



ACADEMIC SENATE

Adopted Minutes

October 21, 2013

ASSC 1421

3:00 pm –5:00 pm

1. Call to Order

President Gunther called the meeting to order at 3:06 pm

2. Roll Call:

Susanna Gunther, President

Sabine Bolz, Nick Cittadino, Lue Cobene, Catherine Cyr, Dale Crandall-Bear *ex-officio*, Joe Conrad *ex-officio*, Erin Duane, Lisa Giambastiani, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Ken Williams, Michael Wyly

Connie Adams, Admin Assistant

Absent/Excused: Kevin Brewer, Amanda Greene, Teri Pearson-Bloom

Guests: Jowel Laguerre, Diane White, Shirley Lewis, Sheila McCabe, Chuck Myers

3. Approval of Agenda – October 21, 2013

Motion to Approve – Senator Duane; Seconded – Senator Jaimez; **Passed**– unanimous

4. Approval of Minutes –September 16, September 30, and October 7, 2013

Motion to group and approve – Senator Duane; Seconded – Senator Bolz; **Passed** - unanimous

5. Comments from the Public

6. President's Report

Faculty Hiring: President Gunther sent an email last week to the Academic Senate with the information request made to administration regarding attainment of the hiring priority list including: who to hire; suggestions as to why; information from schools for overall ranking; how information is disseminated with deans and administrators.

Area B meeting: A statewide Accreditation update and tentative Faculty Obligation Numbers (FON) were presented at the State Senate area B meeting. President Gunther asked S/P Laguerre to address the tentative FON numbers in his report. She noted it was good to talk with faculty from other schools and learn about their similar issues and solutions.

LR 10 and English 1 co/prerequisite issue: President Gunther spoke with S/P Laguerre; the Solano College Faculty Association met; English instructor, Josh Scott, sent a letter and received a response from IVP White. President Gunther asked IVP to address the item in her report.

7. Superintendent/President's Report

Smoking on campus: As mentioned in S/P Direct last week, smoking on campus is an issue and the President's Cabinet is discussing solutions. The legislature gives schools the option to fine students up to \$100. S/P Laguerre suggested signage needs to be more visible, especially in areas where smokers tend to gather. The Chief of Police will meet with the Safety Committee to discuss implementation and enforcement.

Hiring: S/P Laguerre stated that faculty hiring needs to move forward. The College plans to place a full page ad with a list of open positions in the Chronicle of Higher Education. The best timeline would be to advertise by the end of November, receive applications in December, review them in January, schedule February interviews, and hire instructors shortly thereafter.

Accreditation Team Visit: S/P Laguerre is waiting for a reply from ACCJC regarding his request to schedule the visit between October 31 and November 4. ACCJC would like the visit to be done by November 8 to have time to report to the Commission. S/P Laguerre explained the Accreditation Commission also goes through a self-study process, similar to institutions, which includes sending their report to the US Department of Education (DOE). They are going through that process now and letters were accepted by the DOE through October 18 from college staff at all levels in support of the Commission. S/P Laguerre received a letter from ACCJC Commission President Dr. Beno noting the only comments received by the DOE were from some faculty groups but not necessarily from people who support the Commission. S/P Laguerre wrote a personal letter before the deadline about his accreditation experiences here and at other colleges.

President Gunther inquired about ACCJC changes to standards. S/P Laguerre replied that there are some revisions to the standards but nothing drastic. President Gunther shared her understanding that standards were changed more strongly in support of institutions' CEOs. The reason the ASCCC President gave was the ACCJC wants to become approved for accrediting for-profit institutions that don't have the same type of shared governance in place. President Gunther expressed concern for the potentially negative effect this could have for faculty and academic senates.

FON: S/P Laguerre explained the College obligation calculations of 122 was made based on enrollment. Currently there are 150 full-time faculty. Rather than decreasing the number, when enrollment increases faculty can't be hired quickly, the College needs to hire five more faculty to support reaching the enrollment desired. With three or more retirements coming up, plans are to hire five to eight new full-time instructors. The current full/part-time ratio is approximately 30:70 and S/P Laguerre expressed a definite desire to hire more full-time faculty.

Comments/Questions: President Gunther questioned why an email was sent to \$All regarding a new email policy that has not been vetted throughout the College. S/P Laguerre responded that it should have only gone to Shared Governance and he will address that in his next S/P Direct. President Gunther stated it should also be retracted in a separate email.

8. Interim Vice President's Report

Student Success Initiative (SSI): IVP White reported there will be a Town Hall meeting on Wednesday. The idea emerged from a Chancellor's Office conference attended by IPV White, Dean Shirley Lewis, and Admissions & Records Director Barbara Fountain. Questions were asked to learn what has helped students succeed and what has been challenging. The College meeting will have a student panel to report experiences and an interactive part to discuss, as a community, what can be improved to help student success. The Town Hall meeting will be held from 12-1 pm and 5-6 pm on Wednesday and will be beamed to the Centers. Another meeting may be held in November.

Implementing a Middle Academy was another SSI idea, from the Chancellor's Office Research & Planning (RP) group, to help new faculty reach SSI solutions. "Middle" refers to faculty and staff, neither new nor long term, who are willing to collaboratively discuss student success ideas. Anyone interested in participating and helping in this way should contact IVP White. Applications for next year's training are due by December 1.

LR 10 Co-requisite: IVP White asked English faculty to meet with their new Liberal Arts deans so they can be debriefed and review the issue with fresh eyes to help everyone move forward together with solutions.

9. Information/Discussion Items

9.1 Middle College – Sheila McCabe

IVP White introduced Fairfield-Suisun Director of Secondary Education Sheila McCabe and Educational Services Coordinator Dino Battaglini. They have been working with the College on a middle college

high school for the Fairfield-Suisun USD. The College began a partnership with Vacaville USD this year.

Dean Lewis gave a brief background from the beginning of middle college in New York in 1974 to the current count of 40 middle colleges in California. Foundations have provided seed money throughout the United States. This successful collaboration between local high school districts and community colleges to access at-risk high school students and reduce drop-out rates has come to the attention of the state legislature. The Chancellor's Office has attached funding up to \$100,000 per grant. Hopefully that will be an opportunity the potential partnership can pursue in the future. Middle college high school is the precursor to early college, a more contemporary term, emphasizing more cohesive structure that includes both college and high school curriculum. Students graduate with a high school diploma and 1-2 years of college credits. The model is a recognized method to increase the accountability of higher education without negatively impacting the quality of community college programs. The student target population is typically students who are underrepresented in college and/or students who are performing below their academic potential. Benefits include: increasing college degree and certificate completion rates; eliminating the achievement gap; providing more challenging curriculum for more advanced high school students; ensuring collaboration and partnerships between secondary and higher education; improving curriculum alignment; reducing college costs for families and the state. The Contra Costa principal gave a presentation to the College Board of Trustees and faculty and Trustee members visited their site. A meeting with union reps of two school districts and the SCFA took place in April.

Director McCabe explained the big picture components regarding early college. Students are college and peer ready at different points in their education and the easier their transition and the more positive their initial college experience, the better their success and they are more likely to complete programs and degrees. Typical criteria was listed in the slide presentation, but when a committee is formed, part of their work will be honing what criteria looks like and what fits for this environment. There are about 6000 students served in the Fairfield-Suisun District. Through programs such as early/middle college, students are identified who will be the first to thrive through challenges and be ready for college. High school classes will be taught by high school teachers and college classes will be taught by college teachers. Creation of an MOU has been in process by a committee of four members with the hope to bring it forward to the Board of Trustees in November. A goal is to expand the committee for planning steps to have a program ready for students in August 2014.

The timeline includes identifying who would be on the committee, who would be in this program, and what the curriculum would be. Students would take a few college classes to start and increase classes over time. Middle college classes need to seamlessly prepare students for college classes. Classes would first be held at Rodriguez High School and later be held at the College. IVP White noted the students would have high priority but not replacement priority over other students. Faculty would be consulted to weigh in on planning appropriate age-level materials and a lot of training would take place. Regarding concerns raised that permission shouldn't be needed from someone else to construct assignments in college and a certain level of maturity is expected, IVP White responded that an assessment of the program would address that. She added that there are currently students age 17 and younger in College classes, teachers just don't necessarily know that. VP Wyly stated there would be certain protections faculty would want in place. Director McCabe pointed out there would be high school staff on site at all times that high school students are on campus to address behaviors immediately. Regarding content of courses, she met with Student Services Dean Barbara Pavao and others. Students would be advised on classes that wouldn't be appropriate or that they wouldn't qualify for.

President Gunther pointed out that students are responsible for their behavior and process and she wouldn't want to have to include parents if there are problems. IVP White reported that Vacaville Middle College gave information out at orientation and she hasn't heard of any problems. Dr. Conrad asked if faculty would know if the students are special admit or not. Dean Lewis replied that they wouldn't know and the students would not be attending as a cohort. She worked with counseling and came up with a list of what she thought was appropriate for ninth graders to take based on prerequisites

and course advisories. Students would then be given a choice and could register for those classes if room is available. Director McCabe added that students would be mostly looking at foreign language (more spread out classes) and CTE classes. Parents will sign a contract confirming they understand the student will be in college classes with different expectations regarding content and privacy rights. The maximum number of students to eventually be served through middle college would be 60 per grade level for a total of 240 students. Math and English would be taken in junior and senior years based on assessments. There is no limit set on number of students in a specific class but there would not likely be many.

A high school counselor will work with the students who would be considered college students also with the same expectations of other college students. There are federal regulations that prohibit disclosure of certain information. Senator Cyr inquired if Banner could somehow capture students if it makes a difference for reporting purposes. S/P Laguerre responded there would be no difference in reporting, but there may be tracking for College purposes only.

A point system would be used for identifying criteria. There are many reasons students could be considered at-risk. Some models have interviews with students and parents, a student statement as to why they want to participate, and other multiple measures of assessment. Recruitment would be for 8th graders. In Vacaville, one student was found who was not appropriate for the middle college and was turned back to the high school. Senator Cyr shared that she had a foster child who was interviewed and accepted into an amazing middle college program that was very beneficial. IVP White concluded the discussion, stating the need and desire to have faculty participate to help shape and assess the program moving forward. The MOU was distributed. Senators should report to President Gunther instructors who are interested in participating on a committee. This item will also be discussed further in the 10 + 1 meeting.

9.2 Tutor.com – Chuck Myers and Shirley Lewis

Dean Lewis introduced Tutor.com sales representative Chuck Myers and shared some background on the company's connection with the College. Last semester the College Tutoring Center submitted a strategic proposal to pilot the online tutoring program to expand on the College's limited hours and to provide equitable services to online students. The program was considered and a group of faculty piloted it. Now instructors are wanted to weigh in on the proposal before going any further. A contract was prematurely signed and voided but the College would like to continue exploring this opportunity for students. Mr. Myers distributed a folder of Tutor.com information.

The program focus is to help students anytime and anywhere. The benefit to the institution is student retention. Tutor.com has 3000 tutors throughout the disciplines and there is an average two minute wait to be connected. Most tutors are or were teachers. Studies have shown that live help has a huge impact on institutions. The need is based on many students who are not prepared, especially in writing, math, and science. They may have competing priorities, such as jobs and family obligations and want support when need 24/7. Tutor.com has been in business 13 years and has refined algorithms to show what help is needed for what subject, what date, and what/whom to have ready. The company has been intensely vetted by the Department of Defense, who uses their services and a number of Solano College students have used Tutor.com through the DOD.

Mr. Myers pointed out the "secret sauce" Tutor.com offers is the human beings on the other end of the session 24/7. Rigorous background checks are made and college-level tutors have Bachelor's Degrees or above. Each connection is treated as a teaching moment. An assigned senior mentor works with the newly hired tutor to ensure quality teaching moments with learners. The average session is 23 minutes, followed by a survey after every session with five questions and an expository area; 40% receive replies; 96% of returned surveys affirm the tutoring helps build confidence; 99% appreciate their institution offering it. Nursing and anatomy was recently added. The company works closely with all clients, helps to build a web presence, and teachers see a program demo. Tutor.com worked with the College Tutoring Director Marie Mayne to customize the web page, who to target and how to promote. The plan was to

measure, assess, and decide whether to move forward and to what degree. Usage reports are provided monthly from micro to macro and the ability for clients to run reports was recently added to gather actionable data with predictive insights. If a student comes into a session without prerequisite knowledge they need, a message goes out to the point person at that college for early intervention. Dean Haley at Sierra College and Lynn Williams at Solano Public Library can be contacted for their input and experience with Tutor.com. 96% of students say they got better grades due to Tutor.com.

The entire transcript of tutor sessions chats and whiteboards are archived and can be accessed as long as the student is in the class. It is a great way for teachers to feel the pulse other than in the classroom. Most tutors are subject matter experts and contact Tutor.com but there is also a recruiting coordinator. A very strict background check is completed on the person and their academic background. The applicant is taken through a tutoring session to see how they teach. Tutors are evaluated monthly; senior mentor tutors sit in; ad hoc checks of transcripts are done. Retention and success rate data is available to share from a couple colleges (see documents).

Libraries offer free tutoring but their hours are limited. The proposed cost was based on bucket of hours when begun and minutes are charged for when students use the tutoring system service with no minimum. Typically three sessions on average make up an hour of billed time. Dean Lewis explained that the strategic proposal was for \$11,300 and up to 300 hours (approximately \$30 per hour). A one-time implementation fee and integration fee is charged.

Senator Duane pointed out that the library link on the College website connects to Solano County Library 24/7 reference service to get help with research. She hears a lot of positive feedback from students, many who just want to have questions answered. Mr. Myers will send transcript samples of math, writing, and another topic for comparison of tutoring services. Tutors remain anonymous using their first name and last initial. For online learners, accrediting bodies are now demanding services/resources online be comparable to in the classroom/onsite. Mr. Myers noted that he loved the College message “transforming students’ lives” and he looks forward to working with the College in that pursuit.

9.3 Faculty Hiring

President Gunther presented a draft on screen that was also emailed to Senators. She reported there is an issue with the timeline that faculty deans won’t be able to meet. IVP White confirmed the final end date could be changed if necessary. Based on discussion the following changes were made to the timeline discussed and approved at the October 7th meeting: “10/30” changed to “11/6” for deans and IVP to conduct a “blind” ranking; under “11/18” add “bring changes to the 10+1 meeting. The timeline 12/5 end date would remain. Because subject area deans have to make announcements for hiring committee volunteers, a statement was added under “12/5” for HR to keep the day waiting and open to send out requests for hiring committee recruitment. Hiring committees would then be formed, current job descriptions sent to deans for distribution to the committees, and the hiring process commences.

9.4 Co/ Prerequisites

VP Wyly reported that there seems to be traction since the last email letters were exchanged and English faculty will meet with the interim deans to discuss the issue. S/P Laguerre would like to write something in response to the resolution for the Board of Trustees.

9.5 Academic Senate Bylaws and Subcommittees – LaNae Jaimez

Deferred to November 4 due to time constraint

9.6 Assessment Committee

President Gunther reported the Academic Senate has been tasked with forming and filling an assessment committee as an Accreditation subcommittee. The quality of PLOs has been very diverse and there is a need for a similar level of program assessments for accreditation. Faculty need a clear and detailed outline of expectations and what should be included. Committee members would review each incoming

program assessment and make an overall list or summary of what is needed based on the assessment. The process needs to be more live and fluid to improve follow-up on three year plans. If issues are found with respect to quality and completeness, the committee would be responsible to send the assessment back to faculty communicating the need for revision. It might be possible for the SLO Committee to share responsibility with an Assessment Committee. VP Wyly was hesitant to have another committee to approve what people are doing and suggested time might be better served by choosing particularly good assessments as examples and provide faculty with training. An assessment committee may be needed but he questioned the idea of it being an approving body.

10. Action Items

11. Reports

11.1 Subcommittees

11.1.1 Accreditation – Annette Dambrosio

11.1.2 Basic Skills – Melissa Reeve

A hardcopy of BSI Coordinator Reeve’s report was distributed at the meeting.

11.1.3 Curriculum – Joseph Conrad

11.1.4 Distance Ed – Dale Crandall-Bear

11.1.5 Program Review – Amy Obegi

11.1.6 10+1 Committee – LaNae Jaimez

11.2 Treasurer

Item 11 reports were deferred due to time constraints.

12. Action Reminders

13. Announcements

A CTE/Business Senate rep is needed.

Program Review needs reps from Math/Science and Health Sciences.

The next Senate meeting will be held on November 4 from 3-5 pm in ASSC 1421.

14. Adjournment

Motion to adjourn – Senator Williams; Seconded – Senator Cittadino; **Passed** - unanimous

The meeting adjourned at 5:01 pm.

AS Meeting Minutes 10.21.13/ca