

MINUTES OF MEETING OF
BOARD OF TRUSTEES
STATE CENTER COMMUNITY COLLEGE DISTRICT
March 5, 2013

- Call to Order A regular meeting of the Board of Trustees of the State Center Community College District was called to order by President Isabel Barreras at 2:00 p.m. on March 5, 2013, in the Reedley College dining hall, 995 N. Reed Avenue, Reedley, California.
- Trustees Present Isabel Barreras, President
Ron Nishinaka, Secretary
John Leal
Patrick E. Patterson
Dorothy Smith
Viviana Acevedo, RC Student Trustee
- Trustees Absent Richard Caglia, Vice President
Eric Payne
Michael Wilson, FCC Student Trustee
- Also present were:
- Deborah G. Blue, Chancellor, SCCC
Ed Eng, Vice Chancellor of Finance and Administration, SCCC
George Railey, Vice Chancellor of Ed. Services and Institutional Effectiveness, SCCC
Tony Cantu, President, Fresno City College
Michael White, Interim President, Reedley College
Deborah Ikeda, Campus President, Willow International Community College Center
Diane Clerou, Interim Assoc. Vice Chancellor of Human Resources, SCCC
- Strategic Conversations #2 – Student Success and Learning A report of the Strategic Conversations will be posted to the district webpage when complete. (See addendum 1)
- Recess A recess was called by President Barreras at 4:00 p.m.
- Reconvene Meeting The regular meeting of the Board of Trustees of the State Center Community College District was reconvened by President Isabel Barreras at 4:30 p.m. in the Reedley College Student Center, 995 N. Reed Avenue, Reedley, California.

Trustees Present

Isabel Barreras, President
Ron Nishinaka, Secretary
John Leal
Patrick E. Patterson
Eric Payne (5:15 p.m.)
Dorothy Smith
Viviana Acevedo, RC Student Trustee

Trustees Absent

Richard Caglia, Vice President
Michael Wilson, FCC Student Trustee

Introduction of
Guests

Also present were:

Deborah G. Blue, Chancellor, SCCC
Ed Eng, Vice Chancellor of Finance and Administration, SCCC
George Railey, Vice Chancellor of Ed. Services and Institutional
Effectiveness, SCCC
Tony Cantu, President, Fresno City College
Michael White, Interim President, Reedley College
Deborah Ikeda, Campus President, Willow International Community
College Center
Nina Acosta, Executive Secretary to the Chancellor

Among the others present, the following signed the guest list:

Teresa Patterson, SCCC
Gurdeep He'Bert, SCCC
Gregory Taylor, SCCC
Brian Speece, SCCC
Lucy Ruiz, RC
David Clark, RC
Chris Villa, FCC
Donna, Berry, RC
Cheryl Sullivan, FCC
Sandra Fuentes, RC
Tim Woods, FCC
Cris M. Bremer, FCC
Laura Tidyman-Jones, RC
Jim Chin, MC
Moises Pineda, RMCHS
Carlos Barojas, RMCHS
Jacob Romero, RMCHS
Stephanie Curry, RC

Introduction of
Guests (continued)

Mary Ann Valentino, FCC
Christy Kroell, RC
Gricelda Spear, MC/OC
Samerah Campbell, DO
Vikki Piper, OC
Donna Cooper, FCC
Christine Miktarian, DO
Tom Mester, WI
Jay Leech, MC
Lois Parento, RC
Kate Fourchy RC
Michael Van Wyhe, RC
John Fitzner, RC
Claudia Habib, RC
Andrea Segovia, RMCHS
Maggie Sanchez, RMCHS
Amber Santos, RMCHS
Adelfa Lorenzano, RMCHS
Jan Dekker, RC
Jeff Ragan, RC
Lore Dobush, RC
Juan Tirado, RC
David M. Lopes, RC
Shelly Sorensen, RC
Natalie Culver-Dockins, FCC
Tanya Sanchez, RMCHS parent
Charles Francis, FCC
Linda Nies, RC
Alicia Rios, DO
Frank Mascola, RC
Gary Sakaguchi, RC
Carmen Alessandro, DO
Bill Turini, RC
Wilifred Alire, RC
Chris Spomer, RC
Diane Schoenburg, WI

Mr. White introduced Reedley Mayor Bob Beck and Ken Zech and Robin Croft from the Reedley Centennial Committee.

Approval of Minutes

The minutes of the meeting of February 5, 2013, were presented for approval.

A motion was made by Trustee Leal seconded by Trustee Nishinaka

Approval of Minutes
(continued)

to approve the minutes of the meeting of February 5, 2013, as presented. The motion passed without dissent.

Delegations,
Petitions, and
Communications

Laurie Tidyman-Jones addressed the Board regarding sabbatical leaves. She reviewed a letter presented to the Board from Reedley College's sabbatical leave committee. The committee requested that the Board of Trustees make a commitment to fund sabbatical leaves on a yearly basis. In addition, the committee request that the Board make public by September 1, 2013, their decision to fund or not to fund sabbaticals for the following academic year. According to the academic senate of the California College 2008 report, sabbaticals are "crucial to the academic well-being of any institution." Reinstatement of sabbatical awards is one way the Board can take concrete steps to facilitate a healthy working relationship between administration and faculty.

Chris Caldwell addressed the Board regarding his appeal of his personnel complaint against former police chief, Joseph Callahan. Mr. Caldwell reviewed the details and timeline of the investigation and stated he believes he is entitled to receive a copy of the complete investigation. He said he is unable to adequately respond, without seeing the entire report. He requests that the Board hold Joseph Callahan responsible for his actions.

Presidents' Reports

Mr. White reported on topics of interest from Reedley College and the Oakhurst and Madera centers. Copies of the report were provided for the Board and interested attendees, and contained the following highlights:

- Reedley College students pressed and bottled olive oil that will be sold at farmers' markets. The trees, which are of the Arbequina variety, were donated by the Burchell Nursery five years ago. Students have been pruning and maintaining the orchard since then. The original use for the trees was as an oil source for biodiesel labs in the plant and soil science class.
- The Oakhurst Center co-sponsored two job interviewing skills seminars at the Tenaya Lodge on March 5. The center will then host a Tenaya Job Fair on March 6.
- The Madera Center is preparing for the annual Spring Extravaganza, which will be held April 4. The event will include a showcase of Madera Center programs and services, food, music, environmental education and exhibits from several community agencies.

Mr. Cantu reported on topics of interest from Fresno City College. Copies of the report were provided for the Board and interested

Presidents' Reports
(continued)

attendees, and contained the following highlights:

- FCC theatre students participated in the 45th annual Kennedy Center American College Theater Festival (KCACTF) in Los Angeles last month. Five students, Josh Hansen, Mohammad Shehata, Will Jorge, Shawn Bigger, and Christopher Coleman all made the Irene Ryan acting semi-finals. Mohammad Shehata won the O'Neill Critics Institute nomination for Region 8. He will travel all expenses paid to the KCACTF National in Washington, D.C., in April to compete with seven other students.
- The counseling department, in collaboration with Fresno High School, is conducting four workshops this month for seniors who plan on attending FCC in the fall. The workshops will be held in the Fresno High School computer lab. Students will receive information on several different topics: college preparation skills, college majors/career exploration, Student Educational Plan (SEP), college success strategies, study skills and time management, campus resources, how to be a successful college student and how to prepare for transfer.
- Dr. Harry Edwards, FCC alumnus and Centennial Star, will be the keynote speaker at the May 17 commencement ceremony this year.

Ms. Ikeda reported on topics of interest from the Willow International Community College Center (WICCC). Copies of the report were provided for the Board and interested attendees, and contained the following highlights:

- The SCCC Foundation held its board meeting at the WICCC on February 20. On February 28 WICCC hosted the Chancellor's Circle meeting. Members of the Chancellor's Circle received information and updates about the center during their lunch and then received a tour of various programs and departments.
- On February 27 a registration event was held for foster youth at WICCC. The foster youth were identified through a partnership with County Social Services, Fresno County Office of Education, and Clovis Unified. The students and their foster parent or guardian were invited to campus and given a chance to learn more about the services offered, financial aid, and opportunities specific for foster youth. Each student was able to sit with a counselor to discuss their educational goal and choose classes for the upcoming fall semester. These students will be registered on the first day of priority registration.
- WICCC is preparing for a Strategic Planning Charrette on April 11. There will be a social outside of the Willow library prior to the

Presidents' Reports
(continued)

start of the meeting. The meeting will be held in the library. The public, businesses, and school administrators are being invited to attend.

Chancellor's Report

Dr. Blue thanked Reedley College students, faculty, and staff for hosting the Strategic Conversation and board meeting.

Dr. Blue reported the following:

- The Board hosted their second annual Strategic Planning Session with internal stakeholders. These guided conversations were centered this year on the theme of student success and learning. The ideas and recommendations generated will be forwarded to all internal constituents and become part of the official minutes of the Board of Trustees. In addition, the ideas and recommendations will be used in the annual review of the district strategic plan and will be forwarded to the colleges and centers for consideration for their planning processes.
- Eric Tahada from the UC Berkeley Police Department provided comprehensive active shooter training at the districtwide confidential staff and management meeting on March 1. The training was very informative and well received. Planning is underway for additional training sessions throughout the district for faculty and staff.
- Dr. Blue introduced Brain Speece, who introduced Bruce Hartman, the new chief of police for the district.
- On February 28, the district hosted a wonderful ceremony at the African American historical and cultural museum to celebrate the induction of this year's honorees to the Wall of Honor. On March 6, the district will recognize outstanding Chicano/Latinos from the district at the Muro de Honor at Arte Americas museum. This year's honorees are Robert Arroyo, former FCC president Cynthia Azari, and Trustee Isabel Barreras.
- Dr. Blue serves on Arte America's board and encouraged the audience to visit the museum.
- The SCCC Foundation will host the annual Renaissance Feast for Scholars on March 9. It is the premier fundraiser for scholarships for students throughout the district. This year the Queen will travel to Africa. The Foundation will be matching donations for scholarships, starting at the \$5000 level.

Academic Senate
Report

Jeff Ragan, Reedley College (RC) Academic Senate President, reported the following:

- Academic Senate meets bi-monthly on the second and fourth Tuesday of each month. He introduced the Executive Committee of the Academic Senate, as follows: Bill Turini, immediate past president; Lore Dobusch, VP of business; Pam Gilmore, VP of curriculum; Stephanie Curry, state representative; Rick Garza, secretary; Jay Leech, Madera/Oakhurst Faculty Association president; Jeff Burdick, chair, WICCC Academic Senate subcommittee.
- He thanked Trustee Ron Nishinaka for visiting the February 26 meeting of the RC Academic Senate. He invited all trustees to attend a future RC Academic Senate meeting.
- RC Academic Senate hosted the Academic Senate for California Community Colleges regional leadership workshop on March 2.
- Mr. Ragan recognized English Instructor Eileen Apperson for her Student Learning Outcome work and moving RC well on its way to full compliance and Communications Instructor Anna Martinez for serving as faculty coordinator for the RC Accreditation process as RC was moved off of the ACCJC warning list
- Mr. Ragan announced that political science instructor Bill Turini has been selected to serve on an ACCJC visiting team next week

Mr. Ragan presented a resolution to the Board of Trustees from the Reedley College Academic Senate regarding the significance of sabbatical leave opportunities to professional development and student success. Mr. Ragan also stated that the Academic Senate of Fresno City College is in support of the Reedley College sabbatical leave resolution.

Classified Senate
Report

Juan Tirado, Reedley College (RC) Classified Senate President, reported the following:

- The Senate is preparing for the 2013-2014 election
- The Senate is updating their constitution and bylaws.
- Re-establishing a connection with the California Community College Classified Senate. RC will attend the annual Classified Leadership Institute in June. RC Senate will benefit by being actively involved with this organization. RC Senate will be able to

Classified Senate
Report (continued)

participate in a collective effort to advocate for education, as they did at a March 4 rally in Sacramento.

- Recent fundraising events sponsored by the Senate were successful. The Senate raised enough funds to support two scholarships.
- Office of admission and records, the business office, the financial aid office, and office of the dean of students are sponsoring brown bag lunches monthly.
- The next Senate meeting will take place on March 18
- The Latino Faculty and Staff Association will be recognizing Cesar Chavez' birthday with activities in March, including a poetry reading, a viewing of a PBS documentary on March 18, and a folklorio dance event on March 19.

Associated Student
Body

Viviana Acevedo, student trustee, provided a summary and presentation of student activities at Reedley College, to date.

Reedley College
Programs

Michael White recognized Adelfa Lorenzano, the Reedley Middle College High School (RMCHS) coordinator and all of the students who are participating in the program. He introduced RMCHS students Magdalena "Maggie" Sanchez and Moises Pineda. Ms. Sanchez and Mr. Pineda described their history and experiences and opportunities provided by attending RMCHS.

Mr. White recognized instructor Eric Nasalroad from the Entrepreneurship Program.

Mr. White introduced entrepreneurship students Al Kroell and Johnny Ching who described their experiences and achievements as part of the program.

Accreditation Update
Report

Mr. White reported the Accrediting Commission for Community and Junior Colleges (ACCJC) acted to remove the warning status, reaffirm accreditation and require Reedley College to submit a follow-up report by October 15, 2013, that demonstrates the college has addressed District Recommendation 1 and College Recommendation 1.

Ms. Ikeda reported the ACCJC acted to defer candidacy for a maximum of two years (until October 2014) pending receipt of all necessary State of California approvals. Willow International Community College Center has met all of the requirements of candidacy except state approval and sustainable state funding and

Accreditation Update
Report (continued)

other associated resources. To obtain approval Willow International must complete a needs study and submit it to the California Community Colleges Chancellor's Office.

Mr. Cantu report the ACCJC acted to remove the warning status, reaffirm accreditation and require FCC to submit a follow-up report by October 15, 2013, that demonstrates the college has addressed District Recommendation 1.

Dr. Blue reported that in order for the colleges and district to fully meet the intent of the previous recommendation, SCCCDC must engage in continuous, timely and deliberative dialogue with all district stakeholders to coordinate long term planning and examine the impact of the planned increase in the number of colleges and the future roles of the centers on the existing institutions. This includes creating, developing and aligning district and college plans and planning processes in the following areas:

- District strategic plan
- Facilities
- Technology
- Organizational reporting relationship of centers
- Location of signature programs
- Funding allocation
- Human resources
- Research capacity

Consent Agenda
Action

President Barreras asked for a motion to approve the consent agenda.

It was moved by Trustee Smith and seconded by Trustee Patterson that the Board of Trustees approve consent agenda items 13-11HR through 13-15HR and 13-13G through 13-20G, as presented. The motion carried without dissent.

Employment,
Retirement,
Academic Personnel
[13-11HR]
Action

Approve academic personnel recommendations, items A through B, as presented

Employment, Change
of Status, Transfer,
Resignation,
Retirement, Classified

Approve classified personnel recommendations, items A through H, as presented

Personnel

[13-12HR]

Action

Consideration to
Approve Academic
Personnel Teaching in
Secondary Subject
Area

[13-13HR]

Action

Authorize holders of the Community College Instructor Credential to teach courses in those secondary subject areas designated on their credential documents (if issued before January 15, 1977); and to teach courses in the subject matter area in which the credential holders have completed a minor (if issued after January 15, 1977).

Consideration to
Approve 2013-14
Contract Status of
Academic Personnel

[13-14HR]

Action

Approve the list of academic personnel for re-employment for the 2013-14 academic year, as presented; subject to assignment by the chancellor and salary placement, as adopted by the Board of Trustees

Consideration to
Approve Part-time
Limited Term
Associate College
Business Manager
Position

[13-15HR]

Action

Approve the part-time limited term Associate College Business Manager position, effective March 6, 2013

Consideration to
Adopt Amended 2014
Spring Semester
Instructional
Calendar

[13-13G]

Action

Adopt the proposed amended 2014 spring semester instructional calendar for Fresno City College, Reedley College/North Centers, and the Willow International Community College Center

Consideration to
Approve Out-of-state
Travel for Fresno City
College Jazz
Ensemble Students

[13-14G]

Action

Approve out-of-state travel for the jazz ensemble students and their directors to attend and compete in the Reno Jazz Festival, April 25-27, 2013, with the understanding that the trip will be financed without requiring expenditures of college or district funds

Review of District Warrants and Checks [13-15G]
Action

Review and sign the warrants register for the following accounts:

<u>Account:</u>	<u>Amount:</u>	<u>For the Period of:</u>
District	\$ 12,873,465.86	01/16/13 to 02/12/13
Fresno City College Bookstore	651,212.98	01/16/13 to 02/12/13
Reedley College Bookstore	372,285.85	01/16/13 to 02/12/13
Fresno City College Co-Curricular	126,129.15	01/15/13 to 02/12/13
Reedley College Co-Curricular	88,753.62	01/10/13 to 02/11/13
Total:	<u>\$ 14,111,847.46</u>	

Consideration of Report of Investments [13-16G]
Action

Accept the Quarterly Performance Review, as provided by the County of Fresno, for the quarter ending December 31, 2012

Consideration of Bids, Life Science Rooms 3 and 4 Remodel, Reedley College [13-17G]
Action

Award Bid #1213-01 in the amount of \$127,159.00 to Davis Moreno Construction, Inc., the lowest responsible bidder for the Life Science rooms 3 and 4 remodel at Reedley College; and authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district

Consideration of Bids, Forestry Engineering Room 12 Remodel, Reedley College [13-18G]
Action

Award Bid #1213-03 in the amount of \$165,541.00 to Ardent General, Inc., the lowest responsible bidder for the Forestry Engineering room 12 remodel at Reedley College; and authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district

Consideration of Bids, INC Building Remodel, Phase 2, Reedley College [13-19G]
Action

Award Bid #1213-04 in the amount of \$230,000.00 to Davis Moreno Construction Co., Inc., the lowest responsible bidder for the INC Building remodel, phase 2 at Reedley College; and authorize the chancellor or vice chancellor of finance and administration to sign the agreement on behalf of the district

Consideration to
Approve SCCC
Foundation
Fundraising Event
[13-20G]
Action

Approve State Center Community College Foundation Board’s recommendation to host a literary arts fundraiser event, including the serving of wine and beer, at the Reedley College Library on April 6, 2013

*****End of Consent Agenda*****

Consideration to
Adopt Resolution
Recognizing the City
of Reedley’s
Centennial
[13-07]
Action

Michael White introduced Resolution 2013-03 to the Board.

A motion was made by Trustee Nishinaka and seconded by Trustee Patterson that the Board of Trustees adopt Resolution No. 2013-03 commemorating the 100th anniversary of the city of Reedley and extending the heartfelt gratitude of the entire State Center Community College District for its exemplary partnership with Reedley College and the district

Assignment of Board
Representatives for
Graduation
Ceremonies
[13-08]
Action

Board President Barreras announced that the 2013 graduation ceremonies for Fresno City College, Reedley College, and the Willow International and Madera community college centers are scheduled for May 17, 2013, at 6:30 p.m. She asked for volunteers to represent the Board.

Representatives for 2013 will be:

Fresno City College	John Leal, Eric Payne
Reedley College	Ron Nishinaka
Willow International Community College Center	Pat Patterson, Dottie Smith
Madera Community College Center (including Oakhurst Center)	Isabel Barreras, Richard Caglia

Consideration to
Adopt 2013-14
Budget Guiding
Principles
[13-09]
Action

Ed Eng presented the recommended guiding principles for the development of the 2013-2014 budget.

A motion was made by Trustee Nishinaka and seconded by Trustee Leal that the Board of Trustees adopt the attached guiding principles for development of the 2013-14 budget, as presented.

Consideration to
Adopt 2012-13
Budget Revision
(Proposition 30)
[13-10]
Action

Ed Eng presented the revised 2013-14 budget.

Trustee Payne asked when the Board will be receiving an itemized copy of the budget. He requested a summary of items that were changed.

A motion was made by Trustee Nishinaka and seconded by Trustee Leal that the Board of Trustees adopt the State Center Community College District revised 2012-13 budget, as presented.

Reports of Board
Members

Eric Payne reported the following:

- Attended the Trailblazers award dinner
- He was the keynote speaker for Reedley College ASG as part of black history month
- Attended the ACCT National Legislative Summit in Washington, D.C., which included meeting with members of the Department of Education
- Participated in new trustee orientation
- Attended a scholarship event hosted by Clovis Unified, with featured keynote speaker Steven Perry.

John Leal reported the following:

- Attended the ACCT National Legislative Summit in Washington, D.C.
- Attended the RC Charrette on February 7
- Attended the FASBO meeting with Ed Eng
- Participated in the Reedley College Presidential Search Committee orientation meeting on February 25
- Attended the Wall of Honor
- Attended the Latino faculty wine tasting fundraiser

Dottie Smith reported the following:

- Attended the ACCT National Legislative Summit in Washington D.C., where she attended a workshop on veterans
- Thanked RC faculty and staff for the hosting the strategic conversation
- Accepted an award on behalf of Dr. Blue, which was presented to the district by the Westside Church of God.
- Attended the Wall of Honor
- Is looking forward to attending the Muro de Honor ceremony on March 6

Reports of Board
Members (continued)

Pat Patterson reported the following:

- Attended the CCLC Legislative Conference in Sacramento and the ACCT Legislative Summit.

Trustee Nishinaka reported the following:

- Thanked faculty, classified and administrative staff for their hard work on the written response to the WASC Accreditation Commission's recommendations and stated it is great to have the warning status removed and our accreditation fully reaffirmed
- Welcomed Chief of Police Bruce Hartman to the district.
- Participated in the Reedley College and Madera Center Strategic Planning Charrettes on February 4 and 13, respectively
- Attended the Greater Reedley Chamber of Commerce awards dinner on February 22, which was held here at Reedley College; and noted the program highlighted the centennial celebration of the city of Reedley
- Attended the African American Historical and Cultural Museum Wall of Honor induction ceremony on February 28, and congratulated Chancellor Deborah Blue, RC graduate and faculty member Marie Byrd-Harris, and Dr. Keith Foster
- Participated in the Reedley College Presidential Search Committee orientation meeting on February 25 with Trustee John Leal
- Participated in the SCCCDC Special Budget Study Session on February 26, for the 2013-14 budget
- Attended the Madera County Office of Education ribbon cutting and open house for their new Instructional Support and Conference Center on February 11 with Isabel Barreras
- Attended Center for International Trade Development's "International Trade Symposium" at the World Ag Expo in Tulare on February 12
- Attended the Reedley College Academic Senate meeting on February 26

Isabel Barreras thanked Michael White and all of Reedley College faculty and staff for hosting the Strategic Conversation and board meetings. She reported the following:

- Attended the Madera County Office of Education ribbon cutting and open house on February 11 for their new Sally Frazier Instructional Support and Conference Center
- She thanked the Board for their attendance at the Budget Study Session

Reports of Board Members (continued)	<ul style="list-style-type: none">• She attended the Latino faculty fundraiser for scholarship• Attended the Madera County School Board Association dinner with Trustee Payne• She thanked Dr. Teresa Patterson for the successful Wall of Honor event
Future Agenda Items	<p>Trustee Payne requested an update on General Counsel’s budget and goals.</p> <p>Trustee Smith requested that the district submit a presentation for the upcoming ACCT Leadership Congress in October.</p> <p>Trustee Nishinaka requested a tour of the Reedley farm.</p>
Delegations, Petitions, and Communications	None
Closed Session	<p>President Barreras stated that in closed session the Board would be discussing:</p> <ul style="list-style-type: none">A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Pursuant to Government Code Section 54957B. CONFERENCE WITH LABOR NEGOTIATOR [SCFT Full-time Bargaining Unit; SCFT Part-time Bargaining Unit, California School Employees Association Bargaining Unit, and SCCCDC Peace Officers Association]; Diane Clerou, Pursuant to Government Code Section 54957.6 <p>President Barreras called a recess at 6:30 p.m.</p>
Report of Closed Session	<p>The Board moved into open session at 8:35 p.m.</p> <p>President Barreras stated the Board took no reportable action during closed session.</p>
Adjournment	<p>The meeting was adjourned at 8:40 p.m. by unanimous consent.</p>

Ron Nishinaka/s/
Ronald Nishinaka
Secretary, Board of Trustees
State Center Community College District

Addendum 1

Table 1 - Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

“Students don’t do optional”

- Lack of mandatory placement test
- College readiness – workshops in study skills for all students
- Native Language barrier
- Lack HS/college course alignment in English and math
- Financial barriers
- Lack of common assessment tool
- Lack of support system (family, mentoring)
- Students work to support their families
- A lot of students are part-timers

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- Policy change at state level: counselors included in the 50%
- Closing the digital gap
- Success indicators: Completion, retention
- Student personal goal is different than institutional definition of student success
- Allocation of resources should align student success initiatives and priorities
- We are collecting qualitative data but we are not collecting qualitative data, acknowledged it and doing something about it. Finding the why and the how of student’s experiences through focus groups
- Replicating successful programs such as Trio, Puente

“Students don’t do optional”: Mandatory placement test, orientation and college readiness, Educational Plan (EPs), financial planning skill, tours of campus’ services
Prerequisites or strategies to supplement lack of math/ reading prep (faculty training)

Additional notes:

Language barrier

Lack of assessment test

Course alignment/within the district

Student success and career planning

Mandatory matriculation steps

Mentoring

Table 2 - Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Level progression not linear in success or retention. Not enough information. Capacity to deliver at each level data needed. SARS data does not capture intervention at the division level. Online versus Traditional data should be separated. Student success tied to age and economy. Student not attending and poorly prepared. Many levels of classes maybe too many and hinder success? More questions than answers.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- Empowerment of students by offering classes survival skills. Deficit model vs Positive model. Distributed success training throughout the curriculum.
- First Year Experience. 80%-20% Reversal.
- Require 1st year math. Student success course.
- Define success completion - grade mark achievement, student goal.
- Base indicators momentum points – 12 unit completed, student ed plan, math/English, by first year and or 30 units in 2 years.
- Summer bridge programs. Dual Enrollment programs.

Additional notes:

Lower level basic skills more successful?

42% place at

Why are students not attending?

Success rates by age

Does the number of levels hinder success?

Table 3 - Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Given this set of data, what are the barriers and challenges associated with student success?

- Challenges:
1. Significant percentages of students not taking placement tests
 2. Placement test (limiting)
 3. Too much time spent at levels below transfer
 4. Too many course levels below transfer
 5. Common assessment tool
 6. Costs of placement test

7. Content preparation in k-12
8. Stressors students are bringing into the institution

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

What strategies can be implemented to address the barriers and challenges to student success?

Challenges:

High School to College

1. English- Math- Science Content Preparation & Alignment between K-12 and Post-secondary
2. Early Career/Major Exploration
3. Professional Development
4. Validity/Reliability of Placement Tests
5. Some students don't take the placement test

Additional notes:

29% did not take the placement test
 Placement test is limiting-multiple measures
 RC/FCC tests are not the same
 Expensive to give test

Table 4 - Basic Skills

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Topic	Discussion	Outcome
Orientation by the Facilitator	Overall Strategic Data for Basic Skills was shared by Tony Cantu as the facilitator.	Informational
Barriers and Challenges to student success	Listed barriers: <ul style="list-style-type: none"> • Financial barriers: the meaning of this was explained as the student is not able to afford necessities, not having transportation was the example provided. • Transportation: No vehicle, no bus pass, available where the classes are being offered. • Low faculty participation. Not all faculties turning in early alert. The instructor needs to put in Webadvisor a recommendation to alert the early alert counselor. Only a handful of instructors use this critical alert of the students' 	Part I of the Group-Natalie Culver-Dockins reported the key elements of our discussion at Table 4. <ol style="list-style-type: none"> 1. Financial –Not being able to afford (Books, Transportation) 2. Transportation 3. Low faculty participation in early alert. 4. Not coming in ready

	<p>needs.</p> <ul style="list-style-type: none"> • The student needs to work due to financial need, instead of going to class. • Conflict in schedules occurs for the student, especially given the holidays. • The student is not prepared to perform college work to be successful. Math is a good example of students not taking a math exam and is not ready to take the placement testing. Not academically prepared. • Career/Major: The student does not have a clear purpose or career goal. Not understanding the importance of exploring the right career goal. • Getting the student to have an informed goal to get ready to complete the major of their choice for a career choice. • Appropriate testing: The ESL students are choosing to take an English Placement test and should they used the ESL Placement Test to a higher passing score. • Identify the traits that will not allow the student to be successful. Show progress, completion, and look at the data and not ready to take college courses. If not ready based upon the assessment of the student, they should be guided to improve upon the areas of needed based upon a profile. • The grades of students of getting a “C” grade in each class were discussed. Anything below a “C” should be the students we should be looking at for student success. • The length of time to get through the required Math and English courses. 	<p>for classes.</p> <ol style="list-style-type: none"> 5. Don’t have career goal and why they are attending college. 6. Appropriate testing: stigma associated with ESL/Basic skills. 7. Need to identify predictors of success. 8. Length of time it takes to move through English and Math course.
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Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Topic	Discussion
Orientation by the Facilitator	What strategies can be identified for the students’ success with placement testing?
Barriers and Challenges	Listed barriers:

<p>to student success</p>	<ul style="list-style-type: none"> • Consistency in testing, measures, what is used, how it is scored. Placement testing is not used consistently at each of the colleges. The testing instrument is identified and is free to the student. The student must wait 3 months before they can take the test again. • Getting the results of the data of success rates and if there is improvement of results. • Inconsistency in the usage of Placement Testing occurs. The state of California is looking towards “Standardizing Placement Testing” to reduce inconsistencies. • If you are one level below what does success rates mean to improve their performance. If it is 3 or 4 levels out, will there be any success at all? And these students do not get a chance to enroll to be successful. • Required courses are based upon the students enrolling to the college and then to the major for • Reedley and Willow use placement testing with different multiple measures compared to Fresno City College. • The matriculation process involves assessment. • Diagnostic testing is not a good predictor of success. • Workshops for the students to take the placement testing in the tutorial center at Fresno City College to help achieve higher levels in scores. (GRE preparation exams were used as an example to help the student). • Coordination with the K-12’s needs to occur to allow for Math to be taken the senior year or have the High School students take the placement test in the Junior year of High School. Do I take the math test right after the course or do I wait a year then take it at that point? • More structured venues are needed with faculty math and English to have the discussion with K-12 to carry the weight of change that needs to occur. • Are there distractions in the testing areas with noise as an example; and the location of the testing site? Testing in the class or the cafeteria can be beneficial or provide a negative outcome to the results of placement testing.
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Additional notes:

Financial

Books

Transportation

Low faculty participation

Work conflict

Not being prepared for class

Don't have career goal
Appropriate test-ESL test vs English test (stigma)
Need to identify predictors
Length of time to move through the English & math sequence

Table 5 – Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Success:
 - Success rate has declined
 - Student preparedness –basic skills
 - Access to support services
 - Limited course offerings-fill quickly
 - Course sequencing/scheduling
- Retention:
 - Personal responsibilities-family obligations
 - Access to support services – advising/tutoring
 - Resistance to take remedial course to better prepare students

Dannie brought up a good point that WI has a Health Science wing that is not being utilized yet. Ron noted that courses have been cut due to the budget but the District is working on increasing the offerings.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Unprepared Students from High School to College

- Require short courses/assessment to ensure preparedness
- Curriculum alignment between HS & College
- Offer or mandate class on “how to be a college student”
- Increase communication between HS and college-mandated summer readiness course or event

Additional notes:

Success rate has declined in advanced occupational
Student preparedness –basic skills
Access to support services-advising/tutoring
Limited course offerings
Course sequencing/scheduling
Personal responsibilities-family obligations
Access to support services-advising/tutoring

Resistance to take remedial course to better prepare students

Table 6 – Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

An overarching barrier to success is the definition of success.

Barriers to Success

Class availability –

Students get jobs before completing program

Uncertainty of career goals

Life circumstances

Occupational classes are higher level of difficulty – less successful

For general students – no perceived connection between classes and real-world applications

Barriers to Retention

Retention rates for CTE are very, very high

Only 5% of advanced occupational failed the class - if they stayed, they passed.

Are all certificates needed if they are getting jobs before they get a certificate?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Placement test

Look at data from high school English grades and see if they are correlated to success in college English classes.

Make students aware of challenge process

Make students aware of study guide for placement tests

Get basic skills class done first

Offer short-term reviews before students take placement test

Additional notes:

Availability-lack of classes

Employed prior to completion

Uncertain of career goals

Life circumstances

Table 7 – Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

-Starting students are lacking basic reading and math skills to be successful in their CTE classes. Especially provide basic skills classes in the summer.

- More emphasis on placement tests
- More flexible schedules, not one course per year, but each course should be available each semester
- Slow curriculum process
- Lack of awareness
- Unemployment rate
- Lack of Transportation (not just for CTE, but for all)

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- We need an electronic SEP and district wide access by all counselors. Not just the first semester, but comprehensive. Datatel has it, Contra Costa is using it as a beta. Students can see the pre-requisites for each class. We need to implement it.
- Implement (or reactivate) Career Development Classes, and organize Fairs related to different majors
- Diversify the Orientation. It is different for older students than for students directly from high school enrolling at a CC.
- Access to instructors and counselors helps
- Bring counselors to the CTE area, do embedded counseling
- Embedded tutors build a better relationship with the students
- Improve First Year Experience
- Internship Developer assists students to go into the workforce at an early time in their studies
- Students need to go abroad, e.g. enjoy business experiences in different countries

Additional notes:

- Lack of basic skills
- Placement tests
- Cost & financial tuition (buying tools for occupation)
- Awareness of offerings
- Transportation

Table 8 – Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- What is considered an acceptable goal?
- What are the benchmarks?
- Success/Retention rates both going up, why?
 - Economic downturn
 - More CSU/UC-ready students
 - Change to repeat policy

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

- No imbedded remediation/intervention on CTE (non-transferable) courses
- Not understanding the path to transfer
- CSU campuses impacted
- Consistent uses of technology/resources by instructors

PERSONAL BARRIERS	STRATEGIES
Lack of finances	Streamline pathways/planning
Financial Aid Regulations (6 years, 90 units)	Focus on efficiency
Transportation	Utilize technology for instruction (DE)
	Better Coordination of course offerings through District
Personal obligation/Stress	More psych services at all campuses
	Stress Management workshops/classes
	Transition to College courses for freshmen
Motivation/Lack of focus	
Transition from HS to College	
Social issues	

Additional notes:

Transfer rates/degrees

Transfer to CSU/UC increased

The increase is good or do we really know?

Not enough mentors or they do not have a goal/motivation to pass classes

Retention rates higher than success

Consistency

Table 9 – Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Transfer Data –

1. Success and retention rates have increased by year for all areas
 - a. Barrier: students do not complete - Attributed to early alert

2. Basic Skills students may not be prepared and are trying to take transfer classes and are not successful
 - a. Barrier: not prepared – should be taking Basic Skills first
 - b. Barrier: course sequencing
3. Students at table indicated they thought they were going to have an easier time in college
 - a. Course offerings – if a student misses a course then they may have to wait a year to take the next offering
 - b. Some faculty may not be qualified in the students eyes (may have qualification but not a good teacher)
4. Barriers in progression:
 - a. Outside commitments
 - b. Family
 - c. Working because financial aid is difficult to get
 - d. Internet access or printing problems
 - e. Lack of access to technology
 - f. Lack of familiarity with resources that the college provides
5. Evening Students
 - a. Lack of services
 - b. Lack of access in evening classes
 - c. Computer labs not open
 - d. Software needed
 - e. Need lab techs
 - f. Space needed for plugging in
 - g. Business office is closed at night
 - h. Student commitment and effort
 - i. Lack of counseling services

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Career/ Life Goals and SEPs

- Disconnect with students not having a goal or SEP
- Mandated SEPs
- Updated SEPs
- Informed goal
- Realistic career counseling
- Career counseling
- Career services
- Cohorts for career counseling
- Technology that supports SEPs
- Peer grouping and counseling

- Discipline counseling
- Revisited advisors
- Having a place where students can volunteer who are almost finished and they can speak to students who are new and unsure
- Faculty advisors
- Find out what you want to do from HS to the College
- A certain level of maturity is needed

Additional notes:

Unprepared for college from high school

Unqualified instructors

Family, friends outside commitments

Lack of counseling/tutoring

Lack of personal technology

Table 10 – Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Retention rate and success rate are increasing.

Barriers for student transfer –

-Financial reasons

-Stay close home - some kids want to transfer and some kids want to stay close to home so they don't want to transfer.

-Goal setting, way finding - Not all students have goals – without goals tend to drop, need to develop an educational plan.

-No education plan – don't know process to follow to get degrees or transfer

-Recession- lack of motivation to go to school

-Matriculation process – students feel confusing

-Lack of information – students enrolled but don't know where are the resources

-20% are failing classes even they stayed in class – they stayed in the class but did not succeed, a lot of them disappear. Drop outs.

-Basic skills classes lose a lot of students – why (family reason, financial reasons, life challenges, no goals). A lot of our students came to us un-prepared. A lot of students dropped after 6 weeks and just to get financial aid.

-Being first generation – don't know the process to enter 4-year institutions

-Lack of family support-

-Poor teacher and student relationship – students got discouraged

-Access to career center and career resources

Additional notes:

Financial

They want to stay local-do not transfer

Students without goals

Motivation

Specific pathway to

Basic skills-success/retention

Dropouts due to Loss of motivation

Financial

Table 11 – Career Technical Education (CTE)

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Given this set of data, what are the barriers and challenges associated w student success?

(Seems as if majority of people at the table do not have the data set dealing with CTE)

Students focused on CTE seem to have higher success and retention; and as the curriculum becomes more focused, student success/retention higher.

Identification of major (area of interest) might assist in student success/retention.

Students might be bored in GE courses that have little or nothing to do w their major.

CTE—two years and you're done—the prize is in sight.

CTE students seem to be doing quite well (students at the advanced occ). Perhaps the beginning levels of CTE have lower success/retention—these are the students need to focus on?

Additional notes:

Outcome/completion farther away.

Scheduling issues? Look at more cohorts?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

PERSONAL BARRIERS: What strategies can be implemented to address the PERSONAL barriers and challenges to student success?

- Money—students don't apply for scholarship money. Need to do more marketing/advertising.
- Family issues—psych services.
- Increase info re tutoring/counseling/support services.
- PPT slides that faculty could pull into their class PPT...

Lack of self-confidence—more mentoring, more cohorts, social structures? Peer mentors?
FCC Student Success Club--

Additional notes:

Lack of interest in entry level classes
Lack of hands on training
End goal is in the distant future
Lack of clear, defined goals
Scheduling conflicts
Additional cohorts, learning communities

Table 12 – Transfer Success/Degree Attainment

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Barriers could be specific to the goal (i.e. Transfer to CSU, Transfer to CSU/UC, Not Transferable)

- Not connected with a “program” therefore do not feel a part of the college
- No “1st year” programs for incoming students: ex: Puente program
- The curriculum is more difficult for CSU/UC transfer
- People who have a clear goal are more likely to achieve the goal
- Knowledge of services
- Motivation to use services
- Transportation
- Lack of finances
- Scheduling / Course sequencing
- Need more basic skill courses

Faculty / Professional Development

Barrier / Strategy

- Technology / Mentoring (Mandatory & Non-Mandatory)
- Pedagogy / Identify best practices, point to good internal examples
- In house mentoring
- Doesn't seem to be a problem for Professional Development within the instructors specific area
- On-line teacher training program
- Reward System (i.e. ask Instructor to become a trainer)
- Need a process for reporting back to other faculty
- Assessment of reporting out

Additional notes:

Lack of finances

Course sequencing/scheduling

Language barriers

Family support

Table 13 – Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Challenges:

There is a consistency in increasing the success rates. We need to keep the trends up, they are both going up every single year. We are offering more online services i.e. online counseling and online tutorial. Students are learning to use the online courses.

We need to see the data from each of the courses.

Group shared that lower division courses tend to have a lower success rates.

Bb and Web Advisor are not connected... we have to get out of one to get into the other.

We need to offer virtual workshop to improve online pedagogy.

Student needs to be motivated to complete an online course.

Barriers:

Our district lack courses to complete an online degree.

Our district lacks online Student Ed Plans.

Our district lacks supplemental assistance for the faculty to improve their pedagogy.

Lack of having an advocate at the district level to make sure our district has an online degree, faculty development.

There is a lack of ensuring authenticity of students doing the actual work.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Barriers:

Lack of exposure to career options (awareness).

Ninth through twelfth grade students have of a lack of resources regarding career development.

There is a lack of access to counselors to assist students in career options.

There is a lack of other industries (other than education, health, law enforcement).

Challenges:

Need to require a Student Educational Plan for students who have an objective in completing.

Need to increase awareness of the campus Career Center.

Need to increase partnership with K-12 and industry to increase the level of career awareness.

Early identification of a career pathway STEM, Voc Ed, etc...

Additional notes:

Student knowledge of Internships.

No SEP

No complete online degree

Disconnect on the various platform

Extended services online

Subject matter (ie math)

Access to technology

Info sharing-collaborate

Table 14 – Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Student Success: Face-to-Face VS Online; Success & Retention Rates by Delivery Method and Year.

Barriers:

1. Not enough trained staff for distance ed instruction.
2. Misperception of on-line education – They (students) think it's easier.
3. No consistence (district wide) on-line readiness tools
4. Some students want all online courses to be the same; however, different instructors will want to be able to design their own class.
5. There appears to be a disconnect between student and instructor perceptions of readiness to take online courses.
6. Not enough online support for online students.
7. Testing – who is taking the test?

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Faculty/Professional Development

1. Faculty needs more training in how to help remedial, generation X, generation 1.5, etc.
2. Allocate resources to do the above.
3. Training in assessing students (in class) learning abilities & implementing teaching strategies.
4. Encourage faculty in-service training.
5. Encouraging faculty to meet for small group discussion for a book club (College Fear Factor), Golden Hour, etc. for teaching strategies.
6. Have instructors meet to discuss the issues they are experiencing & strategize on solutions and/or discuss best practices.
7. Bring back summer institute.

Additional notes:

Not enough trained staff
Misperception re: online education
No consistent online readiness tools
Online class structure is different for each course
Misperception that students are tech savvy

Table 15 – Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

Pretty consistent year to year.

Distance Ed not doing as well as face to face

The gap is smaller than anticipated but something we can work on.

Students aren't doing very well over all with such a small number passing.

Although retention rate is good, success rate is low.

Some things we can do to take down barriers: technology—technology may not be as user friendly. Lack of technology. Students don't have clear understanding of expectations. (student may be taking a distance ed class, but doesn't own a computer)

Need more orientation on time management. They don't understand what it takes to take a class online.

One thing to explore is who is successful. Are re-entry students more successful, younger students are not? Motivation, technology.

Also the expectations from the instructor, understanding how the students communicate.

Generational differences.

Socioeconomic differences

Variety to expectations

Technology standards

Student geographic location makes it difficult to access services.

Some doing for time element to fulfill requirements.

A better understanding to the student of what is required of a distance ed class.

Students need an orientation ahead of time to know what technology they need and what is expected of them.

Although students have cell phones, they have other technology challenges. We assume they have internet but they may not, or they may not have laptops. Some students trying to do DE from county library and can't save work.

AB 508 compliance requirements.

Trial and error mentality—students who repeat classes and do better. Good to retain the students so that when they repeat they can do better.

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Competencies-pre assessment of technology.

Success is completing and passing the class.

Develop benchmarks of what success is.

Students should meet the outcomes of the course.

Achievement of course SLOs.

Grading needs to be more integrated with SLOs. If you're not meeting SLOs you're not passing the class.

Learning takes place. Even if student fails course, if they've learned one thing they have not really failed.

Subject matter competency.

We have trouble defining success because it is different for everybody.

Making more connections between faculty, counselors, etc. in order to help counsel students.

Linkages between faculty students and student services.

Student education plan—Career correlation.

Limited course offerings under student services to help students.

First semester students aren't prepared to declare majors but end up choosing something. Maybe first semester they should take English, math, etc.

But students do better if they are declared majors and will do better.

Scheduling—knowing what classes they should take in the fall, what to take in the spring.

Check with student second semester regarding goal.

Additional notes:

Socioeconomic barrier

Generational barriers

Variety of expectations from students and instructor

Access to support services

Timing of needed course work

Modality of

Table 16 – Distance Education

Part 1: Given this set of data, what are the barriers and challenges associated with student success?

- Compare distance ed classes to success rates of face-to-face classes
- Based on data collected, there seems to be barriers to success in distance ed classes as the rates seem lower than traditional classes.
- What are some barriers that distance ed students face:
 - Lack of self-discipline

- Structure is important for students
- Less accountability
- It's more difficult for instructors online to keep students motivated and engaged.
- What kinds of pedagogies are used online for instruction?
- More training needed for faculty who teach online
- Need regular feedback from students on online teachers
- Lack of personal connection with instructor
- Lack of engagement
- Technology is a critical component
- Some students do not even have a computer or fast internet—do not have resources necessary to be successful
- Universities changing what is accepted as transferrable (ex. Bio)
- Many students don't want to deal with parking at FCC
- Tutorial center does not have resources for online students like they do on-campus classes

Part 2: What strategies can be implemented to address the barriers and challenges to student success?

Strategies:

Create inventory of what we do offer online.

- Counseling
- Library Resources
- KHAN Academy
- Offer virtual office hours (faculty/counseling)
- Require a 100% test required to move forward in online courses
- Embedded tutors/librarians that follow along with the course to better assist the student
- More advertisement to students about what services are available
- Require an online "how to survive an online class" test or video
- Offer online orientations for specific courses in addition to the college online orientation
- Have a required checklist/test that students have to test their equipment to make sure they are going to be able to keep up with the class
- Better training of faculty who teach online. Bring back Online Teacher Training Programs—focuses on ADA compliance, student services, resources available, etc.
- More consistent hours for online services (specify hours of operation for online services)
- Extra online services hours for peak times
- Ask students which times work best for online services
- More consistency will create more disciplined students
- More collaboration between colleges on services available online
- Cohort services available districtwide
- Need to keep up with other colleges in our distance ed efforts because we are losing money and students to the schools who have a better handle on distance education.

- Commit to offer fully online degrees
- Need resources and support for offering other services online and allowing students to submit forms online

Additional notes:

Lack of discipline

Structure

Lack of accountability

Using best technology

More training for instructors

Lack of Personal engagement