

# Minutes for Student Development Committee

Thursday, October 14, 2010

Submitted by Victoria Galanopoulos, Recorder

**Location:** Sylvania CC Cedar Room

**Time:** 2:30-4:30

## Members Present:

Co-Chairs: Cami Bishop & Kathleen Bradach, May Donohue, Soufiane El Moussi, Victoria Galanopoulos, Doreen Hanna, Wesley Jacobsen, Hal Lee, April Nording, Wendy Palmer,

**Attending Guests:** none

## 1.0 Approval of Agenda/Minutes/Introductions

### 1.1 Correction:

- Doreen Hanna is the Student Loan Specialist, under the Bursar/Financial Services.

### 1.2 Top eleven accomplishments of the SDC over 2009-2010 academic year, Cami:

- 1) Revised bylaws, now called "SDC Practices" to reflect the current mission and be more inclusive of new student development groups for membership. As a result the number of active committee members has doubled.
- 2) Addressed concerns with Facebook harassment of students by enlisting the help of Carey Larson and Greg Kominski. As a result they have created student user-friendly advice and warnings about the far reaching consequences of what happens with information posted on social networks.  
\*April requested that the Facebook PowerPoint presentation be posted to SDC website\*
- 3) Became more transparent through posting minutes, agendas and invitations to participate in the SDC meetings on the EAC website and my.pcc.
- 4) Worked with the EAC leaders and College administration to find financial support for release time for the SDC leadership.
- 5) Held informational sessions on needs of student veterans, male students and the status of the revision of the Academic Standards and Practices policy. As a result Sylvania has an active men's soccer team that has entered league competition. Rock Creek has implemented a veteran's area and support group.
- 6) Listened to the progress of the District Student Council on the issue of researching options for selection v. election of student leaders. The issue is still currently being discussed.
- 7) Clarified the responsibilities of the SDC chair by drafting a job description which outlines duties and time commitment required.
- 8) Addressed the issue of hybrid DL classes that require some time on campus. That requirement will now be in the schedule of classes for better transparency.
- 9) Recommended a taskforce (Practitioners Taskforce), created by the Dean group, to review and provide input about suggested changes to the A-SAP process, and to decide if the changes should be brought to the EAC.

- 10) Reviewed the recommendations that were created by the EAC in 2006/2007 – on ways to cut textbook costs for our students.
- Added at the meeting an 11<sup>th</sup> item to the list of accomplishments:**
- 11) Discussion on a proposed “convenience fee” which resulted in many questions about the practice, concerns about limiting students to one bank, and charges for using debit cards. The proposal is now tabled.
- A detailed list of all eleven accomplishments is attached

## 2.0 Updates/Announcements

### 2.1 EAC update Kathleen:

- Honors Pilot Taskforce reported four courses being offered this Fall 2010 – Writing 121H: English Composition: Honors, Writing 122H: English Composition: Honors, Speech 111H: Public Speaking: Honors, Biology 101H: Biology: Honors. Courses approved for the future include History, Art History sequence, Chemistry sequence and Sociology 204. Honors 101 (Intro to Honors) has also been approved by the state and will be offered at the Cascade campus in the winter.
- Distance Learning Taskforce developed a mission statement and values that would be used in the development of standards and practices of Distance Learning, as well as defined the goals of distance learning. The task subdivided into 5 research groups to prepare in making recommendations for issues in the gap analysis
- Student Development – The issue of selection v. election in student government was up for discussion. A timeline was presented to the EAC highlighting the process of this issue beginning May of 2006 to present. The administration has brought up the possibility of adopting another model (where there would be a greater electoral component, for example). The EAC leaders have decided to use the EAC as a forum to learn more and potentially offer guidance. This issue will continue into the future with further discussion.
- Degrees and Certificates discussed outcomes for PCC degrees. Committee looking at repeated courses – should all the credits for courses repeated several times count toward a degree? How does financial aid work with repeated courses?
- Grading Policy - In the fall we had 12,500 missing grades across the district, winter 10,235 and spring 9,670. PCC loses substantial money and better reporting of who has been in class and who has not, is up for discussion. Wendy suggests that if students were dropped in first term for not attending then students would not be charged for not attending classes. That may reflect a more accurate number.

2.2 Deans representative, (Narce Rodriguez) was not attending, no report.

### 2.3 Bursar:

- Doreen reported that financial services are discussing moving the drop date deadline to the 1<sup>st</sup> week of term.
- Student debit card is likely to be adopted. With the student debit card financial aid can make direct deposit to student debit account and student may use the

card just like debit card. If student does not want debit account financial services will mail a check.

- Soufiane El Moussi, student representative from Sylvania, explained that he would not want the debit card. He is concerned that students may accrue debt due to incorrect use of the card, overage fees etc.
- Wesley suggests that perhaps not all students will want to receive their financial aid in a debit account because that would make it easier for financial tracking of an individual who may not want that.
- PCC won a financial literacy grant. The grant would make it possible to require students to take a short class on financial literacy, likely online, prior to receiving funds.
- They need 15 students to be on a financial needs assessment focus group.

2.4 Bookstore update Laurie: Like last year, PCC has been selected to participate in a Student Watch survey. Last year's topic was course materials, this year's is general shopping habits. From the participants, PCC will have a \$100 cash winner. The survey will be open from Wed. Oct. 6th to Oct. 20th. It will be posted on the MyPCC announcement channel. I have LOTS of flyers (4 x 6) to distribute.

2.5 District Student Council, Souf:

- Sustainability, diversity, and self-determination will be the DSC three goals. In April of 2010 students started forums on all campuses asking the question “do you want a selection or election process for PCC student government?” After 6 months of research the DSC went to the cabinet with their proposal to keep the current process and use selection for student government members. It was also discussed to redefine themselves as student leadership rather than student government. Students believe that selection is more effective and reaches more students, but the cabinet was not in full agreement. They were asked to create a subcommittee to meet with President Pulliams, which will take place Friday Oct. 15<sup>th</sup>. In addition Souf shared with us that a large number of international students would not become involved with student government if members were elected. He fears that the election process would become a popularity contest. He also said that he knows several students doing important work for our community because they were given a chance with the selection process.
- April wants to know what other colleges are doing. Cami responded that it's a mix. For example, Central is totally independent of their college and has control over their entire funds. That model has led to inappropriate use of funds.

### 3.0 Discussion

3.1 Meeting times:

- Proposal received to go back to 2-4:00pm. Most are ok with either one. Therefore Hal suggests we go back to 2-4

3.2 Report on A-SAP:

- April reported that she and Stephen looked at ways to improve the language if they used the new alignment. They were charged to use clearer definitions of

what the process would be, and they wanted to know what 50% would mean (possibly eliminate the 50% rule). These changes only apply to students seeking a degree. The Deans created a chart to show the process and it was asked that the committee bring the chart to the next meeting to discuss this issue again.

- A suggestion was made that GPA be looked at annually rather than term by term. Hal believes that using a cumulative GPA will result in interventions taking place too late to help students.

### 3.3 Textbooks , Hal:

- Hal explained that he went back over what other committees had suggested be done to reduce cost for textbooks and merged those ideas with his research. Hal suggests that the SACs, and departments, have the biggest role in price reduction. If instructors used course packets, textbook cost would be greatly reduced. Some already do, but perhaps the course packets should be made mandatory and the Bookstore could sell them.
- Wendy shared her knowledge about publishers and how course packets may not be possible. In working with the Office of Disabilities, students have the option to get textbooks in alternate form. Examples include larger text or audio format. The student must first provide a receipt for the textbook and then they ask the publisher to print in alternate format. It has been her experience that working with the publishers to accommodate the students request has been difficult, and as a result she suspects that it will be difficult for us to persuade the publishers to let us pick and choose what we want out of the text.
- Hal suggested that the committee read the textbook taskforce review and recommendations and be prepared to discuss at the next meeting.

### 4.0 Goals/assignment for this year – moved to next month agenda

**Attachment: Detail of Accomplishments, ASAP update, Textbook Taskforce Final Report**

## **11 SDC Accomplishments 2009-2010 Academic Year**

1) Revised bylaws (now called “SDC Practices” to reflect the current mission and be more inclusive of new student development groups for membership. As a result, the number of our active committee members has doubled and at the year end review members stressed how important the sharing of information between the student development and student service programs has strengthened the ability to better serve students and solve problems. Wording also more accurately reflects the mission of ASPCC as student leadership

2) Addressed concerns with facebook harassment of students by enlisting the help of Carey Larson from Online Student Services Facilitator and Greg Kominski the Distance Learning Instructional Computing Facilitator from Online student services. They have created student

user-friendly advice and warnings about the far-reaching consequences of what happens with information posted on social networks.

3) Became more transparent through posting minutes, agendas and invitations to participate in the meetings on the EAC website and my.pcc.

4) Worked with the EAC leaders and College administration to find financial support for release time for the SDC leadership. This will result in being able to more quickly post minutes and better keep on top of EAC responsibilities without depriving our programs through absence from the office. It also addressed the need to provide equity to student development representatives on the EAC leadership team. Result: Gained .25 release time, 24 hours/month.

5) Held informational sessions on needs of student veterans, male students and the status of the revision of the Academic Standards and Practices policy. Results: addressing the research on support needed for male students, we are currently working on better ways to reach men at PCC. One result at Sylvania is an active men's soccer team that has now entered league competition. Rock Creek has implemented a veteran's area and support group.

6) Listened to the progress of the District Student Council on the issue of researching options for selection v. election of student leaders. The result was for students to examine and revise their processes, become more transparent to all students in the actions of the student leaders, and develop ways to increase student involvement. Currently, their recommendation was returned to the students with a directive to come up with more options and the students await more specific information on the expectations while discussing their need for self-determination of their organizational structure. The DSC meets with Dr. Pulliams on Friday, October 15 to discuss this further. [Update: cancelled on October 14 due to Dr. Pulliams serving on jury duty.]

7) Clarified the responsibilities of the SDC chair by drafting a job description which outlines duties and time commitment required. This will be helpful in recruiting new SDC leadership. The draft will go to the EAC leaders at their meeting on Monday, October 18, then to SDC with revisions at the November meeting.

8) Addressed the issue of hybrid DL classes that require some time on campus. That requirement will now be in the schedule of classes for better transparency.

9) In May, 2009 the Deans Group created a Practitioners Taskforce to review and provide input about suggested changes to the A-SAP process, recommended by the SDC, and to decide if the changes should be brought to the EAC. The Practitioners Taskforce will finalize recommendations, create a formal report and submit the report to the SDC for feedback. Once the recommendations are finalized, there will be training sessions across the district for counselors and advisors. See recommendations below.

10) Created a taskforce to review two sets of recommendations that were created by the EAC in 2006/07 - on ways to cut textbook costs for our students. The goal of the review was - 1) see if

the recommendations were implemented; 2) summarize the current status of those recommendations; and finally, 3) suggest any new ideas that might help reduce the costs of textbooks. Recommendations are included below.

11) Discussed a proposed “convenience fee” which resulted in many questions about the practice, concerns about limiting students to one bank, and charges for using debit cards. The proposal is now tabled.

## **A-SAP Practitioners Taskforce Synthesis**

The Practitioners Taskforce reviewed the recommendations with the following goals in mind.

- Creating a more meaningful academic intervention process
- Improving the efficiency and effectiveness of the A-SAP process for students and staff
- Clarification of timelines and consequences and student responsibilities
- Automating the process as much as possible to reduce workload for Administrative Assistants
- Create as much uniformity as possible for the A-SAP process across the district
- Address the similarities and differences between A-SAP and the Satisfactory Academic Progress system used by Financial Aid (F-SAP).
- How to clearly communicate the A-SAP system to new credit students

A flowchart has been created to visualize the new system, and it will be posted on the SDC webpage once it is finalized.

The Practitioners Taskforce recommends that communication regarding a student’s A-SAP status be automated as much as possible. In the second week of a term, students will receive an email and a letter that outlines the A-SAP process, why it is important and how students can succeed in higher education.

When a student enters “alert” status, a “soft-hold” will be placed upon that student’s account and will be lifted once the student completes an online orientation about academic resources available at PCC.

When students enter “probationary” status, they will receive an email outlining the A-SAP process, notification of their A-SAP standing, a notification of a registration hold being placed on their account and directions on how to lift the hold. The same information will also be mailed to the address on the student’s file.

To lift the hold on their account, students must meet with an academic advisor (or counselor, depending on which campus the student attends) and create a “learning contract.” The “learning contract” will be on file in Advisor Track, that way all advisors and counselors working with the student will have access to it.

As part of every “learning contract,” students will be required to provide a Course Progress Notification (CPN) for all of their courses prior to registering for the next academic term. If a student brings in a satisfactory CPN, then the hold will be lifted and the student will be able to register for the following term. If the student brings in an unsatisfactory CPN, or does not create a learning contract at all, then the hold will remain in place until the term has ended.

Students meeting A-SAP standards will be able to register for the following term at that time, and students who do not meet A-SAP standards will be "suspended" for one term.

If students demonstrate effort towards completing the terms of their "learning contract," but still do not A-SAP standards, they can receive a one-time-only extension of "probation" status to attempt to meet A-SAP standards the following term.

Students on "suspension" status will receive an automated letter and email with information about how to re-enter the college after the one term suspension. The re-entry process deadline is no later than one month prior to the start date of the desired term of enrollment.

The Practitioner Taskforce focused on revising the A-SAP process to be efficient and effective more than aligning it with the F-SAP process. One key difference is that if a student does not complete a minimum number of credits in a term, such as withdrawing from a course after the drop date but prior to course completion, then the student enters "alert" status in the F-SAP (Financial Aid) process. According to the current A-SAP process, if a student completes less than 50% of his or her courses in an academic year, then the student will be contacted. However, it is not specific about what the student will be contacted about and if the student will be able to continue enrollment.

The next steps for the A-SAP Practitioner Taskforce are to review the terminology used in the A-SAP process and to meet with representatives from Financial Aid to see how the A-SAP process and the F-SAP process can become more parallel. The areas of interest for congruence between A-SAP and F-SAP are communication with students and standards for status change, such as term grade point average and the number credits completed. These changes will occur over the summer and will be presented to the SDC in the Fall of 2010.

## **SDC**

### **Textbook Taskforce review**

#### **Review and recommendations**

July 30, 2010

In late Fall, 2009, the SDC created a taskforce to review two sets of recommendations that were created by the EAC in 2006/07 - on ways to cut textbook costs for our students. The goal of the review was - 1) see if the recommendations were implemented; 2) summarize the current status of those recommendations; and finally, 3) suggest any new ideas that might help reduce the costs of textbooks.

#### **I. Current status of EAC (2006) recommendations to PCC as an "Institution"**

- 1) Institute an improved Textbook Order Form
  - a. Status: implemented, working well
  - b. Per: Laurie Bales
  
- 2) Affirm the PCC practice of allowing any student with financial aid from any source to charge purchases at the bookstore at least two weeks before a new academic term begins.

- a. Status: implemented, working well
  - b. Per: Sarah Loepker, Fin Aid/Cascade
- 3) Ensure that financial aid awards administered through the PCC Financial Aid Office are dispersed to students as early as possible.
- a. Status: There is discussion in Financial Aid to move disbursements to 2<sup>nd</sup> Wed of quarter – currently in 3<sup>rd</sup> quarter. No date has been set.
  - b. Per: Sarah Loepker, Fin. Aid/Cascade
- 4) Evaluate the PCC Bookstore mandated contribution to the PCC General fund, with the intention of reducing the Bookstore markup.
- a. Status: Decision is made by Board. Nothing is currently scheduled to change, given the current economic conditions. Need cash flow to sustain operation.
  - b. Per: Laurie Bales
- 5) Encourage PCC as an institution to provide improved support for the PCC Bookstore, including more PCC Foundation Book-Buying Scholarships.
- a. Status: No new textbook scholarships have been established. However, one new fund established by the ESOL department at Sylvania pays for both tuition and textbooks for selected ESOL students. Also, the Foundation changed its policy regarding students using scholarship funds for textbooks, and more students are using some of their scholarships for textbook purchase. The policy is: *“Students with awards of \$2,500 or more may request that \$200 per term be directed to the bookstore for the purchase of textbooks for the courses they are taking. This request must be received in writing or email before the scholarship begins.”*
  - b. Per: Erin Riley at the PCC Foundation
- 6) Establish a Copyright Office with PCC to process College-generated copyright requests, including materials selected for classroom use that can be made available electronically via WebCT, MyPCC, or other online platforms. Permissions and other related expenses could be charged to students in the form of fees.
- a. Status: Flow chart in place – “How to do the copyright process.”
  - b. Lynda Noland (Library Media Services, Sylvania) is a good contact for help with this.
  - c. Not enough money to set up ongoing copyright office.
  - d. Contact: Katherine Stevens, Manager, Library Circulation – on copyright committee
  - e. Per: Laurie Bales
- 7) Prohibit PCC employees from accepting any financial compensation, gift or service for personal gain from publishers unless it is directly associated with work actually authored by themselves. (REVISED 10/07)
- a. Status: ORS 244, Ethical conduct, Gifts & Honoraria – New ethics law, nothing over \$50 gift. Out of our hands.
- 8) Prohibit PCC employees from accepting financial compensation, gifts, or services for professional gain from publishers unless such acceptance is: a) entirely unrelated to the placing of an order for student purchase; and b) accepted only after prior consultation

with one's Division Dean regarding possible impropriety. Prohibit PCC employees from selling comps.

- a. Status: Unable to locate PCC written policy.
- 9) Ban all solicitations of sales by book buyers to faculty at any site owned, leased, or otherwise used by Portland Community College
    - a. Status: Unable to locate PCC written policy.
  - 10) While communicating with State and Federal Policymakers, students, faculty, and other representatives of Portland Community College should seek to:
    - Protect and improve funding for student educational needs, noting the increased costs of textbooks as one of many factors contributing to increased need;
    - Provide a tax credit for textbook and other student costs directly related to educational expenses;
    - Prevent publishers from restricting markets, thus allowing bookstores and others to purchase textbooks from outside the United States (Congressman Wu's former HR 3567);
    - Create a capital fund which public universities and community colleges may use to set up textbook rental systems;
    - Place limits upon royalties charged by publishers for use of copyrighted materials.
    - a. Status – Oregon Community College Assoc. lobbies as a group for these kinds of requests. PCC public affairs office is not aware of lobbying by the school in recent years on these particular issues. Would need more time and resources to pursue this further.
      - 1) Per: Dana Haynes
    - b. Status – In 2009 a Federal Tax Credit was initiated for up to \$2500 of out of pocket cost of tuition and related expenses including course materials.
      - 1) Per: Laurie Bales

## II. Current status of EAC (2006) recommendations to PCC “Faculty & SACs”

- 2) Complete all parts of the *Book Order Form*, promptly meeting all ordering deadlines established by the PCC Bookstore.
  - a. Status: Implemented, working well.
  - b. Per: Laurie Bales
- 3) Discourage bundling under most circumstances.
  - a. Status: Federal law gives student the *option*.
  - b. Per: Laurie Bales
- 4) Encourage competition between publishers to lower prices.
  - a. Status: HEOG\* laws help to facilitate this \*(HEOA not HEOG)
  - b. Per Laurie Bales
- 5) Consider adopting the same textbooks for the same courses across all PCC

campuses or, at a minimum, consult with colleagues to encourage agreement among multiple instructors.

- a. Status: Up to individual SACs
- 6) Consider having publishers produce a custom text.
    - a. Status: Up to individual SACs. Some departments at PCC doing this with significant cost savings.
  - 7) Place a copy of every textbook ordered on Library Reserve on the campus in which the course is taught.
    - a. Status: "All textbooks at Cascade" grant received. Pilot project scheduled for Fall 2010. Every Cascade class will have a text placed on reserve for 2 hours. Post assessment will determine future implementation across district.
    - b. Contact: Tony Greiner (library) or Katherine Stevens (grants).
  - 8) Consider ordering fewer textbooks or not ordering a particular textbook at all if less than 50% of the content is required for the class.
    - a. Status: Up to individual SACs
  - 9) Require and/or encourage students to share textbooks when appropriate.
    - a. Status: Up to individual SACs
  - 10) Sale of complementary textbooks by any PCC employee should not occur under any circumstances.
    - a. Status: Unable to locate PCC written policy.
  - 11) Improve communication between all faculty and staff within each SAC.
    - a. Status: Up to individual SAC

### **III. Per review - SDC Textbook Taskforce recommendations**

1. It is clear from our review that much of the work to reduce textbook costs is going to have to come from the Faculty and SACs. The EAC is in a perfect position to make this happen. In this regard, we recommend the EAC continue to encourage the SACs to adopt the previously recommended changes (see above: II. 4,5,7,8,& 10) to try and keep the cost of textbooks as low as possible. Recent requirements and recommendations from the Higher Education Opportunity Act (HEOA), many of which mirror the original EAC recommendations, can help provide a vehicle for this.
2. We recommend that individual SAC program reviews incorporate discussions on reducing textbook costs as a way to also improve the quality of delivery and services to students. For example: discussing e-textbooks as an option for students. (PCC's bookstores participated in a national pilot program introducing digital books in 2005. Several digital books are currently available.)
3. We encourage the EAC to promote the new "All Textbooks at Cascade" pilot project on the Cascade campus this Fall (2010), which provides reserve copies at the Cascade

library for every textbook used on campus. This means also encouraging SACs to provide the necessary information and forms for instructors to submit to the *bookstore* (starts ordering process), so the library can begin to build the research catalog. We are particularly concerned that part time instructors get this information too.

4. We request that SACs encourage their instructors to donate any complementary, non-instructor textbooks, to the library to help create textbook reserves.
5. We recommend that SACs encourage their instructors to use older editions of textbooks when possible.
6. We recommend that PCC clarify the rules regarding instructors selling complementary copies of textbooks they receive from publishers (See II. 9 above) and post these rules to an easily accessible site online.
7. We recommend that PCC clarify the rules that prohibit PCC employees from accepting financial compensation, gifts, or services for professional gain from publishers (See I. 8 above) and post these rules to an easily accessible site online.
8. We recommend that PCC clarify the ban on all solicitations of sales by book buyers to faculty at Portland Community College (See I. 9 above) and post these rules to an easily accessible site online.