

Academic Affairs Council
Meeting Summary – April 8, 2008
Boardrooms

Present: Virgil Agnew, Scott Anselm, Bridgid Backus, Jim Bell, Sheri Billetter, Rod Carter, Margarita Casas, Patsy Chester, Colleen Clancy, Bruce Clemetsen, Darci Dance, Pamela Dunn, Richard Gibbs, Denis Green, Beth Hogeland, Kristen Jones, Sharon Ketchum, Rick Klampe, Wendy Krislen-Adams, Mary Ann Lammers, Dan Lara, Janet Lodge, Cathy Lovingier, Elizabeth Lundy, Dawn McNannay, Faye Melius, Steve Pearson, Audrey Perkins, Jorry Rolfe, Carol Schaafsma, Ron Sharman, Linda Spain, Christy Stevens, Mark Weiss, and James Wilson

Absent: John Aikman, Russ Burchard, Perry Carmichael, Dodi Coreson, Lynne Cox, Fred Haynes, Alan Heywood, Mike Holland, Mike Hougum, David Ketler, David Kidd/ John Sweet, Phil Krolick/Bryan Schiedler, Karin Magnuson, Ann Malosh, John Niedermann, Gary Ruppert, Tom Smithburg, Gary Westford, Jerry Wille, and Jerri Wolfe

Welcome: The meeting was called to order by Christy Stevens.

Career Pathways Specialist: Patsy Chester announced that the position is now open and encouraged faculty to consider the opportunity. Also share this information with part-time faculty. If someone is interested in the position and has questions, contact Patsy.

Prerequisites: In November, Gary Ruppert reported to AAC about WR121 and the relationship to success in general education and whether or not it should be a prerequisite. Schedule implications and potential barriers for students were discussed. Since that time, and with further discussion, the English/Writing Department has come to the decision to recommend WR121, but not make it a prerequisite.

In small groups, members discussed prerequisites, guided by three questions. The questions and comments follow:

What was surprising or particularly interesting about the article, *How to Determine Course Prerequisites: An IR Perspective on What to Do and What Not to Do?*

- no single course requires a complete course as prerequisite, be wary of stats
- What was surprising or particularly interesting about this article? Two points: 1. good students behave differently than poorer students. Good students know what it is they don't know—more able to identify where the info isn't making sense; need to help poor students figure out what they don't know.
- Many people need bits and pieces of info—rings true for LBCC students—need to fill in the gaps—before or while they are in a class. We keep adding prerequisites in the Nursing program Example: we added Math 95 when they needed only one formula for RX instead of filling in that gap. Some needed to take two math classes before 95 so they end up taking a whole year of math when they needed one concept.
- Some of these modules are being used in dental assisting and it's working—learning a particular skill instead of taking a whole class.
- In culinary arts just having a course as a prerequisite is about getting familiar with our operation (such as a working kitchen)—need an orientation—how do you do that for just one student? Prerequisite might serve a different function in different areas.
- The factor of who will persist is always there in the beginning.
- Culinary Arts—used to spend a huge amount of time orienting a student, sometimes only 1 or 2.

Now only start new folks in the Fall. Can't take the time one-on-one each term.

- Dental: have raised placement test; if student doesn't get score on placement test, have to take classes and that gets them ready to go into the program. Four who failed the placement test recently were able to re-enter after taking classes. It has worked.
- How do you assess the difference between the student who can pick up the course work by persisting and the one who really needs to go back and do some coursework before they will be successful? It is especially important when you only accept students in the fall because then you cannot backfill later in the year.
- Dental has a re-entry program that establishes standards if they fail the first time around. All who have done it have been successful. Conclusion: first time around they weren't ready for college. Now rethinking entire first day of school—have Jeanne R. come in and talk about test anxiety, study skills, etc.
- Figure out some course that can come first, count in program, have everyone go thru it; hard to identify who needs it and who doesn't
- Culinary: first 2 weeks very intense to set stage for how much study is required. Many think it's just cooking everyday don't realize how much study is involved. No prerequisites can indicate who will be successful in the kitchen eventually.
- Article doesn't address the complexity of prerequisites at LBCC.

What important points does the article make?

- it extends the length of the program
- some external agencies will not pay/honor something that is not in the program (prerequisites)
- higher level classes enrollment suffers
- scheduling
- before applying prerequisite, we have to be sure it will make a difference
- unintended consequences
- unintentional exclusion of students

What factors should we consider when contemplating a prerequisite for a course or program at LBCC?

- computer
- prerequisite vs. recommend
- advising
- study skills increase higher-level thinking (3 wks/3x per quarter) or required
- likelihood of student success
- health and safety
- costs/benefits
- past discussions
- Do we have the structure in place to support prerequisite?
- How do we know if a prerequisite is going to make a difference? We don't have a way to test it.
- effect of prerequisite on enrollment
- "intro to college" instead of some prerequisite?
- strengthening advising at LBCC (alternative solution?)
- trial run w/ tool?
- competencies matched to prerequisite
- gateways or gatekeepers
- prerequisite = entrance exam?
- impacts financial aid
- create alternative prerequisite
- Can we offer "short-term" trainings?
- Do we put prerequisites in place in order for students to learn a specific skill or for students to learn to

think in a certain way?

- Identify Unintended Consequences of Prerequisites
- Conversations between departments will be vital
- Specialized areas may have a different relationship with prerequisites than other areas.
- Raise the question: What is the problem that prerequisites are perceived to be a part of?
- Article addresses prerequisites for classes, not necessarily looking at the general characteristics of the student, what strengths/weaknesses does the student come to the program with—these may or may not be the content of the class. Can we measure persistence? Can we measure other characteristics that predict success?
- For programs that admit once a year, can we measure how likely the student will be to continue to the end of the first year?
- Besides a course, is there any other way to assess whether a student has the necessary skills/knowledge to be successful? For example, if they have some specific experience that would substitute for a skill/class.
- Can we assess how much the student wants to attain the end product? Interviews, skill tests.
- Criteria: certain percentage (high) of content knowledge in order to move into next class. Must be clear that class two begins where class one left off—or at least you need to have most of the skills/knowledge to appear as “needed” in the next class in order to make it a prerequisite.
- Consider financial impact of taking a course prematurely. Who pays for all the tuition if it takes 3 years to do a 2 year program?
- How do you assess in art or athletics how the person will attain skills over time, vs in a sequence of classes?

New Member Provision for AAC Charter: The workgroup consisting of Ann Malosh, Jorry Rolfe, and Jim Bell presented a draft amendment to the AAC charter (see attached). It was explained that requests currently go to co-chairs and co-chair-elect and decision is made by them. In general, voting members include chairs, Deans, and Center Directors. Those with responsibilities for ‘areas,’ or with more of a support role to instruction, are non-voting.

Members agreed to strike “five or more” from “New membership application letters should document five or more AAC Purposes that the applicants’ work/job-description matches.” They also agreed to add:

Existing Membership: When AAC members conduct the annual review of the AAC charter, members of will determine which positions in the college are necessary for AAC to successful complete its charged work.

Beth Hogeland moved to accept the workgroup’s recommendation with the above changes. Dan Lara seconded. The motion carried.

Adjourn: The meeting was adjourned at 4:30 p.m.

Upcoming Division Meetings with Rita	
Thursday, May 1, 3 p.m.	Business & Computer Systems
Thursday, May 15, 3 p.m.	Arts & Communication
Thursday, May 29, 3 p.m.	Student Services / Health & Human Services

Academic Affairs Council

New Membership

Large working councils can become unwieldy, membership in the Academic Affairs Council should be directly aligned to the Purposes of the Council. These Purposes are:

To assist with instructional leadership at LBCC, AAC will:

- Create a culture of teaching and learning excellence,
- Provide a forum for discussion of ideas, decisions, and actions
- Act as a sounding board for the president, the vice presidents, and other councils and committees in order to get a reaction, take a pulse, or present a plan and see how it flies, etc.,
- Advise the administration and the service areas of the college on policies or procedures that affect instruction, faculty, and students,
- Inform the Council membership of decisions made elsewhere that affect students and learning,
- Help individuals or groups sort out the appropriate venue for addressing issues that affect instruction, faculty, and students,
- Make endorsements regarding major college-wide, instructional issues,
- Initiate and lead the college in determining instructional priorities.

New membership application letters should document five or more AAC Purposes that the applicants' work/job-description matches. This will assist the AAC in their decision on the appropriate placement of the applicant onto the Council.

Any LBCC staff member can attend meetings of the AAC, all meetings are open and minutes are published in the Paperless Office.

The following procedure is in place for an LBCC employee to request membership:

- A. A membership request is sent to the AAC contacts/chairs during Spring Term.
- B. The request consists of:
 1. A new membership application letter, as stated above
 2. A recommendation from the employee's dean or director
- C. The AAC co-chairs and co-chair elect review the request and make a decision. They may choose to bring the request to Council for approval.
- D. If established, membership is effective at the beginning of the next academic year.