



SMC ACADEMIC SENATE

Tuesday, December 11, 2007

11:00-12:00 p.m. Business Building Room 144

- I. Call to Order
- II. Public Comments:
- III. Action Items:
 1. Approval of the Minutes for November 27, 2007 -
http://homepage.smc.edu/randall_toni/Acad_Sen_Minutes_06_07/AS_Minutes_11_27_07.doc
 2. Adoption of New Courses – Mary Colavito, Chair Curriculum Committee
- IV. Information Items:
 1. President's Report – Richard Tahvildaran-Jesswein
 - a. DPAC Update
 - b. GASB45 Task Force Update
 - c. Senate Dues
 - d. End of Semester Report
 - e. EEO Reps
- V. Old Business Discussion:
 - a. Tabled Item – AR4320, Student Affairs
- VI. New Business Discussion:
- VII. Announcements
- VIII. Adjournment

Next Scheduled Meeting: February 12, 2008

ACTION ITEM SUBJECT 1: APPROVAL OF THE MINUTES OF

It is recommended that the minutes from the following meeting of the Santa Monica College Academic Senate be approved as distributed:

Minutes of the 27 November 2007 Academic Senate Meeting

Present: Eve Adler, Maria Alvarado, Jan Austin, Barbara Baird, Simon Balm, Teri Bernstein, Mary Bober, Suzanne Borghei, Greg Brookins, Fran Chandler, Mary Colavito, Jose Cue, Rebecca Curtis, Guido Davis Del Piccolo, Judith Douglas, Tina Feiger, Gilda Feldman, Suellen Gauld, Ken Geddes, Richard Goldenson, Candyce Goodfellow, Terry Green, Nancy Hanson, Janet Harclerode, John Hoover, Janie Jones, Amber Katherine, Lesley Kawaguchi, Lucy Kluckhohn Jones, Helen LeDonne, Melissa Michelson, Pete Morris, Andrew Nestler, Melody Nightingale, Eric Oifer, Toni Randall, Vicki Rothman, Christine Schultz, Jacqueline Scott, Lantz Simpson, Satish Singhal, Eleanor Singleton, Marci Spiegler, Howard Stahl, Susan Sterr, James Stramel, Gary Strathearn, Michael Strathearn, Richard Tahvildaran-Jesswein, Sal Veas, Bob Ware

Excused: Brenda Antrim, Espy Bolivar-Owen, Ken Buckner, Gordon Dossett, Georgia Farber, Craig Hammond, Laura Manson, Michelle Scholefield

Absent: Sara Brewer, Tim Cramer, Kathy Flynn, John Henderson, John Kennedy, Bill Lancaster, Peter Morse, Jim Pacchioli, Karen Perkins, Juan Quevedo, Robert Taylor, Marc Trujillo, Muriel Walker-Waugh

Guests: Trustee Susan Aminoff, Trustee David Finkel, Fran Manion, Kathy Sucher, Mitra Moassessi, Erica LeBlanc, Jo Kidd, Dennis Frisch, Bill Price, Anne Powers, J. Sandsrom, Laura Guild, Ben Martin, Lisa Burns

I. Call to Order – Chair Richard Tahvildaran-Jesswein called a quorum at 11:04 a.m.

II. Public Comments

III. Action Items

A. Approval of the Minutes for November 6, 2007 – unanimously approved.

B. **Adoption of New Courses** – Mary Colavito, Chair, Curriculum Cmmt.

Vote: 50 in favor; 1 abstention

Discussion:

Q about whether the list of non-credit courses will be added to. Response that students will be channeled into credit courses whenever possible. Q about paucity of # of life science courses. Response that students will take Chem 9 and/or Chem 10 here. Q about which catalog the courses are in. Response that they will be in the regular schedule and catalog in a section that indicates the distinction between these and credit courses. Q whether we'll be giving the HS exit exams here. Response that we will offer them the use of our facility, but the HS will give the exam.

Distance Education

CIS 54: Web Page Development and Scripting

New Courses: Non-Credit-Continuing Education

Note: The following preparation is recommended for all of the following courses: English language learners should demonstrate oral fluency and a basic understanding of English grammar and vocabulary. Additional recommendations are indicated for specific courses.

Note: All courses are self-paced course in an open-entry, open-exit lab environment. Successful completion of each course results in 5 high school credits.

ECON 900: Economics. This high-school level course is designed to meet the needs of students who wish to earn high school credit for economics. This is an elementary course covering both microeconomics and macroeconomics. Microeconomic topics include supply and demand, elasticity, costs and production, and theory of profit maximization under various market structures (perfect competition, monopolistic competition, monopoly, and oligopoly). Macroeconomics involves study of the overall performance of the economy. Specifically it will cover national income, unemployment, inflation, international economics, and the use of various government policies in combating and minimizing economic fluctuations.

Total Hours of Instruction: 100 Prerequisite: None

GOVT 900: American Government. This high-school level course is designed to meet the needs of students who wish to earn high school credit for American Government. The course covers the principles behind American government and explores American political processes. Students explore each of the three branches of government, as well as local government systems, the role of the media, and methods of political participation.

Total Hours of Instruction: 100 Prerequisite: None

HIST 900: World History 1A. This high-school level course is designed to provide an overview of world history, covering the period beginning with the first humans up to the Scientific Revolution and Enlightenment, as well as the influence of Hinduism, Buddhism, Confucianism, Judaism, and Christianity. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

HIST 901: World History 1B. This high-school level course is designed to provide an overview of world history, beginning with the Scientific Revolution and Enlightenment, up to present day. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

Recommended Preparation: HIST 900 or equivalent.

HIST 902: United States History 1A. This high-school level course is designed to provide an overview of United States history, from exploration of the new world to the Progressive Era. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

HIST 903: United States History 1B. This high-school level course is designed to provide an overview of United States history, from the Progressive Era to present, and describes the important role religion has played in U.S. history. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None
Recommended Preparation: HIST 902 or equivalent.

LSCI 900: Life Science 1A. This high-school level course is designed to provide students with an overview of life science from cells through the plant kingdom. It includes the characteristics of life, cell structure and function, heredity, evolution, and the classification of plants. This is the first half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None

LSCI 901: Life Science 1B. This high-school level course is designed to provide students with an overview of life science from animal diversity to human body systems and ecology, including conserving resources. This is the second half of a one-year course and may be taken for high school credit.

Total Hours of Instruction: 100 Prerequisite: None
Recommended Preparation: LSCI 900 or equivalent.

Certificate

Title: Noncredit Certificate of Competency in Secondary Basic Skills (Adult High School Diploma)

Description of the Sequence of Courses: This program will be individualized to meet the unique needs of each student. Based on their high school transcript and other records, students will enroll in the specific courses needed to make up high school level unit deficiencies and/or to prepare for and pass the English Language Arts and/or Mathematics portions of the California High school Exit Examination. Upon completion of the needed courses and, as needed, passage of either or both parts of the CAHSEE, students will be awarded a high school diploma and will have the requisite skills needed to succeed in Santa Monica College's credit and transfer programs.

List of Courses Included in the Sequence:

ECON 900: Economics
ENGL 900: CAHSEE English-Language Arts Prep
ENGL 909: English 9A/9B
ENGL 910: English 10A/10B
ENGL 911: English 11A/11B
ENGL 912: English 12A/12B
GEOG 900: World Geography 1A
GEOG 901: World Geography 1B
GOVT 900: American Government
HIST 900: World History 1A
HIST 901: World History 1B
HIST 902: United States History 1A
HIST 903: United States History 1B
LSCI 900: Life Science 1A
LSCI 901: Life Science 1B
MATH 900: CAHSEE Mathematics Prep
MATH 901: Applied Mathematics
MATH 902: Arithmetic 1A
MATH 903: Arithmetic 1B
MATH 904: Algebra 1A

MATH 905: Algebra 1B
MATH 906: Geometry 1A
MATH 907: Geometry 1B

C. Sabbatical Recommendations 2008-2009 – Eric Oifer, Chair, Sabs Cmmt
Recipients were announced. Their names will be given to the Board. Nominees are asked to appear at the Dec BOT meeting. Recipients were introduced and congratulated. Richard added friendly amendment that recipients are encouraged to appear at the Dec board meeting.

(M/S Feiger/Chandler) – to encourage nominees to attend the BOT mtg at which their names will be recommended – Vote: 51 in favor
Confirmation of the sabbaticals nominees: Vote: 51 in favor

Greg Brookins - Business
Makiko Fujiwara-Skrobak - Modern Languages
Nancy Grass-Hemert - Communications
Nathalie Laille - Counseling
Brandon Lewis - Earth Science
Anne Powers - Library
Saul Rubin - Communications
William Selby - Earth Science

D. Endorsement of DPAC GASB45 Task Force – Guest Speaker, Dr. Susan Aminoff, Chair of Santa Monica College Board of Trustees
Trustee Aminoff explained what GASB45 is (an accounting standard). She addressed the question of why it should be prefunded. Not unusual to prefund pension funds, etc. Retiree healthcare is slightly different from others in that it is no longer considered a fringe benefit, so and the best way to protect it is to begin to prefund it. This would set up an irrevocable fund. Setting it aside allows it to grow and reduces liability over time as the investment income helps to pay off the liability. She demonstrated a graph indicating how many school districts have changed (from 2005 to 2006) from pay-as-you-go to prefunded accounts. She reviewed the case of some other local school districts. Danger of pay-as-you-go is that if a district runs into financial trouble, retiree funding is one of the first items to be dropped. Therefore, the best way to preserve it is to adopt a measure like GASB45. She explained that the Task Force is looking at funding options.

(M/S Bernstein/Nightingale) – endorse participation on the GASB45 Task Force. Vote: 24 in favor, 14 opposed, 8 abstentions

Discussion following Dr. Aminoff's presentation:

Comment that the Task Force was originally created to decide whether or not to prefund, not just how it would be done. Response that the Board designated some \$ in the reserves, unanimously, which was also the Board's decision to prefund. Comment that costs for retirees haven't gone up over the past years, unlike other benefit costs. Comment that funding it would actually cause us to lose \$ in the future compared to current pay-as-you-go system. Response is that the Task Force will also be looking at the calibration. For now, it has been suggested that we partially prefund. Comment about the amount of COLA that LA District has gotten but which we have not. Comment that faculty recognize the importance of their retirement benefits, but there are many items that "fall into this bucket." We don't prefund other costs that are growing. Response that retiree healthcare can be taken

away while some of the other expenses mentioned cannot. Comment that the guarantee for health retirement benefits is part of collective bargaining. Response that there are only 3 ways to take away retiree benefits: FA could take it away; the Board could impose a settlement that excluded retiree health benefits; and, the Board could declare a financial emergency in order to avoid collective bargaining. comment that therefore, no need to worry that retiree healthcare will be taken away; furthermore, the District must fund it. FA Pres Simpson explains his opposition to GASB45. Response that the 3 aforementioned scenarios can be avoided by establishing GASB45. Comment that the original GASB45 was created for businesses with stockholders, which makes sense for that type of institution. However, for a public institution, it doesn't necessarily make sense. Because we are funded by the State, if retiree benefits grow over time, the State funds those and the \$ comes from taxpayers, which is why there is no requirement that it be prefunded. Our revenue stream is the state budget. GASB45 would take funds away from other areas of interest to us. Clarification about LA District putting aside 1% of COLA in perpetuity; the rest of COLA is still bargained by faculty. Response that regarding the stream of funds from the State, Legislative Analysts Office issued a statement about the State of CA's liability: the largest liabilities are the federal gov't, General Motors, and CalPERS. The State recommends that we begin to partially prefund retiree health benefit funds. UC's will be brought into the conversation as well. Comment that even people who worked for GM didn't receive retiree benefits despite a GASB45 prefunding. Question as to who will supervise this fund to make sure it does what the Board assumes it will. Response that CalPERS provides for pensions and will oversee the irrevocable trust and set it aside. Question about how they can guarantee this. Response that there is no guarantee that the situation will remain constant except for our faith in CalSTRS and CalPERS. They will explore several different investment options. Added that if the situation changes so that the funds aren't needed, the \$ can be used to pay for other services related to health care. Richard added that he supports prefunding though Simpson does not (they are co-chairs of the Task Force). He has been told that the prefunding decision has been made by the Board. Richard wanted faculty to hear this directly from Chair of BOT Aminoff and asks that the AS endorse continued AS participation on the Task Force so that by 2/15/08 ways to prefund it can be presented.

Discussion following the motion:

Suggestion that administrators should leave the room. Richard informs us that this would be illegal according to the Brown Act. Comment that this proposal is inappropriate at this time due to ongoing contract negotiations between FA and Administration. Suggestion that we wait to act on this until spring. Comment that FA is not represented on the Task Force because the Task Force was created by DPAC and was then changed by the Board, which was inappropriate. Richard replies that the recommendation to create a Task Force was a recommendation to the Pres/Super, and he accepted part of the recommendation by not both parts. FA representatives disagree. FA Pres Simpson said he resigned from DPAC Task Force based on a violation of the process that had been previously agreed upon. He acknowledges that the Board has the right to decide to fund, but creation of the Task Force and the process of shared governance were ignored. Clarification that voting in favor says that we endorse Richard's participation in the dialogue about how prefunding will work. Richard reiterated that the final decision rests with the Board – we can only recommend. Clarification that the Board has already made the

decision; the vote now is about whether or not we remain as part of the discussion about options. Comment that this is a complex issue and Q about the far-reaching ramifications of this move. Suggestion that we may need representatives with more financial expertise on our side. Richard indicated that the Board voted 5-2 for GASB45. Richard announces that there are financial experts on the Task Force and that they are allowed to bring in others as deemed appropriate. If it appears we cannot afford this, we can point that out. Suggestion that FA reps return to the Task Force so that we have as objective and representative a group of faculty as possible. Comment that moving away from the table is a mistake because decisions will be made with or without faculty participation. Reminder that everything is still on the table in reality, regardless the decision by the Board. Expression of little confidence that faculty voices will be heard even while at the table. Comment that some decisions regarding funding have also already been made. Prior request had been made by FA Pres that a person with greater expertise (from the Chancellor's office) be brought in, but this suggestion was ignored by the members of the Task Force. Suggestion that we make a point that faculty will not tolerate the Board ignoring shared governance by voting against the motion.

E. Academic Senate Joint Student Affairs Committee Directive –
recommendation that Student Affairs Cmmt take up and review AR 4300.
(M/S Veas/Sterr) Motion to table the issue. Vote: majority in favor.

Chairs proposal was that students be allowed to enroll up until Sunday evening before the beginning of the term (this was later corrected to read “the evening before the first class session”). The Administration decided differently. Now, the AS asks that a class with 90% enrollment on the evening before the first class session be pulled out of dynamic enrollment. This is referred to as the 10% enrollment procedure. AR 4320 is a mutually agreed regulation that reads:

Article 4300 Student Progress and Graduation

AR 4320 Attendance

The student must attend all sessions of the class that meet during the first week, otherwise he/she may be dropped by the instructor.

Since attendance is considered necessary for normal progress in a class, the student is expected to be in class regularly and on time. Faculty will determine the consequences of absences and late arrivals.

Reviewed and/or Updated: 6/11/2002

There is concern about students who legitimately enroll in the class and are subsequently dropped by faculty for not having attended the first session(s). Richard asks for a directive that the Student Affairs Cmmt take up this regulation and review it. Suggestion that the AR declares the procedure which currently must be followed. Clarification about the 10% directive that the faculty member would be allowed to add students without having to worry about late enrollees putting the class over CAP. Comment that it is unethical to drop students who believed they had legitimately enrolled. Q for clarification that the 10% doesn't come into play before the evening prior. Response was that it would not. Q if the current AR discusses the first class or the first week. Corrections suggested: that the new policy is not just “dynamic” but “dynamic *late* enrollment.” In 3/07 the AS passed the chairs' advisory motion which was “midnight before the first class meeting” not “Sunday evening before.” Richard clarified that the night before the first class would be when

the 10% would take effect. Statement that when the fall term began, the chair of the SAC asked the members, to think about ARs and policies that could be put on the agenda, and this attendance AR was not one that was mentioned. There is no conflict whatsoever between the AR on Attendance and the District's new late enrollment policy. A student considering adding a course must attend the class meetings during the first week in order to be eligible, and may enroll on their own if there is room. Thus the student has both the responsibility to attend class and the privilege of enrolling without instructor approval. Students are educated on this matter by both the schedule of classes and the college catalog. If we wish to increase such education, then we could arrange for a reminder of these policies to appear when a new or continuing student receives their enrollment date. An email blast to the student population would be another relatively easy way to get the message out. A change to the AR would result in a decrease in the rights of instructional faculty. This would be in addition to the District's removal last winter of the instructor's right to control the enrollment once classes have begun. Finally, the timing of this proposed change is completely inappropriate at best, as the FA has been negotiating on the issue of tardy enrollment for months. It is a reprehensible attempt to undermine the work of the negotiating team. Important to let students know what the policy is. Suggestion that the AS stepping into this issue, knowing that it is a possible "job action" by FA, is poor timing. The AS and FA should not be at odds about this at this time. Suggestion that instructors know best the dynamics of their own classes; on the other hand, students can always appeal for reinstatement if they are dropped during the first week for nonattendance. Suggestion that we don't need a revision of the AR. Comment that in 8-week courses (especially those that meet once/weekly), students who don't show up the first week are dropped, but those who enroll late and show up the second would not be. This doesn't appear logical or fair. Comment that it is unethical to use students as part of any job action adopted by the FA. Suggestion that FA call for less drastic strategies in their negotiations. Comment that this can be viewed separately from the contract issue. Perhaps a broader discussion needs to take place and Student Affairs Cmmt needs to review the AR because it is ambiguous. Q about the original policy of "dynamic late enrollment" and how that was allowed to pass. Response that it was retribution against faculty by Administration for the last contract settlement. Comment that if this is the case, the waiting list of several years ago made more sense, and suggestion that it be reinstated. Comment that students turning up later hurts the students who have already been attending class because the instructor spends an inordinate amount of time catching up the latecomers. The 10% directive is worrisome because there seem to be so many problems with such computerized plans. Comment that all faculty seem to be having trouble with dynamic late enrollment. Curtis introduced part-time adjunct visitors and indicated that the college is funded by part-time faculty. Comment that late added students are not being served by this policy either and students who had shown up the first day hoping to add, but then couldn't be, are shutout unfairly. Richard appreciates the passion of the part-time faculty. He stated that, in his opinion, it is unfair and unethical for an instructor to drop students who in good faith have enrolled via dynamic late enrollment. Comment that administration is using students as pawns in their "war" against faculty. Clarification that the AR says that the student must attend the classes during the first week. Reiteration that instructors have the right to determine whether or not to drop students. Comment that the fact that AS is willing to increase the rift with FA is highly disturbing. Reaffirmation of the Chairs' Resolution, which was arrived at after

a lot of discussion from reps from all disciplines. Statement that the Chairs' Resolution was well-reasoned and doesn't mean that the AR language needs to be changed. Instructors must be allowed to make the determination whether or not students must be in class during the first week. Suggestion that the Chairs' Resolution be looked at again.

IV. Information Items

A. President's Report – Richard Tahvildaran-Jesswein

1. **DPAC Update**

2. **Full-Time Faculty Hiring Update** – Dr. Tsang has accepted the recommendations, but will hire only the minimum of 10 promised earlier. He cited the poor economic news on the horizon as the rationale. The ten are the first 10 ranked by the Cmmt (now alphabetized). They are: Accounting, Anthropology—Cultural, Biology—Majors/Microbiology, Chemistry, English—Basic Skills Writing, English--Developmental/Transfer, English—Reading, Mathematics—Basic Skills Developmental, Music—Piano/Fundamentals, Nursing—Medical Surgical, Psychological Counselor (Categorically Funded).

Q about the math position. Math Developmental from the last go-around will be hired in addition to those on the list. No rollovers to next year. FT/PT faculty ratio news: obligation # puts us at 47 heads over the State requirements. 47.49% FT and remaining are PT.

Discussion:

Q about how many fac are retiring/resigning by the end of the year. Estimate by District is 6 people; those are the only ones who've filled out paperwork previously, so not necessarily an accurate figure. Q about commitment by Admin to go above the 10 hires if they find out about additional retirees. Response was they won't. Comment that % of FT fac could be bargained for (ala Rutgers U.). Richard feels that there is shared governance in this area as it was the first time that an AS Pres was invited to attend the discussion. Richard asks that AS senators volunteer as EEO reps to sit on the selection committees. Comment that Rutgers U. is going towards 75/25 and Q whether there should be a long-term goal for SMC to achieve the same. Response that the formula that the Chancellor's Office uses isn't in line with the 75/25 goal because they have us as "over" req's.

3. **Accessible Lab Standards, ISC - Simon Balm, Chair** –

Tech Plan requests will be sent out this week. Funding is "severe." This semester, ISC has been working on a document to guide in the implementation of Section 508 (accessibility) requirements in new and existing computer labs on campus. Section 508 reporting will also be added to the technology request documents we will be sending out this year in an effort to make faculty aware of the importance of purchasing technology which is accessible. Also, on Tue, Dec 11th there will be an all day training on implementing Section 508 technology in HSS 203. Interested faculty are welcome to attend and can contact Ellen Cutler for more information.

Discussion:

Q if these are ideal practices or federal req's? Response that most are fed req's. Q if they've studied how this will affect various labs. Response that this has mostly to do with the planning of new labs as funds become available.

V. Old Business Discussion

VI. New Business Discussion

A. Winter Intersession Meetings of the Academic Senate – there will be a minimum of 1 or 2 meetings as needed. 44 senators indicate that they would be available to meet in the winter; 7 senators indicated they could not.

VII. Announcements –

A. One AS meeting left, one week from today, 12/4 at 11:15.

B. Feiger announced “A Christmas Celebration” 12/1 and 12/2 at First United Methodist Church in SM

C. This Thursday is the all day teach-in.

VIII. Adjournment – (M/S Oifer/Kawaguchi) Meeting adjourned at 12:40 p.m.

ACTION ITEM SUBJECT 2: Adoption of New Courses – Mary Colavito, Chair

Distance Education

HIST 16: African American History

HIST 20: The History of California

HIST 34: World Civilization

HIST 53: History of Religions

New Courses

AUTO 40: Automotive Maintenance and Operation. This course is an introductory course dealing with the maintenance and operation of the modern automobile. The course familiarizes the student with career opportunities in the automotive industry. Also covered are tools and equipment and safe working practices in the automotive industry.

Units: 3 Department Vote: 11-0-1 Prerequisite: None

AUTO 45: Automotive Braking Systems. This is a theoretical and practical course in automotive braking systems. It includes operating principles, component description, diagnosis, and service.

Units: 3 Department Vote: 11-0-1 Prerequisite: AUTO 40

Counseling 26: Technology Literacy for Academic Success. In the context of the appropriate assistive technology and ergonomics, students learn features of industry-standard applications (e.g., formatting a research paper in Word, creating a multimedia PowerPoint presentation) professors expect students to use for their course assignments. Students will use these technologies to create a short research paper and a PowerPoint presentation relevant to their academic coursework and/or learning strategies. This open-entry, self-paced course is designed for students with disabilities.

Units: 1 Department Vote: 30-0-16 Prerequisite: None

Geography 24: Geospatial Imagery—Maps for the Twenty-First Century. This course introduces methods for visualizing the natural and cultural features of Earth's surface. Fundamentals of traditional map and air-photo interpretation are covered, as well as newer technologies including satellite imagery, global positioning systems (GPS), and Internet-based applications. Emphasis is placed on use and interpretation of maps and other geospatial information. Class time will combine lecture and lab work.

Units: 3 UC/CSU Department Vote: 11-0 Prerequisite: None

Music 46: Production for the Younger Audience. This course includes rehearsals and performances of a theatrical production geared specifically for a younger audience. It explores acting skills through the application and development of progressive performance techniques. Emphasis is placed on cooperative blending of all theatre activities into a finished public performance. Students will rehearse and prepare material and learn about the processes of performing for the live theatre. Attendance of theatre productions for which students must purchase tickets is required. (Will be cross-listed with Theatre Arts 53.)

Units: 3 CSU Department Vote: 5-0 Prerequisite: Pre-enrollment audition required

INFORMATION ITEM 2: Academic Senate Retention Task Force Report – Fall 07, Teri Bernstein, Tina Feiger and Janet Harclerode

This fall, we have continued our exploration of the SMC faculty's relationship to enrollment, retention, success, and semester-to-semester student progress. We have gathered information, identified challenges, and planned additional activities.

The opening day Retention and Success Strategies Salon revealed some basic needs with respect to these issues:

1. Faculty have a need to talk about Enrollment issues, faculty-to-faculty. Faculty want both to share successes and to understand the issues.
2. One faculty concern: maintaining high standards in transfer courses, while being mindful of the issues of retention and success statistics.
3. A second concern: addressing the success issues for basic skills students.
 4. The challenge that arises from these concerns: Some retention strategies seem to be more effective for developmental students, and other strategies are more appropriate for transfer level students. Which strategies overlap for all students, and which ones work better for one population or another?
 5. Another issue: balancing compassion for students' personal circumstances and challenges, with the need to maintain timelines regarding course requirements.

Information from other sources: On the bright side, enrollment is up, so efforts toward enrollment recovery are effective.

Our primary area of enrollment increase is in Distance Education courses.

Our challenges as a College continue in the following areas:

Strategic Planning: How effective are our enrollment projections? Is our student mix (basic skills/ distance education/ transfer/ vocational etc.) changing and are we planning for these changes? Have we reached out to all populations?

Distance Education Issues: Retention and success rates in distance education classes are, overall, lower than retention and success rates in on-ground classes. We need plans to address this, which might include more support and outreach for professional development in online instruction techniques, and maintaining and improving the quality and effectiveness of the content and operation of distance education classes. We need to encourage the use of FAC 101, an eCompanion course shell with ideas for teaching improvements. Distance Education Best Practices tools are being developed. Other resources include: @ONE, CCC Confer, Christine Miller, Julie Yarrish, and mentors.

Communication with Department Chairs regarding Distance Education: Chairs are the conduit through which first time and continuing Distance Education faculty are hired, trained and evaluated. They are the gatekeepers of quality and effective student contact for this growing segment of our student population. They can direct faculty to online and campus resources and monitor student retention and success over time.

Communication with Department Chairs regarding policies, course offerings, class size and retention as departmental and college-wide values: Students are often in the dark about when courses will be offered, and schedules can reflect faculty preferences over student need. Maximizing resources, and creating retention and success as department values can create an environment where scheduling is student-centered.

Different classes or student skill sets need different strategies: Faculty with transfer-ready student populations are concerned with maintaining rigorous standards. They may not know how retention and success strategies might support this goal. Are we training our students for the rigors of a sink-or-swim process that they may encounter at a transfer institution, or are we ensuring that they have a mastery of the sequence of skills that will allow them to succeed in the continuing courses? Other faculty, with students who lack study skills, language skills, or a realistic assessment of their own efforts and abilities may need an entirely different set of strategies to educate those students with respect to both process and content.

How the Retention Task Force can help:

1. Continue salons on flex days
2. Set up faculty-to-faculty support that addresses the needs of different populations

3. Develop a course in eCompanion or set up a web page on the Academic Senate site to showcase documents and strategies that can help. A “student success strategy” web page, or some other title that would not have the possibly negative connotation of being administration-driven, and focused on the FTE dollars.
4. Continue to communicate with faculty groups to brainstorm ideas about enrollment expansion, and student semester-to-semester retention as well as in-class retention.
5. Develop a plan for supporting Department chairs and Distance Education committee efforts.
6. Speak up with respect to the possible effects on student retention when proposals are being discussed.
7. Work with the Professional Ethics Committee to include retention strategies in their Best Practices document.

Respectfully submitted,
Tina Feiger
Janet Harclerode
Teri Bernstein
