

## Academic Senate Minutes

October 29, 2012

Meeting Called to Order at 2:02 p.m.

Members present: Dolores Davison (President), Carolyn Holcroft (Vice-President/CCC Chair), Robert Cormia (Secretary/Treasurer), Katherine Schaefer (Adjunct Faculty), Kathy DePaolo (BHS), Karl Peter (BHS), Lisa Drake (BSS) Eta Lin (BSS), Tobias Nava (CNSL), Lety Serna (CNSL), Bruce McLeod (FA), Janis Stephenson (FA), Scott Lankford (LA), Richard Morasci (LA), Pam Wilkes (LRC), Don MacNeil (KA), Katy Ripp (KA), Debbie Lee (PSME), Kimberlee Messina (Cabinet Liaison), Darya Gilani (Classified Liaison), Meredith Heiser (FA Liaison), John Lazzarini (ASFC Liaison)

Members Absent: Karl Peter and Bruce McLeod

Agenda was approved by consensus

Dolores announced that Bernata Slater will be serving as the Interim Vice President of Educational Resources and Instruction at Foothill College.

Minutes from October 1<sup>st</sup> 2012 were approved as amended with changes regarding the PSME tutorial position. Minutes from October 15<sup>th</sup> approved without changes

Consent calendar - Patrick Morris approved as chair of Academic Integrity Committee from fall of 2012 to spring 2014.

Item 1- President's report - Area B meeting in Alameda - interest statewide about non-STEM pathways. Resolutions will be coming forward in the upcoming plenary session. These are senate-driven resolutions. All resolutions are due Thursday at 4 p.m. PSME faculty would encouraged to take a closer look at whether non-STEM pathways (e.g., Statway) are acceptable for degrees and certificates. Our college would probably be in support of this. We are doing one with STATway, including a group of colleges across the state (35 Colleges statewide) from the North and South. Area B forwarded two resolutions regarding Stem pathways. Other areas of interest include the disciplines list. Kinesiology is being considered. If approved the discipline will go on the 'min quals' list or equivalency. Other disciplines added (revised) include public health. Five members from CCSF faculty attended the meeting. Their Academic Senate president gave an update of the current situation. CCSF has appointed special trustees. CCSF is working on the accreditation report, just being finished up. They are hoping to be taken off 'show cause' to 'probation' (or sanction). Both Prop 30 and Measure A has to pass for CCSF to have some measure of financial stability. Two other colleges shared that if Prop 30 doesn't pass their faculty will need to take a 6% pay cut.

PaRC announced we may get up to 5 faculty positions (English, math, LRC, and PSME director, 5th is uncertain), however it depends on what happens during the Nov. 6 elections. Vicky Takata, counseling, is retiring at the end of December. We may need to absorb counseling faculty from De Anza should they make cuts in that department.

Dolores was asked about MOOCS (Massive Open Online Courses) Coursera (Stanford based) Udacity and Google educator Sebastian Thrun, and edX (MIT/Harvard). They are not for credit organizations, and

have MASSIVE attendance (e.g., 160,000 students took Thrun's class on artificial intelligence). They are peer reviewed and peer evaluated. Some internal assessment is available. Udacity is focusing on skills based learning. They are partially venture funded and have extensive academic partnerships. Some are translated in up to 39 languages. Gates Foundation is fascinated by them. In some cases, funding is made to adjuncts at partner institutions to help develop these (massive) online courses. Campuses across California are interested, including CA Governor Brown, who has asked community colleges to partner with some of these courses. Some are peer evaluated and might help in basic skills (remediation) but there are pedagogical and other concerns. They have interesting aspects and worldwide reach, even though the number of active participants is less than people who have signed up. Some courses are claiming they are 'equivalent' with other (traditional) courses. Some issue certificates for course participation. People are interested in the 'flipped classroom' Go to Coursera.com Foothill is renting facilities to the Kahn Academy for summer.

There will be a breakout at Statewide Academic Senate Plenary on MOOCs. If there is further interest in the topic there may be a statement by Foothill College faculty. APM will be talking about credit by exam at the November 6th meeting. Coursera has reached out to some local colleges for assistance and partnering opportunities.

Item 2 - Elaine Kuo presented the CCCSE Survey Results from last spring quarter that was randomly assigned to specific F2F courses and administered by traditional paper and pencil techniques. Online courses were not part of the survey. This was an attempt to see if student experiences at Foothill contributed to the 4Cs (Critical Thinking, Computation, Communication and Community). Although data was collected on student services, Elaine focused on the data concerning faculty and instruction. The CCCSE is housed at the Council on Community Colleges which is in Austin. This was Foothill's first time participating. 43 traditional (in person) sections administered the survey and 73% of students from those classes completed the survey. Younger students (18-24) comprised the largest segment of respondents (64%). Some of the demographics are shifting and reflects repeatability impacts. There was some 'over sampling' of full-time students. Half of students have been here for more than a year, and 21% have over 60 units. Over half of students indicated transfer to a 4 year institution as most important. Half said they will return to Foothill in the next 12 months. There were 3-4 questions for each ILO (i.e., the four C's). Foothill added some customized questions to the survey, to help us better understand student attitudes and influences on their academic success as well as challenges they face. Communicating your opinion/viewpoint clearly (52%) and writing clearly and effectively (54%) were indicated as a positive result/influence for students attending at Foothill. The results from our college were also compared to other large academic institutions (i.e., over 15,000 students). We analyzed the difference between full-time and part-time students. Part-time students were less likely to rate these "communication" questions as highly as full-time students.

The demographics of part-time students could be different than full-time students, and the survey is slightly biased to full-time students. Computation was assessed with questions focused on "using computing and information technology," "solving numerical problems," "mathematical skills," and "ability to solve problems." 51% of the student respondents stated that the college had contributed "very much" and "quite a bit" to "using computing and information technology." Again these data were compared to other large institutions with the latter outperforming the data from Foothill College (59% vs. 51%). Part-time students were less likely to rate "computation" questions as highly as full-time students (e.g., using information technology – 47% vs. 60% respectively). Critical thinking is where students surveyed reported the most positive impact ("learn on their own" – 64%, "think critically" – 64%, "interpret ideas or issues" – 57%, "synthesize information from various formats" – 51%). The trend of

part-time students as compared to full-time students is similar to the above mentioned ILOs. Thinking critically, analytically, was of special interest to Foothill.

The “Community” ILO was assessed by 7 questions ranging from “working effectively with others” to “contributing to the welfare of your community.” 60% of the student respondents felt that the college contributed “very much” or “quite a bit” to working effectively with others. Again these data were compared to large institutions and separated by full-time vs. part-time students.

There is a section on instruction. Almost 3/4 feels the college provides the support a student needs for success. Other areas asked about support; financially or socially. Then engagement - community college students participate socially. 66% of students shared that they used email to communicate with faculty. Students reported they were being challenged (96%) and half said they worked harder than they thought they could. Half or more used technology to interact with other students, faculty, and work on their assignments. Over half said that friends and family influenced their decision to attend Foothill College.

The study started longitudinally in 2001. Foothill College participated for the first time last year. 70% of students will use Web or other contacts with faculty for navigating college questions. Students use their own or family income to support themselves / education expenses. One in five students is concurrently enrolled at another community college. Nine in ten students reported a good or very good (excellent) experience at Foothill, and only 11% (one in 9) did not. Role of technology is very important. Process will next disaggregate international students who were (possibly) over-sampled in this study. These data may be used to inform or blend with Program Review efforts at Foothill.

A senator stated that we need to be aware of the biases in self-report data and force-choice answers given in the questions. There was also inquiry regarding “teasing out” the data by ethnicity in order to look at trends across different ethnic groups and seeing whether it mirrors the data from the college equity report. Another senator commented on the Compass project as a way to build strategies (e.g., service learning, giving presentations) to engage students and increase community involvement.

Item 3 - ACCJC follow up – the visiting accrediting team met with various constituent groups, including IP&B, and it was a remarkably positive meeting. Comments from the accrediting team included how involved the classified staff were in this effort. They were also impressed with the amount of work that we have done on the SLOs in the past year. We will be receiving a follow-up report in January.

Item 4 – Academic Senate Budget - Cormia/Davison => we have \$31K (and change) as a balance and deposited \$550 at the end of September, that will be about \$450 monthly ongoing with the dues reduction. We have this as ‘action’, and can hold off on a decision increasing the amount that we support student scholarships until we know more information about our budget situation. It was proposed that we support students with three \$1,000 scholarships, for basic skills, transfer, and workforce students. We can also increase how we support faculty. A motion to approve three scholarships at \$1,000 each was approved. At the upcoming November 26 meeting, we can talk about possibly increasing the scholarship funds.

Item 5 - Curriculum committee working district wide on course equivalency in order to meet the mandate to limit the number of times that a student can take a class in a college district. Question about what happens when a sequence (say in math) is not seen as the same when UC (or CSU) accepts them in IGETSE. If two courses meet the same CID (Course Identifier) descriptor then they are equivalent. Faculty should email their curriculum rep and VP (Kimberlee Messina) if there are questions or concerns. We are

trying to determine if courses are equivalent, which impacts repeatability. Carolyn also reported that faculty are needed to serve on GE subcommittees. At this point the number of courses being added (requested) to look at whether courses fit into the GE pattern is small. Faculty are needed for that review process.

Item 6 - Davison - program creation and discontinuance. IP&B worked on this effort for months. Faculty may not be 'engaged' in the topic at the moment, but in the future it could become very important (especially with potential funding cuts). Academic Senate may report to PaRC that there was no further comment. Classified senate is looking at the issue very carefully. There was a question about how De Anza's program discontinuance policy looks, and how we would work 'together' in the event that a program was discontinued on one campus. There were questions about language and terminology; it will be brought back next Monday (November 5th AS meeting). Senators should encourage their division faculty to read the document carefully.

Item 7 - Committee reports – Eta reported that the three members of AIC attended the ASFC meeting on Oct. 11 to get their thoughts about academic integrity. A document was attached to the agenda regarding ASFC student feedback about academic integrity and their ideas of promoting it on campus. It was a very exciting meeting and it was great to get the students' perspective. The AIC met on Oct. 22 and Kurt Hueg also attended and spoke about the honor code needing more of a Web presence. Erin (Classified Senate President) attended the meeting and she stated that staff members are very supportive and they look forward to working closely with faculty and students. They discussed having a pledge drive or other activity to drive awareness about academic integrity. Student rep suggested that we 'couple' well known students with influence with well-known faculty with influence to enhance the issue (topic of Academic Integrity). The next meeting will be November 5th at noon in the President's conference room. Welcome week is also venue for AIC, but both International students and athletes are on campus before that week, so other venues could be available for them.

Carolyn Holcroft reported on the accessibility (online) issue and Judy Baker is working hard to develop easy guidelines to help faculty understand what accessibility resources. She will be offering professional development opportunities. It is much better to build in accessibility at the start compared to the process of 'retrofitting'. Teresa Ong has been talking with Dolores about a standard syllabus statement about accessibility.

Dolores reported on PaRC and 5 proposed faculty positions (Dolores listed them) English, math, LRC, and PSME director, 5th is uncertainty. Psychology, ESL, A&P and counseling positions are on hold. There are templates for the four different workgroups for the year and the equity plans are embedded.

For the good of the order...

Student representative, John Lazarrini, created a "special needs integration committee" that addresses to help address the needs of students with disabilities (e.g., reducing incidents of bullying, making them more comfortable and successful on our campus, raise awareness of disabilities with other students).

Academic Senate is meeting on the 5th because we are not meeting on the 12th.

Meeting Adjourned 4:04 p.m.