

MINUTES OF THE ACADEMIC SENATE

Grossmont College

Monday, February 1, 2016, Griffin Gate, 11:00 – 12:20

Attendance: Randy Abshier, Ken Ard, Liz Barrow, Derek Cannon, Nemie Capacia, Patricia Cardozo, Jennifer Carmean, Brian Carter, Keith Chan, Zoe Close, Sebastien Cormier, Judd Curran, Gareth Davies-Morris, Marion de Koning, Nadra Farina-Hess, Janet Gelb, Angie Gish, Sue Gonda, Dan Greenheck, Jeff Lehman, Helen Liesberg, Barbara Loveless, Lisa Maloy, Scott McGann, David Milroy, Domenica Oliveri, Michele Perchez, Shirley Pereira, Clifton Quinn, Gregg Robinson, Priscilla Rogers, Robin Sepulveda, Linda Snider, Scott Therkalsen, Diana Vance, Paul Vincent, Peggy Wells, Cary Willard, Evan Wirig, Jessica Woods, Tina Young. **Guests:** Agustin Albarran, Javier Ayala, Dave Dillon, Marsha Gable, Susan Schwarz, Katrina VanderWoude. **Recorder:** Sasha Carter.

I. **Call to Order**

A. Public Comment – Jennifer Carmean

Addressed the 4 parts of the SLO coordinator position, including SLO (instructional departments), SSO (student service areas), ASO (Administrative service outcomes) and ISLO (institutional student learning outcomes). The new ISLO position is concerned with goals the students are expected to meet when they finish at Grossmont College. In the past, we gave graduates a survey and results were compiled. A group meets to discuss if the survey questions should be changed. In addition, the water project was reviewed and Culinary Arts was used to assess ISLO's. The ISLO Coordinator would be responsible for managing this group. It is a .4 release time.

The start date for the position is now and it is a 2 year commitment. After the 2 years, the process will be established.. There will be .4 release immediately, and if, due to classes already being scheduled, there is a faculty member interested but unable to take the release time immediately, there is the possibility of pushing back some implementation of the position until the fall semester.

The position is open to part-time faculty, but adjunct faculty should be aware that it would represent -a lot of additional work because the .4 would not be counted toward load, so it would be work in addition to the current teaching load.

B. Approval of Agenda

M/S Wirig/Robinson. Motion passed.

C. Approval of Minutes from November 30

M/S Moriss/Wirig. Motion passed.

II. **President's Report – Tate Hurvitz**

A. New Interim Dean of Admissions and Records (Amir Law)

Aaron Starck has moved from Dean of Admissions and Records to the CPIE office as the interim Sr. Dean. The New Interim Dean of Admissions and Records is Amir

Law. Linda Jensen is now serving as interim in the Vice President, Administrative Services position.

Amir Law- There have been issues with WebAdvisor waitlist. An email attachment is being prepared for better understanding of the waitlist and it is also now personalized to classes and deadlines. There is a goal to plug holes where student enrollment numbers are falling. ~~Stop Out postcard/email sent to 17,684 students, and of those notified, 917 students enrolled as a result. Of the 150 students called for potential to be dropped for nonpayment, 99 students were enrolled. 1,123 students with waitlist conflicts and 791 enrolled as a result. Approximately 6,498 waitlist students were called, 4,892 of which enrolled as a result. Academic Affairs reports that there were 2,500 deans calls to waitlisted students, however, more detailed analysis is needed to determine the number of enrolled students as a result. Report from Counseling is that they had contact with 7 students for drop-in counseling during extended hours on Friday, January 15, 50 students during special counseling hours on Saturday, January 16, 40 students for drop-in counseling during extended hours on Friday, January 22, and 83 students during special counseling hours on Saturday, January 23. 14,000 calls were made to students on waitlists and 20% of those students returned. Of the 8,000 on waitlists, 6,000 were able to choose another open section. Of the _____ students unable to get into classes, 700 were able to get in a class. Efforts have been made to encourage students enrolled in 1 of the 2 8-week courses to enroll in the other as well.~~

- B. Report from the office of Admissions and Records Report from the office of Admissions and Records is that Stop Out postcard/email sent to 17,684 students, and of those notified, 917 students enrolled as a result. Of the 150 students called for potential to be dropped for nonpayment, 99 students were enrolled. 1,123 students with waitlist conflicts and 791 enrolled as a result. Approximately 6,498 waitlist students were called, 4,892 of which enrolled as a result. Academic Affairs reports that there were 2,500 deans calls to waitlisted students, however, more detailed analysis is needed to determine the number of enrolled students as a result. Report from Counseling is that they had contact with 7 students for drop-in counseling during extended hours on Friday, January 15, 50 students during special counseling hours on Saturday, January 16, 40 students for drop-in counseling during extended hours on Friday, January 22, and 83 students during special counseling hours on Saturday, January 23. 14,000. Faculty teaching full-semester courses are being told to encourage “crashing” students to enroll by February 5. There are situations in which students have completed all of the course work at the end of the semester but do not get the credit for the class when grades are submitted because they were not on the course roster.

C. Enrollment Update

Displayed- [\(attachment A\)](#) (attachment A) Grossmont College enrollment data comparing the spring 2015 and spring 2016 semesters. The fill rate in spring 2015 was 84% and in spring 2016 is 86%. The WSCH/FTEF in spring 2015 was 448 and in spring 2016 is 452. The data shows that efficiency has moderately improved. This is not indicative of an increase in students or units (FTES). The reason a course could be cut when there is still a need to increase FTES is due to the need to be more efficient. Although we tried to capture FTES by adding sections last year, we still saw a decline in FTES while increasing our costs. This is an unsustainable approach. The data shows that there is a slight decrease in FTES but the decline is not major from 2015 to 2016. This may be, in part, an indication of some improved efforts to generate FTES – though there is still a lot of work to be done.

The information shown is a comparison of spring semesters; a question arose about compiling data comparing fall semesters. It was agreed that this would be useful; however, this would need to include several other factors in order to do because the two semesters reflected entirely different management strategies.

The discussion at the Chairs and Coordinators Committee meeting addressed the 80% efficiency mandate and there was discussion of whether this percentage is a reasonable one.. Communication between chairs and deans about the topic was good.

Concern was raised about the 80% efficiency mandate being arbitrary due to different individual class sizes. 80% of a 50 person class is significantly more students than 80% of a 35 person class. Some questioned the fairness of this measure. The number is essentially a guideline and not meant to be absolute-. If multiple sections of the same course were looked at and most of them were running with lots of available seats, and one or two were not doing as well. This was offered as an example of when a section might be cut with higher numbers. However, such a decision is to be made between the Deans and Chairs. If a section with 27 students enrolled is cut, it is a large section being cut. There was concern that this is not efficient and the number of students being cut from some sections would need to be analyzed moving forward. There is continuing conversation being had regarding the 80% efficiency mandate.

The goal moving forward is to create a summer schedule ahead of time that will work efficiently instead of changing it once one has already been created.

Considering that the 4.7 COLA will not budge to accommodate the increasing costs, it was noted that capturing growth is important to avoid revenue cuts. However, this should be done through powerful retention efforts to keep students (which increase FTES) rather than an effort to increase FTES solely by bringing in more, new students. It is also important to be efficient now in order to avoid the possibility of service cuts.

Recently there have been phone calls made to students on the verge of being dropped for nonpayment (99 students of 150-175 enrolled as a result). There is a plan to start calling earlier to reach a greater number of those students who are dropped for non-payment each semester. Also, a postcard campaign included postcards to 14,000 students who had “stopped out” in the last 3 semesters. The 702 students that returned is good, however when not making these efforts, the number of returning students is not known, so a comparison cannot be made. There was also an email blast sent to the same students that brought that return number up to 917. This does suggest some efficacy in the effort.

Other calls were made to waitlist students, adding up to a total of 2506 calls over seven evenings and one Friday afternoon. The calls were made by volunteer students on phones set up in the Deanery. The efforts yielded positive results.

Increasing enrollment needs to be taken as seriously as efficiency. It is important that we maintain the integrity of the programs across our college and not lose sight of the value of having a comprehensive college as we pursue efficiency measures. Best practices for retention need to be implemented: best practices workshops, professional development workshops, etc.

D. *Achieving the Dream*

There were a series of meetings last semester including representatives from Title V, Foster Youth Grants, SSSP, Equity, etc. The faculty, staff, and student participants reviewed data, and considered the key areas of need that our students were facing. Then they considered what “inescapable” elements of a student’s pathway to completion might impact those key areas of need.

From this meeting, three key focus points were decided upon: outreach, engagement (how students are engaging with each other, with faculty and staff, and with the community), and retention efforts. In regards to all of these efforts, it is important to understand how to build infrastructure to be able to do this work collectively rather than individually. This has been the focus of the ATD interventions. A useful side benefit of these efforts is that they are well suited to help with enrollment as well.

Strategic Planning

There is already work in motion for our next six-year strategic planning cycle. The district has taken the approach to formulate three goals (similar to ATD). These include (displayed- Districtwide Goals [\[attachment B\]](#)):

1. Create streamlined, student-centered pathways to educational goal completion
2. Close achievement gaps by engaging students with diverse needs and removing structural barriers to their success

3. Cultivate a student-centered culture of excellence, trust, stewardship, and service

These are broad but simple and more clearly directed goals than in the past cycle, which included 11 different areas of focus. They also allow the college to individually structure to its specific needs.

III. Information Items

A. Canvas

Displayed (attachment C)– [\(attachment C\)](#) survey results (total of 39 respondents). Surveys were distributed at the multiple canvas and blackboard demonstration events last semester and data was collected. The major concern for Blackboard Ultra is that the demonstrations are not applicable because it is not available yet because it doesn't yet exist. The results revealed that the great majority of respondents felt that the better, more favored LMS was Canvas with 32 over Blackboard with only 7.

Canvas does not have an integrated plagiarism check as does Blackboard. A concern was raised regarding how to initiate creating a link within Canvas that allows for plagiarism checks as well as cost for a function like that. The cost compared to what is currently being spent on Blackboard is not significant.

Meeting adjourned at 12:20pm.

Next Meeting: February 29 at 11am.