

Foothill College Academic Senate Meeting Minutes
Monday, April 27, 2015
2:00 P.M., Toyon Room

Call to Order	
The meeting was called to order at 2:03 p.m.	
1. Roll Call	
<p>Present: Steve Batham (BSS), Roseann Berg (PT rep '16), Robert Cormia (AS Secretary Treasurer '15), Lisa Drake (BSS); Isaac Escoto (AS Vice President/CCC Faculty Co-chair '15); Jordan Fong (FA); Carolyn Holcroft (AS President '16), Kate Jordahl (F A), Andrew LaManque (Administrative Liaison); Debbie Lee (PSME), Choi Hou Leong (ASFC) David Marasco (PSME), Richard Morasci (LA), Tobias Nava (CNSL);); David Sauter (BHS); Katherine Schaefer (PT rep '15), Mary Thomas (LRC); Stephanie Tran (LA); Bill Ziegenhorn (Faculty Association Liaison).</p> <p>Guests: Maureen Chenowith, Cathy Denver, John Fox, Elaine Kuo, Patrick Morriss, Leslye Noone, Doren Robbins, Voltaire Villanueva.</p> <p>Absent: Guido Bordignon (BHS); Craig Gawlick (Classified Liaison), Don MacNeil (K A), Kimberlee Messina (Cabinet Liaison), Rita O'Loughlin (K A); Josh Rosales (ASFC President).</p>	
2. Approval of Minutes: April 17, 2015	
MSA (Sauter/Batham).	
3. Consent Calendar	Action
<p>The following faculty appointments were approved by consensus (Lee/Sauter).</p> <p><u>Tenure Review Due Process Panel:</u> Kella Svetich (English), Judy Yamamoto (Dental Assisting)</p> <p><u>Systems Librarian faculty:</u> Cecilia Hui (systems librarian at De Anza)</p>	
4. Unfinished Business	
a. Enrollment management update	
<ul style="list-style-type: none"> Senate discussed enrollment management concerns (how priority registration for full-time students impacts other students) at March 23 meeting; Andrew LaManque was to contact David Ulate (district Institutional Research), and request meeting of district enrollment priority committee in spring. Holcroft communicating with Ulate re: specific senate concerns. FOLLOW UP ACTION NEEDED: Holcroft to continue to communicate with Ulate/LaManque. Agendize update for upcoming senate meeting this spring. 	
b. Late enrollment and student success	
<ul style="list-style-type: none"> Carried over from April 17, 2015 agenda so Kuo could be present Senate began discussion of impact of allowing students to add late on student success last year; requested data from IR. This is just to begin a discussion. No suggestion of stopping late enrollments across the board – this data is to help us reflect on our practices and actions and inform future decision-making. Kuo presented Foothill-specific data: <ul style="list-style-type: none"> Late enrollment = after first day of term (# of enrollments, not # of students) Student success = final grade of A, B, C or P (pass) Findings: <ul style="list-style-type: none"> A relatively small number of Foothill students (about 200 in Fall 2013 and ~400 in Fall 2014) enrolled and registered late for classes, i.e. are not enrolled on the first day of the term. In general, on-time enrollment has 70% pass rate, late enrollment has 60% pass rate 4-5% of most ethnicities register late, but 9% of African Americans do At the department level, pass rates for late enrollments are also generally lower (10% or more with variation by department) Online pass rates also generally lower for late enrollment (10%); online course enrollment makes up about one-third of late enrollment. No significant difference in success rate of late adders in online vs. face to face modality. 	

	<ul style="list-style-type: none"> • Suggestions to look at causes of late enrollment and at the difference among students who enroll in first week and in second week. <ul style="list-style-type: none"> • How can we help students who register late and are likely to struggle? Automatic early alert for late enrollees? • May be helpful to explore causes for late adds but perhaps more important to focus on our actions/responses • Faculty control the add process – think hard before issuing an add code; talk with the student requesting late add to discern if they are really prepared to start the class. Be very mindful of general pattern of decreasing likelihood of success • Concern that caution on the part of faculty about late adds may be in conflict with college outreach efforts encouraging late registration (e.g. prominent banner on college home page: “It’s not too late to add!”). Need for conversation with A&R about conscientious messaging to students • FOLLOW UP ACTION NEEDED: Share data with constituents, foster discussion, and bring feedback to next academic senate meeting.
c.	Disaggregating SLO data – brief update
	<ul style="list-style-type: none"> • Senate began discussion of accreditation requirement for disaggregation of SLO data at last meeting (April 17, 2015). • Lots of time for engagement and discussion – reiterated today: no need to panic! • Holcroft meeting with FA (Perino, Hansen, Ziegenhorn) and De Anza academic senate leaders this Thursday. • Holcroft leading development of “FAQ” document for the broader campus community to dispel confusion, should be available for our next meeting. • Senator shared perspective from a faculty chair at City College of San Francisco: reporting SLOs for each student is similar to reporting a grade for each student. • Hope that there will be a straightforward solution/process on the technological side. Institutional research is looking at using Banner or Canvas. • The more important discussion is about how this process will be used to help our students and improve our programs. How can we exploit SLOs so that they actually work for us? Work needs to be meaningful. • Raises question about connection between grades and SLOs. In some disciplines, students must achieve all the SLOs in order to pass the class, but this is not true for all subjects. • FOLLOW UP ACTION NEEDED: Will agendaize further discussion for upcoming senate meeting (May 11, 2015).
5.	New Business
a.	First Year Experience (FYE) (Fox/Ziegenhorn)
	<ul style="list-style-type: none"> • http://www.foothill.edu/senate/documents/2014-15/Spring_15/First%20Year%20Experience%20Pilot%20Program.pptx • Pilot program, cohort of first-year students who take several classes together (CNSL 5 in summer session, then basic skills English classes, a library research class, and GE/transfer courses in art, history, and sociology). • Possibility of a math class in the spring. • Targets students with socio-economic disadvantages <ul style="list-style-type: none"> ○ first in family to go to college or parents who did not graduate from college in US ○ have a disability ○ qualify for financial aid ○ single parent or raised by a single parent ○ veterans ○ foster youth • Support from personal counselor and personal librarian • Seat count limit could be a problem in some classes, but if FYE is a success, it could create a steady pipeline of students to GE courses that are not usually fully enrolled

<ul style="list-style-type: none"> • If this works, it could be institutionalized and expanded, but more support would be needed • The goal is to have little or no attrition, and research shows that this type of program works. • Question re: Why didn't FYE work at Foothill before? Response was that the previous program focused on basic skills, but this program includes transfer classes. • FOLLOW UP ACTION NEEDED: Raise awareness, foster discussion among constituents, John Fox will email senators a digital version of the flyer to share with students. Please help with recruitment efforts. 	
b. Transfer Center (Ziegenhorn)	
<ul style="list-style-type: none"> • The administration is moving forward with plans to move the Transfer Center from the 8300 building on the lower campus to the Student Resource Center (5400). A request for \$25,000 for moving expenses is now at OPC (concern this won't be enough). Request coming through Student Services Administrative Unit Program Review, transfer center stakeholders not involved. People requesting resource are the same people who get to evaluate the request and recommend/prioritize allocation. • Counseling faculty, the Transfer Workgroup, and the Transfer Advisory Committee were not consulted and have been informed that this action falls under administrative purview, no need for shared governance. Transfer Workgroup had been writing Transfer Plan, have now disengaged. • Best practice is for a transfer center to work collaboratively with counselors and student services; physical proximity is important. • DRC director Teresa Ong has agreed to become the Transfer Center director in title. (Best practice is for the Transfer Center to have a fulltime faculty director, director with undivided attention to transfer center duties.) • Senators believe that faculty (and staff) stakeholders should be included in this type of discussion and that shared governance processes (program review, work group collaboration) were not respected in this case. • Motion (Sauter/Marasco) that the Senate charge Senate officers to communicate our concern to the administration and postpone a decision until further discussion in shared governance venues occurs. • FOLLOW UP ACTION NEEDED: Discuss response, program review process at next meeting. 	
c. Online Course Standards (Jordahl)	
<ul style="list-style-type: none"> • Draft resolution for online course standards was circulated • Faculty required to make online courses accessible; this would add quality and consistency, possibly using the new OEI rubric (the "gold standard"). The Distance Ed Addendum is the "floor" or bare minimum. • Many online courses are taught by part-time faculty who don't get the guidance and support they need and would benefit from explicit standards • This is required for accreditation. <p>FOLLOW UP ACTION NEEDED: Share with constituents and foster discussion. Will be on next senate agenda for further discussion, possible action.</p>	
6. Officer and Committee Reports	Information
<ul style="list-style-type: none"> • Document will be emailed to senators. • FOLLOW UP ACTION NEEDED: Senators tasked with distributing the reports document to their constituents 	
7. Announcements (limited to 3 minutes, Senate cannot take actions)	Information
<ol style="list-style-type: none"> a. Educational Master Plan input sessions. Senate designated time is tomorrow at 3. b. Classified staff appreciation week May 18-22; please participate! c. Commencement activities being announced – please encourage constituents to attend. Only five newly tenured faculty took advantage of the regalia offer, so it is now extended to <i>recently</i> tenured faculty. d. Retreat location: spring senate planning retreat June 19, 2015 2PM – 4:30PM. Any volunteers to host? 	

- e. Scholarship Committee: one professor used a three-sentence boilerplate recommendation letter for three different students, who lost their chance at a scholarship as a result. If you don't want to write an individualized letter of recommendation, just say no; otherwise you're hindering the student's chances of getting a scholarship.

8. Adjournment

The meeting was adjourned at 4:25 p.m.