Attendees: Carolyn Arnold, ValJean Dale, Philomena Franco, Sandra Genera, Matthew Kritscher, Paulette Lino, Roberto Mendez, Stacey Moore, Becky Plaza, Gerald Shimada, Jeanne Wilson and Bella Witt

Meeting started: 10:05 a.m.

I. VP Updates

DIRECTOR OF STUDENT LIFE
VP Shimada said that prior to his accepting the interim VP position, it was decided that we will not backfill the Director of Student Life position. Instead of a director, President Sperling identified Professor Sara Parker to be the faculty advisor for the Student Senate of Chabot College (SSCC).

For the management of Student Life we requested that the Operations Coordinator position (range 40) be announced. This position could have provided upward mobility for classified professionals. We have many competent instructional and administrative assistants (34 range) who may have applied for the position. However, Chancellor Jannett Jackson turned down the request to announce. She met with President Sperling and indicated that based on her recent experience at Peralta, having a classified professional in that position would not be a good way to go. Therefore the job description for the Director of Student Life is being revised to include the verbiage that “the director should work in collaboration with the faculty advisor”.

Dean Kritscher commented that we really need both positions but the college cannot afford both right now. Having a director will provide more oversight. A suggestion was made to Professor Parker that maybe she should propose to the SSCC that along with the director and faculty advisor they should hire a part-time administrative assistant out of their funding.

BUDGET
The adopted budget was approved Tuesday at the Board meeting. According to VP Connie Willis we do not have enough funds to offset our part-time adjunct faculty cost. She is looking at a 6-figure deficit so the budget for any unfilled position is going towards addressing this structural deficit. Determining the adjunct cost is complex because of variables that have to be taken into account such as counselors on leave for different time periods and reassigned times.
Consequently, the Career Transfer Specialist position is on hold for now. In the meantime, we have faculty filling in and are using a little of the Trade Adjustment Assistance Community College Career Training (TAACCCT) grant funding. Categorically funded positions are easier to get approved.

VP Shimada also discussed with VP Willis the MOU with Puente and the need to set aside a minimum of $10,000 discretionary funds for activities. We are supposed to also offer 10-hours a week administrative support for Puente. We have not provided administrative support for a while and VP Shimada thanked Sandra and Ramon Parada for being creative in using student assistants, interns and the help of administrative assistant Yvette Nahinu to fill the gap.

Another impending issue deals with positions or activities district-wide that are legally subsidized by Measure B funds. Once the funding goes away the college will have to decide to institutionalize the positions which a lot of them are in IT. One example of activities that will soon lose funding is the Library for which $100,000 has been set aside annually to update the periodicals.

The District over the years offered lifetime health benefits to our employees and we have to pay it. The $129 million retirement obligation will increase the District’s annual premium payment from $2 to 4 million which is a “big bucket” to fill. So this is another issue our district leadership will have to grapple with going forward.

As a college we are being charged with a host of expenses such as facilities maintenance, OT for M&O, marketing and communication materials when there are no resources.

**STUDENT SUCCESS AND SUPPORT PROGRAM IMPLEMENTATION SUMMIT**

VPs Shimada and Wagoner and Dean Kritscher will attend SSSP summit next Monday and Tuesday. Patricia Molina and Becky Plaza will also attend.

### II. Scorecard

Institutional Research and Grants (IRG) Coordinator Dr. Carolyn Arnold distributed the following documents: Chabot Educational Goal Groups Introduction (PowerPoint presentation); PRBC Strategic Plan Goal Measurement Team; Chabot Student Educational Groups and Student Success Scorecard; and Chabot College Student Success Scorecard.

She spoke about Chabot’s student educational goal groups and measuring progress on the Strategic Plan Goal which is to increase the number of students that achieve their educational goal within a reasonable time. It is also the goal of the Student Success Task Force. Two questions arise: How do we know the number of students? And how do we know it is a reasonable time? According to Dr. Carolyn, there is not just one number. We can’t just say we have 700 transfers a year and we will increase that number because we have lots of students with different educational goals and are going along at different times. Dr. Arnold discussed the following:

- **How to identify Chabot’s students’ educational goals and factors affecting time for completion**
  
  Dr. Arnold started with the educational goal students put on their application. The biggest group is comprised of students who want to transfer or get a degree. They have one commonality which is they both need a GE.
This group was broken into further groups and named them as PRBC did:
  - Lasers (students who know their goal, want a degree and are full-time)
  - Seekers (part-time students who have the same goal as Lasers, but it will take them longer to achieve them)
  - Explorers (students who are undecided; they need to take at least 6 units)
  - Career Builders (short-term students who focused and want a certificate for specific career)
  - Skills Builders (statewide research shows it is a big group – 30%, although at Chabot it is only 12%. This group of students takes one course at a time as needed. It could be for a job like accounting, personal development like yoga or foreign language.

One of the things that will affect how much time each group takes to achieve their educational goal is where they start. For the Laser and Seeker groups, it depends if they start at the college level or basic skills level. Dr. Arnold also said half of our new students do not take an assessment test.

On the first page of the PRBC Strategic Plan Goal Measurement Team document, Dr. Arnold pointed out the figures for Fall 2010 which showed the following: Out of 2,786 new students only 8% of our new students are college ready; 30% fall into the Basic Skills group; and 29% are not assessed. So based on the Fall 2010 figures, over the long haul, we need to concentrate our services towards the largest transfer/degree goal groups which are Basic Skills and Explorers. Dr. Arnold emphasized that this measurement of progress will help us know which groups of students need the most help; where can we have most leverage in people, whatever we do, whether teaching them, counseling them or placing them in cohorts in a grant.

Dr. Arnold also noted that these groups look and behave differently as she broke them by age group, gender, race-ethnicity, day vs evening, Early Decision, financial aid, percent assessed in Math, Math assessment levels and types of major.

- How do we measure their progress on the way to their goal
  Dr. Arnold said she does not want to wait six years to see if students transfer or get a degree. The college wants to know as soon as possible if the students are on track. So Dr. Arnold said they thought about different milestones so the college can see if the students are on track towards completion. The milestones are mostly related to transfer degree goals.

Dr. Arnold indicated that her research showed that a large percentage of the full-time Lasers have completed Basic Skills English in their first Fall. But only 8% of the part-time Seekers who were assessed into Basic Skills English completed it. So what are the repercussions for the Seeker group for not completing? They are already behind.

Dr. Arnold also pointed out that in their first fall 41% of new full-time students that start at the college skills level completed College English and earned 12+ transferable units.

Our goal is to have each group’s percentage of completion in Basic Skills and college courses go up a little each year. However, Dr. Arnold said that in her research of Fall 2006 new students in the Educational Goal Groups becoming transfer ready in 2, 4 and 6 years, she found there was little improvement/progress between the 4th and 6th year. So
we need to push for success the first two years. If students are not transfer ready by the 4th year, they will most likely not complete their goal.

The budget definitely has an impact. As we offer more English 1A classes, the more opportunity for students to get in. Dr. Arnold was asked if she can provide data as to how many sections of English 1A classes were offered Fall 2010, so we can see if students had equal access into getting into these classes.

Stacey Moore commented that the student population that has the easiest access to student services is full-time students. The bulk of Chabot’s students are part-timers who attend evening or Saturday classes or take online courses. This group may not have much support from student services which may affect its persistence rate. And if a student is taking half the amount of units as another student then that student is doubling the amount of time it takes to complete.

Dr. Arnold asked how we can offer more assistance to our part-time students. Becky said we need to provide students with much support and encouragement; advise them not to rush; that it’s better to learn the material and get good grades. The goal is to keep them going in the right direction.

- **Compare Chabot Educational Goal Groups with the Student Success Scorecard**

Dr. Arnold explained that Chabot defines degree-seeking by what the students say, whether they want a degree, to transfer or are undecided. The State’s definition of degree-seeking students is based on what they do….that they have earned at least 6 units and have attempted English or Math within the first three years. Chabot Educational Goal Groups are categorized as College-prepared and Basic Skills and then further broken down to full-time and part-time where we begin to see distinct differences. The State also categorizes students into College-prepared or Basic Skills group, but does not distinguish between full-time or part-time.

Dr. Arnold said Chabot has 16 progress milestones and 9 completion outcomes compared to the State’s scorecard which only has 2 progress milestones which are: a) Fall to Fall persistence; b) Earned 30 units of any type in 6 years; and 1 completion outcome: Completion of any transfer, degree, certificate, and/or transfer ready.

The clincher is how often are the progress and outcomes measured? Chabot will measure progress for the first semester so can we get a quick take on the new students and where they are and at the end of each subsequent year.

The State Scorecard is only measured after 6 years. We do not get the results until 6 years later which means the most recent cohort we have information on and that is published was Fall 2006-07 because those are the students that completed by 2012.

- **Student Success Scorecard**

Dr. Arnold shared the results of the Chabot’s Student Success Scorecard. While the percentage figures seem reasonable and the data is broken down into gender, age groups and ethnicity, what we do not see is full-time vs part-time data. It is covering up the students who need the most support, the part-timers. Dr. Arnold also noted that the number of people in some of the ethnic groups is too small to measure.
Nevertheless Chabot's Scorecard is our college's record of completion over the last 6 years for our College-prepared and Basic Skills groups. How are we going to be judged and funded based on this scorecard? Six years ago we had more staff/faculty and then followed by a budget crisis and layoffs in subsequent years. So the next scorecard may possibly reflect a lower trend of completion.

Bottom-line the Chabot data shows that students who are under-prepared and only attend part-time are in the biggest risk factor group. For them to attain completion something has to change: either attend full-time or be better college-prepared.

In terms of state funding vs scorecard, initially according to VP Shimada, the state will base the funding on three core elements: How many students went through orientation, assessment and number of SEPs completed. It is a rough grid, but we will know more at next week’s meeting. VPs Shimada and Wagoner, Dean Kritscher, Becky and Patricia will bring back information from the SSSP Implementation Summit in Sacramento which will be on September 23 & 24.

VP Shimada also said that SSSP is currently for continuing students and the outline for new students will come out in 2015.

III. Other Business

AA-T & AS-T TRANSFER DEGREE CO-PRESENTATIONS
Regarding the AA-T & AS-T Transfer Degree Workshops / Classes, Sandra Genera asked if there will be a presentation made on the next Flex Day which will be on October 8th. Dean Kritscher said there are no current plans. Some group members thought Flex Day is a great opportunity to roll-out the idea of counselor/faculty co-presenting and have some workshops for faculty as well.

VP Shimada further delineated that Student Services was expecting to get extra FTFs to add to the Spring schedule, but it was decided by District senior management that we are not going to do so right now. He said that when we thought we were going to have 10 FTFs, we were thinking about doing some innovative things. Dean Kritscher proposed we should turn the collaborative effort between Jane Church and instructional discipline into workshops for Spring 2014 with the idea of introducing the career exploration classes in the Fall. For example, combine administration of justice with sociology and have a platform where we introduce students about options in social sciences. VP Shimada believes this will be a very instructive and useful curriculum for our students. A&R is able to identify students that are interested in certain majors and we can make announcements to them.

VP Shimada stated that as part of the collaborative initiatives he would like to promote, he thinks it would be good to familiarize our colleagues about what had come out of this great work that Jane did.

STAFF DEVELOPMENT
VP Shimada shared that in his quest to have more Student Services voices heard in various college committees, he asked Financial Director Kathy Linzmeyer to be on the Staff Development Committee.
COLLEGE ADDENDUM
The college addendum will not be printed this year. It was decided in Instructional Services that the addendum will only be available online. It was suggested that the link to the addendum be emailed college wide.

Sandra pointed out that the students are already hearing the buzz words AA-T/AS-T. By October 1st, counseling will be flooded with questions from students such as: What does this mean? Do I fit it or do I not? Where do I find it?

And since counselors and Peer Advisors primarily deal with students they should be given printed copies of the addendum. Another suggestion was to have the addendum on the desk top of all computers in the Career Transfer Center.

Dean Kritscher reiterated that we really need to engage in a communications campaign with these transfer degrees (posters, emails, etc.). We definitely need to start promoting them ASAP and follow-up with Academic Services because the information in the addendum is very critical to our students’ completion success.

Dean Kritscher said that he encountered a student who was following the prior college addendum. And the AA-T which was one of the very first we put in there in communications is wrong. It had an omission of Comm 50. The AA-T in Communication Studies is correctly noted in the 2012-14 college catalog. He said what we should do is revise the prior addendum word document that created the PDF and upload the correct version.

Dean Kritscher also said he sees the value in the conceptual framework for the AA-T/AS-T and the presenting collaboration. And he added there are some technical issues that came up around course substitutions. We can’t just substitute as we did before. Because the AA-T and AS-T are a partnership, we have less freedom.

PROGRAM REVIEW
Sandra who is co-chair of the Planning, Review and Budget Council (PRBC) informed the group we are switching from a spring to a fall program review so we can be better in line with faculty prioritization and budget allocation. PRBC is working on the forms and Sandra hopes it will only be an addendum since it wasn’t long ago that we submitted our program reviews. If a program review was not submitted for your area, then a full program review needs to be completed. Dr. Carolyn Arnold will be uploading a new data set on the IRG website. If there are changes or request for new initiatives, then one must complete Form B. If there are no changes then one must complete form A.

The program review addendums are for 2014-2015 and the deadline for submission to Deans and PRBC is November 1st. The deans will have 2-weeks to write their dean’s summary. And then VPs have 1-week to submit their summaries to PRBC.

Sandra said that next year PRBC will have retreats during the summer to get ready for doing a full cycle of program review.

PRBC clarified that it is a committee of committees so in reviewing its core representation it found several vacancies for academic senate, faculty association and classified senate and the COOL Committee. Each governance committee needs to designate at least one representative for PRBC.
Meeting Adjourned: 11:57 PM

Next Meeting: September 26, 2013 in Room 751

BW

Handouts
---Chabot Educational Goal Groups Introduction (PowerPoint presentation)
---PRBC Strategic Plan Goal Measurement Team
---Chabot Student Educational Groups and Student Success Scorecard
---Chabot College Student Success Scorecard
---Suicide Prevention & Gatekeeper Training (flyer)