Cabrillo College Faculty Senate

Tuesday, May 7th, 2013

3–5 PM.

Sesnon House

In Attendance: Winnie Baer, Cheryl Barkey, Arturo Cantu, John Govsky, Steve Hodges, Calais Ingel, Sheryl Kern-Jones, Brian Legakis, Jackie Logg, Michael Mangin, Diego Navarro, Ekua Omosupe, Lenny Norton, Jo-Ann Panzardi, Beth Regardz, Dan Rothwell, Pam Sanborn, Patricia Stokke, Alex Taurke, Sylvia Winder, Eva Acosta, Marcy Alancraig, Rick Fillman, Darwin Constantino, Kathie Welch


Note Taker: Hillary Cleary

1. **Call to Order**
   1. The meeting was called to order at 3:01 PM.

2. **Minutes**
   1. April 23rd, 2013
      1. Revisions.
      2. No revisions.

3. **Standing Reports**
   1. President (Michael Mangin)
      1. Elections will go forward for FS president.
         1. Michael will run for another term.
         2. Seat is also open to other faculty members who wish to run.
         3. Calais will be appointed as VP in September.
      2. Great teacher seminar in Santa Barbara coming up, check the email out. We will have enough money to send at least one person there.
   2. Vice President (Steve Hodges)
      1. No report.
   3. Secretary (John Govsky)
      1. There has been some progress on cleaning up the committee’s page.
         1. Michael sent out a list of who is believed to be on the committees, though this is not yet definitive, when it becomes definitive the site will be updated.
   4. Treasurer (Lenny Norton)
      1. No report.
   5. CCFT (John Govsky)
      1. Negotiations
1. There has been a lively discussion about raises.  
   1. Until Gov. Brown’s May revision is released, further discussions regarding this matter will be limited, so we are hoping the numbers look good when they do come out.
2. California Federation of Teachers has filed an official complaint with the DOE and the ACCJC.  
   1. At 260 pages, it is quite detailed.
   2. The Introduction begins as follows: “This is about the abuse of authority by the Accrediting Commission for Community and Junior Colleges in performing the functions entrusted to it by the US Department of Education and the California Legislature. The Commission has violated nearly every Federal regulation which guides it, disregards its own policies, misrepresents its actions or legal requirements, fails to respect the law and public policy of the State, violates Federal common law due process and California common law fair procedure, and acts arbitrarily, capaciously, unfairly and inconsistently in evaluating colleges and districts throughout the State, thereby harming colleges, students, faculty and staff, boards of trustees and ultimately the People…”  
   3. The CFT was met with hostility when they arrived at the ACCJC office to officially confirm the complaint.  
      1. CFT representatives were asked to leave before being arrested.
   4. The ACCJC answers to the DOE, thusly the California state legislature could decide to hold hearings regarding the complaint.  
      1. The CTF is attempting to do just this, specifically regarding the situation at CCSF.  
         1. An update for San Francisco’s reconsideration will be coming in June.
6. CCEU (Rick Fillman)  
   1. Looking forward to social events.  
      1. Burrito Bash at Jill’s house, this Friday, May 10th from 4:00 to 7:00 PM.
      2. Retirement party.
      3. Staff development day has been moved to Thursday June 13th.
7. Watsonville (Eva Acosta)  
   1. Priority registration begins on Thursday May 9th.  
      1. Students are a bit panicky about registering for classes, the WV center has been very, very busy, no appointments available.
      2. Regular registration begins on Monday the 13th of May.
8. Student Senate Rep (Darwin Constantino)  
   1. Elections are going on this week.  
      1. Encourage students to vote online or at the tables on campus.
      2. The SS is excited for the 3,000 4th graders visiting CC’s campus on May 17th.  
         1. For questions about volunteering please contact Melissa Brilino at 831.477.3243 or email mebrilin@cabrillo.edu.
9. SLO (Marcy Alancraig)  
   1. The Assessment Review Committee is sending out a survey about assessment on...
campus, we want stats for our accreditation visit.
1. 134 people have already filled out the survey; it would be very helpful if anyone who has not yet done so could do this!

10. VPI (Kathie Welch)
   1. There was great energy and excitement about the Student Success presentation at last night’s board meeting.
   2. Proud of Cabrillo for the athletic report presentation, this reminds me why we are all here.
   3. We think that the chair of the accreditation visiting team will be Henry Shannon from Chaffey College in East LA. We do not yet know our team.

4. Unfinished Business

   1. Presidential Hiring Committee Report
      1. 107 hours of interviews have narrowed down five candidates who will be forwarded to the board.
      2. Kristin will try and get an all-employee notice out with the names; Fran White gave us the okay on this.
      3. Board interviews will occur after the last forum on the 22nd and 23rd of May.
      4. The candidates will have an hour at each public forum to take questions.
      5. Use very few words on your response sheets at the forum and you are more likely to have the trustees actually remember your input. Brevity is the soul of wit.

   2. Retirement – End of the Year Party (Steve Hodges)
      1. Reservation has been confirmed.
      2. HR has been contacted for a list of retirees.
         1. Deans have also been contacted for an unofficial list.
      3. CCEU has been contacted to acknowledge their donation to the event, and also ask if they know of any other retirees.
      4. The folks in state legislator Simitian’s office have been contacted to get certificates, increases chances of VIP visit.
      5. Three caterers have been contacted.
         1. Sunny’s
            1. I would like to work with them because they already know the setup.
         2. Zameen Mediterranean Cuisine
            1. Handled Renee’s party, would also be glad to work with them.
         3. A chef I’m not familiar with.
            1. Thusly more inclined to go with one of the two listed above.
      6. Projected attendees currently totaling at about 150.
      7. The FS should try and make folks feel welcome.
         1. Every party has been good so far.
         2. It’s really just about showing up, get the word of mouth going around that we care retirees come.
      8. There are probably between 18 – 20 faculty retirees that have retired in the last year.
      9. Michael volunteered to take care of beer and wine.
     10. Steve needs help with:
1. Cleanup
2. Setup
   1. Several volunteers should be here right after graduation to make sure things are squared away right at the beginning of the event.
      1. Beth and Sylvia have volunteered to do this.
3. Decorations
   1. Posters, themes, buying flowers, ribbons, something!
   2. This is a reasonably large job.
   3. 50 – 100 dollar budget.
   4. Volunteer still needed for this.
4. Everyone better be there, no threats, just a good time.
5. Party plans will be discussed further at the May 21st FS meeting.

3. Student Success Scorecard
1. The SSI is useful if it gets instruction and student services in a better understanding of one another.
2. Resources, budgeting and follow-through are all big part of the story.
3. Increased faculty and staff development and hiring more contract faculty are the best things we can do to improve SS.
4. 2013 Student Success Scorecard sheet
1. The state scorecard contains demographic data and specific metrics for completion and other momentum points, including data for college-ready students and non-college-prepared students
   1. Generally, Cabrillo is a little below state averages. We have work to do.
   2. The state does not look at English 100 because it is degree applicable.
      1. They begin with English 255 and jump to 1A without looking at intermediate steps; this is affecting other colleges as well.
      2. Perhaps it should reflect a more realistic number.
   3. Cabrillo College does not offer noncredit. Other colleges that do offer noncredit do not have those courses count towards the metric because they put 255 in noncredit.
   3. ESL is a big gap between the state and local level.
      1. Again a lot of this has to do with noncredit.
      2. It is unusual that Cabrillo has ESL on credit.
4. We are expected to take this and set five year goals for how we want to improve.
   1. ACCJC gave the college specific measures that they wish us to set a goal within, not directly connected to these numbers.
   2. We set a goal to meet or exceed our five year average.
   5. Students do not get financial aid for noncredit, but the college gets less apportionment.
5. Student Services webpage contains Student Success Work Group resources.
   1. A link to student success documents is available from there as well as a list of folks on various taskforces.
6. Our taskforces are coming up with some positive things.
   1. Based loosely on the model of Marcy and SLOs, the college is asking Vicki Fabbri to be a leader in the Cabrillo Student Success efforts.
2. Vicki is breaking things down into short, medium, and long-term categories, and will focus mostly on the longer-range initiatives.

3. We need to bring students and staff into the conversation.
   1. Perhaps along the lines of summer SLO projects to get students and faculty interested.

4. Discussion on the nature of student success. Every student wants an A.
   1. GPA determines what school they can go to.
   2. There is a huge drop rate when students realize they are not going to receive an A or a B in a class.
   3. Students do not realize that they must meet the same challenge at some other place and time if they do not meet it now.
   4. Grades in higher education does are not perfectly normed.
   5. With the new 3 strikes rule, students are less likely to drop.
   6. In defense of students, we have created this mess in that the competitive nature, the amount of pressure that we put on students is often pretty extreme, now even a B is unsatisfactory.

5. New Business
   1. Bookstore Report (Linda Cullens and Michael Robins)
      1. Linda Cullens is Cabrillo College’s new bookstore manager.
      2. Working informally with the college since February of 2013, formally since April 1st, 2013 since Barnes and Noble took over CC bookstore.
      3. Cabrillo is partnering with XanEdu in the fall to create course readers and do all copyright clearance.
      4. They can do print packs, digital packs, or a combination of both.
      5. Faculty can order directly from the XanEdu website.
      6. They work directly with you regarding copyright information; if something does not clear they will let you know.
      7. July 1st for course readers.
      8. Now it is possible to get an estimate of how much it will cost the student before we commit to an order.

   2. MOOCs and Other Challenges (Francine Van Meter, Brian Legakis, et al.)
      1. MOOCs (massive open online courses) are courses delivered over the web to thousands of students for free.
      2. MOOCs were developed in 2008 using Open Educational Resources or OER, consisting of open licensed documents.
      3. American universities view MOOCs as a way to bring costs down for education, and open access to a broad spectrum of new students, as well as to increase their institutional brand name on a global scale.
      4. Universities typically partner with off campus companies like Coursera and edX to design and implement these complex courses.
      5. Originally noncredit, however many institutions are now moving towards a credit model MOOC.
      6. New hybrid MOOC is also being experimented with by universities.
         1. Blend MOOCS with face-to-face courses.
2. MOOCs would function as a textbook.
3. Some faculty could flip the course workload by devising content instruction for home, and homework and problem solving would be moved to class discussions.
4. At San Jose State this hybrid MOOC was implemented as an experiment within the engineering program.
   1. The MOOC requires students to spend 10 – 12 hours per week online as well as face-to-face time on campus.
   2. Course passing success jumped from 60% to 90%.
   3. Philosophy department at CSUSJ has refused to accept a proposal to incorporate a popular political philosophy MOOC, Justice, by Harvard’s Michael Sandel into their curriculum.
5. San Jacinto Community College received a $50,000 Gates Foundation Grant to design an English writing course called Crafting and Effective Writer: Tools of the Trade, a five week course that begins this May.
6. State Senate Bill SB-520 proposes to require all California public colleges and universities to offer 50 courses online that are impacted.
7. Recent changes to the initial bill have alleviated some of the most egregious flaws, but the emotional controversy over MOOCs remains.
8. MOOCs have the potential to democratize higher education for the masses.
9. MOOC is not a dirty word.
10. Conceptually, they increase access, lower costs and have the potential to improve quality of education and help students focus on transferring.
11. ACE credit
   1. Who is actually going to credit these courses?
   2. Accreditation goes through ACE which focuses on a particular course.
12. Non credit MOOCs may be appropriate for students who place below the transfer level.
13. MOOCs could be useful for older students, commuting students, students who work, or students who are simply seeking a different educational path.
14. MOOCs are not a replacement for credit courses, but they could be an alternative for students who need credit by exam.
15. MOOCs offer a very low level of instructor-student integration.
   1. They often lack regular effective academic engagement (engaging with instructors and fellow students).
   2. Maybe MOOCs should only be used in ways that make sense for non-credit before assessment as they lack many of the critical elements that define a course for credit.
16. The Student’s Perspective on MOOCs (Darwin Constantino)
   1. CA student senators came together at the general assembly.
   2. There is reluctance about whether we want to transition into online systems of learning such as MOOCs.
   3. We are a generation that depends on technology, but we also depend on face-to-face contact with our professors.
   4. Many MOOC teachers have very little interaction with their students.
   5. The CC Student Senate polled a group of 15 students at the assembly,
asking them the following questions:
1. Are you willing to take a MOOC?
   1. 4 out of 15 responded yes.
2. Do you think MOOCs are viable enough to replace tradition learning?
   1. 0 out of 15 responded yes.
3. Do you think MOOCs have a place in education?
   1. 15 out of 15 responded yes.
6. Students at Cabrillo responded similarly.
7. Students are concerned about the world “massive.”
   1. What kind of interaction will students receive with something so big?
17. Steinberg Bill – SB 520
   1. Main aspect was the public-private partnership with a 9 person panel that
      would come up with 50 courses of the most oversubscribed courses for
      credit.
   2. Many Democrats do not want to come into direct opposition to him.
   3. Steinberg pulled it, saying he wanted to accept amendments to make
      Democrats happy.
      1. No public money can go to private vendors as a result of this bill.
      2. Many people think what is driving the bill is the for-profit motive.
      3. Bill was voted out of the higher education committee on 8-0-1.
      4. Goes now to appropriations with many chances for amendments.
      5. Vehicle to get more money for online, but not through MOOCs.
      6. Another bill being considered where students from other campuses
         could enroll at other campuses.
      7. Steinberg Bill has received national attention.
18. MOOCs could do great things with open source software and creative
    commons.
    1. The current model of textbook vendors locking in content is very outdated.
       1. So the idea of open free resources is wonderful.
       2. Some of the players…
          1. MIT OpenCourseWare
             1. Founded in 2002.
             2. They take MIT course materials and publish them online
                using creative commons license so everyone can use them.
             3. In the late 90s MIT had internal discussions about distance
                and learning.
             4. They have over 2000 courses available online, though most
                are incomplete.
             5. Only a small number in MIT OpenCourseWare have
                accompanying video lecture.
             6. Costs them about 3.5 million dollars a year to run it, not
                self supporting.
          3. Khan Academy
             1. Distributes large number of videos.
             2. Funded by donations.
          4. Apple iTunes U
1. Variety, no cost.
2. Approximately 350,000 files in iTunes U.
3. They have many partners.
4. MIT and Harvard
   1. Gave 60 million seed money for nonprofit project edX.
   2. Learning platform based on open source architecture.
   3. Experience includes an interactive component.
   4. For a modest fee certificates of completion are offered.
   5. Offering these in conjunction with many other universities.
5. Coursera
   2. Not currently making a profit but they want to go in that direction.
   3. The American Council of Education has approved five of their courses for credit.
   4. ProctorU video exam for 60 to 90 dollars.
2. The more control we have in our classes over all this, the better.
3. Everyone should go to www.MOOC.ca. This is a newsletter that seems fairly balanced; Stephen Downes gathers all info he can on MOOCs.
4. A lot of these folks are good teachers. They are taking what they can about the MOOC world and applying it to their classrooms via SPOCs (small private online classes).
   1. In one of these online courses there is a quiz or checkpoint every 8 minutes.
   1. Good bite sized way to learn.
   2. Still danger lurking around this, but faculty can drive a lot of it.
19. Faculty Senate feedback on MOOCs
   1. Letter that CSUSJ’s Department of Philosophy wrote was a concise point to push back at MOOCs.
   1. Perhaps they are feeling uncomfortable that their students would be seeing such enormous, dynamic lectures?
   2. Changes from instructor to facilitator.
   2. Fear vs. opportunity
   1. We need to find our way down the middle of the path while keeping in mind what is best for our students.
   2. A good lecture presentation can include active engagement.
3. ACE Longitudinal Report (Diego Navarro, et al.)
   1. Shared ACE program model
   1. Latest longitudinal evaluation study on ACE program published in December.
   1. Key findings:
   1. 658 student, four college evaluation confirmed the 2009 Columbia University Community College Research Center study which demonstrates that the ACE Program can be replicated at different institutions and produce the same or better outcomes through a model, curriculum, and pedagogy that was created at Cabrillo College.
   2. Student – Virginia Mendoza Fernandez
1. Thanks to the FS for this opportunity.
2. Fall 2012 was my first semester at college.
3. ACE taught me learning skills and how to be a student, previously I was never a full time student.
4. I learned how to register for classes, this is basic but I didn’t know how.
5. I did well, received 100% in my English 100 while being in the ACE program.
6. ACE gave me the motivation to keep going.
7. Having a good student-teacher relationship was a really big deal for me.
8. I was accepted into honors program in November.
9. I am very glad to have stumbled upon ACE.

3. ACE Evaluation results
1. What is it?
   1. The ACE Program follows a formula of getting students to believe that they can do it and then mentoring progress while the students succeed in the academic program of study. This formula is the basis for many successful programs state and nationwide. The ACE model difference is that it implements this formula through curriculum and pedagogy in the classroom that creates an intrinsic transformation of the student from the inside out along with a 24/7 peer support network. All of this done through curriculum in the classroom.
   2. This is about getting students to believe they can do it and lighting a fire inside of them.
   3. On a regular basis how do you monitor student progress, help motivate the student and deal with behaviors that can help solve life problems?
   4. Foundational two week long course, curriculum helps support them.
   5. The students support each other.
   6. We developed an instrument about four years ago that measures academic self-efficacy, hope, academic mindsets, and social skills.
      1. Instrument takes 15 minutes, it’s online.
      2. First measured students before the program, second was two weeks after foundation course, third was four months later.
         1. Found a dramatic longitudinal affect after initial ACE program.
            1. The CCRC study found that students in the ACE program were 84% more likely to pass English 1A three semesters out after completing the ACE program semester.
            2. The foundation course seems have made a real difference.
               1. Students learn how to communicate, how to listen and they get comfortable with each other.
               2. This is not just something that will benefit students who are not prepared for college, all CC students could benefit from it.
               3. Students are shifting how they see themselves and discovering their own working styles.
         4. Sometimes the student cohort’s closeness has led to problems and challenges— a charge of one student sexually harassing another arose.
            1. Students can be protective of each other.
            2. We have students who are seriously at risk and want them to be proactive in
talking and asking questions.

3. I want us to keep in mind that we are not therapists; we need to approach these kinds of situations with care and humility and know our boundaries as professionals.

6. ACE students have been focused, organized and they love learning.

1. When ACE students get into regular classes at Cabrillo they are presented with new challenges and many feel as though they should just give up initially, but the community they built in ACE and the lessons they learned while in the program help them dig deeper and realize they CAN do it.

1. What’s motivating them is as important as anything that we teach them.