

Academic Senate SBVC	AD/SS 207 3:00 - 4:30
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Minutes of November 20, 2013

Time	Topic	Discussion	Further Action
	Call to Order		
	Approval of Minutes from November 6, 2013		Motion by J Hoyt for approval of the Minutes of November 6, 2013. 2nd by G Curasi. Voice vote - unanimous
	President's Report	<p>J Gilbert gave his report (attached) focusing on the Fall Plenary. 33 resolutions were presented, 12 falling under Accreditation Standards. The ACCJC permitted review of working draft standards of II A, II B, and IV A, significant because ACCJC normally works with CEOs, not faculty. These will take effect after our site visit. Working drafts and outlines are found at http://ascc.org/events/2013/fall-plenary-session/presentations. The Student Success and Support Program plan directs the college to plan and document how SSSP services will be provided to credit students; the initial plan is due for completion by October 17, 2014.</p> <p>Adult Education Town Hall Meeting: organized by the Grants Office, it is intended to serve as a forum for gathering information from external partners regarding how Adult Education Offices in local K-12 districts are exploring grant opportunities. Next fact-finding meeting regarding AB 86 is on December 5. There's \$25M in grant money for development over the next two years, and \$500M for implementation of strategies to coordinate between K-12, Adult Ed, and CCs.</p> <p>CAE2Y Meeting: a Nov. 18 meeting at the Chancellor's office explored the district becoming a National Center of Academic Excellence in Information Assurance/Cyber Deference for Two-Year Education (government program: Homeland Security and NSA).</p> <p>Finalized resolutions have been forwarded to all Senators.</p>	

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	New Business	<p>Basic Skills Charge and Membership: the Basic Skills Committee has not previously been included in AP 2225, but should be. The charge reads: “The Basic Skills Committee creates the planning documents, oversees the implementation of the campus basic skills plan, and prepares the college’s basic skills report.” “Membership is comprised of the Vice President of Instruction, at least one faculty member from Counseling, English, Math, and Reading, and other interested faculty, administrators, staff, and students.” It will be located in the AP 2225 under “Additional Committees: Instructional Servicers” and will report to the VPI. J Gilbert explained that Basic Skills was originally a standing committee of Senate; he is making a master list of all changes to the AP.</p> <p>Student Success Project: Paula Ferri-Milligan reported that Basic Skills Committee hadn’t been a part of Academic Senate for the past five years, so Senate hasn’t been kept apprised of recent developments. The committee funded individual faculty and group projects, Tumaini, Puente, counseling, tutoring, etc. This semester they are brainstorming how to have a greater impact; Supplemental Instruction for Math/Science needs to be expanded across the curriculum: English, Music, Reading, Automotive, and Spanish. She distributed a report (attached) entitled Learning COMPASS: Learning Communities and Programs for the Achievement of Student Success. The committee is seeking funding to expand programs following initial funding for “one-hit wonders.” They propose a structure to support communities on campus. A faculty coordinator is needed to support dialogue amongst faculty; there’s more clout with many voices. A counselor, librarian, and clerical support are needed.</p> <p>Audit Policy: J Gilbert led a discussion regarding the District Assembly’s consideration of a change to the current no-audit policy. Both Senates were tasked with coming up with draft language, which J Gilbert will send to Ed Policy for review and return in January prior to sending a motion to the District. Advantages include allowing students to refresh knowledge following a long hiatus; the \$15 per-unit fee; no extra duties for instructors. Disadvantages: audit students do not count toward FTES. Audit students should never take precedence over credit students. It was pointed out that their insurance and liability are covered through the tuition fees. Auditing is one avenue to bypass the issue of course repeatability. Financial aid and veterans assistance do not apply. S Lillard spoke in favor of a policy because of her department’s emphasis on prerequisite-heavy classes. J Lamore concurred, observing that the college exists to be open and accessible and have the flexibility to serve.</p>	<p>Motion by J Lamore to approve the language of the Basic Skills Committee charge; 2nd by A Aguilar-Kitibutr. Voice Vote – unanimous.</p>

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	<p>New Business</p>	<p>Core Competency Report and Recommendations: C Huston reported on the September Flex Day assessment exercise regarding Core Competency. Goals: 1) find a way to complete the first-time assessment of Core Competencies based on archive data in Fall 2013, 2) evaluate the campus performance, 3) evaluate the feedback and determine what can be immediately implemented, 4) reevaluate Core Competencies in Fall 2014 as a firm foundation to build on for the Spring 2015 of all core competencies and a long-term campus plan. Archive data was gleaned from Fall 2007 – Spring 2012. Numbers were input for the average numbers of students who met a course SLO for all sections of a course taught in the same semester and core competency mapping done by faculty in 2005. The average number of students who met that CC was 90%. The data is admittedly flawed; the sample is all that is available.</p> <p>Question: what is an acceptable pass rate? The Flex Day feedback (92 ballots) suggested a range of 70-90%. The Baseline is the <i>bottom line</i> acceptable number; anything below marks institutional failure. It is not an ideal percentage or goal. Most participants felt the pass rate should be the same, campus-wide, for all six CCs. A Au said that ACCJC expects a college to have a set criteria for institutional CCs. Institutional set standards are relatively new, so comparative data is meager. SBVC needs to establish standards for retention, persistence, course/program/degree completion, site licensing, examination pass rates, transfer, job placement rates. Regarding trends, gaps, distribution, improved assessment, rewriting: those polled felt more data was needed with larger sample sizes. Not enough courses and disciplines are involved to determine real trends.</p> <p>Regarding remapping, the suggestion was made to remap course SLOs to Core Competencies instead of mapping courses to CCs. The college did CCs in 2005, mapping courses to them in 2006 before writing SLOs. So one SLO might map to one CC, and another goes to a different CC. Core Competency #7 was omitted during mapping. Four suggestions were made regarding combining various CCs. Remapping would entail an entirely new Core Competency grid that includes #7 and any revisions. Department faculty would then need to map all course SLOs to the CCs with mapping completed in Spring 2014. It is a labor-intensive process. Remapping will not create perfect assessments for CCs, which will likely need to be remapped again after campus-wide conversations in Spring 2015. Waiting until then would give the campus more data and a relaxed timeline. J Lamore raised the question of why SLOs and CCs can't be the same thing – with identical language?</p>	<p>Motion by J Notarangelo to set a credible standard at 70% for Accreditation purposes, and not do remapping of SLOs to Core Competencies until Spring 2015; further, to use the existing language from CCs in SLOs for Spring 2014; 2nd by S Lillard. Voice Vote – unanimous.</p>

