

<b>Academic Senate SBVC</b>	<b>AD/SS 207 3:00 - 4:30</b>
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## Minutes of March 6, 2013

Time	Topic	Discussion	Further Action
	<b>Call to Order</b>		
	<b>Approval of Minutes from February 20, 2013</b>		<b>Motion</b> by V Anemelu for approval of the Minutes of Feb. 6, 2013. <b>2nd</b> by K Barnett. <b>Voice vote - unanimous</b>
	<b>President's Report</b>	<p>J Gilbert report (attached) addressed the following:</p> <p><b>Transcript Title Update:</b> titles will be out to deans/chairs following Spring Break. More discussion to follow at the next instructional cabinet meeting.</p> <p><b>Senate Dropbox Account:</b> this provides a convenient link to access files, as opposed to attaching them.</p> <p><b>Outstanding Professor Nominations:</b> submissions need to be sent to Celia Huston, Elections Chair, by Friday, March 8.</p> <p><b>Tenure Reception Reminder:</b> Friday, March 15, 1-3 p.m.</p> <p><b>Area D Meeting Reminder:</b> the SBVC meeting will be Saturday, March 30, at 10. This is an open meeting; Senators and faculty are invited to attend. Statewide resolutions will be addressed; the area attendees are also empowered to write their own. Changes to minimum qualifications will be considered.</p>	

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	<p><b>New Business</b></p>	<p><b>Basic Skills Update:</b> A Avelar presented additional PowerPoint information regarding the campus-wide committee which is under Senate auspices. With more information, there could have been more applications; she provided a list of funded projects. Applications expected replies to questions regarding problems perceived in the given area. One issue is that faculty aren't interested because they don't see themselves as teaching Basic Skills courses; however, that's not all which is being funded through Basic Skills. There could be possible collaborations between chemistry and English professors in teaching how to write succinct paragraphs. Applications must address the following: provide an estimate of project costs. Describe benefits to students. How will you evaluate the outcome? How will you share what you learned with your colleagues? – workshops, roundtable, departmental meetings, etc. The committee submitted the Basic Skills Planning Report and a goal-to-action plan.</p> <p>In progress now is an effort to get more application submissions. How does the college encourage more successful programs to get institutional support, to get pilot concepts in place as part of the program, to initiate collaboration between peers?</p> <p>J Stanskas gave the State Basic Skills Advisory Committee viewpoint that anything which leads through to the transfer level can be considered Basic Skills.</p> <p><b>Institution Set Standards of Student Achievement: C</b> Huston shared new requirements for institutions to set standards for student achievement, which must be tailored to the institution and its mission. Also required is for the accrediting body to ask the institution to assess its own performance against the institution-set standards for student achievement. Criteria include: course completion, licensing exam success rate, job placement rates, certificate-completion and graduation data. Data should be examined in the context of the school's institution-set standards of satisfactory performance. Also helpful to collect, even though it's not included in current documents set out: data regarding retention, persistence, success rate. Standards can be tailored to an institution's unique needs; they can be different for Basic Skills vs. 0-level and 100+level classes. Tech programs can evaluate "job-outs," employment and licensing exam rates. A school could have separate categories for certificates, degree, and transfers. K Weiss emphasized the importance of being "constantly flexible."</p>	

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	New Business (cont)	<p>C Huston continued that the campus must have a stated rationale for the standards we set; everything ties back to the campus mission. "We must establish processes." The school needs to incorporate how we're going to measure and assess institutional-set standards and also put them into core competency assessment. She shared a slide highlighting the cyclical flow of evaluations embedded in planning documents in a continuous cycle of improvement.</p> <p>What's next? Presenting the information to stakeholders – Senate, student government – and involve them in decisions about tailoring and setting realistic standards.</p> <p><b>General Educational Philosophy:</b> A Au addressed the need to have a clearly stated Statement of Philosophy in an institutional catalog; DeAnza's very extensive document was cited. A sample from Redwood College (attached) was distributed; it has similarities with how SBVC aligns its core competencies and selected SLOs. J Gilbert has samples from other colleges as well. A Au spoke to the importance of formulating a statement now so it can be included in an upcoming catalog. Accrediting groups want the philosophy clearly stated, not simply addressed by implication. J Gilbert observed that this could be worked on with a standing committee, possibly Ed Policy.</p> <p><b>"New" Arrowhead News:</b> J Notarangelo gave an update on the school's online news service with its "new link, new look, new attitude." The URL is: "thearrowheadnews.com." They are working to standardize the paper's look in response to various browsers. Reporters covered the recent bus trip to the state capital. Faculty are invited to promote the news service in classes and to please log in and offer comments, also to "like" Arrowhead on Facebook.</p>	

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	<b>Old Business</b>	<p><b>Student Academic Success Infrastructure:</b> J Gilbert asked Senators to respond to two questions: 1) What is it as a department that is needed to help move students toward academic success? 2) How does the department/division envision the infrastructure for academic support?</p> <p>Following a ten-minute breakout session, discussion focused on finding creative ways to make sure students have textbooks for their classes. One departmental solution is to exclusively use one publisher and its online management system, and sell students access codes, not books; then all students must use the system. A complicating factor is students who get their books through a student-aid program. Negotiating with publishers can yield surprising discounts. Scott Stark reported that the Bookstore is actively exploring different sales models, but expressed dismay at the continuing high prices of textbook e-versions. K Weiss suggested that, in addition to e-books, faculty explore free open-education resources.</p> <p>A Chatterlee suggested that a lack of FT faculty hurts student success; also, having no department chair for each area.</p> <p>Responding to #2, J Gilbert addressed the campus's learning centers and suggests benefits to looking at other systems. C Huston: tutoring used to be part of the Library division, which was on the academic side. If we wanted to centralize programs, the structure exists to rebuild within a division. A Avelar: there needs to be ongoing faculty involvement in training tutors within specific disciplines.</p> <p>A Au proposed that this item should be sent back to each department/division to gather ideas. Each department could select a volunteer to serve on an ad hoc committee.</p> <p><b>Next Senate Meeting:</b> there was a motion to move the March 20 meeting to March 27.</p>	<p><b>Motion</b> by A Avelar to move the March 20 meeting to March 27. <b>2<sup>nd</sup></b> by J Hoyt. <b>Vote – show of hands, YES (8-4).</b></p>

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	Committees	<p><b>Ed Policy -</b>  <b>Student Services - no report.</b>  <b>Personnel Policy - no report.</b>  <b>Career &amp; Tech Ed - no report.</b>  <b>Financial Policy - no report.</b>  <b>Equity and Diversity - no report.</b>  <b>Legislative Policy - no report.</b>  <b>Elections - no report.</b></p> <p><b>Curriculum</b> – L Hector distributed a form (attached): Tips for Submitting a Transfer Model Curriculum (TMC). Along with Crafton, she made a February 28 presentation to the Board as part of its study session regarding curriculum. Three major benefits to students: 1) guaranteed admission with junior status into the CSU system, 2) assurance that the AA-T or AS-T will be accepted as appropriate major preparation at all CSU campuses, 3) priority admission to their local CSU. With 24 TMCs finalized, SBVC has exceeded the Fall '13 goal of having 80% of majors offered already transformed. By 2014 the goal is 100%. Degrees don't need to disappear; departments are able to retain both. L Hector reminded that Spring semester is an ideal time to submit content review.</p> <p><b>Program Review</b> – S Lillard reported that feedback and discussions are positive; document writers are encouraged to meet with the committee.</p> <p><b>Professional Development</b> – N Sogomonian showed photos from the Great Teachers' Retreat in Beaumont. It was a joint event with Crafton, and many part-time teachers attended. There was a spontaneous Blackboard tutorial. She expressed hope that the tradition would continue.</p>	
	Additional Reports	<p><b>College President's Report</b> – In G Kuck's absence, H Kinde reported three approved positions: Anthropology, Political Science, Physics. The submission has gone through College Council and approved for the next academic year. President's Cabinet will approve next, so that recruitment can begin.</p> <p><b>SBCCD-CTA</b> – S Lillard addressed the MOU regarding SLOs (attached). Faculty should let CTA know if they aren't getting the newsletter. She and A Avelar attended an academy event sponsored by CCA, which focuses on building strong locals.</p> <p><b>District Assembly</b> – J Gilbert reported that J Stanskas gave a presentation regarding the Student Success Task Force.</p>	
	Public Comments	C Huston thanked the Student Government for its \$10K gift to the library for reserve textbooks.	

