**10/5/12 BSC Minutes**

Present: Victor Cummings, Julie Muzzatti, Kris Abrahamson, Carlos Valencia, Connie Gozzarino, Jim Cason, Gary Allen, Carolyn Cole-Sweitzer, and Michael Eurgubian

Absent: Ann Foster, Lauren Servais, KC Greaney, Geoff Navarro, Brad Davis, Monica Mendoza, Joel Gordon, Lauralyn Larsen, Li Collier, Mary Kay Rudolph, Marty Lee, and Billy Oertel

1. **Minutes Review:** 9/7/12 minutes approved.

Chancellor’s report:

Yearly report due October 10, 2012 – once complete Victor will get the Academic Senate President and President Chong to sign. Kate Jolley must approve final numbers.

Hindsight narrative: Carlos stated if the co-hort tracking tool and timekeeper was available 5 years ago, it would be great. Constraints: have been demanding co-hort tracking 3+ years – we are still not where we want to be.

Faculty development: we could have done more sooner – question is now that we have the new faculty institute with one years’ worth of BS workshops, what else could we do? Make sure every faculty member and staff member knows everything about BS practices. Kris said we are a leader in our faculty development program - there is a frustration that we are not reaching a large range of faculty (new faculty excepted). We are inviting new adjunct faculty. We are not getting a wide range of current faculty. Maybe we need to do meetings with release time.

Faculty staffing requests: Eng, ESL and Cskls – has over 60 adjunct faculty. 15-40% of BS classes are taught by adjunct faculty in these departments – quite different from other departments. We should have thought about incentives for part time faculty – this could be a goal for the future. In NC ESL, Marti is able to pay adjunct and they actually come to trainings.

Kris said adjunct are 100% flex – maybe we could buy a DVD package that they could do at a distance, use technology more to reach part time faculty, with varied schedules. There are free training materials available through Nate – computer based tutorials that we cover in our new faculty series. PDA day – get someone like Hunter Boylin from Appalachian State to speak to us. Barbara Illowsky spoke about contextualized learning 5 years ago. If we want to have a speaker at PDA Day, we could get one.

Spring PDA is shaping up – speakers will talk about best practices. There is some money in staff development – if higher cost speaker, Dr. Chong may be able to fund this. Basic Skills would fit in during the Spring PDA Day. Ann Foster may have some connections to excellent speakers at the state level. Hunter Boylin (big picture speaker - $1500-$3,000 speaker fee). Work with Ann, someone more local and cheaper could possibly be invited to speak. Skip Downey, taught remedial education in Baltimore, MD wrote a book “On Course” and is used in courses and workshops said Connie. Math faculty could take suggestions/strategy, his trainers are now leading the workshops – could be a great speaker at a Bay Area College. Kris will speak to Ann Foster for more ideas (spring PDA is February 2013). Need to plan for BS part of strategic plan. How do we get adjunct faculty to PDA day or to hear our message?

Data: we need data, but no programming staff, or our technology won’t give us that information, or systems don’t talk, how insightful would that be? Kris met with Marty Lee, Li Collier and a couple IT folks – we are going to get better data. John Mercer and Ken Lofgren can extract new data from
We can track a group of students and do co-hort tracking through the rest of the English sequence – we can ask KC to help us. It would have been better if we had this at the beginning. There’s a lot to look forward to. Connie wishes we had better info for Eng and Math faculty that teach in a pathway where are we losing students. #2 start to change the mindset and culture of faculty that teach in Gen Ed courses – they have BS students in their classes – this BS committee could have addressed these issues with transfer level faculty. Our demographics have shifted over last 20 years to a different type of student population. Part of student success task force, prerequisites are helping – some departments are implementing Eng 1A which is huge progress. Connie wishes she could alert instructional faculty – if a student receives $5,000 worth of financial aid and is not ready to be taking a class – they are jeopardizing themselves. Faculty could be teaching students about failing grades, BS classes, consequences, 3-peat, there is more at stake now. It needs to come from instructors and needs to be on their syllabus – students are not reading what is on their cubby.

Victor said one issue is how to implement a program so that reading, writing, math, oral communication, critical thinking and college success knowledge is presented across the curriculum. In hindsight, we should have jumped on this and forced the entire college to embrace it. We still don’t know how to do this. It can be on our parking lot and as rules are getting more serious, it is more important that the BS committee is more effective in some of these changes.

Kris said for long term goals – we need to strengthen language (provide training) needs to be more persuasive with all faculty (not just new faculty).

Carolyn – does SRJC have open communication with DeAnza College or Foothill College what are you doing? DeAnza is a huge campus with a large # of BS students. Ann F. is out there – she can bring back to us what are other colleges doing? We have contacts at some of these colleges, we could check in and ask questions.

Julie said data is important to include – if we had this data 5 years ago, we would have known why students are not persisting – why they quit. We could have thought of other ways to use the money.

We will have 3 paragraphs in the hindsight report including persistence in promoting BS classes.

2. Announcements:

a. Should there be a BS coordinator? In general, that probably would have helped. Even though we have a BS committee – we didn’t a few years ago. We have a faculty co-chair, it is only for 3 years. We could have had more institutional impact if there were more high level positions in faculty or administration. Li Collier took over matriculation (student success and retention is new title) – there will be an important discussion – there may be a good connection. What can she do to help us? We can explore the potential opportunities. Do we need a VP of student success or basic skills? There are 5 departments that interact – Eng, Math, ESL, College Skills and Counseling – but they don’t work in a POD together – how can we get them to work in closer connection?

b. Reassigned time for Ann has been great – Lauren will take this over. Ann does great work outside of committee, staff development, learning communities, is reassigned time enough? Everyone at college is working so hard – no time to work on special projects. What do we need done outside of this committee? Coordination piece is big between 5 different depts. Working
on same issue – but each committee member has a whole set of other duties. Given resources we have, is more reassigned time a good idea?

c. Co-hort tracking report question: write a statement about one discipline in co-hort tracking. In terms of report, one is enough. ESL response presented by Gary Allen – looking at students that went all the way through 1A, but not about attempts. Is this one thorough enough? ESL will be meeting with Eng dept – ESL 100 and Eng 1A – not many students are successful. 53% of students are successful – so that’s a pretty good success rate. Surveyed 100 students – 12 transfer to 4 year, rest are improving English and getting certificates – never taking 1A = 40%. He does not think the reports are accurate because it is not taking into account ESL 10. This 40% is a good number – ESL students have very different goals (kids, jobs, life – and never plan to go to 1A). We are not ready to unpack the #s from the chancellors datamart tracking at this time – we should set aside a meeting for each discipline, make sure KC and dept person is present – what can we do with this data? Our pathways are too long – why don’t we have a 2 semester pathway?

Connie talked to a 305/302 accelerated Eng class and a 306 class – good success rate, Ann Foster teaches -3rd year. After presentation, faculty said she is having problems, students brand new to college, not turning in work, any extra credit, very young students. This year, straight out of high school students, doesn’t think she can meet 90% completion rate that Eng department expects. Students are more fragile – if a student loses a 7 unit class, financial aid is yanked.

Michael went to 80 campuses on a sabbatical, every campus said 60-70% of students are testing as BS student. Striking trend is accelerated classes – which conflicts. Rarely did he see a college do co-hort tracking – all linked to SLO process.

Julie said math acceleration is doing well – but it is cream of crop of students. Regular student may not do so well in accelerated class. Are students succeeding in 1A? 306 is built into co-hort tracking – we should have data for a few semesters. Victor will pull out 306 separately. KC did a semester progress that was fantastic without Datamart information. Julie said she did Math piece and got deep into the report. What do we do next? This committee needs to decide how can we push faculty? Eng 102 is starting this fall – will be interested to see how these students progress. Eng chair says the Eng pathway is too long – department met to see how they can shorten - pathway revision. Built in tutors, counseling component for all courses, software……there is not enough money. It is important that Eng is working on this. Eng classrooms in Emeritus are terrible – not smart – very old.

Carolyn said if students are not succeeding, then we should not accelerate classes. Can we offer certificates at a lower level – at ESL levels? It could be a real confidence builder to get rewards along the way – could keep students in school. Cskls and ESL students are not rewarded, not counted, they are improving job skills, they are only counted as failure. We need to redefine Cskls student success.

Victor, Julie, Matt and Carlos will work on Cskls document – transform into document that will be included in chancellors report.

Long term goals page: optional, reflect on goals and change if we want to. At next meeting, we can pick a short list of immediate goals we want to focus on this year – certificates, figure out what we can do to train adjuncts, but for 5 years- Victor revised goals list. Will the changes help, are they needed, should we put a change into the report?

1. Leadership and administrative practices to support BS: in some ways we have done that, MK
comes to meetings. Is it effective enough? We are not there yet. Which departments? Change to Academic departments or instructional – does this include counseling?

SRJC instructional departments – takes it out of administrator focus. Do we feel fully supported because MK is now involved? We are now a standing college committee – we have a formal relationship with administration – that’s a good thing. What is Li Collier’s relationship going to be with BSC? Is it closely aligned? Maybe we rewrite this goal after we see how Li works with BS? We take out administrative practices. We need to have a general approach to deliver to students needing help.

Language in new goal is going to be redefined – focus on student success in a pathway – we are not serving every student coming in the doors. Should we define more closely? Change student success without saying transfer? Educational goal attainment? Yes.

2\textsuperscript{nd} goal from past – define vision: if we become a Hispanic Serving Institution, this should be part of our goals. Initiate programs allowing transfer and CTE disciplines to develop strategies was suggested by James.

Section B: new members will need a Poppy Copy.

1. Students would get matriculation services – this goal is OK.
2/3. data – where does it come out and who reads it? Regularly collected and assimilated? Who is going to be collecting and assimilating? Will be assimilated from our IT Dept – get rid of goal #3 - redundant – do we need two goals about data? Does it make any difference to anyone? SLOs are based on data. Departments do their own data. Can we consolidate our statement for asking departments to do any more? Instructors do surveys – but it never gets put in a database somewhere. Regularly analyze relevant data and make recommendations that further the academic progress and goal attainment of BS students over time.

Section C: #1 – do we still need this one? We decided what instructors are going to be taught in professional development topics. Professional training is part of the AFA contract for new faculty. We can take out of our goals. Get rid of #1.

Change #2: using NFO curriculum, SRJC will provide training......

Section D:

1. Get rid of first year language. All BS programs and services will implement relevant pedagogy, instructional techniques and effective practices as fully as possible.
2. Sufficient instructional support will be provided to all BS students. Such support services may include but are not limited to tutoring, mentoring, and supplemental instruction. Computer assisted instruction will be implemented in all BS program areas to enhance and reinforce student learning and progress.

Carlos’ proposal: launched study skills center in Petaluma – how to cope with stress, how to use your textbook effectively, how to navigate college system, support services, guest speakers, syllabus, Cornell notes, learning strategies. He is asking for $2,000 for 3 remaining seminars out of 5. He is asking committee and MK approves – idea is to have a DVD produced (already have 5 DVDs). Newly hired tutor is doing all the logistics, lining up speakers, professional training for work force. 90% of students on Petaluma campus attended seminars on Fridays.
How can we get SR to benefit?
What is the sustainability vision? Making DVD’s is good – is it enough?
Should it continue to be a live presentation? Interaction is important –
Can it be grant funded? Carlos does not want to continue to use BS funds.
There is a survey that says students who use both campuses are more successful.
Cost is to fund tutors to do presentations.
Can we do a video conference to show to SR students?
8 seminars per semester (15 hours). 2 tutors right now – may not be a huge additional expense to
hire 2 tutors to repeat performance in SR.
Carlos has not spoken to Cheryl Hanson – but he will speak to her.
In Staff Development, there are webinars available.
MK wants everything sustainable – DVD’s are a good idea.
Students are going to want 1on1 action. The more student engagement, the higher success.
Library 4245 has video conference capabilities.
Committee says yes to Carlos’s proposal – expansion to SR and sustainability.

Next time: look at one of the skills area more thoroughly. Will decide by email. Co-hort tracking, how
to discuss possible adaptations to current pathways.

Michael says SRJC is only school in CA that has a College Skills department. Anything pre-algebra is
College Skills. Why doesn’t Math and College Skills talk and collaborate?
Lab instruction for math 150A – they need lab availability.
60-70% of faculty are using “my Math Lab” computer software instead of 1on1 tutoring.
Has the Math department put a survey together to see if “my math lab” is beneficial or is it not?
Michael will check with his Math department.
How does Math pathway work? BS level courses are 2-3 times more likely assigned to adjunct faculty.
So it is more important to train adjunct on BS ideas. Michael will bring these ideas to BS next month.

Adjourned at 11:00
Next meeting November 2, 2012