Cabrillo College Faculty Senate

Tuesday, April 17th, 2012

3:00 – 5:00 pm

Sesnon House

In Attendance: Winnie Baer, Cheryl Barkey, John Govsky, Steve Hodges, Calais Ingel, Brian Legakis, Denise Lim, Jackie Logg, Michael Mangin, Diego Navarro, Lenny Norton, Ekua Omosupe, Jo-Ann Panzardi, Beth Regardz, Dan Rothwell, Pam Sanborn, Alex Taurke, Deborah Shulman, Sylvia Winder, Eva Acosta

Guests: Marcy Wieland, Darwin Constantino, Dennis Bailey-Fougnier, Nicole Davis, Charlotte Achen, Vicki Fabri, Wanda Garner, Rhea Leonard

Note Taker: Kayla Sikes

1. Call to Order
   1. The meeting was called to order at 3:05 pm.

2. Minutes
   1. Tuesday, March 27th, 2012
      1. Revisions.
      2. Motion to approve, second.
         1. Approved.

3. Standing Reports
   1. President (Michael Mangin)
      1. Rose from Senator Simitian’s office- here for a resolution on behalf of the Senator and the California State Senate.
         1. Dan Rothwell has been recognized by both peers and students as an outstanding community college teacher.
         2. On behalf of the California State Senate, Dan recognized as the California community college teacher of the year.
   2. Volunteers for a few committees.
      1. Council for Instructional Planning starting in Fall 2012- ideal for someone who wants to learn more about instruction.
      2. Faculty member to serve on Cafeteria Committee- regarding quality of the food and re-designing the cafeteria.
      3. Need a sub for the Instructional Council, Thursday from 1-3 pm.
      4. Tuesday, May 1st 2-4 pm, Thursday, May 24th 9-11 am- disciplinary committees, one-time commitments.
   2. Vice President (Steve Hodges)
      1. Planning for the party. Biggest thing is choosing the caterer, asked for suggestions.
         1. Three caterers initially under consideration, have been talking with Sunny’s Catering, waiting to hear back from Adam Beckett.
         2. Will set up a meeting to discuss additional details.
            1. Will email to request a faculty member to also attend.
3. Email if you have any other suggestions for caterers.

3. Secretary and CCFT (John Govsky)
   1. Getting caught up on minutes. Old minutes will be posted by tonight.
   2. Sent out nominations form by email. Officers open are co-vice president and membership chair, reps in various divisions. Due April 25th at 4 pm.
      1. Open rep seats in HASS, NASS, 2 in VAPA, 2 in Watsonville.
   4. May 4th is also deadline for tech factor grants applications.
   5. May 18th will get health increase numbers. Will have more info on how much health benefits will increase. Rumor is that increase will be less than budgeted (10%).
   6. April 22nd sending a few people to the Labor Awards Dinner.
   7. Senate Education Committee has decided to hear two SSTF bills tomorrow morning in Sacramento.
      1. AB 1741 (Fong) bill introduced- would require funding for SSTF reforms.
   8. CFT Convention last weekend in San Jose. Sadie was honored for her great work on behalf of teachers.

4. Treasurer (Lenny Norton)

5. CCEU (Rick Fillman)
   1. About 14 FTE (and counting) have been affected by ongoing layoffs. Services to students and faculty are impacted by this.

6. Watsonville (Eva Acosta)
   1. May 18th- Running Start- high schools bring students for fall registration, counselors have been doing orientations in person. Over 60 students came to Watsonville, great group.

7. Student Senate (Darwin Constantino and Charlotte Achen)
   1. Allocated $200,000 to renovate the cafeteria building. Would like input from a faculty rep. Email Sesario if you are interested.
   2. “Miss Representation” presentation is on April 30th at 6 pm, first come first serve, doors open at 5:30. Please tell your students.
      1. In Crocker Theater, documentary about misrepresentation of women in the media. Afterward there will be a panel of female leaders in Santa Cruz County, question and answer session. 500 seats available.
   3. Earth Week this week- many clubs working to put this together. Would like to see more faculty there. Presentations, clubs tabling.
   4. This Saturday is the Social Justice Conference. Trying to promote this- need as many students and community members to come as possible. From 9 am-3 pm. Sam Farr is the keynote address.
   5. This week is the last week to apply to run for Student Senate for next fall. Please notify students this is the last week to apply. Campaigning is from today until May 4th. Would appreciate faculty being accommodating if students would like to speak before class.

8. VPI (Wanda Garner)
   1. At last meeting, approved going down further 2 positions on the list. There was an unexpected resignation last week, so had the Senate not done that, Cabrillo would be under the FON.

4. Unfinished Business
   1. Mapping Changes
      1. Engineering and Computer Science request.
      1. Engineering 99S- a class for the STEM cohort of Rachel Mayo's STARS program,
offered this summer. Students will be exposed to current science and engineering projects.
2. Would like to map it to Computer Science because someone who has that background would be great to teach that class.
3. Motion to approve, second.
   1. Approved.
2. Counseling and Guidance 52 and 205 request.
   1. Currently mapped to Counseling, should also include Learning Skills.
   2. There are study skills classes taught by counselors and learning skills faculty, someone who has the background to teach Learning Skills can also teach these skills to non-disabled students.
3. Motion to approve, second.
   1. Approved.
2. Program Reduction and Discontinuance Next Steps
   1. Proposed changes to the matrix, anticipate voting on them next week.
      1. Criterion 3- SLOs- this year, gave 10 points if all courses had SLOs complete, gave 5 points if at least one course had SLOs completed, and 0 points to programs with no SLOs.
         1. Almost all programs have completed their SLOs.
         2. Proposed change- 5 points for all SLOs completed, 0 if they're not all completed.
         3. Proposed change- 5 points for annual plan submitted, 0 if not.
   2. Criterion 2- CTE.
      1. First bullet- TUs in core- 20 points rather than 10 points.
      2. Second bullet- job placement- 10 points rather than 20 points.
         1. Basically reversing the first two bullets.
      3. Third bullet- Certificates and Degrees- stays the same at 10 points.
      4. Concern about the reliability of the completer lever surveys that are done for CTE programs, wanted to get it closer to the emphasis of TUs in core for transfer programs.
         1. Students have to complete 10 units to even appear in the survey, so students in some programs like welding don't appear.
      3. All members of the task force approved these changes.
      4. These changes would apply to the matrix for next year, not presently.
      5. May penalize programs who work with other programs- de-incentivizes programs to be efficient because some courses are core to other programs.
         1. As long as courses are core in any program, not just yours.
3. Withdrawal Date Deadlines
   1. Currently, students have the option to drop classes without any “withdrawal” notation on the transcript up until the fourth week.
      1. Now, after the change in repeatability (can only repeat 3 times)- if a student was recorded as being there at census, but then drops the course and doesn't have a W on their transcript, it will still count as an attempt at the course regarding the repeatability requirement.
         1. Bottom line- the state will only pay Cabrillo 3 times for a student enrolling in a class.
   2. Lacking an administrative mechanism to cull students- will probably have to move up the withdrawal deadline to the census date.
      1. Will change instructors' approach to the first few weeks.
      2. Please share this information in department meetings.
3. When this change is made, email should be sent to everyone at the same time, explaining why the change is being made.
4. Possible positive outcome - may help to retain students in the class, and they might succeed in the course.
5. If the change is done, Charlotte will put it in the student newsletter.
6. From the perspective of student advocacy, is unrealistic to expect students to decide whether they can succeed in that course in a shorter time.
   1. Since it hasn't been mandated legislatively yet, it may be wrong for Cabrillo to move forward pre-emptively.
7. Will have to affect financial aid- has longer ramifications than even that one semester.
   1. Cabrillo will not get paid for students in that time period- college is making the decision that it can't afford to lose that apportionment.
   2. Student may not be aware that they have used one of their 3 attempts if they withdraw on time.
8. If Cabrillo doesn't make this change, Cabrillo is being dishonest to the student because it does count as an attempt, without showing up on the transcript.
   1. If a student is taking up a seat and then drops, other students can't get through the program. If a student had to drop before census date, other students could get in and we could end with a full class.
9. Will be appropriate for Senate to vote on this at a future meeting.

5. New Business
1. ACE Report
   1. Vicki- current program director for ACE.
   2. Nicole Davis graduated in 2007, on the waitlist for Radiologic Technology, is currently working as an ACE intern.
      1. Originally heard about ACE program when it was called Digital Bridge Academy.
      2. Single parent with young children, hadn't been in school for many years. Was given the opportunity to see a presentation by Diego, enrolled in the program.
      3. A lot of credit to the program for restoring self-confidence. Dropped out of Cabrillo two different times due to a lack of support.
      4. Was able to complete classes successfully, got an AA in liberal arts and is on the Radiology Tech waitlist.
      5. Working with students and seeing students from many backgrounds come to college and assist them in their journey through college. Showing students they can learn in different areas, and by working with others they can be successful.
      7. Have helped many students straight out of high school who wanted a support system. Have also helped students who were homeless and had been out of school for years. Showed the diversity of students in community college.
   3. Charlotte Achen was in cohort in 2009, is currently Student Senate president.
      1. Before joining ACE, was very shy and reclusive, did well in classes but only did two at a time.
      2. Antonio and Natalia spoke in her English class and decided to join.
      3. Learned how to become a successful student- how to work with others, how to take far more units. Having goals set is what keeps her going.
      4. Learned about student needs. You can't change anyone- in a difficult situation, you can only change yourself. If you want something to happen, you have to make it
happen.
5. Started as a general member of AGS, worked up to be president. Gave her the opportunity to learn leadership skills and public speaking. Able to use this ability to serve students and give back to the community and the college, helping other students become leaders themselves.
6. Hoping to transfer to Evergreen or an Ivy League. Will be running for president again this year, have learned so much over the last year - what to do and what not to do.
7. Learned from her errors and grew stronger as a leader. With the help of ACE, wouldn't be where she is today.

4. Diego Navarro will cover three things giving background on the program.
   1. Since fall of 2003, ACE has served 1,313 students.
      1. Started with 29 students in Fall 2003, rose to 170 students in Fall 2011.
      2. Has provided Professional Development.
      3. ACE has served 8 colleges and 2,769 students - Cabrillo has served 50% of ACE students.
   2. Research that we've been doing in the affective domain of emotions and feeling.
      1. Will distribute article published in Change Magazine. Email if you are interested.
      2. Affective domain factors are correlated to student success.
         1. For example, students high in self-efficacy do well.
      3. Measuring affective domain factors allows you to understand their needs, recognize and address similar needs, and create effective interventions to meet their needs.
   4. Study of 490 students at 6 colleges showed a statistically significant shift in each affective factor in students.
   5. Assessing every student coming into the college - how is their affective sense of self?
      1. Interventions change the student's relationship to self and others. Hypothesis is that academic ability increases as affective factors improve.
   7. Using Latent Class Analysis of over 1100 students for four semesters at Hartnell and Cabrillo, have found four segments of students. You can segment students - they are individuals but can be grouped to meet their needs.
      1. Will start to identify the vulnerability of students. Segments point to a spectrum of needs, and overlapping interventions and solutions.
   8. Use a 2-week foundation course, student cohort where they take a social justice research course.
      1. Lower vulnerability students - student cohort will have a learning community of a few linked courses.
9. Colleges in high poverty areas usually have many students with a high degree of vulnerability. You must know the profile of the college to serve students with those profiles.
      1. Many colleges were designed to serve a particular type of student but those students no longer make a large portion of the student body.

5. Sadie has taught in jails and at UC Santa Cruz as a TA for many years.
   1. What is unique about ACE is the intense bonding that happens in the 2-week foundation course, students create a learning community.
      1. Remarkable retention, even with highly vulnerable students.
2. Faculty cohort where they meet to discuss students and know how to step in when they need to.
3. Encourages students to support each other, faculty is there as backup.
2. Encourage students to do affective work- how life experiences can be turned into strengths, deciding where they want to go.
1. Inner growth together in a cohort.
3. Inner work is paired with encouragement for civic engagement.
   1. Through social justice research, they become aware and active in their communities.
      1. Designed to educate the community about issues that they care about. Do original research on topics of their choice and devise social change proposals.
4. Challenge students- doing high-level research, graduate level work. Difficult work, in addition to the other four or five classes they're taking.
5. This semester, has lost only one student. In a regular Sociology class, loses a large percentage in the first few weeks. Cohort has 23 students.
6. Students are not alone- many who have come through ACE take the Sociology class next semester, are some of the best students- get high grades, none have ever failed.

6. Questions
   1. Has there been research in the affective field on disabled students?
      1. Yes- many students with learning disabilities.
   2. Want to offer appreciation for ACE and all the work that they do, as well as students in the program who are working hard.
      1. Request of our ACE instructors to encourage students to remember that they need to carry the documentation of their sources into English 1A.
      2. They need to make the connection that the research in ACE where they must show documented sources is true of every course where you are writing academic papers.
      3. They seem not to make the transition. Many students, not all of them ACE, don't seem to hold the connection.
   3. English 1A and Library 10 instructors are planning a flex meeting on research, documentation, etc.

2. Honors Transfer Program Update
   1. Finishing its fourth year, have been 362 students admitted to the program, 209 active students in the program. About 63 applications for the Fall of 2012, 48 admitted.
   2. Diversity in the program hangs around 30% which is consistent with college-wide numbers.
   3. Continuing outreach to local high schools, especially Pajaro Valley and Watsonville. Also a lot more in-reach- now considered a learning community, so we are connecting with the learning communities center.
      1. In Spring 2011, 21 current Cabrillo students admitted. 10% were students of color.
      In Spring 2012, 21 current Cabrillo students were admitted and 50% were students of color. A direct result of working with ACE.
   4. UCLA TAP- 13 Honors students applied, 10 were certifiable as Honors TAP students, results from UCLA and Berkeley don't come in until next week.
   5. Last year, 8 students graduated as Honors Scholars, this year there are 16.
   6. Next weekend is the Bay Area Honors Symposium, 10 students submitted projects, 6 were accepted to present.
      1. Faculty are invited to attend the rehearsal a week from today in Room 405 at 2:15
Will send out an email to all faculty.

30-40 students expected this year to transfer, just starting to get admission decisions from UCs, CSUs and private colleges.

New curriculum approved- Library 10, Women's Studies- new research colloquium course.

 Provisional admits- usually 5 or 6 each year who are under the GPA threshold. Low attrition rate.

No research yet on other types of diversity, such as students with disabilities- would be an appropriate thing to research.

Want faculty members to recommend students who are suitable for the Honors Program.

Deadline for current Cabrillo students to apply is May 1st- cabrillohonors.org.

3. Academic Senate Spring Resolutions

1. Consent Calendar Resolutions
   1. Support for AB 1741 (Fong) which requires funding for changes.
   2. Opposed tiered fees (such as at Santa Monica).
   3. Resolutions supporting Library Role in Online Education and SSTF Recommendations.
   4. ECE- preserve families' access to childcare.
   5. Distance Ed- create effective practices resource.
   6. Track effectiveness of the Transfer Model Curriculum over the next five years.
      1. Will be discussed more at a future meeting.
      2. State wants 80% of them by the end of next year, 100% by the end of 2014.
   7. Priority registration for MESA students.
      1. To help students avoid registration bottleneck.
   8. Paper updating Role of Counseling Faculty and Services.
   10. Oppose arbitrary targeting of athletics by LAO.
   11. Support HSI and closing the achievement gap.
   12. Oppose use of SLOs in faculty evaluations, use other means to show learning.
      1. Many community colleges still oppose SLOs, some have used the “Cabrillo model”.

2. Other Resolutions
   1. Accreditation effective practices paper.
   2. Limit financial aid to nonprofit colleges only.
      1. Has been pushed by Senator Harkin from Iowa for a long time.
   3. Noncredit progress indicators.
   4. Oppose additional academic requirements for recipients of BOG fee waivers.
      1. Directly opposes the Lowenthal bill.
   5. Endorse Faculty Discipline Review Groups as essential for C-ID process.
      1. Group that coordinates development of course content and SLOs, puts together and approves transfer model curriculum.
   6. Urges local senates to foster faculty engagement with C-ID process, provide resources.
   7. Urges colleges to implement prerequisites to encourage early basic skills attention.
      1. Previously required statistical demonstration that prerequisites were necessary, now content can be the basis of that decision.

6. Open Forum
   1. Please sign the new tax initiative to support schools.
2. Social Justice Conference this Saturday, 9 am-3 pm. Need more student or faculty volunteers. Help spread the word to students. Could offer extra credit.