

Taft College Academic Senate Minutes
September 7, 2011
Cougar Room

1) Approval of minutes. Bill Devine called the meeting to order at 12:12pm. The minutes from the May meeting were unanimously approved, without a first or second. (Note: After the meeting Vicki Herder pointed out that direct quotations attributed to her on the topic of the twelve unit residency requirement from the May meeting are inaccurate). Christopher Chung-Wee said he appreciated the brevity of the minutes.

2) Elimination of Auto Program. Summary: Applied Technologies wishes to discontinue the automotive program at Taft College. After discussing the lack of clear procedure at Taft College for discontinuing programs, Kelly Kulzer and Vicki Herder volunteered to form a subcommittee in order to provide recommendations for a procedure to discontinue academic programs.

Sam Aunai spoke on behalf of Applied Technologies, requesting that Taft College's auto program be deactivated formally, and that Taft College cease to offer classes in the discipline. He explained how the lack of funding for sufficient facilities, the lack of full time faculty for the last four years, and the lack of employers for technicians and mechanics in the community were all reasons supporting this request. He added that fall, 2011 is the first time that no automotive classes have been offered. He said that if you visited an automotive facility at another community college, you would be embarrassed by the stark contrast to Taft College's existing automotive facilities.

Harold Pease asked if it would be easier to leave the classes on the books and simply not offer them, so that in the future, if funding allowed, the courses might be more expeditiously reactivated. Sam Aunai explained that the industry and discipline evolve at a rapid pace and answered Harold Pease by saying it would be less work to simply start from scratch in the future in the event that the program should be reactivated. Vicki Herder explained that leaving inactive classes on the books is "false advertising" and can also have adverse effects for transfer students whose counselors might examine our catalogs and hold students responsible for not taking classes that, according to our catalog, we offered.

Brian Jean drew a parallel between the automotive program and offerings for inmates of TCI, citing the number of participants and the cost, but explaining that the availability of offline classes, principally for TCI students, has persisted because of community support. He then asked if the deactivation of automotive had been brought to the community. Sam explained that this proposal had not been brought to the community, but added that despite what the automotive repair industry was likely to characterize as a statewide need for technicians and mechanics, there is no significant local need for training in this field. Brian requested that the idea be brought to the community and added that if a statewide need for automotive technicians and mechanics exists, students could complete coursework here and then find work outside of Taft. When Bill Devine asked what the appropriate venue for community feedback was, David Layne suggested an advisory committee, and Sam added that an open board meeting was a possibility.

Vicki Herder said that the proposal to deactivate the automotive program at Taft College was a unilateral decision from prior administration and stated that Taft College has no official program for deactivating programs of study although other institutions of higher learning do. She suggested that deactivation of programs might be included as a component of program review, and she suggested a subcommittee to gauge how to best deal with deactivation of programs; she and Kelly Kulzer spoke to recognizing this as a process that potentially affects all programs on campus instead of simply making one easy decision now.

Sharyn Eveland expressed that it is the role of the Academic Senate to decide which programs should be offered.

Vicki Herder and Kelly Kulzer volunteered to form a subcommittee to investigate and propose appropriate procedures to best deactivate programs and said that they would report their findings in the October academic senate meeting.

3. Educational Master Plan. Eric Berube reviewed accreditation recommendations and the fact that Taft College's new Educational Master Plan is based on improvement plans from program review. He passed out draft copies of the document. Eric explained that he would be emailing the document to members of the senate. He asked them to carefully review the document in order to provide feedback at the October meeting.

4. Follow up Report for ACCJC. Eric Berube explained that what was once referred to as a progress report is now called a follow up report. He passed out a draft of Taft College's *Follow up Report in Support of Reaffirmation of Accreditation*, which Taft College will submit to the ACCJC by mid October. Eric reminded senate members that the content of the report detailed Taft College's new annual program review process and improvements to strategic planning since a follow up report was last submitted. Eric was enthusiastic about the progress Taft College has made in these two areas. He said that during last year's site visit, the visiting team was pleased with progress Taft College had made in Program Review and Strategic Planning, and that the team had indicated that if Taft College continued to follow its new procedures in these areas, it could be taken off warning. The report itself and a subsequent visit will determine Taft College's accreditation status. "This is the report that's going to take us off warning," Berube said. He asked members of the senate to review the draft and bring comments to the October meeting.

5. C-ID. Vicki Herder urged members to visit the C-ID website to see if their courses matched those on C-ID. She provided a handout delineating which courses had already been submitted. She asked members to let her know if courses were ready to be submitted and asked that courses which did not match the C-ID descriptors be rewritten. She explained the goal of the C-ID project is to allow transfer students to begin coursework at CSUs as juniors.

6. SLO Work. Summary—Vicki Herder provided a revised charter of the SLOASC Committee. She also provided three different reports from eLumen.

Vicki explained that although part of the SLOASC's charter was to approve SLOs, with over 800 SLOs, this process had suffered from bottlenecks. She said that the revised charter detailed new responsibilities for the committee that would allow the committee to be more of a resource to faculty.

Vicki walked members of the senate through three distinct SLO reports generated by eLumen, each with different data, each focusing on different capabilities of the software and outcomes of the students.

The first report, "Assessments by Achievement Area" showed completed assessments in biology and English. Vicki explained how this type of report aggregates assessments of institutional SLOs by achievement area. She explained how the lower outcomes in English 1000 and the higher outcomes in English 1500 matched her expectation of how an institutional SLO should be functioning.

Next, Vicki showed a "Program Analysis Report" from eLumen, which delineates how many outcomes have been identified, mapped, assessed, and improved in a given area. The Administrative Services AS Major (the basis of the report) showed that all outcomes had been written, 33% had been assessed, but that no plans for improvement were reflected by eLumen. Vicki explained that although Administrative Services and other areas do have plans for improvement, integrating these into reports in eLumen will require a course improvement plan in eLumen, something that faculty have not yet mastered.

Finally, Vicki presented a "Course Statistics and Analysis Report." This report, although in a different format, provides similar information to the "Program Analysis Report." This report, however, is more detailed, including the actual SLOs

themselves (verbatim) and a history of which semesters SLOs were assessed for a given course and plan for when others will be assessed.

7. Presidential Search Committee Overview. Bill Devine explained that the committee had met twice, established criteria, and that they hope to have a new president by the beginning of April. He added that an outside consulting firm is working with the committee in the process.

8. Other. Someone (I can't remember who) asked that the senate revisit the twelve unit residency requirement in the near future.

9. Other. Sharyn Eveland requested that tabled items be added to future agendas as a matter of procedure.

10. Other. Sonja Swenson expressed that John Eigenauer had asked that the senate find a means of expressing its condolences to Lynda Powers for the loss of her husband Rick.

11. Other. Sonja Swenson asked for clarification about the restructuring of the planning council, pointing to multiple, inconsistent drafts of the committee selection form which indicated a proposed (and ultimately doomed) change to the planning council. Members shared their frustration and clarified the issue, explaining to one another that changes to the planning council were to be revisited at the next planning council meeting.

12. Other. Kelly Kulzer announced that through the Quest for Success Grant, she would be hosting a faculty inquiry group on the topic of race and opportunity at Taft College on September 27. She asked members to let her know if they were attending.

13. Other. Harold Pease expressed his firm conviction that inadequate parking exists at Taft College, principally for faculty who teach or have offices in the G area of campus. He requested a statement from the academic senate endorsing this need in hopes that such a referendum might further this cause. He explained that parking on Sixth Street is a safety hazard and suggested that the dirt area adjacent to the G modulares and/or the yellow curb on Emmons Park Drive, no longer used for buses, be transformed into faculty parking. Brian Jean asked for an explanation of the safety hazard and stated that "The distance between the two furthest points [at Taft College] is still less than half the distance from the best parking spot to any classroom at BC or CSUB." Sonja Swenson explained that exiting the driver's side door of a parked vehicle on Sixth Street is frightening, as she and others have offices in that area. Bill Devine proposed that perhaps the issue be taken up later, since one o'clock had passed and faculty were scurrying off to classes, appointments, and office hours.