Cabrillo College Faculty Senate
Tuesday, February 18th, 2014
3-5 P.M.

Sesnon House

In Attendance: Eva Acosta, Arturo Cantu, John Govsky, Calais Ingel, Jay Jackson, Sheryl Kern-Jones, Brian Legakis, Jackie Logg, Michael Mangin, Robin McFarland, Diego Navarro, Lenny Norton, Ekua Omosupe, Jo-Ann Panzardi, Beth Regardz, Dan Rothwell, Pam Sanborn, Peter Shaw, Patricia Stokke, Sylvia Winder, Marcy Alancraig, Dale Attias, Abigail Kennedy, Kathie Welch


Note Taker: Jeffrey Leach

1. Call to Order
   1. The meeting was called to order at 3:06 pm
2. Minutes
   1. Changes to the 2/4/14 minutes.
      1. SLO report changes
   2. Approved
3. Standing Reports
   1. President (Michael Mangin)
      1. Thank you to volunteers who came forward for ARC and Student Equity committee. We filled all the volunteer spots we needed to.
      2. The Faculty Workgroup on Student Success is looking at sending a team to visit several colleges in SoCal to learn about various programs implemented on SS.
      3. Instructional Council - report on ADTs and online classes. Most students taking online courses are also taking in-person courses too. Looking to develop more online only degree programs. Finally, the timeline of the course approval process is being tweaked in order to free up more time for input from deans.
   4. Report from CPC.
      1. Programs Chairs are working with PRO to get more useful information about enrolled students – especially student majors – in order to form cohorts, develop program-based support services, etc..
      2. Discussed the Cabrillo Bookstore – students continue to obtain paper copies of books more than digital versions. Rental numbers are up, as are snack food sales.
      3. Looking at the Mission Statement again.

2. VP (Calais Ingel)
   1. At the Visioning meeting on Friday Rob Johnstone spoke, and we did some group
work discussing visioning, where we should go realistically, and what is conceivable. It was nice to hear from lots of different points of view.

3. Secretary (John Govsky)
   1. No report

4. Treasurer (Lenny Norton)
   1. No report

5. CCFT (John Govsky)
   1. No report

6. CCEU (Dale Attias)
   1. At the visioning event on Friday it was cool to hear from students and board members, whose views we don’t often hear.
   2. It’s exciting to have lots of new hires in the classified ranks.
   3. We’re warming up for the Burrito Bash on April 18.

7. Watsonville (Eva Acosta)
   1. Reminded senators of student graduation deadlines.
   2. First financial aid deadline is March 2, students have to re-apply, but they might not know it, so please try to inform them.
   3. There will be cross cultural events, Thursday, Friday, and Saturday

8. Student Rep. (Abigail Kennedy)
   1. The final audition for the SAC card talent show is tomorrow. The show itself will be sometime in March (maybe the 21st).
   2. March in March in Sacramento to support community colleges is March 3, and no one at all is signed up. Usually we have to get one or two buses to bring everyone. Students have to deposit $5, but get it back when they get on the bus. Asked Senators to promote this event to their students.

9. SLO Coor. (Marcy Alancraig)
   1. We have been accredited!
      1. There were 8 schools accredited, and 2 that were not this year.
         1. This has flipped from the last few years. It seems like political landscape is changing.
      2. We got 4 recommendations (which were a little different from those we heard), including that we clarify and document Core 4 assessments better.
         1. It looks like we’re making a new committee for institutional effectiveness.
         2. We’ll look at the ARC’s report soon.
         3. The team pointed out that building 100 is shabby.
         4. They also said some positive things.
         5. Nothing has changed on City College’s accreditation status.
   3. Brief discussion: is the ACCJC really so bad, or are they just doing their job?
   4. Comment A: It seems like they have been overly punitive (more so than other states’ accreditation bodies). Comment B: It could be a political issue, part of an attack on public education.

10. VPI (Kathie Welch)
    1. We’re 4% down on FTES spring semester. We’re struggling to meet cap for year 13-14. We have to think about what cap we can actually support in the future.
    2. We’re struggling to get back to 1000 FTES in Watsonville, or we’ll lose a million
dollars because of its status as a center.

4. **Unfinished Business**
   1. (from New Business) Mapping - Library 203 (with Georg Romero)
      1. Request to change course mapping for LIBR 203.
         1. Approved.
   2. **Repeatability Update**
      1. The Senate approved a resolution last meeting, but since then it has been edited to conform to ASCCC guidelines, especially in the number of “whereas” statements. Senators reviewed the latest version of the resolution.
         1. The purpose is to highlight the negative impact repeatability restrictions have had on students. Michael explained that the “Resolved” statement that called for legislative review was dropped. Changes should come from the Chancellor’s Office, not the state legislature.
   2. The Student Senate has been working on resolutions on this issue too.
   3. Repeatability - if you pass with a C, you can’t “repeat.” Repetition - if you’ve failed 3 times, you can no longer enroll in that course. This is a problem in cases of students with financial aid needs, and when students have taken a break from school and need a refresher when they come back.
   4. Senate discussed whether all the claims made at the previous meeting about the negative impact of repeatability were accurate. In basic skills the only course that has been changed by the new restrictions is Reading 106. Consensus that lifelong learning and performing arts courses were impacted. Michael asked Senators to report back within two weeks on specific changes that have negatively impacted Cabrillo students.

5. **New Business**
   1. Basic Skills at Cabrillo (with Eric Gabriel and Rachel Mayo)
      1. This presentation has been saved to the T-drive and will be viewable for 21 days. We will also post on the Faculty Senate webpage.
      2. Before the Students Success Scorecard we had ARC. It helped us understand completion and success rates. The Scorecard also measures transfers and “momentum points” in a student’s progression through college.
   3. Basic skills is defined in various ways - pre college level, 200 level, (100 level gets confusing, but many are still basic skills.)
   4. Depts. with basic skills classes are usually English, Math, Reading, and ESL. Basic skills students don’t ONLY take basic skills classes; they’re in all of your classes. Basic skills students take about 11.9% of the total units taken.
      1. It is a myth that we’ve been more overwhelmed by under-prepared students lately (in fact, the readiness of students hasn’t changed since the GI bill started, and since community colleges started.)
   5. When students come in at the 200 level, they tend to carry more risk factors even after they’ve passed 200 classes. If students don’t complete the pre-transfer level math or English classes they need in the first two semesters, they’re not as likely to enroll in those classes later. Large percentages of the math and English students are basic skills students.
1. Data shows that the students who aren’t at a high level in English are less likely to pass other courses, though some, committed students still do.
2. We have an enrollment problem: we might be able to help it by making more stern pre-requisites so that students are less likely to fail our classes, and thus don’t get discouraged and stop going.
3. On the other hand, with hard pre-requisites students can’t take the classes they’re actually stoked on, so they may be less interested in going to college at all.
4. Some students don’t feel like they can go outside the classroom for help, they feel like they’re not worthy, or don’t need it as much as some students, so they shouldn’t take up the space. These are the people who are on the edge, and if they don’t get help they don’t come back.
6. When students start at the 200 level, only about 24% pass a transfer level English course in 3 years, but this percentage goes up for students who start at higher levels. The same goes for math.
7. We have acceleration options (to shorten time until completion) for both math and English.
   1. Stats show that if high schools required higher standards in math it would bolster our success rate (though it might just mean students are giving up while they’re still in high school.)
   2. We’ve got more support for English than for mathematics though. Perhaps this contributes to the math dropout rate. The MLC, however, really does help.
8. Teaching basic skills is difficult; it takes a lot of skill to teach at a lower level. Math is also more difficult to fit into the rest of a learning community.