director of TLCC and Learning Resources Lakeland (presenting); Chris Fullerton, Director of TLCC and Learning Resources Winter Haven (presenting); Kim Deronda, TLCC Testing and Tutoring Manager, Lakeland (presenting); and Tina Hanson, TLCC Testing Services Specialist (presenting)

### **I. Approval of Minutes:**

**A.** The *Faculty Senate Meeting Minutes: May 6, 2024*, were reviewed. The *Senate Objectives* portion had an addition requested by Jess Jones to add “Screening Committee Issues.” Andrew Coombs made a motion to approve with the addition of this item to the Senate Objectives, as well as corrections that were communicated via email by Andrew Coombs and Dirk Valk; this was seconded by Greg Harris. The Minutes were approved unanimously.

**B.** The *Faculty Senate Meeting Minutes: April 8, 2024*, were revised, per request from Dr. Falconetti, to include her presentation topics and a link to her talking points. Greg Harris motioned to amend the previously approved Minutes; this was seconded by Jess Jones. The Minutes were approved unanimously.

### **II. Agenda Approval: *Faculty Senate Meeting Agenda: May 13, 2024***

A motion was made to approve the *Faculty Senate Meeting Agenda: May 13, 2024*. Misty mentioned a correction to the date of the April Minutes (to April 8). Greg Harris motioned to approve with the amendment, and Anthony Cornett seconded. The agenda was accepted unanimously.

### **III. Faculty Senate Officer and Liaison Reports**

**A. Faculty Senate President’s Report:** Bill Caldecutt

*[Note: This meeting was recorded, as it was specifically scheduled for presentations, but was held outside the general Faculty Contract period. Bill asked for objections to recording; there were none expressed.]*

1. The Faculty Senate President's Report is posted in PIE. (Link <https://polkstatecollege.sharepoint.com/:w:/s/departments/aa/fs/EeJf0hmkAfJEs0L57DxfDAAB0xbwqh3jubLNGia6THLeaw>)
2. Bill thanked all attendees for taking the time to attend, especially Cody Moyer, Chris Fullerton and Courtlann Thomas, as their presentations had to be delayed during the previous meeting due to time constraints.
3. Bill delivered this opening statement:

*Before today's meeting, I just wanted to review a bit Senate history The Faculty Senate was created in 1989 by the District Board of Trustees to allow faculty full partnership in the governance of this institution. I have been lucky enough to know, talk with, and learn from the giants who were our first leaders. I even served with one of them. We have now been in operation for 35 years, and I have been the Senate President for about half of that time. During my time as Senate President, the Senate has carefully curated our duty to work collaboratively and openly with Administration on all matters pertaining to faculty, such as the budget, salaries, rules, procedures, policies, etc. This is the role that the Board assigned to us, and we have honored it faithfully. Right now, we have a large list of Senate Objectives, and while some may see this as a negative, I see it as a hopeful opportunity to re-establish a culture of respectful, shared governance and partnership in the work of the College with Administration. We are all just people working together in service to the College.*

*I have worked for the College for 22 years and under three presidents. There has never been a time like this. People often ask me why I stay in the Senate--clearly, I am not seeking advancement. The truth is simple--Polk State is my home and the people here are my family and friends. I believe in the shared governance model with all of my heart--it is the part of the culture of this institution that helps people feel connected to each other and valued in their varied and very different roles. This culture of positivity and kindness--the Get-to-Yes Philosophy--means everything to me. This ethos is rare and merits preservation. I have dedicated my career to this College, and in turn, it has given me my living and three children, as well as many treasured friends. The symbiotic harmony derived from authentic shared governance is worth it.*

4. Bill provided a short update on some of the items from the *Senate Objectives List* (see *Faculty Senate President's Report*):
  - **Regarding Faculty Senate Minutes on the College Website:** Bill requested an update from Administration again on May 7. Currently, there is still no link to for the Faculty Senate Minutes.
  - **Salary Data for Budget Council Preparation and Review:** Bill also re-requested the typical salary data for employees (as historically provided for Budget Council and budgetary/salary discussions) from the President on May 7. Dr. Falconetti said she was not addressing issues at the time, as she was attending meetings; therefore, there is no update for this item.
  - **Request for Faculty Senate Meeting Minutes to be provided to the District Board of Trustees in compliance with DBOT Rule 2.24 and the**

**Senate Bylaws:** Bill spoke with previous Senate Parliamentarians and Secretaries. They have consulted the Bylaws and given historical information on how these have been delivered in the past. Bill spoke with Dr. Falconetti, and she asked if she could send these documents instead of the Senate. Right now, the determination of all previous Secretaries and Parliamentarians is that the Minutes must be sent by the Faculty Senate Secretary to the DBOT directly. The Senate plans to re-visit this issue.

- **[Note: The following topics are covered in the Faculty Senate President's Report in PIE:**

- **Rule and Procedure Review** (Mary Clark shared that the reason for the four-year delay was COVID. A plan is still being developed for how to handle the backlog.)
- **Collegiate Faculty Handbook** (To be worked on for consensus this summer.)
- **Salary Steps** (Review of practices and impacts on earnings.)
- **Restroom Procedure** (A workgroup is to be formed with faculty to amend the procedure.)
- **President's Staff** - President's Staff met on April 23. There is no scheduled meeting in May; the next is June 3.]

**B. Lakeland Campus Vice President's Report:** Jess Jones (none)

**C. Winter Haven Campus Vice President's Report:** Anthony Cornett (none)

**D. Parliamentarian's Report:** Greg Harris (none)

**E. Administrative Liaison's Report:** Amy Bratten

Amy thanked those who relocated due to the air conditioning problem; it is fixed.

**IV. Committee Updates: None**

**V. Old Business:**

**A. Distance Learning Committee (DLC) Update: Proctoring Discussion:** Cody Moyer presented the Distance Learning's Committee's (DLC) update regarding testing options (Link:[https://www.canva.com/design/DAGEMdto9H0/dxvMgogmfK3oDBclhvOCDw/view?utm\\_content=DAGEMdto9H0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=editor](https://www.canva.com/design/DAGEMdto9H0/dxvMgogmfK3oDBclhvOCDw/view?utm_content=DAGEMdto9H0&utm_campaign=designshare&utm_medium=link&utm_source=editor))

1. Polk State College is planning to purchase or offer:
  1. Respondus Lockdown Browser (free for students)
  2. Respondus Monitor: AI-based proctoring (free for students)
  3. Respondus Instructor: Live proctoring via web conferencing (free for students)
  4. ProctorU High-Stakes Exams (Student cost \$16/first hour + \$5 each hour after)
  5. Local Testing Center or TLCC use (Cost for local testing centers can vary.)
2. **Proctoring Options:** The first two options allow for the instructor to provide live secure proctoring using a code to lockdown the browser. If something happens that is suspicious, the instructor can pull that student aside in a breakout room without disrupting other students. If an instructor offers or schedules a test session and has a student who is unable to make it to that test, then the TLCC has agreed to perform makeup testing. The student would then schedule with the TLCC.
3. **Progress Update:** The DLC recommended this plan on April 8, 2024. Cody shared preliminary information with the Faculty Senate in April 2024. Cody presented to the District Campus Group in April 2024. Then he provided the presentation for Amy Bratten to present to Administration. After that presentation, Amy informed Cody that Administration supports the plan and wants to move forward. Cody

explained that he planned to present today to look for additional feedback or concerns from the Faculty Senate.

4. Budget Allocation: Once the plan has full faculty approval it will need budgetary approval. There is no budget for remote proctoring currently. Prior to COVID, students paid for all remote proctoring. There needs to be a plan for students to pay for the higher levels of service.
5. Coordination with Deans: The Deans have been asked to help coordinate across disciplines, campuses, and specific courses, so the student testing experience is consistent. Updates will be need be put in the BCIs and syllabi. There needs to be faculty training to assist with course integration. The deans have a tentative deadline for the end of May to provide that information to Cody. The deans are expecting to work with the Department Coordinators (DCs) to schedule faculty conversations.
6. Questions and Answers from Faculty:
  - a. *How will the 45-day state-mandated syllabi-posting requirement be handled; it is summer and many faculty are not on contract and don't know about this?*  
Deans are to meet with DCs to determine if courses of the same type are going to use the same testing requirement(s) and which will use fee-based proctoring options. The decision deadline is the end of May. If there is a cost associated with testing students in a particular course, that would need to be listed in each instructor's syllabus (i.e., there are X number of exams at \$N per exam). [Individuals expressed concern regarding the timing and logistics, as some faculty do not work in the summer and are unavailable to collaborate or make decisions. Faculty had not been made aware of these impending changes or the timing.]
  - b. *Each department will get to make its own decision about which of the online proctoring services to use--is this correct?*  
Cody explained that all courses of the same type (e.g., Anatomy and Physiology) would collaborate to determine the type and level of proctoring. A department may not select one type overall, but all of one type of course may decide to all do the same type of testing. An instructor would still have discretion for students with financial hardship and could refer these individuals to the TLCC or do a Live Zoom testing session; however, students should have a consistent experience in terms of proctoring and cost. If all courses are not required to test the same way, then it might adversely affect enrollment for one instructor versus the other.
  - c. *Where is this funding coming from?*  
Cody explained that the College's cost for this option would be approximately \$50,000 per year, as opposed to the \$347,000 currently paid for Honorlock for the record-and-review proctoring version (previously paid for using COVID funds). Prior to the pandemic, the College did not expend any funds; students paid these costs. It was \$10 per exam or \$20 per course with unlimited exams. Respondus is approximately \$20,000 for the institution site license. ProctorU has a decreasing balance model with a \$30,000 minimum; each student who pays for an extra exam decreases what the College owes at the end of the year. CFO Cindy Baker will determine the funding and where it comes from.
  - d. *How do we explain that to students? Is it considered an additional lab fee?*  
There are two options: First, this could be listed in the syllabus as a required resource, akin to a required textbook, which would allow the student to use

financial aid to pay for the testing. Second, it could just be listed as a cost (e.g., Proctor U high-stakes exams). Students can use a debit or credit card to pay as well.

- e. *Does the DC submit an additional form for the classes that need the additional fee?*

Cody plans to ask about this and provide a response to the Senate. There used to be a Genesis designator for courses that required proctoring, but during COVID the College moved away from using this.

- f. *Are the DCs supposed to already know about this?*

Cody explained that the Deans are aware, but the Deans are responsible to communicate with the DCs [The information had not been provided to the DCs in the meeting.]

- g. *Are you hoping to have all sections of a course in agreement on the level of proctoring between all campuses or on individual campuses?*

Cody expressed that Academic Affairs should address this, as the DLC did not feel comfortable prescribing anything. The Deans and Amy Bratten are aware of the issue and have expressed that consistency is the best practice.

- h. *Two weeks of time to get to consensus is not a lot of coordination time for DCs. For instance, in Anatomy and Physiology there are 13 sections with as many as 7 or 8 instructors, so this could be difficult to coordinate.*

Cody said as long as the Deans are okay with the decision it is ok.

- i. *As Dr. Bratten is here, can she provide some guidance? Are we going to be enacting this as one College unit with one universal voice or are decisions being left to the Deans on each campus?*

Amy responded that she is not dictating this. Each campus, course, and modality has its own culture and student population; therefore, this is not a top-down situation. If 7 or 8 instructors can't reach a consensus, then perhaps individuals must agree that different professors will have different draws to their classes based on the different platforms. It may be more expensive/rigorous to take Professor A's class as opposed to Professor B's class, but the faculty should have those conversations instead of being dictated to.

- j. *It was mentioned that if there was a financial hardship that perhaps the TLCC could test the student, but what if travel to campus is part of the hardship?*

Instructor live proctoring could be used in this situation.

- k. *If a student has a disability and requires extra time, would he or she be charged the \$16 plus \$5 for each additional hour as well?*

Cody will find out from ProctorU and inform the Senate. If it is a different cost, then he will check with Kim Pearsall to ensure there is funding to pay for the additional cost for those who require extra time on exams.

- l. *Based on cost structure being set by the student-time spent on each exam, couldn't this be a driver for poor performance for students who are trying to rush to finish? This could be unfair, because the extra cost could be significant for some who are financially struggling. Also, if a student has 75 minutes for a test, but finishes in 45, then is the person credited the amount for the time that wasn't used?*

Cody said he would determine this information and follow up with the Senate.

- m. *Ultimately, if there is a course section that charges for exams and other sections give free exams, then someone is going to have an empty class--correct Amy?*

Amy stated that if a student does the preliminary research by checking syllabi, then theoretically that is something to be concerned about it. That is one of the reasons to form consensus.

- n. *We have blanket lab fees for Microbiology or Introduction to Chemistry. Can we have an online testing fee for all online sections of Anatomy and Physiology, for example?*

This was proposed last year but was deemed poor timing to add an additional student fee at the College. It is a per-credit-hour fee, and with the Governor's regulations, this may be seen as negative with the State; however, Administration's decision may be re-evaluated in the future. There will be the specific fee that the College can charge based on *House Bill 1285*, so that could potentially help. There are specific online courses that will certainly have an online testing fee associated with them as opposed to the entire institution's fees.

Amy Bratten clarified that this fee could be something to consider in the future, but Administration has decided not to add new/additional fees for the upcoming Academic Year. The College needs determine what to do in the meantime.

- o. *Could you tell us what the other colleges do to pay for online-student testing?*

There is a report from the Florida State College System and the State University System; Cody said he could send it to Misty to include in the Minutes. Some schools use a hybrid system, where costs are split between the institution and students. The University of Florida, for example, has more funding (due their size and tuition), so they cover the full testing costs. Polk State is one of the only seven institutions in the State that does not charge a Distance Learning Fee, so the College is at a disadvantage. Most institutions use a Distance Learning Fee (a per-credit-hour fee), to pay for all things related to distance learning.

- p. *Who made the decision to go with the \$50k ProctorU option?*

Recommendations were made to DLC, and they brought information to Faculty Senate in April, then District Campus Group, and then to the President and Provost for review. With their support, he is bringing it back to the Senate to see if there are other concerns.

- q. *Since this is a budgetary concern, then we should have access to the budget. Do we know what percentage of our students are online?*

In the Fall 2023 Semester, about 52% of students were fully online; this number rose to 67% with hybrid course modalities included. Cody does not have the current numbers due to the Banner transition, and this will have a big impact on the cost.

- r. *Bill asked for clarification, as he explained that there has not been a President's Staff vote or a discussion related to this recommendation, its expense, implementation, or timing. Was a decision to adopt the recommendation made by the President and Provost?*

Cody said there was not a decision, but they expressed support for this proposal to be brought to the Faculty Senate for any further concerns before it goes to the CFO for budgetary allocation.

- s. *For collegiate high schools that pay all the course costs, books, fees, etc., will the College also be charged extra for students' online tests as well?*

Amy explained that any dual-enrollment student would have the institution pay so it was free for the student. Cody added that sometimes the company provides tokens for those specific students, or the College could purchase tokens upfront to give to students. It may be that the College has to purchase X number of sessions to give out to students taking dual-enrollment classes.

*--Will students taking courses from Haines City High School also be eligible for tokens?*

Yes.

*-- So, who has the preference? Would it be the on-campus collegiate high schools, or will they end up having to pay a fee?*

There should be a conversation with Polk County School District. The district pays for textbooks and tools. If the district allows students to take courses fully online, the district should pay for testing.

- t. *If there is an instructor who does not wish to charge the extra fee for testing and wishes to accommodate students by utilizing office hours for free testing, then that should be ok. Within a group, certain instructors may choose to use one testing version over the other, which might cause undue influence on students to take one professor over another, but that should not be the litmus test. It needs to be an individual decision by each professor.*

Cody responded that even if a professor decides to use the ProctorU for high-stakes exams, he or she could put a note in the syllabus regarding additional in-person testing options. If a student is unable to meet the testing cost, then he or she could schedule with the TLCC or test in-person with the professor.

- u. *Why would the Humanities or Language Departments use ProctorU or the high-stakes version?*

Cody explained the differences between the AI-proctored version and the high-stakes version with a live person watching the student take the test for the entire session. The AI version provides flags, and there will be a record that a professor can view. The AI version is provided at no cost for courses that don't use high-stakes testing. The AI version is a little different than the current Honorlock version; it has a lockdown browser but no live review.

- v. *How will we communicate this to our students?*

The recommendation is to explain the version used on the first day of class, in addition to already including it in the syllabus along with the anticipated dates of tests (allowing for make-ups with the TLCC).

- w. *Will the College be able to use the ProctorU high-stakes version just for the final exam, and use a different version for the unit tests?*

Yes. This is up to departmental discretion.

- x. *Are you familiar with the new Zoom feature where you can have a group of students share their screen and you can monitor them that way?*

Cody said the IT Department is in charge of Zoom; however, the Instructor Live Option functions through Zoom or Teams. All students join the session, and then the instructor gives a code to test. The code locks down the computer. Students can't see each other, but the instructor can see all students.

- y. *Just to clarify, with respect to shared governance, this presentation to the Faculty Senate is not the official "asking for [faculty] permission," right? Meaning, are we supposed to take this back to the faculty and then get back to you [Cody/Administration] before it is approved? Correct?*

Cody responded that he had brought it to the April meeting for that purpose, in order to get it approved. He came back to give an update today.

Bill indicated that that was not made clear. He stated that he thought President's Staff was ultimately going to provide more on this, which is why he questioned it earlier. That has been the tradition [to send items to faculty by representatives as a formal proposal to gain feedback for a vote or decision] in the past for something of this magnitude. He was not under the impression that the presentations at Faculty Senate would be the final step. He will watch for this to be on the President's Staff agenda.

**B. DLC Update: Regular and Substantive Interaction (RSI) Policy Discussion:**

A draft of Regular and Substantive Interaction (RSI) policy has been developed with a workgroup. This policy is based on national directives from the Department of Education (DOE) that determine financial aid funding. RSI refers to how often online instructors interact in unique ways with students. The policy developed is based on best practices across the state and other institutions. If audited by the DOE, the College could show that there is a policy for Regular and Substantive Interaction; colleges that don't have a policy could be in jeopardy of losing funding. Cody stated that faculty are welcome to email comments about the draft policy as well.

1. Bill asked if the RSI policies would be added to a procedure. Cody responded that we currently don't have a procedure that deals with Distance Learning, but that it could go into guidelines for teaching or in Procedure 1006 in relation to the use of office hours.
2. Bill requested that this be put into a procedure (not attached to a procedure), because the teaching guidelines, handbooks, and manuals are not part of a procedure; therefore, they could potentially exist outside the shared-governance process and get disconnected from or disagree with a relevant procedure. The College should look at which procedure this policy needs to belong within; if there isn't one, then the College should create a procedure, so the RSI guidelines are addressed periodically and go through the shared-governance channels.
3. Amy suggested putting this information in the procedure that addresses faculty evaluations. Michael Derry added that it would be Procedure 6012.
4. Bill asked that [when the draft moves forward] it be placed into a procedure so that it could be periodically reviewed and approved [via shared governance].
5. Heather and Andrew added that they had no faculty feedback to offer Cody.

**C. TLCC Presentation:** Courtlann Thomas, Chris Fullerton, Kim Deronda, and Tina Hanson presented a PowerPoint presentation.

1. The TLCC offers placement and entrance testing (e.g., PERT, TEAS, Accuplacer), Licensure Exams (e.g., Pearson, VUE, PROV), graduation-required tests (e.g., FCLE), CLEP tests, accommodation and make-up exams, and options for those with technology issues. Additionally, the TLCC handles certification testing for law enforcement, paramedics, and pharmacy technicians, as well as Microsoft, Comp TIA, Linux, Cisco, and Cyber Security credentials.
  - a. Prior to Covid, online and hybrid courses accounted for 43% of testing. Student Services handled 58% of the PERT testing in Lakeland, but they no longer perform testing.
  - b. There was no Florida Civic Literacy Exam (FCLE).
  - c. ADA-related testing was half of the current numbers.
  - d. Pre-COVID, at heavy volume (finals), the TLCC averaged 85 tests per day.



- e. Currently 68% of courses are online or hybrid; this would mean that the TLCC would have to accommodate approximately 134 tests per day.
2. Testing Accommodations increased 60% in Lakeland and 100% in Winter Haven over one year; some tests require extra time, reduced distractions, readers, and scribes. Though the numbers don't look significant (i.e., 408 and 328) the time investment is intense. This testing is required by law. The number of students requiring accommodations is projected to increase by 30% next year.
3. All five peer institutions use an appointment system (most use Register Blast). The TLCC still tries to accommodate walk-ins. Other colleges do not do full-class testing for face-to-face courses, but for online and hybrid; Santa Fe, does full-class testing because they have a 100-seat testing room.
4. Using Register Blast for scheduling a test gives the TLCC an efficient use of space, time, and staffing. It aids in instructor, student, and testing center communications. There are real-time updates for efficiency.
5. With the PERT, certain times of the year are high volume; Register Blast helps.
6. The definition of "full capacity" for the TLCC is not easily described. Some tests require more time than others. Testing needs vary with the academic cycle (e.g., FCLE, TEAS, PERT). Time blocks do not overlap easily because some tests take several hours while others take under an hour. There also can be technology issues that prevent all computers from being operational. Consequently, in taking out the number of seats used for placement testing and other expected uses, there are 11 open-computer testing seats, 6 reduced-distraction seating, and 3 for paper-and-pencil testing. On the Winter Haven Campus there are 20 open-computer testing seats, 3 reduced-distraction rooms, and 9 paper-and-pencil test seats.
7. For four-hour block testing, Winter Haven staff could do about 56 tests a day; in Lakeland they could do 92 tests a day.
8. The TLCC provides make-up tests and emergency testing as well.

**D. Q & A for TLCC:**

1. *Could the Lakeland TLCC ensure Register Blast sends an email to the student when a professor sends a request to test?*

During finals, Register Blast had an unfortunate hiccup; however, when a test is arranged at Lakeland or Winter Haven, the system is set up to send an email.

2. *Are the computers locked down so students cannot use Grammarly or Google during an exam?*

The TLCC has pursued additional lockdown abilities, but due to the diversity of testing, not all the testing platforms work with the same lockdown features. The TLCC is working with IT to determine a solution. If the computer can be locked down, it will be.

3. *Is there a possibility of Saturday Testing—this is a major need.*

This possibility is looked into for every term. The testing traffic and budget are considered. It is an option if there is a need in the fall. The College recently ran numbers for evening testing, but the results did not support this option.

4. *Is there a plan to boost tutoring? There used to be many students using this service.*

There is an increase in the use of tutoring. It hard to get online students to come in for face-to-face tutoring; however, the TLCCs have seen an uptick in face-to-face tutoring and online tutoring is consistently used. In Lakeland, renovations in the spring may have dissuaded students from using tutoring; it is hoped more will return in the fall. The TLCC would like to go to classrooms and reintroduce the

TLCC services, as the space is different and there is new technology available. The introduction and use of the services is faculty driven, so if professors make it important, this will increase use of the service.

***Jess Jones made a motion to extend at 4:48 pm. Greg Harris seconded the motion. The meeting was extended.***

5. *In the Humanities Department professors do not trust the current online proctoring--none use it. With 68% of classes online, the College has to serve the needs of its customers—this includes more in-person TLCC testing. Today's students are different; the College may need to make adjustments in the services provided. The TLCC has done a wonderful job, but they simply do not have the resources to accommodate student needs with the current staff and space.*
  - During high volume periods, companies hire more seasonal workers. Is the College considering doing this?*
  - The College might have to use the conference rooms or LTB again to provide more testing space and seating. Hopefully that will be considered.*

The TLCC agrees that there needs to be some long-term planning done to accommodate increased needs.
6. *Efficiency in testing for an online class is often a problem given the diverse needs for test timing and days--Has the College explored the idea of having one or two large rooms dedicated for TLCC testing that are staffed by one or two proctors and pre-scheduled, where instructors can send an entire class [or a portion of a class]? It may not work for all students, but it appears that there needs to be an array of testing approaches available.*
  - There has been mention of the instructor being responsible for testing, but why not have a proctor monitor these rooms?*
  - An instructor is still administering Canvas testing; but, by having a large room where instructors could indicate an alternate time for students to test might help students who can't afford the added cost or attend a specific time. Many students could be scheduled simultaneously from many courses if the room was large.*
7. *Amy asked if there was any improvement over the semester for this concern. [No.] The College has computer labs that could be reserved on each of the campuses by the Administrators.*
  - Aaron Morgan responded that he did try, but then that room becomes his classroom for the entire semester and cannot be used by others. An instructor does not always get the room requested, and it can be taken away at the last minute, so it was a major headache for professors.*
  - Amy asked Aaron if he tried that option this semester. He said he did not.*
  - Jennifer offered that Amy should ask the Nursing Department this question.*
  - There does not seem to be enough rooms that can be made available for this purpose.*
  - Cynthia Freitag responded that she tried to accomplish testing this way. The problem was that options were very limited, and the room had to be reserved at the very beginning of the semester [very limited resources/timings]. Sometimes the instructor couldn't test on a day that the students were actually coming to the class [affecting the students' course continuity and travel].*
  - If accommodations were needed then there could be office hours used to provide, but that also meant that the instructor was no longer available for other students who were seeking help.*

8. *With Register Blast, is there a way to add another student without having to fill out another form?*

The system should allow for edits unless the testing window has opened and appointments are being made, as changes at this point could impact previously made appointments in the system. Adding another person (as long as both students have the same criteria) should not impact the system. But, if, for example, one student has until Thursday and another student has until Tuesday to test, the system is not able to handle the differentiation. Tina Hanson suggested just emailing the TLCC to add the student manually in such a case.

9. *Perhaps the TLCC could pilot some Saturday hours to see if students come in to take tests?*

Yes. The TLCCs are constantly adjusting scheduling. Professors may think students all come on Saturday to test, but this has not been the case. Pre-COVID TLCC Saturday hours were 9:00 am to 1:00 pm. For weekdays, the schedule is always being adjusted, with closings at 7:00 pm or 9:00 pm on certain days (in the past). The TLCC can work with a student who needs a later testing time than what is typically available (or if the person requires a Saturday test); the professor can call the TLCC to help schedule this in advance. If a student expresses a need to leave work early to enable TLCC testing, please ask the student to communicate this to the TLCC staff to see if an alternative time can be scheduled.

10. *Will Register Blast allow a professor to schedule testing on other campuses (e.g. moving testing from the Lakeland to the JDA TLCC for a specific student)?*

This option is coming soon. Each location has a specific Register Blast system right now, but Banner should allow this scheduling opportunity at some point.

**VI. New Business: None**

**VII. Business from the Floor: None**

**VIII. Adjournment**

Greg Harris motioned to adjourn the meeting at 5:10 pm and Andrew Coombs seconded the motion. All voted in favor. The meeting adjourned.

**Supporting documents are accessible to those without access to PIE via this Dropbox link as well as through the polk.edu website Faculty Senate page:**

**[https://www.dropbox.com/scl/fo/o2a6bho2uh38cyo2nc9v6/APFN5bUDrT\\_xAsymIZ9\\_XB0?rlkey=5308r8kzx8eblzmbni2lydmmz&st=hfiaag91&dl=0](https://www.dropbox.com/scl/fo/o2a6bho2uh38cyo2nc9v6/APFN5bUDrT_xAsymIZ9_XB0?rlkey=5308r8kzx8eblzmbni2lydmmz&st=hfiaag91&dl=0)**