



Academic Senate Highlights November 25, 2008

Public Comments: Multiple faculty from the English Department spoke about the reasons that composition and developmental writing classes should not be offered in a format of less than six weeks. They spoke in favor of Resolution 4.09.

Kathy Sproles from ESL spoke about their concern with the cut scores for Accuplacer and desire to use multiple measures to assess and adjust placements of students who seem to be placed incorrectly. [Note after following up after the meeting: ESL faculty will be meeting with Liz Estrella to determine methods they will use for multiple measures placement. The students placed by MMs will be tracked in order to improve the cut scores for Accuplacer and to monitor how MMs are working].

President's Report: The president reported on the status of the Senate goals. Some have been addressed, but much remains to be done in spring semester. Senators were asked to think about whether we need to have policies requiring discipline approval for items other than curriculum, e.g. course substitutions for majors, equivalency to minimum qualifications, etc. Senators were told of a donation made to the Foundation specifically for a John Cerney mural. The draft concept was circulated for viewing. This will go to the board for their discussion/decision at the December meeting.

Senate Development Reports: Barbara Durham spoke about the Senate paper *The Status of Nursing Education in the California Community Colleges* (<http://www.asccc.org/Publications/Papers/StatusNursingEducation.html>). Yvonne Reid spoke about the Senate paper *Faculty Development: A Senate Issue* (<http://www.asccc.org/Publications/Papers/FacultyDevelopment.htm>).

Action Items: The Senate unanimously adopted Resolution 4.09 Courses Taught in Compressed Time Frames and Alternative Delivery Formats. (attached)

The Senate made the following appointments

Tenure Review Committee: Pimol Moth Math/Science Representative

Distance Education Committee: Joe Welch, Lisa Storm, Rhea Mendoza-Lewis, and Lindsey Bertomen
Peer for Mary Young is Yoshiko Matsushida-Arao

A peer for Mary Davis (nursing full time temporary faculty) is still needed. Anyone who would like to volunteer, please contact Kelly!

Discussion Items: The Senate received the draft of the 2009 ARCC Report (Accountability Reporting for Community Colleges). In addition, the Senate saw 2008 ARCC report data from the Chancellor's Office website. (<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>) The report shows Student Progress and Achievement for each college (both degree/certificate/transfer and vocational/occupational/workforce development). The measurements used have been well developed to alleviate some of the concerns that we have traditionally had about such data. For example, the transfer rates only include students who, by their course taking behavior, intend to transfer. They define "intend to transfer" by taking a cohort of first time students, with more than 12 units taken, and who have taken at least one transfer level math or English course. Other measures are similarly constructed. Another item in the report is Precollegiate Improvement (measures progress through sequences of basic skills, ESL or non-credit courses). One of the most interesting features of the report is the peer grouping. The measures are compared among peer groups that are statistically matched based on characteristics that affect the measure. For example, for the measure called Improvement Rate for Credit ESL which measures progress

through the ESL sequence, in the 2008 report Hartnell is in Group G1. The average for the peer group is 46.1% and the rate for Hartnell is 80.1%. That is the highest rate for the peer group! After the presentation, the Senate was asked to think about what the college should do with this data. Are there existing committees that should use this data? How might the Senate use this data?