

**Pierce College Academic Senate
Minutes of March 27, 2006
College Services Conference Room**

Members Present: B. Benne, P. Brown, R. Follett, I. Goodman, B. Hart, G. Hobbs, K. Holland, L. Horn, C. Kocs, L. Koller, D. Levine, S. McHargue, K. Oborn, R. O'Neill, B. Odello, M. Pawlicki, D. Phoenix, C. Rooney, T. Rosdahl, D. Schutzer, P. Stein, L. Thouin, M. Weiser, D. Wittman
Guests Present: S. Gerstl, M. Pracher, A. White

The meeting was **called to order** at 2:18 pm by Izzy Goodman. The **agenda** was adopted by consensus. The **minutes** of March 13th were approved by consensus.

Treasurer's Report—David Schutzer No changes.

College Administration Report—Shelly Gerstl

- Enrollment report—Pierce was #2 in head count; as of week three only Mission had greater percentage of increase in head count.
- In the admissions office they are going ahead with summer and fall registration; on-line admission for those sessions has been available since Fall; students who applied on-line for those sessions are now being scheduled for assessments and counseling appointments.
- Admissions can now send a message from any department that would like to contact students who have indicated an interest in a particular field.
- The big project throughout district is ID conversion to stop using Social Security Numbers. That will happen over the weekend of July 21. The SSN will be moved to a new field; each student will be generated an 88 number. ID cards with new numbers for continuing students will be generated and will be handed out at locations determined by Larry Kraus. New students will have to have their pictures taken in CopyTech.
- Temporary, heavy paper cards will be sent out.
- Rosters will not have SSNs on them; however, the new id numbers are still private and may not be posted or passed around on roll sheets.

Articulation Officer/Transfer Center Director—Elizabeth McCormick
No Report

Senate Vice-President's Report—Izzy Goodman

Serving Under-prepared Students

What beginning courses do under-prepared students take in your department?

What skills are they under prepared in ... reading, writing, study skills, etc.?

Do they take the wrong initial course in your department? Why? What should they be taking?

Is it clear to them what the initial course is in your department?

Do you think that it is your department's faculty's responsibility to help these students? Are you able to? Why or why not?

How can we best help them?

A Sheet of guidelines to show what class to take after the class you are in?

David Schutzer (Anthropology): They are under-prepared in all the skills in the same way as others. More should go through counseling. There is no initial course. All courses give introduction to the discipline. There is more difficulty with the natural science classes.

Shelley Gerstl: Perhaps there should be a counselor-tech (paraprofessional) who would be available during registration. Many students are getting their advice from the admissions clerks.

Colleen Rooney: Should extra counselors be hired at the time of registration? It might not be that simple. At the beginning of the semester, all of the counselors are on a drop in basis.

Pam Brown: The web page should be simplified so that the student has less reading to do when they first access it.

Mark Pracher: This change is in the works and InfoTech has been working with Student Services.

Richard Follett will speak on this topic at the next meeting on behalf of the English department; Kathy Oborn will do it on behalf of Administration of Justice.

New Faculty Mentoring Guidelines

There was a discussion that included why the mentor should be outside the discipline; discussion about non-teaching faculty being mentors and being on tenure review committees, verification that the guidelines meet the AFT contract.

Old Business

Accreditation Standard II. Student Learning Programs & Services, A. Instructional Programs 2. i.—

Mark Pracher

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

- By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?
- What institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate?
- How has the college identified student learning outcomes for its degrees and certificates?

Questions were discussed in reverse order:

Constance Kocs—Students pass classes and then become eligible for a degree.

Betty Odello—The new form for program review mandates a statement of expectations for each program.

Tom Rosdahl—The autotech programs are certified by an outside organization. Each course is certified according to their guidelines. (The other programs (nursing and vet tech) are also accredited by outside organizations.) Autotech courses are grouped together by the jobs that are usually done by the same individual in the industry.

Shelley Gerstl—Voc Ed programs get input from industry that funnel the students into the job.

Lyn Koller—IMPAC has developed outcomes for all biology courses.

First bullet—

Mark Pracher—Since programs larger than 18 units have to be approved by the state, the degree program is bigger than our local control.

Colleen Rooney—SLO's will be different on a course by course basis than they are in the larger degree program.

David Schutzer—Our classes require students to pass the test; there is no connection between the different classes (i.e. no social promotion)

Committee Reports

Pierce College Council— Pam Brown, T. Rosdahl, M. Weiser, open position

Report on PCC meeting of 3/24/06

The Council had a nice lunch meeting, and spent two hours reviewing the current PCC Charter and discussing a wide variety of possible revisions to it. No actions were taken. All of the proposed amendments were sent out to a PCC "Charter Taskforce" at the conclusion of the meeting for further study and discussion. Proposed amendments to the Charter require a 3/4s vote of the entire PCC body for approval. Some of the changes discussed at the meeting may become action items at a future PCC meeting. Proposed changes suggested at March 24 meeting included the following (references are to sections of the Charter):

- Part II, A, 1: earmark 1-2 seats for non-union (non-AFT) faculty members
- Part II, A, 3 (a): allow "alternates" to attend meetings and serve with full voting rights as substitutes for PCC members who are absent
- Part II, B, 1: elect PCC Chair & Vice Chair for 2 year terms instead of 1 year terms; and hold elections during Spring semester (just before the new fiscal year begins)
- Part II, B, 3: ADD: Agendas, related documents, and minutes will be posted or emailed to PCC members 72 hours in advance of meetings
- Part II, C, 1: ADD (to the PCC Executive Committee) the following members: VP of College Development, Chapter Chair, Administrative Unit, Vice Chair of PCC, WEC Chair.
- Part II, C, 2 (b): Under "Responsibilities" of PCC-exec, emphasize that ANY PCC member can submit agenda items & motions, not just PCC-exec.
- Part II, D, 1 (b): The section, concerning "long range strategic planning" responsibilities of the PCC, should be revised to note that the body has the authority to review 5-year Plans and Goals proposed by administrators
- Part II, D, 2 (c): Section states PCC has authority over "Assignment or removal of shared governance responsibilities in various areas of college business." Is this accurate? Does "business" mean fiscal matters, or any college business? Should the section be modified? Or stricken from the Charter?
- Part II, E, 1: We have year-round instruction, now. So strike "during the school year" in "The Council shall meet at least once a month during the school year."
- Part II, E, 3: Should the definition of a "quorum" be re-worded to include alternates for PCC members?
- Part II, E, 5: ADD "or near" after "posted in." ADD "Agendas, related documents and" before "Minutes." Following "distributed" ADD "electronically, no later than 72 hours before the meeting."
- Part II, E, 5 (e): CHANGE TO: "Senior Staff and Personnel Supervisors"
- Part II, F: "Special Meetings" - STRIKE this entire section.
- Part II, F: Part 4. Once every two years," This section belongs at the end of Part D, after sections 1 – 3. It was mistakenly located in the wrong place. CHANGE the entire paragraph, "4. Once every two years, beginning with..." TO: "Once a year, the PCC shall conduct a Self Study of its shared governance operations and effectiveness."

To see the current PCC Charter (approved Dec. 2002), visit the Pierce College website under the "Organizations" tab. All constituents to PCC are encouraged to review the Charter of the PCC our main shared governance body, and submit ideas and thoughts for Charter modifications to their Council representatives.

Academic Policy—Izzy Goodman

They will be discussing the policy for creating a new discipline

Curriculum—Lyn Koller

No Report

Educational Planning Committee—Izzy Goodman, Colleen Rooney

No Report

Professional Ethics—Betty Odello

No Report

Professional Growth and Development—Kathy Oborn

Will report next time

Technology Management Committee—Jill Binsley, Gail Hobbs

No Report

New Business

How Should the Academic Senate Evaluate Itself?

- The discussion included:
- What should be evaluated?
- Are we dealing with appropriate issues?
- Is the process appropriate?
- Should we devise an anonymous questionnaire regarding goals, procedures?
- There should be a basic handout sheets for Senator's duties.

Adjournment was at 3:40pm.

Respectfully submitted,

Diane Levine