Cabrillo College Faculty Senate

Tuesday, February 15, 2011
3:07 - 5:04 pm
Sesnon House

In Attendance: Eva Acosta (Wats. Ctr. Lias), Arturo Cantu (Counseling), Joseph Carter (BELA), Jean Gallagher-Heil (HASS), John Govsky (VAPA/Sec./CCFT Lias.), Calais Ingel (BELA), Denise Lim (NAS), Michael Mangin, Aime McNamara (HASS), Lenny Norton (HAWK/Treasurer), Yasmina Porter (VAPA), Beth Regardz, Dan Rothwell, Pam Sanborn (HAWK), Deborah Shulman, Sylvia Winder (Library), Marcy Alancraig(SLO Assessment Coor.), Renee Kilmer (VP of Instr.), Deborah Shulman (Instructional Dev.)

Note Taker: David Kehn

Guests: James Weckler, Craig Hayward, Margery Regalado, Wanda Garner, Paul Harvell, Rhea Leonard, Brian King

1. Call to Order
   1.1. The meeting was called to order at 3:07 PM.

2. Minutes
   2.1. No minutes scheduled for approval at this meeting.

3. Reports
   3.1. President (Steve Hodges)- not present
   3.2. Vice President
      3.2.1. Concerns raised about lack of VP.
   3.3. Secretary (John Govsky)
      3.3.1. The website has been updated, all current members and terms updated as well.
   3.4. Treasure (Lenny Norton)
      3.4.1. Nothing new to report.
   3.5. CCFT (John Govsky)
      3.5.1. SDI election starting next week, make sure to vote.
      3.5.2. More negotiations about interdisciplinary courses.
      3.5.3. Date for election: ballots in mailboxes in about a week, emails will be sent to faculty.
   3.6. CCEU (Rick Fillman)
      3.6.1. Not present
   3.7. Watsonville (Eva Acosta)
      3.7.1. Student senators gave free food to students at Watsonville if they got their Student Activity Card.
      3.7.2. Construction moving along smoothly.
   3.8. ASCC
      3.8.1. In Watsonville.
   3.9. SLO Assessment Coordinator (Marcy Alancraig)
3.9.1. Requests an ARC annual report for next meeting.

3.10. VPI (Renee Kilmer)
3.10.1. Incident this morning at Watsonville, the campus almost went on lockdown. It has all been settled, doors now unlocked.
3.10.2. Concerns over security issues on campus raised, incidents on campus increasing. Funding has been reduced to sheriff’s office, are we feeling the effects? Paul Ramos is showing concern as well.
3.10.3. Recently a theft in children’s center, hundreds of dollars of equipment stolen.

4. Unfinished or Ongoing Business

4.1. Student Success – Policies for prerequisites
4.1.1. Renee: The policy would change the way we validate prerequisites, but it is not mandated change. Not for sequential courses. Currently requires lengthy process to validate prerequisites. This change would allow for content review, giving faculty and departments the option to choose whether or not prerequisites are required. Statewide training for faculty before change would be instigated. Went to BOG last spring, wanted it to be reworked. In January it came out, up for approval in March, then it will go to Title 5 language. If approved colleges will have the option to use the policy. Started at Statewide Academic Senate, has been going on for 2 years.
4.1.2. Adela: wants Cabrillo faculty to go against new policy, could inhibit students who are capable. Basic skills research shows that more classes are more barriers. Instead, more support for prerequisite assistance, tutoring, funding. Tightened resources leave open doors for affluent students, but will inhibit others. Should provide support for K-12. Less legislation, why add more barriers?
4.1.2.1. Previous cases show that prerequisites are not the only gauge on whether or not a student becomes successful.
4.1.3. Marcie: The policy is not to create more prerequisites, it’s a method to determine what prerequisites are. Research offices must be involved; with cutbacks people just stop doing research. This is a compromise to give us options.
4.1.4. Wanda: Content, how much material of prerequisites is actually needed for a target course. It should be a faculty decision that requires content review. When prerequisites were not enforced, disastrous for sequential courses.
4.1.5. Margery: Against; because it will just be a different type of prerequisite, placement tests can be a barrier as well. Need more classes below transfer level, because student success factors are more than just prerequisites. We need more options than either A or B, if students can’t get into a class, they will have nowhere to go.
4.1.6. Dan: Concerned over different departments needs regarding prerequisites. Departments should have power to choose whether or not prerequisites are required.
4.1.7. Denise: If students are allowed into a class who don’t have the needed skills, this could be setting them up for failure.
4.1.8. Validation: if a course is desired as a prerequisite, a five year study must be conducted.

4.1.9. Study conducted for student success for having prerequisites vs. not having prerequisites. Students who tend to be successful in a particular class, are generally successful as well. GPA has a larger effect on student success.

4.1.10. Document for planning and research, position paper to not throw out evidence of student success with regards to prerequisites.

4.1.11. Arturo: ‘the unintended consequences’ of too many prerequisites. The policy could hurt diversity because of increased barriers. Must look at all aspects.

4.1.12. Too early for action on the subject. Review handed out documents, talk with other faculty and then discuss next time.

4.2. Student Success – Transfer Degrees

4.2.1. AA-T and AS-T provides priority for local colleges.

4.2.2. Renee: If you transfer and are accepted, the college has to accept your degree with 60 units. CSU has a requirement, in History, that has to occur at a community college, but legislation won’t allow local requirements. Intent is that there are no local requirements, however, university will only accept the 60 units.

4.2.3. Marcie: Get involved when it comes to your discipline. Worried that these degrees won’t be ‘this or that’ options, but just ‘that only’. The real power is in the Statewide Academic Committees.

4.2.4. Eva: Like our model program, students have a chance to choose what path to follow. Will be attending the meeting for teacher prep.

4.2.4.1. Although you can apply to other colleges, your chances are very small. So students are moving to desired locations to take coursework there.

4.2.5. Beth: If we get in early, we can create enriched programs to be of interest to students and also align with CSUs and other universities.

4.2.6. Michael: We must be involved in all stages, which classes are in curriculum and program models.

4.2.7. Dan: AA-T / AS-T good only for local transfer college (SJSU and CSUMB), if you are not accepted at local school, then you will be given priority to other campuses. However, not over those local students. With new policy, concerned over enforcement of local requirements.

4.2.8. Transfer degree will allow for a 3 unit ‘wiggle’ class where you can choose another class. However, legislation states that you cannot have local requirements.

4.2.9. Arturo: It is difficult to prepare students for a specific program and specific college. A generic transfer degree may not necessarily cover all prep work required for all colleges. US History is a graduation requirement, not an admission requirement.

4.2.10. Marcie: Transfer degrees are a good thing but, we don’t want to lose the creativity of our specific coursework.

4.2.11. Amy: Time frame for complete implementation: By Fall we must have two of these degrees (Math and Criminal Justice already on board). Who gets priority over what happens next?...Faculty.
4.2.12. Paul: Locality only effects priority.
4.2.13. Joseph: The 20 departments are the most common majors that students are transferring across the state.

4.3. BP 3250
4.3.1. Informational only.

4.4. BP 3260
4.4.1. Instructional council has gone through it.
4.4.2. Crossed out writing is on AR, doesn’t go to board

4.5. BP3220
4.5.1. Bolded language is new, crossed out is recommended to change.

4.6. BP 3020
4.6.1. Calais: Wants to put “those who need accommodations”

4.7. BP 3025
4.7.1. Take a look at language. It eliminates methodology from policy and puts them in AR.
4.7.2. Only new language is ‘pre-transfer’ instead of ‘pre-collegiate’
4.7.3. Calais: instead of learning disability, ‘qualifying disability’.
4.7.4. Paul: Senate needs to look over all policies, remember “Freedom of Speech”

4.8. BP’s up for review next time.

4.9. Budget Update
4.9.1. Various plans are being developed now for all possible outcomes.
4.9.2. Current budget about 60 million.
4.9.3. Brian: Board action last night; approves allocation for operating reserve. If governor’s budget passed, will know by March 8. Best case, tax cuts postponed. We would then have a year to discuss what a smaller college would look like. Mid-case scenario, have to make cuts. Worst-case, no postponement, $26 to $66 per unit, establish a 90 unit cap, reduced funding for basic skills, athletics, no more P.E. (by LAO), have to cut about 1/10 of college.
4.9.3.1. Last ten years already cut 7 million.
4.9.4. Senate encouraged to read LAO reports. Use positive language, “tax cut postponement”.
4.9.5. Ideas for ‘neighborhood meetings’, 4 different groups, two hour meetings, same goals, after we know if postponements pass. Renee will come back with possible times for meetings. All meetings similar in structure. Look at staffing, vacant positions, impact of vacant positions. In April, the best budget for the out coming scenario. If tax postponement is not passed then we will have limited time to make crucial cuts. Elector did vote Brown in, however community input is important.
4.9.6. Marcie: Content over neighborhood meetings, at end of meetings everybody must know what they can and can’t do. And how they can make the biggest impact.
4.9.7. Brian: Prop 98 identifies how money is spent in education. Prop 98 provides a floor for what they pay us, without that we would be in the basement.
4.9.8. What can we do locally? Focus on seats like Moldonado, Blakeslee, Joe Simitian.
4.9.9. New budget will start two weeks after election in June.
5. **New Business**
   5.1 Senate appreciative towards temporary meeting leader.

6. **Open Forum**

7. **Adjourn**