

**POLK STATE COLLEGE  
AQC MINUTES**

**Meeting:** Academic Quality Council

**Date/Time:** March 17, 2016, 3:00 p.m.

**Locations:** Winter Haven Campus – WMS 124  
Lakeland Campus – LAC 1243

**Recorder:** Sarah Plazak

**Attending Members:** Donald Painter, Sally Fitzgerald, Mackenzie Jennings, Lance Russum (in place of Ben Gracy), Mark Hartfield, Kaye Betz, Greg Toole, Anthony Cornett (in place of Natalie Whitcomb), Lisa Smelser, Louanne Harto (in place of Lorrie Jones), Ray Oberg, Christen Shea, Sandra Ward, Susan Moerschbacher

**Attending Resource Members:** Ken Ross, Sylvester Little, Larry Pakowski, Kathy Bucklew, Kevin Jones

**Other Faculty/Staff:** Eric Crump, Cynthia Freitag, Carol Martinson, Von McGriff, CR Junkins, Nerissa Felder, Cate Igo, Lynda Wolverton

**Welcome**

Orathai welcomed everyone. A quorum was reached at 3:00 p.m.

**I. Approval of Minutes from February 15, 2016:**

Mackenzie Jennings made a motion to approve the meeting minutes; Ray Oberg seconded. No further discussion; motion passed unanimously.

**II. Information Item**

Orathai said when the Elementary Education and Early Childhood Education BS degrees were proposed, LIT 1000 was incorrectly placed under the Communications area of the general education courses. The course has been moved to its proper place under the Humanities area in both of these degrees.

**III. New Course: SLS 1122 *First Year Seminar***

**Presenter: Cindy Freitag**

Cindy Freitag stated that the idea for this course came about three to four years ago as part of the strategic plan to help with student success and retention. Currently, the College's fall-to-fall retention rate for first-time-in-college students is 40%; 60% of the students who start in the fall are no longer taking classes at Polk State College by the following fall semester. This course will be a requirement for first-time-in-college students, and it will be taken during students' first semester. The content of this course will help students in numerous ways, including helping them navigate PAL and Passport, develop an educational plan, and hone other college skills. This course information has been shared with faculty; the course development team was composed of many people across the College, including faculty and Student Services offices. It was discussed at the last Faculty Senate meeting as well.

Ray Oberg asked if the other colleges that have offered this course have seen success in their first-year student rate, and Ken Ross said yes; Ken had surveyed other colleges that require this course, and those colleges saw improved retention rates. Ken noted that the state is now measuring Polk State College's retention rates, and the school received only a five out of ten on the last report. The College's

overall retention rate is closer to 60%, but that percentage is being greatly affected by the first-time-in-college students.

Mackenzie Jennings asked if this is a three-credit course at the other institutions, and Ken confirmed it is.

Ray Oberg moved to approve; Greg Toole seconded.

Lisa Smelser asked if this course will be a problem for students who plan to go from the AA program into an AS program. She asked if the group had any concerns that this credit would not be used toward graduation in an AS or bachelor's program. Ken said that many students ultimately take excess credits, and this course could be used as an elective for students who go into a bachelor's program.

Sandra Ward asked what an acceptable retention rate would be. Ken said the vast majority of students do not return to college because of academic reasons (i.e. GPA, academic struggles, etc.). Kathy Bucklew said this course will help those students design better education plans and create a better support network within the College. Part of the plan for this course is to help students learn how to work around life situations that might keep them from college.

Kevin Jones said that nationally students from lower socio-economic status (i.e. Pell grant students) have a much lower retention/graduation ratio than the other students. Ken said the College's Pell retention of approximately 11% overall shows the College needs to focus on its Pell grant students. Brief discussion followed regarding the definition of Pell grant students.

Mackenzie Jennings asked if this course would be starting in the fall or if it would be offered as a pilot course. Ken said that it would start in the fall as a standard non-pilot course. Some discussion followed regarding performance measures. Mackenzie asked if this course will be a gatekeeper course for the other general education courses, and Ken said that it would be since students will be required to take it during the first semester. Sandra reminded us that the course will be taken concurrently with *College Composition I*, ENC 1101. Discussion followed regarding aligning the timing of this course's content with that of the other general education courses.

Ken indicated that this group of students will be tracked, both at the micro and macro levels, to monitor success and retention rates. When the College's strategic plan was composed in 2012, the first year experience (FYE) came out as one of the needed focuses. That was when planning for this course began.

Carol Martinson said that two years ago when the re-design of developmental education took place, she attended several sessions at the National Association of Developmental Education (NADE), and she composed a list of the ten best practices to make students successful in the gateway courses. Every state had a mandatory FYE program as part of the ten best practices, so this course has been proven to be successful at colleges across the country.

Anthony Cornett asked about the number of course-load points, and Orathai confirmed that it will be sixteen. Ken said that the course committee worked with Donald Painter and April Robinson to arrive at that number because of the amount of extra responsibilities outside of the classroom that this course will require of professors. Donald said that the course will have advising duties as well as required participation in meetings and commencement, so there will be an out-of-class commitment commensurate with the four extra points.

No further discussion; motion passed unanimously.

#### **IV.-VII. Program Modifications: Aerospace Administration, AS and Professional Pilot Science, AS**

**New Program: Aviation Maintenance Administration, AS,**

**New Course: AVM 2475 Aviation Maintenance Management**

**Presenter: Eric Crump**

Eric Crump proposed the new program, Aviation Maintenance Administration, AS. The College's Aerospace department has been talking to its partners at the Polk County School Board about creating a dual-purpose program where the partners would do the required technical training for a student to receive FAA Airframe and Powerplant (A&P) certification to be an aircraft mechanic. The College would offer the degree component to articulate the credit in and provide an AS degree to go with it. The salary difference between someone who goes into the airline workforce with A&P certification alone versus with A&P certification and the AS degree can be as much as \$10,000 the first year. Because students within this new program will bring in thirty of the sixty credits via the articulation, this degree will cost the student around \$4,000. For advancement within this industry, students work as a line mechanic with FAA A&P certification for between four and ten years. At that point they may be eligible to advance into a supervisory position, or they may do that in as little as one year with an AS degree. This degree would hasten opportunities for students' industry advancement.

The catalyst for moving forward with the new degree program is Traviss Technical College receiving approval to hold FAA A&P certification. This program embodies all of the greatest qualities of partnership between the School Board, Polk State College, and several different industry participants on the combined advisory board. The core of the degree is an articulation based on FAA certification. It is similar to the Professional Pilot degree offered at Polk State. Students will be required to have both the FAA Airframe and Powerplant certifications and to obtain this certification within three years of enrollment in the program. The reason for the time limit on the certification is due to the ever-advancing core set of technical skills required in this field.

There are six or seven Florida schools that currently offer this degree, and many of those are members of the Florida College System Aerospace Consortium group. The Consortium has worked together for the last few years on this program. This program is a result of a partnership that developed a degree that would best serve students and the industry that will hire them.

The general education courses align with those offered in other Aerospace programs at Polk State. Basic Algebra and Basic Physics will be part of the students' certification, so the students should be prepared to enter the general education courses. The program core is four specific courses, three of which the College already offers and the additional new course, AVM 2475 *Aviation Maintenance Management*. These four courses meet the requirements for the bachelor's degree as well.

The new course, AVM 2475 *Aviation Maintenance Management*, will focus on the hands-on, day-to-day administration of aviation maintenance operations, covering everything from general aviation to corporate aviation to the airlines. The course is meant to be highly relevant and practical. JetBlue was instrumental in the building of this course, helping develop course content and objectives. It is based on the same learning outcomes JetBlue uses to train its employees when they go to on-the-job training.

Eric presented two program modifications: adding AVM 2475 as an elective option to both Aerospace AS degrees: Aerospace Administration and Professional Pilot Science. This will allow the College to provide options to pilots and general administration students.

Ray Oberg asked if AVM 2475 will be a sixteen-week course, and Eric confirmed.

Sylvester Little asked about the number of articulated credits and the technical training. Donald Painter explained that there will be thirty articulated credits on the Gold Standard. Sylvester asked if AMT 1000 will make the program sixty-three credits, and Eric answered that AMT 1000 was used as a placeholder to represent the block of articulated credit because the articulated credit will not be brought in from individual courses.

Ray Oberg moved to approve; Donald Painter seconded. No further discussion; motion passed unanimously.

**VIII.-XIII. New Courses: MAT 0057-1 *Essential Math 1*, MAT 0057-2 *Essential Math 2*, and MAT 0057-T *Essential Math 3*  
Course End Terms: MAT 0057 *Foundational Mathematics Modules* and MAT 0057L *Foundational Mathematics Modules Lab*  
Course Modification: MAT 1033 *Intermediate Algebra*  
Presenter: Kaye Betz**

Kaye Betz said when MAT 0057 was created two years ago, the original intention had been to offer students an opportunity to move at their own pace through the course material in a non-punitive way; however, stumbling blocks, mainly in the area of federal financial aid, have been encountered as time advanced because students wanted to take courses across terms, which is not allowed. The course has turned into something very different from its original intent.

Kaye proposed end terming MAT 0057 and MAT 0057L and replacing them with three one-credit courses, MAT 0057-1, MAT 0057-2, and MAT 0057-T. The sequence of these courses will be much clearer for both students and advisors. The three new courses will have an open-entry, early-exit (OEEE) format with the maximum time for each being eleven weeks. Kaye said she and Joyce Lee, WH Math Department Coordinator, have been discussing this with a group of people from the academic area, financial aid, and the registrar's office so that everything would be properly positioned. These courses will be offered in the same way Engineering Technology courses are offered.

In regard to MAT 0057-T, Kaye stated that the "T" will stand for "terminal" and will indicate that it is the final course in the sequence.

Kaye said a list of students currently taking the course has been made, and each student will be individually placed into the correct new course. Depending upon the amount of work completed, some students may be placed into the second course.

To accommodate these changes, the prerequisite for MAT 1033 must be modified from MAT 0057L to MAT 0057-T. None of the course content will be affected.

Sylvester Little requested confirmation that current students will be supported to ensure they are placed in the correct new course, and they will be told how to properly register. Kaye confirmed. Sandra Ward asked how this will affect grade forgiveness and GPA. Kaye said when students complete MAT 0057-T, they will receive credit for the entire course. Kathy Bucklew said if there is a grade forgiveness situation, the take and re-take will be manually added after the student receives an MAT 0057-T grade.

Ken said that in a previous discussion, it was decided that students currently in MAT 0057 will be placed in the appropriate module in the fall based upon how far they have progressed. Kaye said by spring all of the students should be in the correct course. Discussion followed regarding students who need to retake the courses. Donald Painter said the academic deans' offices will handle these situations as they arise and the matter can be further discussed in future meetings.

Kevin Jones asked if students will be given two terms (thirty-three weeks) to complete a three-credit course. Ken said yes; legislation just recently made this possible. Kevin expressed concern as to how the one-on-one intensive advising relationship needed for the Engineering Technology courses will translate into these math courses. Donald said the courses will be taught using an emporium model that includes a great deal of required lab time, so many students will finish faster. This enables the student who needs much extra time to be successful.

Kathy mentioned professors will enter these students' grades, which will immediately go to their academic history and allow them to register themselves for the next session.

Ray Oberg asked if this will improve retention rates in those courses. Ken and Kaye confirmed.

Sandra Ward asked what will happen to students who use the full eleven weeks to finish a course since the College has sixteen-week terms. Ken said those students will be allowed to straddle the terms as federal financial aid now permits this.

Ray Oberg moved to approve; Christen Shea seconded. No further discussion; motion passed unanimously.

#### **XIV. BCI Verbiage Discussion**

##### **Presenters: Orathai Northern and Ken Ross**

In regard to the proposed renaming of the TLCC, Ken Ross said the Faculty Senate was not enthusiastic about the proposition because it would entail faculty updating syllabi and PAL shells. The College's desire to rename this area stems from the need to make it clearer to students what services are offered by the TLCC. Tamara Sakagawa will be working with TLCC staff to determine if the name should be changed, but the name change will not be taking place at this time.

Christen Shea made a motion to adjourn the meeting; Sally Fitzgerald seconded. Meeting adjourned: 3:47 p.m.