

April 11, 1980
#13 of 1980

COMMUNITY CHRONICLE

MONDAY - April 14

3:00 - Honors Committee

TUESDAY - April 15

7:30 P.M. - Faculty & Staff Reception
for New (Fall 1980) Admittees: CC Theatre

WEDNESDAY - April 16

"Faculty Forum" - 10:00 P.M.
WGH-FM - Dr. Albert Glickman, ODU
"The Changing World of Work"

THURSDAY - April 17

FRIDAY - April 18

Biology & Environmental Science
7th Annual Spring Seminar Series
Louis Despain Smith Lecture in Microbiology
"Use of DNA Homology in Bacterial Taxonomy"
Dr. John L. Johnson - G145 - 4:00 P.M.

SATURDAY - April 19

2nd Annual
CNC Open Golf Championship
Hampton Golf Course

SUNDAY - April 20

OFFICIAL ANNOUNCEMENTS

Ad Hoc Committee on Tenure and Promotion Policies and Criteria

In response to the request of President Anderson, an ad hoc committee has been appointed to study current tenure and promotion policies and procedures concerning evaluation of faculty members.

The specific charges given to the committee are as follows:

Charge 1. Review current policies and criteria for promotion and awarding of tenure in view of the current and projected situations within individual departments and the College as a whole, and to make recommendations, as may be determined necessary, for action by the Faculty at its May, 1980 meeting.

Charge 2. Review current policies and procedures concerning evaluation of faculty members for purposes of retention, promotion, and tenure in the light of experience gained during the past few years and to make any recommendations for change deemed necessary. These recommendations should be presented to the Faculty for its action by the spring semester, 1981.

The Committee is composed of:

Sam Bauer, Chairman
Teddy Bostick
Marshall Booker
Ed Boyd

Harold Cones
Joe Healey
Susan St. Onge

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New Listening System Installed in the Captain John Smith Library

A new audio listening facility has been installed in the Media Center, Captain John Smith Library. It provides thirty listening stations, each capable of playing twelve high quality stereo programs originating from reel to reel tapes, cassettes, phonograph records and AM/FM radio.

Though installed to supplement the College's instructional programs, the system is available to anyone who would like to listen to the library's extensive collection of recordings, or by anyone who would like to listen to music while studying.

Those faculty members who would like to use audio material to supplement their instruction can receive further details on the system from Frank Edgcombe (ext. 7248).

Frank Edgcombe, Assistant Library
Director for Media and Technical Serv.

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Amnesty Week in the Smith Library

During National Library Week, April 13-19, 1980, the Captain John Smith Library will hold an amnesty week. All (almost) will be forgiven. Past offenses will not be cleared and lost book charges cannot be dropped. However, anyone returning overdue library materials during this week will not be fined.

Jennilou Fernsler, 'Readers' Services
Librarian

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Procedures for Use of Films and Video Tapes Loaned from the Teacher Resource Center, Newport News School System.

Purpose

To enhance the instructional program at CNC with use of materials provided by the

Teacher Resource Center, and to obtain those films and video tapes for our instructional program, and to ensure their timely return.

Procedure

1. A complete listing of films and video tapes available will be kept in the Media Center of the Captain John Smith Library.
2. A faculty or staff member wishing to use any film or video tape will fill out a request form on each use of each title.
3. The films or video tapes can only be used on the CNC campus. They are not available for off campus use.
4. The requests for use of the films or video cassettes will be made to the Teacher Resource Center by the Assistant Director for Media and Technical Services, or his designee, on the Thursday prior to the requested date of showing. Requests from faculty or staff directly to the Teacher Resource Center will not be honored by the staff of the Teacher Resource Center.
5. Prior booking of films or video tapes (i.e., weeks in advance) is not available. Use by the school system will have priority over use by the faculty and staff of CNC.
6. Films and video tapes will be picked up by the Media Center staff from the Teacher Resource Center on Monday afternoons.
7. The films and video tapes will be available for use from Tuesday morning until 12 noon Thursday.
8. The films and video tapes will be set up for use in the classroom by Media Center staff only and will be returned to the Media Center immediately after each showing.
9. All films and video tapes must be returned by Media Center staff to the Teacher Resource Center by 4:30 P.M. on Thursday.
10. Statistics of usage will be kept by the Media Center.

Frank B. Edgcombe, Assistant Director
for Media and Technical Services

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Income Tax Withholding and Overload Pay

Effective with the January 16, 1980 payroll, all regular employees of CNC are paid by a new centralized payroll system through Richmond. The old manual system was discontinued as of December 31, 1979. Adoption of the centralized system means that all reimbursement for personal service will appear on the semi-monthly paycheck, i.e. the evening school pay. Withholding for income tax will be in accordance with the standard semi-monthly remuneration table.

Faculty who find this unacceptable are requested to initiate a change in their semi-monthly withholding rate so that less is withheld for income tax purposes. The alternative to this is to go in on the centralized system on a one time basis - each time an overload check is due and make changes which, of course, increases payroll handling time, chance for error and nullifies the whole concept of a centralized, automatic, computerized, payroll program. Personnel who wish to make such a one-time change please contact Mr. Hones in the Business Office.

C. E. Hones, Vice President for
Financial Affairs

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Cut-Off Date for Equipment & Printing Requisitions

The cut-off date for equipment and printing requisitions to be submitted to the Department of Purchases and Supply in Richmond for the current fiscal year is April 30. All requests should be in the College Purchasing Office by April 15th for processing.

Corky Green, Supervisor of
Logistics

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Revised Academic Calendar for 1980-81

The revised academic calendar for 1980-81 given below takes into account the fact that all public schools on the peninsula are not opening until after Labor Day this fall, it allows adequate "turn around" time during January, and takes into consideration the general spring vacation period allotted by the public schools. The two week spring recess would also allow for flexibility in case of snow makeup.

FALL 1980

August 26,27	Registration period
September 2	Beginning of Classes, 8:00 A.M.
September 8	Last day for drop/add; last day for late registration
October 31	Last day for dropping a class or withdrawing from College without penalty of failing grade
November 4	No classes - Election Day
November 25	Beginning of Thanksgiving Holiday - 10:00 P.M. (Tues.)
December 1	End of Thanksgiving Holiday - 8:00 A.M.
December 13	Last day of Classes (Saturday)
December 15-20	Final examination period
January 11	Commencement

SPRING 1981

January 20,21	Registration period
January 26	Beginning of Classes, 8:00 A.M.
January 29	Last day for drop/add; last day for late registration
March 27	Last day for dropping a class or withdrawing from College without penalty of failing grade
*April 11	Beginning of Spring recess - 12:00 noon (Sat)
April 27	End of Spring recess - 8:00 A.M.
May 16	Last day of Classes (Sat)
May 18-23	Final examination period
May 31	Commencement

*The week of April 13 will be reserved for make-up classes if necessary.

NEWS & GENERAL INFORMATION

Notice to Faculty Advisers: Library Skills Course

After a hiatus, the library skills course Communications 395, Library Research and Bibliography, will be offered again in the coming fall term. I am taking the liberty of drawing this to your attention first because the course was listed too late to be included in the special topics section of Registration News, and also because it was not taught in the last regular sequence as scheduled. For these reasons the course may be overlooked by some who would have wished to take it. Would you be kind enough to draw it to the attention of your students, as you may think appropriate?

The course is not directed at any group or level, but naturally students with a little research experience in one of the print-oriented disciplines will gain more immediate benefits. Personal as well as academic information needs are emphasized. Questions about the course may be directed to the library reference desk.

Charles Brownson, Reference and
Instruction Librarian

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State of Virginia Classified Position Vacancy

<u>Class Title:</u> Clerk Typist C	<u>Class Code:</u> 11043	<u>Salary:</u> \$7680-\$10512
<u>Position No:</u> 00085	<u>Date of Vacancy:</u> May 1, 1980	<u>Department:</u> Personnel
<u>Application Deadline:</u> April 15, 1980		

Application Instruction: Employees of the Commonwealth of Virginia who meet the minimum qualifications described below and who are interested in the position should complete the State Application for Employment (G.O. Form P-12) and submit it to Mrs. Elizabeth Welch, Personnel Office, T8A, not later than 5:00 P.M., April 15, 1980.

Job Qualifications: Completion of high school or equivalent and at least two years of clerical or typing experience required. Education may be substituted for experience on an equivalent time basis.

Preference will be given to candidates with knowledge of Personnel Administration, including recruitment, maintenance of records, interviewing and selection. Will assist in assessing, developing, and implementing a training program. Good written and verbal communications skills necessary. Knowledge of shorthand helpful. An EO Employer.

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Faculty/Staff News

Assistant Professor Buck Miller received his Doctor of Philosophy degree in Public Administration from New York University on 25 February, 1980.

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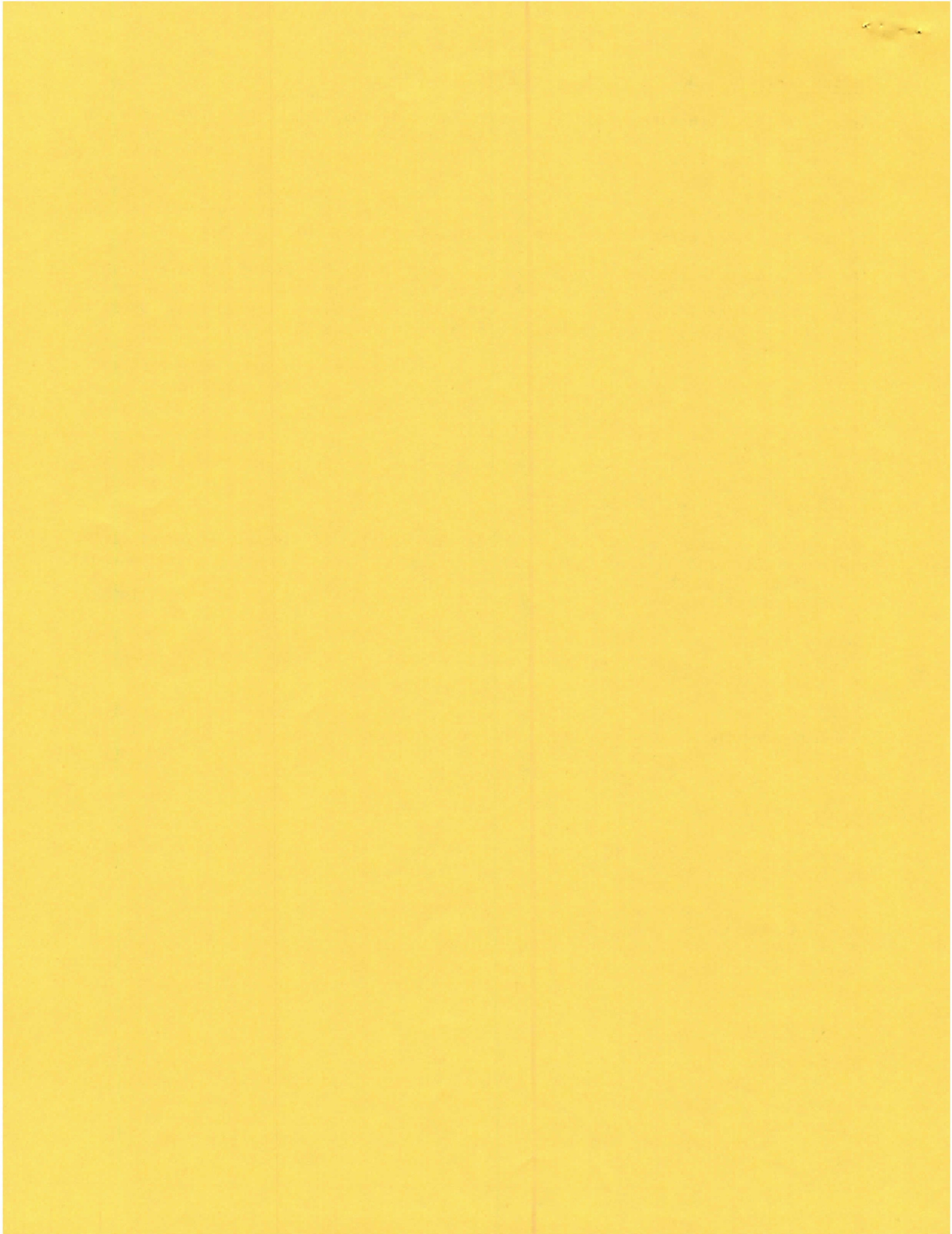
On March 21, Professor C.M. Colonna discussed a paper at the annual meeting of the Virginia Association of Economists entitled, "Redistribution of Economic Gains to the Visual Artists." These meetings were held in Richmond. On April 8 he was a guest speaker at the Hampton Exchange Club weekly meeting held at the Holiday Inn. His topic was "The Current Administration Economic Policy and its Effect on the Business Community."

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Miscellaneous

Wants to Rent

Furnished apartment or home, 4 to 6 weeks this summer, convenience to NASA-Langley. Faculty member at Iowa State University will consult at NASA and needs temporary living accommodations for family of four. (two teenagers, no pets.) Dates flexible. Write or call, Professor J. R. Baumgarten, Dept. of Mechanical Engineering, Iowa State U., Ames, Iowa 50011. (515)233-1088 (home) (515)294-1380 (work)





Christopher Newport College

50 Shoe Lane
Newport News, Virginia 23606

April 9, 1980

MEMORANDUM

TO: CNC Faculty

FROM: 60-Hour Math and English Examination Committee
Lee Doerries, Chairman
John Avioli
Roula Gailey
John Harwood
Al Millar
Tony Tseng

RE: Committee Report and Recommendations to Faculty

The committee was charged by the Dean of Academic Affairs with investigating the feasibility and implementation of a math and writing examination to be given to all CNC students upon the completion of 60 hours of academic work. This recommendation was originally made by the ad hoc Curriculum Committee as one means to assess and control the quality of student performance in these two basic areas.

The committee began its work by studying the advantages and disadvantages of a 60-hour examination. The advantages included:

- 1) the opportunity to assess objectively students' performance in English and math skills;
- 2) the opportunity to establish minimum competency criteria for graduation from CNC;
- 3) the opportunity to increase the quality of 300 and 400-level courses by enrolling students with higher verbal and quantitative skills.

The committee also considered possible disadvantages to a 60-hour exam which included:

- 1) the use of such testing to evaluate the quality of academic instruction, specifically the performance of individual faculty members;

- 2) the restructuring of courses to teach the content of the test;
- 3) the use of the test results to justify the status quo by blaming the students, the secondary and preparatory schools, departments or individual faculty.

Each of the disadvantages listed above seem to result from the misuse of the testing program and its resulting data. The committee believes that appropriate controls can be developed to prevent the possible abuses of the proposed program.

While the committee is convinced that there is a need to obtain data on student achievement in the English and math areas, the committee is not prepared at this time to recommend the implementation of the 60-Hour Math and English Examination. Instead, it is proposed that the college assess the verbal and quantitative skills of a random sample of its freshmen, junior, and senior students including transfers to:

- 1) determine the strengths and weaknesses in each basic skill area;
- 2) refine the test instruments so that they will reflect the type and difficulty of content appropriate to standards set by the faculty for student performance at CNC;
- 3) determine college criteria for matriculation to 300 and 400-level courses;
- 4) after the collection of a sufficient amount of data, determine whether quality control is best achieved through implementation of a 60-hour examination or other possible changes such as the addition or revision of current distribution requirements, emphasis of skill development in courses outside the courses in the present distribution requirements.

The committee is recommending to the Vice President for Academic Affairs the following schedule:

September to June, 1980-81 -- testing students for verbal and quantitative skill achievement using tests outlined below.

September to June, 1981-82 -- evaluating the results of the initial testing; revising the tests as necessary, and readministering them to a new and broader sample of students.

September to June, 1982-83 -- evaluating the results of the second testing and determining whether the program should be adopted as a 60-hour math-writing competency exam.

The committee does not imply that it has determined which competencies are essential for successful completion of 300 and 400-level courses at CNC. It has not determined "how much" competence is sufficient for graduation or even for successful completion of upper-level courses. Nor does it claim that the competencies being tested are necessarily the ones that our graduates need to obtain employment and to succeed in their work. Indeed, a case could be made for testing our students' competence in oral presentation, interpersonal skills, leadership, problem-solving skills, and so on. The purpose of the proposed program is to assess some of the competencies our students have in several skill areas. The results of this assessment may indicate that some practices, policies, or programs should be changed; the results may also indicate that no changes need to be made. The abiding concern is the educational welfare of our students, whose interests should be placed above the parochial interests of individual departments or faculty.

The committee found itself in basic agreement concerning the language skills to be assessed in the initial year of testing. These include: 1) reading comprehension; 2) vocabulary; 3) logical relationships; 4) usage; and 5) sentence structure. While a writing sample and an analysis of the student's ability to read and analyze a full-length essay or research publication would more accurately measure a student's English competency, logistic and financial constraints suggest that the assessment of these two skills might best be examined by: 1) determining the correlation between student's performance on the objective test and the student's writing and reading performance or 2) including the writing sample and longer reading comprehension test in the second year of the program.

The committee spent much of its time discussing which math or quantitative skill areas to include in the initial year of testing. While the committee is in agreement concerning the importance of assessing basic algebraic skills, a consensus could not be reached concerning how to assess the more basic quantitative skills or whether to include the areas of statistics and probability, trigonometry, calculus, etc., on the initial test. In formulating its recommendations to the faculty, the committee decided to limit the quantitative testing to basic algebraic skills. Students who do not perform adequately on the test of basic algebraic skills will be tested for elementary algebra and arithmetic.

During the second year of testing the skill areas might be expanded to include: 1) problem solving; 2) application of mathematics to everyday situations; 3) alertness to the reasonableness of results; 4) estimation and approximation; 5) geometry; 6) measurement; 7) reading, interpreting, and constructing charts and graphs; 8) statistics and probability; 9) computer literacy; 10) calculus; and 11) decision-making skills and other possible areas. The rationale for expanding the number of quantitative skills assessed is based on the observation that our technological society requires daily use of such skills as problem solving, interpreting data, organizing data, measuring, predicting and applying mathematics to everyday situations. The changing needs of society, the explosion of the amount of quantitative data, and the availability of computers and calculators demand a redefining of the basic competency areas so that a college graduate will be mathematically functional.

Two standardized tests are recommended to be used during the initial year of testing. These include The College Board Descriptive Tests of Language Skills, The College Board Tests of Mathematics Skills or the test produced by the

Mathematical Association of America. The committee has studied the validity, reliability, and limitations of these instruments. Copies of the tests are available at the Library Reserve Reading Desk for careful reading by the faculty. The committee will welcome suggestions for other assessment tests prior to May 1, 1980. If no suggestions are made, the recommendations of this committee will be based on the use of the tests previously mentioned. These tests require approximately 2½ hours to administer but have the advantage of being self-scored so that students know their results immediately and can be given an interpretation guide or referred to a designated counselor for individual interpretation. The tests are cost effective. One set of test booklets can be ordered and reused as needed. Alternate forms of each test are available for test-retest purposes. Once the original test booklets have been purchased, the cost per student is \$1.00 per test.

It is hoped that the faculty will study this proposal, review the tests, and come prepared to vote on the proposal at the May 9th faculty meeting.