

12-3-2009

Minutes, Arts & Sciences Executive Committee Meeting, Thursday, December 3, 2009

Arts & Sciences Executive Committee

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**Approved Minutes
Executive Committee
December 3, 2009
(continued on December 9, 2009)**

Members Present: Rick Foglesong, William Boles, Thom Moore, Jim Small, Lisa Tillmann, Allison Wallrapp, Joan Davison, Laurie Joyner, Roger Casey, Lewis Duncan

- I. Call to Order – The meeting was called to order at 12:35.
- II. Approval of Minutes—The Executive Committee approved the minutes of November 12, 2009.
- III. Old Business
 - A. DoSA: Foglesong states the following passed at the October 22 Faculty Meeting: “Appoint Karen Hater as Dean of Student Affairs (not interim) and create a committee to study the structural relationship of the DoSA office to the rest of the institution.” He then poses the question: “Following the discussion of this issue at the Nov. 19 faculty meeting, does EC wish to proceed in appointing a study committee?” Davison suggests appointing a committee because it seems to be the expressed will of the faculty as well as having President Duncan’s support. Boles suggests Hater first deliver the DoSA semester address to the faculty to explain the office’s activities and goals and to provide education about what happens in DoSA. Wallrapp states she opposes EC serving as the committee and explains the committee should be constituted and then the committee can make decisions about education. Duncan supports a committee’s review but contends function should lead form and mission should inform structure. He argues for a membership which is broad and does not include people who are biased toward any position. Duncan notes Nielson would be a good resource for the committee. Small says the faculty wants some sort of committee but the question is which issues the committee should pursue. He supports a committee with a broad perspective and states there is nothing wrong with the committee examining structural relations in the office, but the committee should include expertise and be objective. Joyner adds that the EC should be prescriptive about the committee’s charge, protocol and timeline; she concurs that as a faculty member she has a hard time undoing faculty votes. Foglesong asks what protocol includes and Joyner explains protocol refers to procedure. She states EC should identify pressing issues and questions for the committee to consider. Tillmann also favors moving forward with a committee but contends it is important to emphasize clarity of mission. Tillmann states there should be student affairs’ personnel participation because faculty members sometimes factualize what they believe occurs at student life. She continues that faculty members sometimes project a sense of what “those people” (in Student Affairs, Holt, Crummer, “less rigorous” departments) believe and do. Tillmann explains opinions—sometimes ones

grounded in little direct experience—get stated and circulated as fact. She believes this violates the ethics of civic discourse. She contends one charge of the committee should be to create opportunities for discussion. Joyner suggests the protocol should include meetings with faculty. Moore and Casey both endorse the creation of the committee. Davison states it is critical to remember the resolution focuses upon relationships of DoSA to the institution not DoSA's internal dynamics. Casey agrees with Davison's point but says that people probably voted for the resolution without necessarily considering the specific content; some people were concerned about internal dynamics and others were concerned about external relations. Small concurs that people supported the resolution for various reasons and there is not only a single issue before the committee. Foglesong suggests EC return to the resolution and begin with the legislation which passed, then specify the committee, issues, and protocol. Foglesong contends the committee should consider alternative models, conduct extensive discussions with campus community, and consider what DoSA does. He believes the committee should address the following questions: the appropriate size of DoSA; its intersection with admissions, Holt, and DoF; whether the structure is right to support mission; and how co-curriculum affects academic programs. Foglesong also suggests a report by the end of the spring semester. EC agrees. EC discusses the committee and after discussion reaches consensus upon a membership of Steve Nielson, Derrick Paladino, Jennifer Queen, Larry Wilmot, and Brent Turner.

IV. New Business

- A. AAC Academic Calendar – Small presents the calendar approved for 2010-2011 by AAC. (See Appendix 1.) Davison asks whether the 10 day break between the end of the spring semester and graduation is too long. Joyner explains the key participants in the formulation of the calendar supported the 10 days. Student Records views the schedule as important for senior grades. Furthermore, A&S and Holt were trying to coordinate calendars. Duncan urges changing the calendar so there are fewer days between the end of final exams and graduation. He suggests pushing Holt's start date forward one or two days. Joyner explains she thought according to Eck and Lusk this was impossible for Holt. EC agrees the possibility of changing the conclusion of the spring semester will be addressed.
- B. Student Life Committee – Boles introduces a bylaw change from the Committee. (See Appendix 2.) The proposal adds the Dean of Student Affairs to the SLC in a non-voting, ex-officio capacity, and specifies that one of the two current staff positions be designated to a member from the Student Affairs division. Boles explains this is to guarantee Student Affairs input into SLC. Davison notes the original logic behind SLC membership was based upon the assumption the Dean of Student Affairs already conferred with student affairs staff both individually and as a group, and SLC was an opportunity for input from a different constituency. Davison explains she only can accept a designated seat for a student affairs staff member if student affairs staff are ineligible for the other staff seat. Casey asks how the student affairs staff member would be elected – would it be by all staff or only by student affairs staff. Boles will take the issue back to the committee for clarification.

- C. EC – Foglesong introduces a discussion about the agenda for the December 9, 2009 faculty meeting. Tillman suggests the faculty meeting be cancelled due to the limited business and instead the EC meet at that time. All agree. The meeting is suspended at 1:51pm until noon on December 9 when it resumes. Toni Holbrook, Megan Hart, and Sharon Lusk now join the meeting as guests.
- D. AAC Academic Calendar (New Options) – Holbrook and Joyner discuss the need to have time to certify graduates. Joyner emphasizes the need to leave time to receive, enter and check grades. Tillmann suggests a holiday on election days. Boles mentions November 2nd is Election Day, but classes already are cancelled on Thursday for the 125th celebration. The discussion shifts to the spring semester and focuses on whether to provide an extra day of grading for faculty by scheduling Saturday exams. Casey expresses concern about religious observation and exams on Saturday. Small moves for option 4 with a colloquy day. (See Appendix 3.) Option 4 forces an aligned start date, adds two days one of which is a colloquy day, adds a Saturday exam date, and requires grades due at Tuesday on 6pm. Tillmann seconds the motion. Discussion in the whole follows. EC votes and the motion fails. Boles again raises questions about the fall semester and the 125th Anniversary Celebration. Duncan states students and alumni are involved in planning for the day. Small mentions faculty agree on the importance of anniversary and hope the day is linked to academics. Boles raises concerns about students reporting late in the fall and insufficient days for orientation and community building. Joyner says the late report date is not due to financial reasons but rather the decision orientation too long for students, peer mentors, and RCC faculty. Joyner identifies a shift from orientation to an integration of programming into the first year. Joyner and Hart state all key directors see the change as leading to a more integrated and engaging experience. Duncan asks whether the new orientation includes sufficient days to cover advising. Hart responds yes. Tillman again inquires about Election Day and EC agrees to consideration of future election days off, but this year will forego due to 125th anniversary. Small moves and Tillmann seconds Option 4 as is. EC agrees to support Option 4.
- E. AAC Maymester – Joyner introduces the documents from AAC with a recommendation for Maymester (appendix 4) and the AAC resolution approving a continuation of Maymester (appendix 5). Joyner states the reasons for continuing Maymester and highlights participating faculty members and students provided very good assessments of Maymester, and many ACS sister schools have similar sessions. Joyner states she recommended to AAC that Maymester be continued as an experiment in 2010, comparable to the way in which faculty members are permitted to teach courses multiple times before formal approval. Small explains Maymester will include changes based on faculty feedback notably Saturday exams, two additional class days, explicit contact hours, and the opening of the option to teach in the semester to all faculty members. Joyner says the compensation is determined from current overload and intersession compensation. Joyner notes Maymester also will help raise revenue and all courses offered are taught by full time faculty and already have AAC approval. Small says the new version of Maymester responds to faculty concerns. Boles asks how Maymester affected Holt enrollment. Casey says no affect. Duncan says the compressed time

leads to concern about rigor, but argues some courses are better taught in a compressed time period. Small does see course appropriateness as an issue and believes some courses do fit well while other disciplines do not work well in the compressed time. Duncan suggests he prefer course selection based on pedagogical purpose rather than financial reasons. Joyner and Small say they are thinking in those terms and have discussed these issues in AAC. Small suggests developing a formal procedure to vet courses. Boles and Tillmann ask about the desirability of taking two courses per Maymester. Davison, Boles and others question Maymester compensation and how it relates to Holt. Casey reminds EC a report on all additional compensation is forthcoming. The Maymester resolution passes.

V. Adjournment—The meeting adjourns at 1:51pm.

Respectfully submitted,

Joan Davison
Vice President/Secretary

APPENDIX 1

ROLLINS COLLEGE ARTS AND SCIENCES CALENDAR 2010-2011

FALL TERM 2010

New Students Report	Thursday, August 19 (pending final approval)
Returning Students Report	Saturday, August 21
First Day of Class	Monday, August 23
Schedule Changes (Drop/Add)	Monday, August 23, through Friday, August 27
Credit/No Credit Deadline	Friday, September 3
Last Day to Drop a Class without Notation ('W' Deadline)	Friday, September 3
Labor Day Holiday (No Classes)	Monday, September 6
Fall Break (No Classes)	Saturday, October 9, through Tuesday, October 12
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, October 29
125 th Anniversary Celebration (No Classes)	Thursday, November 4
Academic Advising for Spring 2011	Monday, November 8, through Sunday, November 12
Thanksgiving Recess (No Classes)	Wednesday, November 24, through Sunday, November 28
Classes End	Friday, December 3
Reading Days	Saturday, December 4, and Sunday, December 5
Final Exams	Monday, December 6, and Tuesday, December 7
Reading Day	Wednesday, December 8
Final Exams	Thursday, December 9, and Friday, December 10
	Monday, December 13, through Friday, December 17)

Count: 68 In-Class/3 Reading/4 Exams/7 Holidays Days: 13 Mon./14 Tues./14 Wed./14 Thur./14 Fri.

SPRING TERM 2011

Winter Intersession	Monday, January 3, through Friday, January 7
New Students Report	Friday January 7
First Day of Class	Monday, January 10

Schedule Changes (Drop/Add)	Monday, January 10, through Friday, January 14	
M.L. King, Jr. Day (Holiday)	Monday, January 17	
Credit/No Credit Deadline	Monday, January 24	
Last Day to Drop a Class without Notation ('W' Deadline)		Monday, January 24
Spring Break (No Classes)		Saturday, March 5, through Sunday, March 13
Last Day to Drop a Class without Penalty ('WF' Deadline)		Friday, March 25
Academic Advising for Fall 2010		Monday, March 28, through Friday, April 1
Classes End	Friday, April 22	
Reading Days	Saturday, April 23, and Sunday, April 24	
Final Exams	Monday, April 25, and Tuesday, April 26	
Reading Day	Wednesday, April 27	
Final Exams	Thursday, April 28, and Friday, April 29	
Commencement	Sunday, May 8 (Mother's Day)	

Count: 69 In-Class/3 Reading/4 Exams/6 Holidays Days: 13 Mon./14 Tues./14 Wed./14 Thurs./14 Fri.

MAYMESTER 2011 (PENDING REVIEW)

First Day of Class	Monday, May 9
Classes End	Friday, May 22

APPENDIX 2

Change to the Bylaws from Student Life Committee:

The Student Life Committee, in having met with the Professional Standards Committee, makes the following changes to Article VII, Section III, of the Bylaws:

As Currently Stated:

Membership. The membership of the Student Life Committee shall consist of thirteen voting members: six elected from the faculty, two members of the professional staff elected by the members of the staff, and five students selected by the Student Government Association. The students shall be appointed at the beginning of the academic year and remain on the Committee for a period of one year.

Revision:

Membership. The membership of the Student Life Committee shall consist of thirteen voting members: six elected from the faculty, two members of the professional staff, at least one of which is drawn from the Division of Student Affairs, elected by the members of the staff, and five students selected by the Student Government Association. The students shall be appointed at the beginning of the academic year and remain on the Committee for a period of one year. The Dean of Student Affairs serves as an ex-officio, non-voting member.

APPENDIX 3

ROLLINS COLLEGE ARTS & SCIENCES ACADEMIC CALENDAR 2010-2011

FALL TERM 2010

New Students Report	Thursday, August 19
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Returning Students Report	Saturday, August 21
First Day of Class	Monday, August 23
Schedule Changes (Drop/Add)	Monday, August 23, through Friday, August 27
Credit/No Credit Deadline	Friday, September 3
Last Day to Drop a Class without Notation ('W' Deadline)	Friday, September 3
Labor Day Holiday (No Classes)	Monday, September 6
Fall Break (No Classes)	Saturday, October 9, through Tuesday, October 12
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, October 29
125th Anniversary Celebration (No Classes)	Thursday, November 4
Academic Advising for Spring 2011	Monday, November 8, through Sunday, November 12
Thanksgiving Recess (No Classes)	Wednesday, November 24, through Sunday, November 28
Classes End	Friday, December 3
Reading Days	Saturday, December 4, and Sunday, December 5
Final Exams	Monday, December 6, and Tuesday, December 7
Reading Day	Wednesday, December 8
Final Exams	Thursday, December 9, and Friday, December 10
(Contingency Days Monday, December 13, through Friday, December 17)	
Count: 68 In-Class/3 Reading/4 Exams/7 Holidays □ Days: 13 Mon./14 Tues./14 Wed./14 Thur./14 Fri.	
SPRING TERM 2011	
Winter Intersession	Monday, January 3, through Friday, January 7
New Students Report	Friday January 7
First Day of Class	Monday, January 10
Schedule Changes (Drop/Add)	Monday, January 10, through Friday, January 14
M.L. King, Jr. Day (Holiday)	Monday, January 17
Credit/No Credit Deadline	Monday, January 24
Last Day to Drop a Class without Notation ('W' Deadline)	Monday, January 24
Spring Break (No Classes)	Saturday, March 5, through Sunday, March 13
Last Day to Drop a Class without Penalty ('WF' Deadline)	Friday, March 25
Academic Advising for Fall 2011	Monday, March 28, through Friday, April 1
Classes End	Tuesday, April 26
Reading Day	Wednesday, April 27
Final Exams	Thursday, April 28, and Friday, April 29
Reading Days	Saturday, April 30, and Sunday, May 1
Final Exams	Monday, May 2, and Tuesday, May 3
Commencement	Sunday, May 8 (Mother's Day)
Count: 71 In-Class/3 Reading/4 Exams/6 Holidays □ Days: 14 Mon./15 Tues./14 Wed./14 Thurs./14 Fri.	
MAYMESTER 2011 (TENTATIVE; PENDING REVIEW)	
First Day of Class	Monday, May 9
Classes End	Friday, May 27
Final Exams	Saturday, May 28
APPROVALS:	
Academic Affairs Committee, 11-20-09; Executive Committee, 12-9-09; RLT Group, xx-xx-xx; Vice President for Academic Affairs and Provost, xx-xx-xx	

APPENDIX 4

Recommendation from the Dean of Faculty to the Academic Affairs Committee (AAC) Regarding Maymester 2010

The Dean of Faculty recommends to the AAC that Maymester be extended and classes offered again in summer 2010.

History. Maymester was piloted in summer 2009 after a survey to students indicated that 87 percent of them desired such classes. The vast majority of respondents (92 percent) stated a preference for general education courses. Once Maymester was discussed as a real possibility, the responses received by the Dean of Faculty Office from students, parents, and faculty was uniformly positive. Maymester was also discussed in AAC on April 2, 2009 and support was evident in a number of comments recorded in the minutes such as, "There is no controversy

about it, but AAC approval would be nice,” “We already have courses similar to Maymester such as travel labs,” “This is not controversial and we endorse it,” etc.

Maymester 2009. Maymester courses began on May 12 and ended on May 28, 2009 (13 instructional days and one day for the final exam) with classes meeting three hours each day to be sure that students were meeting contact hour requirements. Six courses were offered (charging \$1,400 tuition for each course) and students were allowed to take a maximum of two courses in any program of the College. Final numbers revealed 114 enrollments across 98 students (95 A&S students and 3 Holt students). Of the A&S students, 16 enrolled in two courses (17 percent). Maymester generated net tuition revenue of approximately \$125,000.

Evaluation of Maymester Experience from Faculty Perspective . Faculty members were asked the following series of questions about their experience in Maymester:

1-Were you able to achieve your goals for the course in the Maymester term?

All faculty members who responded to this question stated that they were able to meet their goals during Maymester. One respondent stated that, “This course would improve if we could add two more days to Maymester, and then another day for the final. Thus, if we had four days the first week, five days the second week, four days the third week, plus the final exam on Saturday, I know I could include all of the material that I regularly teach in this class. I asked students about this schedule, and they indicated that they would be less willing to take Maymester, if the final exam was on the following Monday, which would be a fourth week.”

2-Do you feel you were able to meet the general education requirements in Maymester?

All six respondents stated that they were able to meet the general education requirements in Maymester.

3-Were the students that took two courses able to handle the course loads?

Three respondents stated that “they didn’t know” or were not sure if any of their students took two courses. Of the remaining three, one said students should only be allowed to take one course and the other two said students seemed to do fine (i.e., managed to get the work done and perform well).

4-With the amount of work you assigned, do you think students should be allowed to take two courses during Maymester?

Three respondents answered that students should be allowed to take two courses. One emphasized the point that Maymester works because the distractions of typical college life are not present. Two respondents said that students should not be able to take two courses, but did not elaborate. One faculty member did not respond to this question.

Note: Holt has offered 4-, 6-, 8-, and 12-week courses at various times over the past five years.

5-You taught in a three-hour block when you typically teach one-hour, three times per week. What were the positive and negative consequences of this schedule?

Most respondents did not find this challenging at all since a number of them taught in month-long summer courses in Holt. A few commented that they preferred this format because it was more conducive to learning (e.g., “more time for class discussion,” “students liked coming everyday....more continuity and better student recall...I think students got more of an understanding of how concepts were linked to processes and consequences than students do when they only come twice a week,” and “we could work on the chapters and work on skill building activities at the same time”). One negative comment was that “it’s hard to keep their attention for that long.”

6-Comments that you want to share about Maymester.

R1: “I enjoyed it; my students enjoyed it; and, more importantly, they were able to meet their gen. ed. requirement. So, I think we should incorporate Maymester into our normal school schedule.”

R2: “I think it worked well...Overall, I thought it went better than I anticipated.”

R3: “I am very pleased with Maymester, and I believe the students got a lot out of the course. Compared to normal semesters, my students seemed more focused, more responsible, and more invested in the course, shifts I attribute to the accelerated nature of the course.”

R4: “I enjoyed teaching the Maymester course. It was highly concentrated and I felt I was in high gear at all times, but I found the students attentive and eager to participate. It was an invigorating three weeks.”

R5: “Students said that they liked this Maymester because they could take a course in three weeks, although things got a bit intense during the last week...The strength of this Maymester, is that students seem to perform better on exams, on average, than they do during the regular semester...I really liked the process, myself. Having to construct a syllabus that encompassed the material in a more consolidated manner made me rethink some things about the course, which can make it better during the regular semester. I would also know what to do if I taught another Maymester, again...”

Evaluation of Maymester Experience from Student Perspective . Quantitative student responses on the *Seven Critical Indicators of Teaching Quality* were similar to those mean scores across the College. Qualitative comments were overwhelmingly positive. In fact, the paucity of less-than-positive comments from students was encouraging. After reviewing hundreds of Course and Instructor Evaluations at Rollins, this set reveals a high level of student self-reported satisfaction with the quality of teaching, level of engagement, and organizational structure of the courses offered during Maymester.

Peer School Comparisons. A review of ACS schools reveals that a number of them are conducting summer sessions that are three weeks in length, including Furman, Hendrix, Millsaps, and Southwestern. A bit closer to home, Stetson also offers a three-week term. Other

schools that offer similar intensive summer offerings include Winthrop University, Chatham University, Gettysburg College (as part of the Dickinson and Franklin & Marshall Central Penn Consortium), Vanderbilt, and UNC-Chapel Hill.

Proposal for Maymester 2010. The Dean of Faculty proposes to incorporate the suggestions in the faculty assessment of Maymester to expand the term by a few days in 2010. The proposed schedule would expand the term to 15 days (May 10 – May 28) and add a Saturday as a final exam period (day 16). Students will be allowed to take a maximum of two summer courses in any program of the College.

The plan is to release an open “Call for Courses” in January 2010 to all A&S full-time faculty. Every course (not limited to general education) that enrolls a minimum of eight students will be considered for inclusion in the final schedule, assuming adequate auxiliary support is in place to support the summer demand. Final decisions about courses to be offered, time slots, etc. will rest with the Dean of Faculty.

The dates of a Maymester 2010 term would be as follows:

May 10-14 (M-F - 5 days) either 9:00 – 11:30 a.m. or 1:30 – 4:00 p.m. time slot
May 17-21 (M-F - 5 days)
May 24-28 (M-F - 5 days)

Examination – Saturday, May 29, 2010, 9:00 – 11:00 a.m. or 1:00 – 3:00 p.m.

Hours of In-Class/Instructional Contact Between Professor and Student:

150 min. X 15 = 2250 minutes or 37.5 contact hours in the term

The proposed pay structure is based on a sliding scale depending on enrollment using current Intersession/Overload compensation as a baseline as follows:

8-14 students	\$2,500
15-21 students	\$3,500
22-32 students	\$4,500
33 and above	\$7,000

Budgetary Impact. The Dean of Faculty has been asked (like every other unit on campus) to identify two percent of total salary and operating budgets for possible reallocation. This amount translates into \$400,000. In that respect, in addition to meeting an increasing student demand for courses, the potential \$150,000 projected revenue from Maymester represents a heretofore unavailable source of income to support the operating budget of the Dean of Faculty Office and alleviates some of the pressure to potentially reduce spending.

Conclusion. Maymester 2009 filled a pressing need to provide students with access to courses with high demand. Both faculty and student evaluations were positive; faculty were uniform in concluding that learning objectives and general education requirements were met. Although Maymester represents a new structure for Arts & Sciences, our faculty have taught in the Holt school's summer term successfully for many years, including terms as short as four weeks. In addition, having summer terms is more the rule than the exception at peer institutions.

Maymester was also successful from a budgetary perspective at a time when the development of new sources of revenue -- consistent with the pedagogical vision of the college -- is a priority. Finally, the current proposal seeks to improve on a successful 2009 Maymester by: 1) adding two instructional days to the term; 2) adding a day for the final exam by shifting testing to a Saturday; and 3) sending out an open call to all faculty for Maymester course proposals, with enrollment determining the courses chosen. I encourage AAC to endorse this proposal given the overwhelming evidence supporting the success of Maymester.

Revised based on AAC Feedback 12/2/09 (12:31 p.m.)

APPENDIX 5

Resolution of the Academic Affairs Committee (AAC) Regarding Maymester 2010

The Academic Affairs Committee voted 8-1 on December 2, 2009 in favor of the following motion:

The Academic Affairs Committee recommend to the Executive Committee that a Maymester be offered during May of 2010 under the following conditions:

The dates of a Maymester 2010 term will be as follows:

May 10-14 (M-F - 5 days)

May 17-21 (M-F - 5 days)

May 24-28 (M-F - 5 days)

Final Examinations will be given on Saturday, May 29, 2010, at 9:00 – 11:00 a.m. or 1:00 – 3:00 p.m.

Classes will be scheduled either in the 9:00 – 11:30 a.m. or 1:30 – 4:00 p.m. time slots.

Students will be allowed to take a maximum of two summer courses in any program of the College.

A “Call for Courses” will be submitted to all A&S full-time faculty in January of 2010. Every course (not limited to general education) that enrolls a minimum of eight students will be considered for inclusion in the final schedule, assuming adequate auxiliary support is in place to support the summer demand. Final decisions about courses to be offered, time slots, etc. will rest with the Dean of Faculty.

Hours of In-Class/Instructional Contact Between Professor and Student will be 150 min. X 15 = 2250 minutes or 37.5 contact hours in the term.

The proposed pay structure will be based on a sliding scale depending on enrollment using current Intersession/Overload compensation as a baseline as follows:

8-14 students:	\$2,500
15-21 students:	\$3,500
22-32 students:	\$4,500
33 and above:	\$7,000

The Academic Affairs Committee will evaluate the academic success of Maymester during AY 2010-2011 and make a recommendation on its continuance.