

Academic Senate SBVC	LIB 249 3:00 - 4:30
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Minutes of March 23, 2016

Time	Topic	Discussion	Further Action
	Call to Order		
	Approval of Minutes from March 2, 2016		Vote was postponed due to lack of quorum.
	President's Report	<p>J Gilbert reported on the following (attached):</p> <p>Presidential Search Timeline and Updates: The 15-member screening committee is Board-approved: J Gilbert is working with Executive Committee to fill the four Senate-selected positions. First-level interviews will be May 12 and 13 with the campus forum May 18 and Board approval June 23; it should be possible to get candidate information to the campus well before the forum date. There will possibly be a last Senate meeting May 18 following the forum event.</p> <p>Full-Time Faculty Recruitments: We currently have three full-time faculty openings, the first two resulting from using the Senate rubric established for filling vacancies:</p> <ul style="list-style-type: none"> • Kinesiology/Head Coach (Women's Basketball) – closes April 14 • Heating, Ventilation, Air-Conditioning and Refrigeration (HVAC/R) – closes April 14. • Nursing (Medical Surgical) – Open Until Filled <p>Second-level interviews have also been scheduled for Biology, Earth Science, and Geography; these positions would have Fall starts.</p>	

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	New Business	<p>District Update: Chancellor Baron expressed thanks to all who helped with the Accreditation process; he cited the great collaboration with Glen Kuck and accreditation liaison officers. District hopes for a best-possible result, i.e. getting off sanctions, in June. The Board of Governors at the State Chancellors' level voted, with presidents and chancellors approving, to move forward with a two-track approach to ACCJC. Track 1: demanding immediate changes in their communication/transparency and failure to meet federal guidelines. Complaints include an unnecessarily heavy-handed approach, too focused on punitive sanctions instead of improvement. Track 2: long-term, a change in accrediting agencies is being considered. ACCJC has been so difficult to work with (disingenuous, inappropriate) the CCCs are setting up committees to work on possibly establishing ties with Western Association of Schools and Colleges (WASC) (ACCJC's parent company). Another rationale is that as CCCs are piloting four-year degrees, accreditation by an agency handling four-year institutions is desirable.</p> <p>As of March 31, Institutional Effectiveness Partnership has been engaged to continue District's traction in best-practices improvement. A \$150K accompanying State Chancellor's grant to District is a possible result; either College can also engage IEP and apply for similar funds.</p> <p>Chancellor Baron shared details of a charge to the District Budget Committee, stressing the necessity of hiring more full-time faculty in order to meet the 50% Law, Faculty Obligation Number (FON), and the 75/25% rule (having 75% of classes taught by FT faculty). Recent negative trends include multiple early retirement incentives that didn't permit rehiring, three years of economic downturn resulting in a 25% reduction in classes offered throughout the District, and now the recent increase in enrollment creating a need for FT faculty. District added eleven new full-time positions with hopes of adding five additional positions based on early-retirement incentives. B Baron is asking District Budget Committee to develop a five-year plan with a recommendation regarding FT faculty, making it a top priority for Fall 2016, and ready for the 2017-2018 academic year.</p> <p>He expressed concern regarding current enrollment and not meeting the District goal (6% growth); State has additional funds available if we can exceed the goal. SBVC can meet its goal with an aggressive summer session; CHC is not slated to meet its target numbers, with an attending penalty of nearly \$1M. "There are a lot of ways to generate FTES."</p>	

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	New Business (cont)	<p>He cited AB 288 (putting more classes in high schools), restoring the co-op plan that serves working students and mentors those getting credit for work experience. "I count on you to do your very best; this is the year to get extra growth."</p> <p>District Office just finished its Program Review process; unfortunately, only 150 of 1,200 surveys were returned. District Police and Print Shop had especially positive satisfaction marks. 96% of respondents say it's very important to be in touch with what is going on at District. Classified, but not faculty, are logging on to noon webinars. He said the Institutional Effectiveness Group is looking at human resources, integrated planning, and transparency in processes, i.e. how does the Board follow its own processes? The Board needs a local orientation process for new members.</p> <p>Education Planning Initiative: Yancie Carter, Matriculation Coordinator, presented material. R Shabazz is Executive Co-Sponsor. Robert McAtee: District Project Lead. Marco Cota, Ailsa Aguilar-Kitibutr, Carmen Rodriguez, Project and Functional Leads. Yancie Carter, Davena Burns-Peters, Dirksen Lee, Steve Silva, Faculty Leads. Andy Chang: IT Lead. Starfish Early Alert allows faculty to "learn more, earlier about your students," offering faculty-friendly progress surveys. It allows both faculty and system to trigger alerts and customize unlimited flags and "kudos." The system empowers students to engage with faculty, using embedded services catalogues and kiosks, has simple appointment tools that sync with calendars, and captures notes, tasks, referrals, and success plans.</p> <p>Early Alert WorkFlow Process:</p> <ol style="list-style-type: none"> 1 Instructor submits progress survey and raises flag 2 Student and counselor receive respective notifications 3 Counselor reaches out to student and comments on flag in Starfish 4 Student makes appointment for services 5 Counselor clears flag and enters "close the loop" comments which are sent back to instructor <p>General background: Educational Planning Initiative (EPI) gives a universal ed plan for students; a data base is being developed for a rollout in Spring 2017. Three tools are coming down from State's chosen vendor: ed plan to aid counselor in moving students toward goals, a degree audit system (one-click online check on degree progress), and retention tool.</p> <p>Note: students on probation two successive semesters lose their BOG. State hired a third-party (\$135K) to integrate data into the tools.</p>	

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	New Business (cont)	<p>EPI Expectations: Instructors: raise flags when appropriate, submit progress surveys when emailed Counselors: receive email notification from Starfish, record follow-up actions in Starfish, add notes, schedule appointments, clear flags Students: respond to email notifications when flagged, contact appropriate support office Short-term success will be measured by: adoption of Starfish, increased consistency of processes across offices, engagement, course completion. Long-term success measured by: year-to-year persistence, certificate and degree completion</p> <p>J Lamore commented that the Achilles heel is student lack of response to emails. The program falls apart if faculty and students don't respond. Text messaging is a feature option. Students do open personal emails much more than college emails; a workshop might help student forward from one to the other.</p> <p>STEM: Priority Registration & Funding: Marc Donnhauser reported that SI and tutoring were central components of HIS STEM PASS Go project; SI pairs faculty with trained student leaders to offer intensive support to students in gateway courses. PASS GO has developed unique enhancements to SI to motivate both the student leaders (SIs) and students. "Students do tend to learn from other students." The Kansas City model has been tweaked to fit SBVC's student population. He noted that incoming students often don't take Accuplacer seriously, neglect to take senior HS math, then score way below their normal skill set (and can't retest). SBVC offers two-hour pre-assessment workshops (faculty and SIs) at feeder high schools 1-2 weeks before testing; a workbook covers developmental math course offerings.</p> <p>Valley currently has 52 SIs in math, chemistry, biology, CIT; 1498 students currently participate. Across all ethnic groups, SI participation leads to measurable improvement in success rates (data from Spring 2014 and Spring 2015). STEM course breakdown success rates and retention statistics were all encouraging. H Crogman questioned the validity of statistics and whether SI can indeed be identified as a significant success marker when a multitude of other variables are present. J Smith suggested that 1500 is a substantial sample size; M Donnhauser added that national and global data are also available.</p>	

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	<p>New Business (cont)</p>	<p>J Gilbert posed two issues: 1) Can we identify STEM students? (Yes). Do we want them to have priority registrations? 2) The 5-year grant expires September 30, 2016. Current funding is for just seven tutors. Program Review requested 30 SIs and 30 tutors; current levels are 52 / 40. The PR request was for \$406K; Program Review made it the #1 priority request. R Pires said that, according to the President, because the district fund balance is below 15%, SBVC's fund balance has been frozen. The repeated past mantra was that we not institutionalize something as long as a grant is in place. S Bangasser: "If things work, we institutionalize them. It's time to bite the bullet and fund Supplemental Instruction and tutors for the campus; any grants we get can expand the numbers." M Donnhauer reminded that we can receive FTES funds in conjunction with Student Support/tutoring services.</p> <p>College Textbook Affordability Act: R Pires attended a March 2 information session regarding AB 798, College Textbook Affordability Act of 2015 and its attendant Open Education Resource Adoption Incentive Program. Legislation in 2012 created an Open Education Resource Council to deal with textbooks in fifty of the most popular classes. SB 1053 created a "library" where OERs could be stored. One legislative barrier is a required faculty buy-in and a dramatic change in educational culture. A \$3M grant is available to participating CSUs and CCCs. A grant proposal is due June 30; \$1K is available to any class section adopting OERs and saving students a minimum of 30% (10-50 sections required). A Senate resolution would be required, as well as a textbook affordability plan approved by the current Academic Senate and vetted with collegial consultation and collaboration. A campus coordinator would be needed with at least ten sections adopting open education for Fall 2016. R Pires outlined possible uses for the funding, e.g. professional development, OER curation activities, requisite release time, campus coordinator support (30% limit). However, faculty cannot be directly compensated; funds cannot be used for MOOCs, creation of new OERs, equipment purchases, or retroactive payment for past conversions to OER materials. The coordinator, endorsed by Senate, serves as contact person, submits proposals, coordinates staff/student activities, receives and allocates reward funds, provides annual reports to California Open Online Library for 2017-2020. Campuses may apply for follow-up grants if funds are available from the \$3M. Colleges must demonstrate 30% savings in participating classes. Bottom line: for Fall 2016 SBVC would need ten participating classes and a chosen coordinator. R Pires presented the First Reading of SP 16.01: Textbook Affordability and Open Education Resources Resolution.</p>	<p>Motion by T Heibel that Executive Senate Committee draft a resolution supporting full funding for a future SI/tutoring program as per Program Review priorities. 2nd – A Aguilar-Kitibutr. Voice Vote – unanimous.</p>

