MINUTES

MEETING OF THE BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

March 11, 2010

SPECIAL MEETING/STUDY SESSION
Room A218C
4:00 pm

MacDougall Administration Center
Santa Barbara City College
721 Cliff Drive

The Office of the Superintendent/President, Room A 110 in the MacDougall Administration Center is the location where documents that are public records relating to any item under discussion on a Board agenda (including documents distributed with the agenda and those distributed to all or a majority of the members of the Board within 72 hours prior to a regular Board meeting or within 24 hours prior to a special or committee meeting) are available for public inspection.

Board agendas and supporting documents are also posted on the College website at http://www.sbcc.edu/boardoftrustees/.

1. GENERAL FUNCTIONS

1.1 CALL TO ORDER

President Dobbs called the meeting to order.

1.2 ROLL CALL

Members present:
Dr. Kathryn Alexander
Dr. Joe Dobbs, President
Mrs. Sally Green, Vice President
Mr. Des O’Neill
Mr. Luis Villegas
Ms. Nicole Ridgell, Student Trustee

Members absent:
Ms. Joan Livingston

Others present for all or some of the meeting:
Dr. Andreea M. Serban, Supt/President and Secretary Clerk to the Board of Trustees
Alarcon, Ignacio, President Academic Senate
Dr. Arellano, Ofelia, VP Cont. Ed
Auchincloss, Liz, President CSEA

Dr. Bishop, Paul, VP IT
Butler, Pricilla, ESL
Croninger, Marsha, Cont. Ed. Student
1.3 WELCOME

President Dobbs extended a cordial welcome to all.

1.4 MINUTES OF THE SPECIAL MEETING/STUDY SESSION OF FEBRUARY 11, 2010.

Upon motion by Mr. O'Neill, seconded by Mr. Villegas, the Board approved the minutes of the Special Meeting/Study Session of February 11, 2010.

1.5 HEARING OF CITIZENS

Marsha Croninger completed the form Request to Address the Board of Trustees and asked to address the Board on item 2.6 of the agenda. Superintendent/President Serban explained that item 2.6 is an item for Board members input only. Dr. Serban also noted that Vice President Arellano talked with Ms. Croninger about the item she was interested in and Dr. Serban assumed that this answered Ms. Croninger's questions thus there was no need to put that item on a Board agenda.

Mr. O'Neill asked Ms. Croninger to put her request in writing to the Board. Ms. Croninger responded that she had written to Superintendent/President Serban about having an item placed on the Board agenda. Superintendent/President Serban noted that requests from members of the public for agenda items do not go to the Board directly they go through the Superintendent/President. Dr. Alexander requested that Ms. Croninger call the President of the Board who is responsible for the agenda. Dr. Dobbs requested that Ms. Croninger call him to discuss her request.

During the meeting, Dr. Serban provided to the Board members Board Policy 2340 Agendas which states:

"Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Superintendent/President. The written summary must be signed by the initiator. The Board reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law."

Upon motion by Mr. Villegas, seconded by Mr. O'Neill, the Board approved adjourning to study session.

2. STUDY SESSION

2.5 Was taken out of order at this time.

2.1 Accreditation
Superintendent/President Serban reported on the actions taken by the Accrediting Commission at their January meeting. It is important to take a moment to recognize that receiving a perfect reaffirmation of accreditation without any progress reports is of great significance and in reviewing the other actions taken by the Commission for other colleges should put into context how significant this achievement is. Superintendent/President Serban noted that accreditation standards are considered minimum standards that an institution must achieve at all times regardless of fiscal crises in order to be re-accredited. It is a quality assurance process and the point is made over and over by the Commission that because we are in a fiscal crisis does not justify a college not meeting the standards. This is why it is imperative that good fiscal management is applied at all times particularly in time of crisis.

2.2 Board Policies and Administrative Procedures

Superintendent/President Serban commented that two of the procedures AP4500 and AP4501 will have minor modifications to reflect changes related to the Professional Development of Full-time faculty. The minor changes will come back as an information item. Vice President Ehrlich noted that there is no new language to these items except for a modest change purposed to AP4500 and that was noted in the Academic Senate minutes. These items have been restructured so that we have a simple general policy statement and then we have related to that policy the cluster of procedures that have a common topic and a common element to them. Vice President Ehrlich expressed her appreciation to the Board Policy and Procedure Committee and Ignacio Alarcon, Karolyn Hannah, and Susan Broderick especially as these are faculty policies. Board policy 4500 will be placed on the March 25 agenda for Board approval.

2.3 Update on the Work of the Statewide Commission on the Future

Superintendent/President Serban provided an update on the work of the statewide taskforce in which she is involved and on its first meeting that took place February 26-27 and provided some information as to where the community college system is going. Data was provided on how many students were lost during the prior two recessions. Students come back to community colleges during recessions and the demand is great, but because funding is cut in conjunction with that, colleges have to cut sections and, unfortunately, the result is that students are turned away. It takes approximately 4-6 years for colleges to rebound from cuts made to sections. This year SBCC did not cut any of its Summer 2009 sessions, there will be an approximate cut in sections of 8% in Summer 2010 and for Fall 2010 there will be a cut made of about 6% compared to 2009. Another area of interest is where students transfer; our students as a system are not transferring as much to UCs or CSUs as they are transferring to in-state private universities and out-of-state institutions. Superintendent/President Serban also noted that system wide the overall course success rate for all courses over the last 16 years has remained the same 66%. The success rate in basic skills courses has declined, however, the reason that the overall percentage has stayed the same is that course success rates in vocational courses has increased about 35%, as a system. Staff will be researching this data to see where our students are transferring and how we compare system-wide and this will be presented at a future study session. Superintendent/President also noted that by 2025, 41% of the California workforce will require a college degree; the newer generation has a lower percentage of bachelor degrees compared to people who are now in their 50-60's. The baby boomers who are now retiring cannot be replaced with someone with the same degree of education; baby boomers were more highly educated then the generation now.

This group will meet again the second week in April and Superintendent/President Serban has signed up for the work group State Policy and Changing of Fiscal Rules in California. This group will talk about the current rules in California and unless the rules that govern California community colleges are changed and colleges are removed from under the regulations of the Legislature, there will be no fiscal reform available for our system and this is what this workgroup will be advocating for.
2.4 Accountability Reporting for Community Colleges (ARCC) SBCC Assessment and Implications

Dr. Jack Friedlander reviewed the College Level Indicators that are part of the ARCC 2010 report.

Mr. Robert Else, Senior Director of Institutional Assessment, Research & Planning, provided a handout of some of the information that was included in the ARCC report. Noted that there was a sign for concern regarding the shrinking cohorts who are first time students entering the college with at least 12 units or more and who are meeting the criteria for inclusion in the cohorts followed for up to six years. The question that needs to be answered is where did those students go? They didn’t transfer to any school within the system, they didn’t achieve a degree or certificate anywhere in the system, they came to the College, started full-time and then they were gone. This is a trend that will be looked at by staff along with the achievement gap and the trend of students who earn at least 30 units. Our transfer rate to a four year institution keeps going up which is a good trend.

Dr. Ofelia Arellano reported that Continuing Education is now required to provide accountability information in terms of non-credit; this is new to this area. They do have a three year plan setup and a drop was noticed in 2010 and they are working with Robert Else to assess the reason why. It is believed that some of the reasons are the changes in the organization and how they keep track of data. Dr. Arellano will be working with Dr. Friedlander on how they can focus on transitioning students from non-credit to credit and finding a mechanism to track the data. Dr. Arellano is pleased that the vocational certificate program is increasing; they were just approved for the Health Care Interpreter certificate and the new Medical Assistant certificate program already has 50 interested students for 25 openings.

2.5 Overview of Selected Recent College Initiatives and Strategies in Support of Student Success in the Following Areas: Accelerated Mathematics, Foundation ESL, Film Studies, Computer Applications Skills Upgrade Institute, and Clickers for Assessment of Student Learning

Superintendent/President Serban reported that faculty was going to provide an overview of some of the efforts that the College has put in place recently, particularly within the last year, in support of student success. There are many more initiatives than the ones being presented today, and more will be presented at future study sessions and board meetings. This way the Board is aware of the significant efforts that college staff in various areas is investing in student success. Dr. Jack Friedlander reported that these presentations were just some of the many innovations that are taking place on our campus.

Pam Guenter reported on the following: Through a combination of conferences I attended, National Math Conference, I saw statistics from people who are using these accelerated programs that show students were staying in the courses, actually succeeding at a higher rate in those courses and succeeding in subsequent courses at the higher rate. I was aware of these statistics, but couldn’t quite understand “How could they do better in a shorter amount of time?” and then as I began to be involved in the partnership for student success, I got involved in the basic skills initiative, saw other statistics about the percentage of students that come in underprepared, where they start with their college level Math 4 or 100 the percentage that passed that class and then passed the subsequent class and then went on to their college transfer classes, were very dismal. I then attended a student success conference and actually saw some programs in the state that are providing the accelerated math, which was when I could visualize how this could be done. It’s hard because when we think students aren’t doing well in a course, or aren’t doing well in a subject, we intuitively feel that we need to stretch it out for them. But for some reason putting it together the way we did it last Fall works, we took Math 100, Elementary Algebra, Math 107, Intermediate Algebra, Math 100N, which is a math study skills course, so students are specifically learning study skills that have been proven to be successful in mathematic courses worked. We do have a lot of students who come in at Math 100 level, their skills are not that great and it takes time for them to get through Math 100 and then more time to get through Math 107, which puts them behind on their goals and also makes
them less likely to look at careers that have higher level math perquisites because it would take them that much longer to get succeed. These math courses were also coupled with a personal development course “College Success” course and that was 13 units so that they could be full-time focused just on math. So the students are immersed in math and study skills, deemed to be successful in college. We tried it for the first time in the Fall, where we provided a Math 100 for 8 weeks, Math 107 for 8 weeks, some issues that arose with that and then I tell you the success. Some of the issues that arose with this meant that students weren’t actually full-time at any one moment in time because they were in 5 units here and then they were not in the other 4 units until the second half of the semester, so there are certain populations for which it’s not desirable to do it that way, or they’ll have to take another academic course to fill the load and that means that they are not devoting as much time on the math. So this semester we created a new course that puts it all together in 10 units, called Math 104. I’m already feeling a little uncomfortable with this because now it’s all or nothing, so they’ve got to get all the way through 107 material to pass and I’m feeling badly because what if they really do know their math 100 material, but they didn’t do the 107 material, I can’t give them a passing grade, so now they’re going to have to start over. We’ve been exploring some better ways to package this. The good news is there were 38 students enrolled in the Fall, 37 took the first final, 32 passed Math 100 at the end of the 8 weeks. All but one of the 32 enrolled in Math 107, 30 of those took the final, 27 passed, so out of the 38 students that started the program, 27 passed two semesters worth of math at the end. I also think, we’re going to track some of their subsequent courses, as we feel that they really gained a lot of study skills that are going to help them be successful in the subsequent courses. We’re providing these courses again this semester, and there’s a lot of overlap in Math 100 and 107 topics, so Math 107 often takes the topics a little deeper than Math 100. So what I can do now is I can start the topics where they start at Math 100 and then carry it all the way through where that topic stops in Math 107. I just gave the second exam on Monday and it had elementary and intermediate algebra topics on it, so they are already getting a mix of those courses and it wasn’t an easy exam, I had over 60% word problems, out of the 20 that have been graded, 10 got an A. The students are really invested in it, they do their homework, and they come to class, they really see this as an opportunity and that they are lucky that they will get a chance to get ahead.

Dr. Jack Friedlander reported that ESL is structured so that students take separate courses in reading, writing and grammar in levels 1, 2, 3, 4, and 5. So you have to think about how long it would take to get through that whole sequence at the college level courses. So the ESL department conducted an experiment of combining some of those courses, to see if they could get better results.

Pricilla Butler reported on the following: The traditional option for ESL courses would take a student five years to complete. Faculty discussed the trend toward integration of skills rather than separate skills within the field of ESL. For evening students, who most of which work full-time, can only take one class a semester, so you can imagine how long that would take them to complete the course. Faculty wanted to have something that would provide the students with alternatives because we have such a variety of students, part-time and full-time who are transferable, who do not transfer, who want life skills, and who do not want life skills. Over the past two years we have developed an integrated option. In Fall, 2008 we started with Level 1 Foundation which is a 6 unit reading, writing, and grammar course and then a listening, speaking and grammar course combined and this same change was made to Level 1. Level 3 at this time has not been changed; faculty is focusing on the beginning and ending points. Level 4 is a writing and grammar in context combination for 6 units and then to complete the course, students need reading 4, which is 4 units. Level 4 and 5 provides 10 units and the reasoning that there was a need for students to start working with some of their transfer level skills, like integrating reading into writing and learning how to use quotations, how to properly site sources as an initial exposure before moving on. Students who take level 4 and 5 usually round out their courses by taking another course, for example math. Many of the ESL students are in ESL for a lengthy period of time and they are in a very supported environment as ESL knows how to use the language they understand and they are use to a slightly slower rate of speed and they are presented with information in a way that that they understand and when they go into a content
course it's a shock for them. Students in this new integrated option get a taste of the content course while they are still in their supported space. ESL now offers all of the courses in the integrated option and for the evening students this is such a great benefit, as it now takes 2 semesters rather than 3 to get through the courses. Students are allowed to move within the two models of the traditional option or integrated option.

Dr. Friedlander: One of the frequent comments made on faculty evaluations from students is not getting timely feedback and comments made by faculty regarding students in lectures is that they are not as engaged as they should be. The challenge is how do you get students engaged and how do you give them timely feedback and make sure that the faculty member knows what the students are gaining or not gaining at the moment the content is delivered, as opposed to waiting for a mid-term or a quiz. Fred Marschak is experimenting with clickers and he will present his outcomes with those.

Doug Hersh provided information regarding the use of clickers and how popular they are with audiences. Higher education started to use this with students and found that it was a great success in academia which is when Fred Marschak decided to try it here at SBCC. Why use clickers? It's a very efficient and low cost way to increase student engagement, create frequent feedback, reaffirm key concepts, and it provides tutorials. Pilot data that was noted in our institutional self study about clickers was that courses that used them showed a 7% increase in successful grades. As a result of this data the College plans to implement 10% of the IT supported classes on the main campus with clickers, which are about 16 classrooms.

Fred Marschak reported on the following: When teaching and especially when moving into a larger classroom the challenge was classroom participation, how do we get the students involved? I was stymied when I could not get responses from a lot of the students, when you have a classroom of 100-135; yes the same ones will raise their hand all the time and the same ones will talk to you all the time. I researched this problem and came up with clickers, I wanted to engage the students, but first and foremost I had to research what kind of clickers to use. You may or may not know it but publishers want to sell a student a clicker, $20-$40 for one semester, where student registers the clicker and the publisher activates it and then at the end of the semester they turn it off and then the student has to pay again to have it turned on. iClickers cost $25-$30, but all of the software is free, all the updates are free, there is no license to buy and so these can be used indefinitely. Mr. Marshak wanted to do something more, he wanted to have the clickers available for the students and wanted them mounted in the class rooms. With the assistance of Bill Harz the clickers are now mounted and this is his fourth year with the clickers and any student who comes into class can use the same clicker. The clickers have been holding up very well, there are between 300-400 students who are using them, they are student friendly and the idea is to have everyone in the class room participating in the class. The instructor can ask a question and once the students answer the question a bar graph can be presented to the class to show whether or not they got it. It also tells the instructor whether or not they understand the lecture. There are also some side benefits, one being that students come to class on time so that they can get their clicker and sign into the class. This was a pilot program that was sponsored through Partnership for Student Success and was a great idea and will be interested to see how long the clickers will last, as they weren't designed for the abuse they receive.

Superintendent/President Serban reported that she spoke with Barbara Ben-Horin, CEO of the Foundation for SBCC and she found out that there was a foundation – Adams Foundation - that provides the college with one-time funding and they didn’t want it invested in ongoing expenses and Superintendent/President Serban requested that the foundation be presented with the clicker idea to see if that would be something they would be interested in funding and the Adams Foundation was interested and presented the college with $20,000 that will be used to purchase more clickers.

Mr. Marschak also noted that a catalog of questions that can be used with clickers is being put together for faculty members who lecture, as the questions have to be multiple choices.
Students and instructors have found the clickers to be very beneficial. Dr. Friedlander also noted that the clicker responses are also automatically entered into the instructor’s grade book which then allows the instructor to see which students are or are not getting the correct answers and can assist those that are having a problem with the class.

Dr. Friedlander reported that faculty is always looking for opportunities for students to produce a product that they can add to a student portfolio that could be used when transferring or looking for a job. With the internet and all of the different opportunities available to students, staff is trying to give students more of an opportunity to engage with people in the profession related to the discipline they are taking, it gives the students more of a motivation and more meaning when they have people who listen to them and evaluate their work which elevates their performance. Nico Maesto, Chair of the Film Study Program is having his students in his film study course/club participate in three different film festivals, Santa Barbara International Film Festival, Los Angeles International Film Festival, and the American Film Institute Festival in Hollywood. The students are invited and they participate in the festival by viewing films, meeting the film makers and journalists, meeting professional organizers and they participate in the Q&A with the film makers. The students are required to write critiques of the films they have seen and they have created a web page called sbccfilmreview.org, where they post their reviews and the site has become very popular. The students are more engaged the students tend to do better work.

Dr. Friedlander noted that Dr. Diane Hollems provided the leadership in obtaining a Work Force Investment grant from the federal stimulus funds. The object of this grant is to get people in Santa Barbara County who are unemployed, receiving welfare or public assistance a skill set so that they can go back to work. The courses being provided are: Customer Services Institute, Computer Skills Upgrade Institute, and Office Management Institute. The 24 students who enrolled in the computer skills upgrade institute completed the course; we only lost one student half way through and that was because they got a job. The names of the graduates are given to the Employment Development Department who is responsible for finding them a job. Santa Barbara County is so pleased with the outcome that they are going to provide more funding for the continuation of this contract.

2.6 Discussion of proposed items for future agendas of Board meetings (regular meetings, study sessions, or committee meetings)

There were not items discussed.

3. ADJOURNMENT

Upon motion by Mr. O’Neill, seconded by Mr. Jurkowitz, the Board approved adjourning the study session.

The next Regular Meeting of the Board of Trustees will be held on Thursday, March 25, 2010 at 4:00 p.m. in A211. A Study Session will be held on April 8, 2010 in A218C.

APPROVED BY THE BOARD OF TRUSTEES ON April 8, 2010

[Signatures]

President, Board of Trustees
Superintendent/President
Secretary/Clerk of the Board