



College Council Committee Minutes

October 22, 2019 | 2:00-3:30 | 3134 & N3132

Committee Description:

College Council is a central committee that acts as an advisory group to the Superintendent/President for Board policies, administrative procedures and district goals, plans and priorities. It is a communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for college-wide information. College Council is responsible for approving new college-wide committees and revisions to existing college-wide committees, acknowledging and reviewing initiatives and end-of-the-year assessments from specified content committees, conducting and analyzing the faculty hiring prioritization process, providing new program development recommendations to Planning and Budget and the Academic Senate, providing new restrictive fund faculty recommendations to Planning and Budget and reviewing proposals and making recommendations for program revitalization, suspension, and/or discontinuance.

Committee members:

	Jason Curtis, Interim Vice President for Academic Affairs, Co-Chair of College Council	X	Steve Leone, English Division Chair
	Bret Clark, Division Chair, Physical Sciences, Co-Chair of College Council		Jodi Meyer, North County Faculty Representative
X	Jill Stearns, Superintendent/President, <i>Ex-Officio, non-voting</i>	X	Matthew Green, Director WED & Community Programs
X	Mark Sanchez, Vice President for Student Services and College Centers	X	Heidi Webber, Counseling, Student Services Representative
X	Dan Troy, Vice President for Administrative Services	X	Roland Finger, Academic Senate President
X	Maria Escobedo, Dean for North County Campus and South County Center		Debra Stakes, Physical Sciences, CCFT Representative
X	Madeline Medeiros, Dean of Arts, Humanities and Social Sciences, Academic Affairs		Hunter Perry, Cuesta College Classified United Employees Representative
X	John Cascamo, Dean of WED, Academic Affairs		ASCC Representative
	Genevieve Siwabessy, Dean of Student Services	X	Melinda Weaver (minutes)
	John Stokes, Engineering and Technology Division Chair	X	Guests: Alex Kahane, Lara Baxley

Committee Initiatives:

ACCJC Standard(s)	In Progress	Complete	Timeline	Initiatives
	X			1) Monitor the progress of the 2020 Institutional Self- Evaluation Report
	X			2) Collaborate with the Academic Senate to assess the faculty prioritization process
	X			3) Monitor the progress of the Guided Pathways plan
	X			4) Improve communication to the college community regarding College Council activities

ACTION ITEMS	NOTES	FUTURE ACTION
1. Approval of minutes	<ul style="list-style-type: none"> • Motion to approve First: H. Webber Second: J. Cascamo Approved unanimously 	
2. Approval of agenda	<ul style="list-style-type: none"> • Motion to approve First: D. Troy Second: H. Webber Approved unanimously 	
3. Timekeeper: D. Troy Computer: H. Webber		
4. BP 4025 and AP 4025 Philosophy and Criteria for Associate Degree and General Education – 2nd Read	<ul style="list-style-type: none"> • BP and AP 4025 are back to College Council for second read. Last time here there was no feedback. • They have been approved by Academic Senate. • Motion to approve First: D. Troy Second: S. Leone Approved Unanimously 	

5. Institutional Self Evaluation Report (ISER) Drafts – 2nd Read/Approval Standard II.A and 1st Read Standard II.B and Standard II.C

Standard 2.A

- Why weren't ADTs, other data updated? Numbers will be added.
- Analysis/Evaluation Page 2: "Instructional programs rigorously reviewed..." "rigorous" is subjective and hyperbolic.
- Page 1 6th paragraph, 2nd sentence: "Curriculum proposals are developed...which ensures rigorous..." Rigor is difficult to prove.
 - Look at "rigor" literally and figuratively. Standard asks that it's appropriate to higher education. Curriculum Committee's standards for textbook selection are an example of rigor. They follow their process but doesn't mean they can back up with specific evidence.
- Writing team will take feedback such as wording into consideration when working and include "rigor" and other descriptive words when deemed necessary.
- Motion to approve, with understanding feedback will be incorporated. Can be added before it goes to the ASC for final approval.
 First: H. Webber
 Second D. Troy
 Approved Unanimously

Standard 2.B

- Went to Academic Senate for first read on October 11, 2019.
- Clean, straightforward
- Some feedback has been incorporated.

2.B.3

- Dinged on this standard the last time? It was on Information Literacy. All English uses LILA which satisfied the requirement last time, but not all students take 201A now. May need another way to address how it satisfies needs for all students.
- Library working with English fac to use LILA. Mention that any student taking transfer level courses need to take LILA. Show in evidence—link to LILA.
- Steve will draft a description about LILA and recommend where it should be placed.
- How are others around the state addressing this one? Look for examples to follow.
- In the beginning paragraph, Library at all locations, SCC a sufficient? Have to offer over 50% of a degree for other services to be recognized. Need to reference CMC along with the campuses.
- Page 6 Analysis/Evaluation: Saturday hours just now approved just now mentioned Thought it would be earlier in the standard. Could also be added to the chart.

Standard 2.C

- Excellent first read.
- There is a matrix visiting team members use. Shows how they parse out a standard. Helps answer the question "How?" when writing to a standard.

2.C.1

Standard II.A

- Writing team will take into consideration feedback regarding usage of descriptive words such as "rigor".

Standard II.B

- Address that any student taking transfer level courses need to take LILA.
- Add LILA as evidence.
- Steve will draft a description about LILA and recommend where it should be placed in II.B.
- Reference CMC when addressing Library services.
- Reference approval of Saturday library hours earlier in standard or add to chart.

Standard II.C

- II.C.1--Add another evidence piece with Cougar Pantry reference in par 1, sent 1.
- II.C.1--Add evidence in par 1, sent 3 instead of restating prompt.
- II.C.1--Hanover Survey: Use questions geared toward dropped students and rewrite to focus on those.

	<ul style="list-style-type: none"> • Paragraph 1, sentence 1: How we evaluate the quality. Give another example of evidence alongside Cuesta Pantry. Something more directly related to student-learning. • Paragraph 1 sentence 3-repeats the standard, nearly word for word. Add an example. • How do we ensure DE quality for students? <ul style="list-style-type: none"> ○ Cynthia’s work and her position. Learning the modality, constant training. Cynthia has issued surveys to students. Those can be used. <ul style="list-style-type: none"> ▪ If what’s being taught in the training isn’t being demonstrated in the online courses, it will be called out. ▪ Better not to include the thoroughness of the training? Good thing to highlight but will speak more to professional development than quality of online education. ○ How do we assure quality and support for DE students? Moved to Zoom online video conferencing for access to academic counseling. Bottom of page 9 provides examples. • Have we surveyed DE students regarding student support services? CCSSEE. Can we use something from that? Haven’t looked at the whole report, but it’s possible. • Paragraph 2: APPWs and CPPRs--Important to explain how we assess DE services and how they’re part of the APPW and CPPR. Need to address that part of the prompt. • Last paragraph: Hanover Survey—How does it address the standard? <ul style="list-style-type: none"> ○ Questions in the survey address general Cuesta programs. There might be a better place for citing this survey. ○ Survey was more academic driven. ○ Some questions were about satisfaction--specific questions geared toward “dropped” students. Could rewrite to point to that piece of the survey. <p>II.C.3</p> <ul style="list-style-type: none"> ○ Was the table created for the report? Yes. 	<ul style="list-style-type: none"> ○ II.C.1—Use surveys generated by Cynthia for DE evidence ○ II.C.1—Address DE assessment in APPW/CPPRs
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<p>6. Equity and Student Success Committee: Change in Description and Membership</p>	<p><u>For 2019-2020</u></p> <ul style="list-style-type: none"> • Last year for BSI Coordinator. Need to make change for coming year. • Committee description has had BSI Coordinator as a voting member. Rather than removing the position, replace instead with 1 faculty member-not in Math, English, SDS. They already have members defined in the description. • Also need to update co-chair selection process. BSI is designated as co-chair. Instead would keep dean as one co-chair, have 2 at beginning of year with 1 a faculty member. <p><u>Immediate Change Request</u></p> <ul style="list-style-type: none"> • Remove Credit/No Credit 3SP, Student Equity and Basic Skills Initiative from description. Replace with Student Equity and Achievement Plan. SEAP encompasses all the other plans. <p><u>Questions/Feedback</u></p> <ul style="list-style-type: none"> • Anticipate faculty volunteers? Yes. • Problem having 2 faculty members from same discipline? Have had 2 from same division in the past. <ul style="list-style-type: none"> ○ Having another Math or English faculty could be beneficial with implementation of AB 705. ○ Don't eliminate divisions who want to participate, although Math, English and SDS have representation. • Necessary to have 3 co-chairs? With Que's work, thought of making SSC Director a permanent chair then 2 other co-chairs. Having 3 hasn't been an issue. 	
<p>7. Guided Pathways Implementation Team: Membership Change Proposal</p>	<ul style="list-style-type: none"> • The 3SP position on the committee has been vacant since spring 2019. Recommending replacing with a Student Services Administrative position appointed by VPSS. • Currently counseling faculty do not have a position. Heidi is on committee as a co-chair, not as a Counseling faculty representative. • Add a Marketing and Communications position. Often communicate with Shannon and Ritchie for marketing events, etc. Having position on the committee gives opportunity for one of them to be present and provide immediate feedback/information. 	

<p>8. Cuesta College 2020-2023 DRAFT Strategic Plan – 1st Read</p>	<ul style="list-style-type: none"> • Chancellor’s Office updated Vision Goals data last week. • first 10 pages of the plan are table of contents, mission/vision, acknowledgments, superintendent/president’s message, process for developing the plan. Follows format of 17-20 plan. <ul style="list-style-type: none"> ○ page 11 par 2 Sept 30, 2016? Why that date? When developing the new Strategic Plan, using Education Master Plan, Facilities Master Plan, and Technology Master Plan. Education Master Plan goes through 2020 and is still guiding the college. • Goals/Objectives page 13 <ul style="list-style-type: none"> ○ IG 1 Access-new SCFF 70% funding built on FTES and equity focus. Prominent through the master plan. <ul style="list-style-type: none"> ▪ IG 1.A imbedded in SEP, AB 540, CCPG, etc. ▪ Focus on outreach, limiting factor on access? With Outreach Cuest sometimes selling something it doesn’t have, not matching what we really offer. How about “program development and targeted outreach”? Yes. ▪ SCFF has completion as more important than access. ▪ Bringing in low-income students good but important to provide services for that student population. ○ Goals 2-5 integrated because in SEP and recognizing CO requirements for aligning goals. <ul style="list-style-type: none"> ▪ Limit from CSU and UC? directly from • Looking at 2-5 come from Local Vision Goals, minus Equity Goal. Why? Equity is meant to be cited in each goal, not separated out. Something that can be put into Strat Plan introduction-language from SEAP. • Opportunity to bring equity language into each goal? Strategic goals are serviced by the Equity Plan. <ul style="list-style-type: none"> ○ Put Equity in the introduction and in each goal. ○ Explicitly state Cuesta wants low-income students to attend and want to provide services to help them achieve. • Retention piece is important. Can it be added somewhere? Another measure in 7.A. • Completion—2-pronged retention and completion—put it in 2.A? • Goal is to simplify and align. Retention is part of completion. Calling it out means another metric to measure. <ul style="list-style-type: none"> ○ Persistence. Tend to lose students between semesters. Way to use that language and be specific with what we are doing between first and last semesters to retain students? ○ Can blend in retention with student drop data. More of a measure, not an objective. • Going to Senate this Friday. Plan to get finished plan to December BOT meeting. 	<ul style="list-style-type: none"> • Mark will work to integrate Equity into plan to reflect mission and work of the college.
<p>9. Cuesta College Student Services- Financial Aid Management Restructure</p>	<ul style="list-style-type: none"> • Meeting time ended before this item was presented. Because it is an information item, committee members will review and send any feedback to Mark. 	<ul style="list-style-type: none"> • Members will review information and send Mark any feedback.

10. Summary of Meeting and Action Taken	<ul style="list-style-type: none">• September 25 minutes approved unanimously.• Meeting agenda approved unanimously.• BP and AP 4025 were approved unanimously• ISER Standard II.A draft returned for 2nd read. Received more feedback to be taken back to Accreditation Steering Committee to approve/not approve.• ISER Standards II.B and I.C drafts presented for 1st read. Committee provided feedback that will be taken to Accreditation Steering Committee to approve/not approve.• Recommended changes to the description and membership of the Equity and Student Success Committee were presented and discussed.• Recommended changes to the make-up committee members was presented.• Committee gave feedback regarding the 2020-2023 Strategic Plan, emphasizing how important it is for equity to be highlighted throughout the plan.• Financial Aid Management Restructure wasn't discussed. Members will send Mark any feedback they have.	
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