

**ACADEMIC SENATE COUNCIL MEETING
NOVEMBER 13, 2018
APPROVED**

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.

PRESENT: Beth McBrien (President), John Freytag (Vice President), Patrick Moe (Corresponding Secretary), Kris Koblik (Professional Development), Carolyn Seefer (Business), Heidi Gentry-Kolen (Math/Computer Science), René Sporer (SRC), Lisa Smiley-Ratchford (Social Sciences), Theresa Flores-Lowery (Kinesiology), Craig Gerken (Physical Sciences) Jane Fisher (Applied and Fine Arts)

ABSENT: Joann Denning (CE), Daniel Kiely (Library), Yvonne Canada (Counseling), Kimberley Taugher (Biology/ Health Sciences), Anthony Gonzales (English)

GUESTS: Mary Gutierrez. Becky Opsata, Kim Christiana, Lupe Dannels Katy Agnost, Lindsey Lang, Kim Christiana

1. APPROVAL OF AGENDA OF NOVEMBER 13, 2018 AND MINUTES OF OCTOBER 30, 2018.

It was MSC to approve the agenda of November 13, 2018. The following members all voted aye: Freytag, Moe, Seefer, Smiley-Ratchford, Sporer, Gerken, Fisher, Flores-Lowery, and Gentry-Kolen voted aye. No nays. No abstentions. Approved.

It was MSC to approve the minutes of October 30, 2018. The following members all voted aye: Freytag, Moe, Seefer, Smiley-Ratchford, Sporer, Gerken, Fisher, Flores-Lowery, and Gentry-Kolen voted aye. No nays. No abstentions. Approved.

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

None.

4. ANNOUNCEMENTS

Sporer reminded Council SRC Parents Night is that evening.

Seefer said the Business Boot Camp for Veterans was a huge success.

Fisher reminded Council the closing Reception for the “Power of a Cup” show is the following day, November 14 in the Diablo Room. At 12:30, Ehren Tool will be talking about his work as part of the DVC Equity Speaker series. Then from 2:30-3:30, there will be an Art Exhibit Closing Reception with cup giveaway.

Moe told Council the DVC Invitational Speech and Debate Tournament is this Friday through Sunday on the Pleasant Hill Campus.

Teresa-Flores-Lowery said the last scheduled game of the football season has been cancelled. The game does not change any standings for either team so in light of the air quality they decided to cancel. Women's volleyball plays today at Modesto; women's basketball plays today at home against Foothill. Women's soccer plays their final game this Thursday at Los Medanos. Men's and women's cross country finish their season on November 17 at the CCCAA State Championships in Fresno. Men's and women's water polo finished up their seasons the previous week.

Koblik reminded Council submissions for the Spring Flex days are due on November 26.

5. APPOINTMENTS

Faculty Working on Writing Teams for 2020 Institutional Self-Evaluation Report

Alan Haslam
Allan Lacayo
Anne Kingsley
Anthony Gonzales
Barbara Hewitt
Becky Wyler
Beth McBrien
Binita Sinha
Carrie Million
Dan Kiely
Ellen Beaulieu
Jacob Van Vleet
Jason Mayfield
Jen Tejada
John Freytag
Julie Walters
Katy Agnost
Kim Taugher
Kris Koblik
Lindsay Lang
Lisa Smiley-Ratchford
Loc Huynh
Lupe Dannels
Lynn Huang
Mario Tejada
Mark Akiyama
Matthew Powell
Mauricio Najarro
Nicole White
Owen Lee
Patrick Moe
Rene Sporer
Shannon Padilla
Tom Barber
Troy Bennett
Yvonne Canada- Clark

It was MSC to approve the appointments listed above. The following members all voted aye: Freytag, Moe, Seefer, Smiley-Ratchford, Sporer, Gerken, Fisher, Flores-Lowery, and Gentry-Kolen voted aye. No nays. No abstentions. Approved.

6. TUTORING REQUESTS THROUGH PR PROCESS

Katy Agnost distributed information from the TAC information on Suggested Language for IUPRs Concerning Tutoring.

The TAC recommends as you write your comprehensive or annual IUPR reports this fall, the following guidance in how to include tutoring in your resource allocation requests:

- Tutoring is an intervention that, along with faculty support and guidance, will help students be more successful and will make DVC more equitable.
- We recommend that areas with tutoring look at what changes and improvements might be implemented in order to serve our incoming students and address equity gaps.
- We also recommend that areas without tutoring look at whether or not a tutoring program could benefit your students, and, in particular, help close the equity gap.

Why request money in your IUPR budget for tutoring?

- In Fall, 2019, AB 705 will take effect, and the vast majority of students starting at DVC will enter at transfer-level English and math.
 - Students are likely to enroll in GE and major-specific courses sooner in their college careers.
 - Students in their class may need extra reading, writing, and math support
 - Students may need explicit instruction and support in what it means to be a good student in terms of note-taking skills, time-management, and test-taking strategies.
 - In order to meet students where they are and provide appropriate and in-time support, departments should think about what specific support and student-centered interventions will be needed to ensure students are successful.
- The minimum wage in California will increase by \$1 per year until it reaches \$15 per hour in 2022.
 - Operating budgets of all existing tutoring areas must be increased to accommodate this change.
 - If no increase, we cannot continue to offer the same level of tutoring services to students.

How to make tutoring requests in Program Review:

1. Identify one or more sections of IUPR that demonstrate a need. Here are some examples:

a. Section III B 1-6: Success Measures:

- Notice trends in success rates across gender, ethnicity, age, etc.
- If success rates are decreasing, or if the number of students in a particular group is increasing or decreasing, this could indicate an opportunity for tutoring intervention.
- Highlight this observation in the Comments for Section B.
- You will then be able to specifically name tutoring in Section I B 1a.

b. Section I B1a: Describe strategies or activities that will address needs identified in section III:

#	Strategy/Activity	New/Continuing	Related Stage	Projected Outcomes	Timeline
1	Tutoring	Cont.	Through	Increase course success rate of Hispanic students by 2%	Offer embedded tutoring in Fall 2019. See results by Fall 2020.

c. Section III D5: Support Staff

- Student and non-student tutors are now listed as part of support staff and can be commented on.
- All areas with tutoring should be prepared to discuss current staffing levels in connection to Section III.B/Student success measures.
- This overlaps with Section I.E.9-Operating Budget.

d. Section I: E7: Service Needs

- List tutoring as your need, and connect it to your B1 Strategies and Activities.
 - Connect to the Student Equity and Achievement Program (one-time funds) if you are proposing new tutoring interventions that address equity, completion, or degree/transfer success.
- e. **Section I: E9: Operating Budget (Ongoing):**
- Input possible dollar amounts based on how many tutoring hours each area may plan (this overlaps with Section III. D.5)
 - For existing tutoring programs, request increased funding to address minimum wage increases here.
2. **Articulate the need specific to your discipline. Here are some examples:**
- Our discipline does not have tutoring services, and we believe funding should be made available to establish a tutoring program in our discipline to close the equity gap.
 - Our tutoring program is flourishing and adequate to the needs of our students, so we need to secure the same level of funding in future years, which would mean an increase in our operating budget to allow for the increase in minimum wage.
 - We have a need for our program to receive increased funding to adequately meet the needs of the students and decrease equity gaps.

3. **Other items you may wish to include in program review:**

Please feel free to include, omit or modify any of this language, reflecting the opinions, values and culture of your program:

- **IUPR Process:** The program review process itself is inadequate to the needs of our tutoring program. Specifically, while the document breaks out the cost for student and non-student tutors, there is no designated place for a tutoring program budget. We would like see the following added to the IUPR documents with prefilled data and areas for comment:
 - Tutoring program budget details (beyond the cost of tutors)
 - Staffing
 - Tutoring hours offered
 - The number of students served
 - Dedicated section to request operating fund increase as related to tutoring and student success
- **College-wide Coordination:** It is difficult for smaller labs/programs to get up and running in terms of administrative support. Right now there is no support for hiring or payroll issues, and these are challenges faced by small programs (especially those that are run by faculty).
- **Tutoring Program:** Currently, there is no program review process for tutoring services. The tutoring programs are connected to department and division budgets, but there is no specific place in program review to discuss college-wide tutoring needs.

4. **Other tutoring related requests to consider:**

- As we move to Guided Pathways, consider what innovations or interventions you might try in the next couple of years, including group tutoring, supplemental instruction, and area-specific support.

McBrien thanked the TAC for their work on this. She said there needs to be a separate PR process for tutoring. Requesting tutoring funding out of operational budgets does not work to sustain an adequate level of tutoring services. She added that there have been no increases in operational budgets in many years. Also, the implementation of AB 705 will cause an increase in tutoring needs.

7. FACULTY LECTURER CRITERIA AND SELECTION PROCESS

McBrien reviewed for Council that they had discussed the criteria for the nomination and selection of the faculty lecturer previously. At the time, Jim Blair was the part-time rep on the Council but was not present at that meeting, so they decided to wait for him to make a final decision. But then Blair decided not to run for the part-time rep position. The Council now needs to come back to this decision to allow the announcement to go out soon and a selection be made at the last senate meeting of the semester. She reviewed that they had discussed selecting one lecturer but both full-time and part-time faculty would be eligible. They also had discussed that letters of recommendation would be optional. She said the announcement has been revised to more specifically describe what types of topics we are looking for. Topics that have an appeal to the broad community, not just targeted at teaching.

It was MSC to approve the selection of one faculty lecturer from all faculty, part-time and full-time, and including letters of recommendations with nominations are optional. The following members all voted aye: Freytag, Moe, Seefer, Smiley-Ratchford, Sporer, Gerken, Fisher, Flores-Lowery, and Gentry-Kolen voted aye. No nays. No abstentions. Approved.

8. ASCCC FALL 2018 PLENARY UPDATE

Freytag reviewed with Council the packet of final resolutions that were passed at the Plenary session the previous week.

He said a resolution came forward to improve the participation in shared governance with the state Chancellor. He said there was discussion on whether or not the Chancellor's name should be included in the resolution. The resolution that passed included the Chancellor's name. There were about 300 people that voted on the resolution and the margin for approval was about 30.

Freytag said there were many breakout sessions and one was on the new funding formula. He said he also heard information that districts have to align their goals with the state vision for success and those goals need to be reported to chancellor's office. He said he also learned that college CFOs need to be more involved in the shared governance process.

Freytag said the Chancellor told them that students need to transfer with a degree. He said if those students do not complete a bachelor's degree at a four year college, they would at least have something if they completed an AA or a certificate at a community college. The Chancellor suggested that community colleges recruit more students who historically who have not been interested in transferring if they were concerned about a reduction in funding.

Freytag said there were also discussions about auto-awarding of degrees and students can opt out rather than have them apply to get a degree. He said there were also discussions about credit for work and training outside the college. They talked about veterans who have extensive training from their time in the military and in many cases; they have to go back to the beginning when they enroll in community college. The military also is known for its meticulous record keeping.

Freytag said there were discussions about eliminating roadblocks in the faculty interviewing process. He said for example, someone may have degrees and experience in a particular field but have never taught. So being asked to do a teaching demonstration can be a roadblock for them.

Seefer shared some statistics about students who transfer with and without a degree that showed that students could succeed if they transfer without a degree but their odds increase if they do have a degree when they transfer. She said we should encourage all of our students to get a degree no matter what their academic goals. Gerken added that if CSUs and UCs accept students without degrees, then why they should not be eligible for a degree.

Council discussed the technology needs to implement an opt-out degree award system and agreed this needs to be addressed.

9. VPI REPORT

Gutierrez stressed that faculty should get their book orders in soon. It helps the bookstore know how many buy back books can be resold. It is also helps students to know their textbook costs ahead of time.

Gutierrez reported enrollment is up at the Pleasant Hill campus 3.9% from this date last year. San Ramon campus is up about 4%

Gutierrez said the Program review validation teams are being formed and need members.

Gutierrez reported the approved fulltime faculty position announcements have been posted. She told Council we have good circulation with our position postings and we have worked to include targeted postings to reach diverse applicants. She suggested faculty review where the positions have been posted.

Gutierrez said if any areas have problems with their program review due dates, to contact her office and adjustments can be made if needed.

Gutierrez said she heard Oakley speak shortly before he became the Chancellor and he said he felt that Placement tests were designed to keep people out. Gutierrez said Oakley's agenda is about equity. She said it would be helpful if we talk about AB 705 in terms of equity and not how the Chancellor is implementing it. She said the Chancellor recognizes the need to educate the future population of our state for us to succeed as a state

10. AS PRESIDENT'S REPORT

Postponed

11. GUIDED PATHWAYS UPDATE

- College-wide AB-705 Implementation Update
- DRAFT AH 11.13.18
- Overview
- AB-705
 - Overview
 - Foundations in Research
- AB-705 at DVC
 - Guided Pathways Integration
 - Math
 - English, ESL
 - Assessment Center
- CA Assembly Bill 705 Overview

AB-705 changes assessment and placement and English and math course sequences, and allows all incoming students to attempt transfer-level English and Math courses.

- Restructuring Developmental Education

AB-705 restructures developmental English and math sequences/course offerings such that remediation must now take place *concurrently* with transfer-level work.

Thus, it also eliminates the offering of some Dev-Ed courses that have been offered at DVC for many years.

- Pre-Transfer Coursework: No Longer Req'd

AB-705 states that pre-transfer coursework can no longer be required of students as a placement result unless colleges can provide data that it is beneficial to those students.

- Student Success as *Throughput* vs. Course Pass Rates

AB-705 is based on research that looks at student success in English and Math as based on successfully completing transfer-level English or Math, a measurement referred to as throughput.

- Dev-Ed Course Sequences:
Negative Impact on Student Success

Research shows that course sequences of pre-transfer English and math negatively impact students' chances of successfully completing transfer-level English and Math courses.

- Students Disappear in Dev-Ed Sequences

Students disappear between every step of a developmental sequence.

The graph on the following page shows data for 63.6K students referred to 3+ levels of remediation in a math sequence.

- Students Disappearing: Tangible Numbers

To build a cohort of a single class to follow through such a sequence, we would need to start with 45 students placing into three-levels-below transfer.

30 students would enroll in the first course of the 3-course sequence prior to transfer-level math.

By the end, only 5 students would remain to pass transfer-level math.

- A Chance is Better Than a Course Sequence

AB-705 research shows that all students have a better chance of completing transfer-level English and Math if they start with that course.

The following slide shows that long course sequences have a *damaging effect* on students' chances for success.

- An End to Underplacement

One thing both assessment tests and remedial course sequences have in common is that they tend to either underplace students or allow students to underplace themselves.

The AB-705 research shows that these underplacement methods—traditional assessment tests and unrestricted-enrollment remedial courses—have a disproportionate impact on traditionally underrepresented minority populations.

In this way, AB-705 is a significant equity measure.

- Guided Pathways and AB-705
- The GP + AB-705 “Pivot”

As of Oct 19, 2018, all GP Design Teams are now working primarily on the Entry phase of the student experience.

AB-705 dictates that students need to complete transfer-level English and math within one year; GP is working to structurally support this goal.

- **Stages of the Student Experience**

- ITBE Meta Major Structure
- The three “layers” or levels of specificity will be used to give students specialized supports based on how defined their educational goals are:
- Sample First Semester Schedule—ITBE
- Focus on Entry: 0-15 units
- Math options
- English options
 - What about Certificate students who don't need Math/English?
- Major and Career Exploration/study skills
- Intro courses in disciplines
- AB-705 Efforts: Math
- Student Progression Through the Developmental Math Sequence Statewide
- Current Pathways through Developmental Math at DVC

Currently, students who have not placed into transfer-level courses can use the Informed Student Self Assessment (ISSA) to select what level of developmental class they feel is best for them.

- Fall 2019 Pathways through Developmental Math
- Data strongly demonstrates that the developmental math pathway reduces the likelihood of reaching and passing transfer-level math for a significant percentage of students
- Math 85 and Math 119 will be “rebranded” to attract only students who truly belong at that level (life-long learners, re-entry after more than 10 years, BSTEM students who did not take Algebra 2 in high school, etc).
- Fall 2019 Placements for Statistics/Liberal Arts Bound Students (Tentative)
- We have developed a co-requisite support course for Math 142
- Math 042: Skills Support for Statistics (or something similar)
- 1 unit: ½ unit lecture, ½ unit lab
- We are working towards embedded counseling and tutoring support in co-req
- Fall 2019 Placements for Business and STEM Bound Students (Tentative)
- We have developed a co-requisite support courses for Math 121 and Math 135
- Math 021 will be 1 unit: ½ unit lecture, ½ unit lab
- Math 035 will be 2 units: 1 unit lecture, 1 unit lab

- We are working towards embedded counseling and tutoring support in co-req
- Course Offerings: Now and Fall 2019 (Tentative)
- Continuing Work
- AB-705 Efforts: English
- English Cut Scores, DVC Population
- New “Dev-Ed” course for Fall 19:
ENGL-122+ENGL-120 co-req (5 units)
- Replaces what was previously ENGL-116/-118 and -117
- Scheduled as a block with the same students and the same teacher
- Provides extra support for students, e.g.: refreshers on essay fundamentals, additional scaffolding, reading and study skills, and integration with student services
- Tentative English Schedule Changes: Fall 2019
- Professional Development
- English is offering two workshop series focused on teaching ENGL-122, one in FA 19 and one in SP 19
- It plans to offer these on an ongoing basis as we learn the new 122 population and its needs and continue to adjust
- AB-705 ESL Overview

AB-705 provides that “Instruction in English as a second language (ESL) is distinct from remediation in English.”

Thus, colleges “must maximize the probability that . . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years.”

- AB-705 ESL Overview (cont.)

DVC’s ESL course sequence is already in compliance with a three-year course sequence, but it too is undergoing some curricular redesign.

Full implementation of AB-705 for ESL is required by Fall 2020.

- Assessment Center
- The DVC Assessment Center is working on many changes to support students taking the right courses and to communicate these changes and placement processes to students and the college community.
- Assessment Center

Assessment Center AB-705 initiatives include:

- Building new equivalencies and sharing those with Scheduling for the pre-requisite file
 - Testing the registration process to verify that appropriate students are blocked or allowed to register (in conjunction with A&R)
- Communicating necessary English, and math placement changes to programmer
 - Assisting with testing changes to verify output
 - Updating placement wording to students based on English and math department feedback
- Assessment Center (cont.)

Assessment Center AB-705 initiatives include:

- Communicating placement changes to for upload into Colleague
 - Performing a test upload
- Determining the process to make these new placements retroactive for our continuing students
- Developing communications to students
- Explaining changes, and assessment options, to students and high school counselors
- Assessment Center (cont.)

Assessment Center AB-705 initiatives include:

- Communicating changes to student records with other departments, such as Admissions & Records, Counseling, etc.
- Assisting with researching, developing, and implementing Guided Self-Placement (GSP) options
 - GSP is for students who are not able to use Multiple Measures (out of high school for more than ten years, didn’t graduate from a high school within the United States, Adult Education students)

12. DVC PROCEDURE 4100.01 RESEARCH PROTOCOLS

Postponed

13. ADJOURNMENT

There being no further business the meeting was adjourned at 4:30 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*