Cabrillo College Faculty Senate

Tuesday, May 13th, 2014

3-5 P.M.

Sesnon House

In Attendance: Eva Acosta, John Govsky, Calais Ingel, Jay Jackson, Sheryl Kern-Jones, Brian Legakis, Jackie Logg, Michael Mangin, Robin McFarland, Dusty McKenzie, 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, Kathie Welch

Guests: Laurel Jones, Robin Mara, Wanda Garner, Paul Harvell, Terrence Willett, Isabel O’Connor, Bridget Clark, Joanne Noto, Alta Northcutt, Georg Romero, Michael Strunk

Note Taker: Jeffrey Leach

1. Call to Order
   1. The meeting was called to order at 3:03pm

2. Minutes
   1. May 22nd
      1. We’ll make some suggested changes which we’ll approve via the e-board.
      2. Move to approve the minutes with the changes we will make
         1. Approved.

3. Standing Reports
   1. President (Michael Mangin)
      1. Thank you for participating in the Fourth Grade experience!
   2. VP (Calais Ingel)
      1. Update on plans for the retirement party is coming along well.
   3. Margery Regalado
      1. Announces a project over the summer to explore new ways to conduct assessment for new students. It will involve Math, English, and ESL. Contact her if you are interested in participating.
   4. Secretary (John Govsky)
      1. All documents for this meeting are online on the senate website.
   5. Treasurer (Lenny Norton)
      1. We have funds for the graduation party
   6. CCFT (John Govsky)
      1. We’ve been in negotiations on compensation, and haven’t reached agreement yet. It’s unclear about whether we’ll be able to negotiate during the Summer because of vacation schedules, but we’ll have to keep talking either in Summer or Fall.
      1. There’s a chance that our salaries will be reduced a bit.
   7. CCEU (Alta, in Dale’s absence)
      1. Many students are requiring a lot of services right now. Some are frustrated with long lines.
2. DSPS is now called Accessibility Support Center (ASC).
3. We enjoyed the Fourth Grader visit last week.
4. Our thanks to Michael and the Faculty Senate for a good year.

8. Watsonville (Eva Acosta)
1. It was really fun to have the visiting, younger students on campus.

9. ASCC (Abigail Kennedy)
1. Abigail is absent, but Michael noted that the students recently presented a study of parking lot usage to the Board. They made a persuasive case that some spaces are consistently unused, and that they ought to be made available for student carpool parking.

10. SLO Coor. (Marcy Alancraig)
1. We’ll be bringing departments into the CuricUNET module next year (and ongoing for the next four). We’ll be doing 15 departments per semester.
2. ARC finished drafting a plan to meet ACCJC’s recommendation #1.

11. VPI (Kathie Welch)
1. The deans and I are planning a joint CCFS/IAC/PC meeting in September to demystify scheduling because faculty are interested in having input.
   1. Faculty can learn a lot about enrollment issues by using the enrollment tracker on the “PRO” part of the webpage.
   2. The biggest challenge on enrollment is to figure out what sort of FTES is sustainable.

12. The governor’s May revise has no increase in COLA

4. Announcement: the college is looking at renumbering our buildings because the current system has repetition and confusion built into it.

5. New Business
1. Curriculum Report (Mike Strunk)
   1. Presented their five-page report on program and course modifications approved over the semester.
   2. Comment: salute to those who deactivated courses. Please consider deactivating more of your courses that are no longer being offered. Our tracker can show us easily what courses haven’t been offered in a long time.
   3. Motion to approve the report
      1. approved

2. Mapping Request
   1. There are two courses in the CABT department that involve mostly writing. The proposal is to make CABT 156 and 157 mapped to ENG and ESL.
   2. Motion to approve
      1. approved

   1. The Senate meeting was postponed until today so that we could have the CIP report and send it forward to the Board.
   2. Calais has re-formatted many of the committee’s forms to make them clearer.
      1. This year the sense that some of the requests might be funded gives the whole process more energy and buy-in from programs.
      2. We get to accept or reject this stuff from CIP.
3. Motion to approve
   1. approved

4. Academic Council Report (Brad Krein)
   1. This semester we added some classes in arts to the GE list and to the multicultural list of approved courses. Art Photography and Communication Studies also clarified some of their offerings and requirements. Pointed out that some of our lower division courses do not have a university equivalent, but still qualify as transfer courses.
   2. AC needs a VAPA and HAWK Rep. from faculty, and a Student Rep. for next year. We meet an average of four times per semester, on scheduled Mondays.

5. Planning for 2014-15 (Michael)
   1. One major goal for next year will be to work on demystifying the scheduling process.
   2. Michael invited the Senators to brainstorm ideas for increasing enrollments at the college. Ideas were recorded by Robin on flip charts. They are available on the Senate webpage as a handout for the Aug. 26, 2014 meeting.
      1. Are any senators interested in trying to keep an eye on this list and help follow through on this stuff? It won’t be a long time commitment: Patricia, Beth, Jackie, and Michael volunteered.
      2. We need to frame this as a package and send it to Kristin, the head of marketing.
   3. Student success efforts have led to faculty being at the center of many of the themes emerging in the five-year strategic plan for the college.
      1. The faculty consultation network will be re-upped in spring. Meetings we’ve had on this have been lively and well attended.
      2. In the fall we are going to make a push for greater use of and awareness of the Toolkit.
   4. We need to turn around the ideas in community that going to Cabrillo is “just going to Cabrillo.” We have excellence, and we need to continue it, it’s a great school.
   5. The O2 group (opportunity and obligation) is the instructional faculty side of how we’re doing student success. Thanks to Robin, Skye Gentile, and Vicki Fabbri for working on that.

6. Unfinished Business
   1. ACE Longitudinal Results (Diego Navarro)
      1. The CCRC study by Columbia University, and the Gates-funded MPR study demonstrate the effectiveness of the ACE program in improving students’ persistence and achievement rates. Most of the presented information is available on the ACE website (www.my-ace.org).
      2. ACE is a model for engaging students and encouraging them.
         1. We get students to believe they can do things, and have them practice, and then tie it to an academic program – e.g. CTE, accelerated math or English, learning community, etc..
         2. Over 70% are Latino or black, and the students are high-risk, they’re not at
college level academically, except for the program variations for Allied Health, e.g., nursing, dental assistant and radiologic technologies. In the accelerated basic skills program variation we focus on accelerating them in math and English skills at the same time.

3. There are different types of students we support in different colleges.
4. ACE is unique in that it is offered in regular classrooms. Also, it prepares students in math and English at the same time (most programs do one or the other).
5. Nationally, there’s a lot of focus on men of color, because they are most at risk. ACE is very effective with this population.

Not many people are doing combined outcomes research in both academic as well as affective/non-cognitive outcomes like self-efficacy, college identity, mindfulness, teamwork, leadership, etc. We are trying to better identify what factors are most important in contributing to our students’ success.

2. Program Improvement and Effectiveness (PIE) Matrix Results (Kathie)
   1. See handout. This is a preliminary piece of the puzzle.
   2. Question: why are programs that aren’t funded in the same way included here?
      1. Because this isn’t about funding, it’s about understanding other things, being informed of our efficiency and how we could be better.
   3. This will be part of the info we use if we ever have to look at discontinuing programs, but the matrix is in no way designed to be the “last word” on such a process.
   4. Dental hygiene did not score high on the list. However, it did help to motivate us to get more efficient: we decreased units and got rid of one full-time faculty member. This doesn’t seem to be reflected in the matrix yet.
   5. New faculty and adjuncts can improve the income-expense ratio, which is skewed by high salaries.
   6. It’s useful for faculty to see the fill-rate. Maybe it should be part of the program planning data, but separate from PIE.
   7. Some of the criteria seem to be becoming a bit irrelevant.
      1. Matrix did what we wanted it to do: it helped us deactivate inefficient courses, and clean up our programs. This is about making us ask ourselves what we can do to improve.
      2. It seems in other venues that anxiety is not about the data itself (it’s nice to know), but about how the data will be used.
      3. Things look very different in the data this year, but we can’t use it yet because the year isn’t complete.
      4. Changes in programs don’t show up in the data for a while, so sometimes it’s hard to see the effects of changes (a good example is the Dental Hygiene changes, which we haven’t seen effect the data much yet). This is important to consider when using the data.
      5. You can find the info on how we calculated the data on the senate web page.

Meeting adjourned at 5:00pm.