

<b>Academic Senate SBVC</b>	<b>AD/SS 207 3:00 - 4:30</b>
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## Minutes of March 27, 2013

Time	Topic	Discussion	Further Action
	<b>Call to Order</b>		
	<b>Approval of Minutes from March 7, 2013</b>		<b>Motion</b> by S Meyer for approval of the Minutes of March 7, 2013. <b>2nd</b> by V Anemelu. <b>Voice vote</b> - unanimous
	<b>President's Report</b>	<p>J Gilbert welcomed the Senate back from Spring break and addressed the following (report attached):</p> <p><b>VPI Screening Committee:</b> consists of 2 managers, 2 staff, 1 student, 4 faculty (1 selected by CTA, 3 by Senate). Volunteers are welcome. J Gilbert will send President Kuck his three nominations by Friday.</p> <p><b>Public Policy Institute of California Report:</b> recommendations include: developing additional revenues and more cost-effective ways of delivering higher education, state legislature raising student fees, a re-evaluation of the need-based criterion of the BOG fee-waiver system, alternative fee scenarios – possible higher charges for those able to pay. Full report at <a href="http://www.ppic.org/content/pubs/report/R_313SBR.pdf">www.ppic.org/content/pubs/report/R_313SBR.pdf</a>.</p> <p><b>Area D Meeting Reminder:</b> Saturday, March 30, in our campus Sun Room; senators are encouraged to attend. J Gilbert will bring back resolutions at our next meeting.</p>	

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	<b>New Business</b>	<p><b>Service Learning:</b> Ed Millican and Kay Weiss reported on last year's conference attended by instructional deans. Service Learning programs help with student retention and success, sparking interest in education. There is a demonstrable positive effect on ability to succeed; e.g. University of Redlands' program gives students opportunity to go and serve directly in the community – not necessarily as part of a specific class. Possibilities (Northridge) include internships, studying abroad, senior experiences, research with faculty. Reasons to implement include: increasing cognitive and personal development, critical skills, problem-solving ability, interpersonal communication, building a sense of community, inspiring commitment, improved collaborative work habits. Selective Learning strengthens student discussion and participation; it also provides innovative approaches to delivering subject matter, support and engaging students of all learning styles within the quadrants of Kolb's Learning Cycle.</p> <p>The presenters noted that Service Learning is already included in our educational philosophy; we measure success by the degree to which students become self-sufficient learners and contributing members of society. It's supported by our strategic initiatives and core competencies. Service Learning activities foster critical thinking, applying learned knowledge to new situations. In terms of ethical development, they assume civic, political, and social responsibility. They can improve a campus's social interaction and cultural diversity. There's a relationship between service learning and pluralistic orientation, heightened sense of social responsibility with willingness to see things from others' point of view.</p> <p>Data shows an improvement in GPA for students involved in Student Learning from a 2.98 (no events) to 3.11 (3 or more.) Time-to-graduate numbers drop from 5.67 to 5.14; timely-graduation rates rise from 50% to 70%. The Hispanic positive correlations are especially strong.</p> <p>Positive SBVC courses include Polit 138: Student Leadership, which involves campus projects, student government, "green campus," veterans' representation, and Polit 139: Community Leadership, oriented toward the community – political campaigns, internships, "March in March." Service Learning can also be embedded in common courses like Biology, Humanities, and History. Some colleges identify sections with components which count towards service requirements for graduation.</p> <p>G Mack asked if Service Learning truly raises GPAs, or do such programs typically attract high-caliber students. There's no clear answer; it's true that top students tend to sign up. Giving extra credit is a common incentive.</p>	

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	<b>New Business (cont)</b>	<p><b>Accreditation “Dings”:</b> Celia Huston shared statistical analysis on common factors which cause colleges to receive warnings, probation status, or “show cause” admonitions from ACCJC. A review of 33 action letters had 21 cases where SLOs weren’t complete or properly documented. Dominant themes: research and planning, institutional assessment, governance, Program Review, Mission Statements, not determining institutional priorities and goals, hiring processes for classified and management integrated with institutional planning, including SLOs in course catalogs and faculty evaluations and linking them to planning. C Huston noted that SBVC’s Program Review process is currently good.</p> <p>Program efficacy reports need graphs describing student success/retention. Also needed: a 3-year chart for department-wide figures. In the area of governance, schools were cited for high turnover of presidents and administrators. It’s important to have transparency in policies and decision-making, with a clear delineation between District and Campus responsibilities. Budget criticisms include failure to conduct audits, having too little in reserve funds, and not funding items that impact student learning. S Lillard noted that a school could have too <i>much</i> in reserve as well. K Weiss said that ACCJC’s key question is: are there enough reserves to preserve the institution.</p> <p>District offices are cited regarding transparency/clarity in budget planning, processes, oversight of construction bonds. Issues for Boards of Trustees include: micromanaging and limiting their role to responsibilities established by board policy. Student Services: inadequate student support and distance learning. Student Support lapses are counseling and consistent funding for library resources. In Personnel: a clearly defined process for hiring presidents. Administrative: facilities, professional development, and technology.</p> <p>Regarding campus eligibility requirements, C Huston mentioned failing to address deficiencies in past accreditation visits, resolving problems of excessive turnover of management, curriculum not including required assessment of learning, and insufficient institutional planning and evaluation. Going forward with 18 months to spare, she suggested focusing on: what are our strengths, weaknesses, where can we improve, and what areas do we not have control over.</p> <p><b>Faculty Ethics Statement</b> (attached): J Gilbert distributed a copy and reported that it had been previously reviewed but he hadn’t been able to ascertain at what point. The statement focuses on positive ethical goals, not negative. He invited input and will reintroduce it at the next Senate meeting.</p>	

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	<b>Old Business</b>	<p><b>Student Academic Success Infrastructure:</b> J Gilbert asked for proposals about how to proceed with the study.</p>	<p><b>Motion</b> by C Huston to form an ad hoc committee to study the Student Academic Success Infrastructure, and have Executive Committee consider its charge and composition, with a report coming back to the full Senate. <b>2<sup>nd</sup></b> by W Chatfield. <b>Vote:</b> Voice – unanimous.</p>
	<b>Committees</b>	<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>  <b>Curriculum -</b>  <b>Program Review -</b>  <b>Professional Development</b> – in N Sogomonian’s absence, J Gilbert reminded Senate of the April 9 Flex Day. C Huston will be doing a presentation on SLO software; Blackboard, Curricunet, and e-Lumen will demonstrate their products.</p> <p>Regarding the search for a Professional Development coordinator, the search is moving forward. There was a question regarding which budget it falls under, which has now been resolved. The President will try to give Senate an update on when all positions are launching.</p>	



