Gavilan College Learning Council
October 3, 2014
Minutes

I. Greetings/Introductions: B. Arteaga

A. Attendees:

1. Kathleen Rose
2. Fran Lozano
3. Susan Sweeney
4. Kyle Billips
5. Blanca Arteaga
6. Colette Marie McLaughlin
7. Ellen Waddell
8. Lynda Kerr
9. Randy Brown
10. John Lawton-Haebl
11. Kyle Hull
12. Scott Sandler
13. Doug Ackerman
14. Stan Wolosz
15. Pat Hendrickson
16. Annette Gutierrez
17. Maryann Sandidad
18. Doug Martin
19. Eddie Cervantes
20. Evan Gilstrap
21. Zitel C. Anyeneh

II. Reading and Approval of Minutes: S. Sweeney

A. Member vote:
   1. Motion to approve: John Lawton
   2. Second motion to approve: Lynda Kerr
   3. Unanimous approval by all in attendance

III. Reports of Focused Inquiry Groups (FIGs)

A. Communication: B. Arteaga
1. Goals: provide a way to communicate information to all stakeholders
   1. Centralized Calendar of Events-Eric Deitz is taking the lead.
      Combine all calendars into one institutional calendar.
   2. Steps to Success-provide visual for students on myGav for review
      of progress. FIG will gather feedback eventually.
   3. Student Email Guidelines criteria are being developed by the FIG
      at this time. Once FIG has completed their draft, it will be
      disseminated for consideration and suggestions.
   4. The PIO is currently working on a new college logo.
   5. ASB-goal to create electronic elections and alerts.

B. Gavilan College Fresh Mondays Food Pantry; R. Brown
   1. Spring 2014 semester had the first attempt at providing needed assistance
      to students. Attempting to continue the service this semester. The pilot will be
      tracked with selected students before rolling out to full campus.
   2. Gavilan College Work Study Fresh on Tuesdays Distribution and Publicity
      Coordinator--Fall 2014

a. This student will work approximately 5-8 hours a week coordinating
   publicity, recruitment, sign-ups, and spread sheet showing which students
   have signed up for the Fresh on Tuesdays produce distribution program in
   conjunction with St. Josephs Center in Gilroy.

   i. Student will distribute food delivered by St. Joseph's from a
      fixed point on campus and will ensure that recipients complete
      paperwork as appropriate.

b. Specifically, student will:

   i. --create and keep updated a flier to recruit interested participants as
      they can be accommodated
   ii. --maintain a second flier with Fresh on Tuesdays policies and
      procedures to give to each participant/recipient
   iii. --collect and keep confidential contact information and schedule
      information for interested participants, maintaining a spread sheet
      for easy access and keeping the information securely backed up
   iv. --maintain weekly contact with participants and with wait listed
      students to determine how many boxes of produce are needed
   v.  --communicate weekly totals to St. Josephs Family Center to
      "order" the right number of boxes
   vi. --stand by at agreed upon time and place to receive boxes from St.
      Josephs Family Center driver
   vii. --distribute boxes during agreed upon and publicized hours,
      collecting student signatures and paperwork as needed
   viii. --communicate with wait-listed students as needed
   ix.  --enforce any agreed-upon policies about no-shows, and distribute
        their produce to wait-listed participants
x. --aid in evaluating and improving communication and logistics as needed

c. Student will and may not drive her or his own or other vehicle as part of this assignment.
d. Student will be supervised by CalWorks director.

C. Habits of Mind: S. Sandler
   1. Focused on self-advocacy for FALL 2014.
      1. Students are encouraged to speak up to get what they need.
      2. Increased students have joined the committee to develop ideas.
      3. Student projects-needs of students prior to enrolling in college.
         Peer mentoring /video on Twitter feed/and on Face Book page.
      4. Ask Me Campaign: button announces that person can answer questions. FIG has buttons to give out to those who are identified as a resource for students.
      5. Did you know? Slides for students on iLearn to be expanded to faculty and staff.
      6. Johari Window activities now being used on campus to identify needs in specific contexts.

D. Information and Referral: A. Gutierrez
   1. A student is compiling resources to organize supplies and information.
   2. Kathleen Rose suggested the finished file be added to the mobile app.

E. Instructional Improvement: F. Lozano
   1. Currently reviewing work from last semester to discuss available services.
   2. Members will attend meetings on campus to listen to needs and see what they can do to help.
   3. Kathleen Rose added that the California Community Colleges has launched a community action committee with a free financial course available to all students.
   4. FIG will use Appreciative Inquiry for group discussions going forward.

F. Veterans: F. Lopez

1. The Veterans Resource Center was relocated to Library 109 during summer 2014.
   a. With the expanded space, we are seeing new student Veterans taking advantage of the services on a daily basis.
   b. An average of 15 Vets a day are using the space on a regular basis and more are coming as they hear about the wonderful services available to them.

2. The Veterans would like to extend an invitation to the entire Learning Council to the VRC Grand Opening on Tuesday, November 4.
   a. General Peter Gravett, a 40 year Veteran and Secretary of California Department of Veterans Affairs, appointed by Governor Brown will be our keynote speaker during College Hour.
b. The Center will be open for a tour and there will be plenty of good food. We are excited to share it with you.

IV. New Business

A. 12:45 Incorporating a Sense of Community for Student Success in the Classroom
   Ellen Waddell

1. The Learning Council Title V has identified support services outside the classroom in support of our students. Now, the council needs to address success inside the classroom. Too many new college students leave after the first few weeks of their college experience. How can we help them succeed inside the classroom?
2. There is a need to identify courses/disciplines that routinely fall below an established level of expected persistence and success: 20% suggested.
3. Use criteria to initially investigate reasons for failure (actual criteria should be established by Faculty Senate):
   a. Is the prerequisite right?
   b. Is the course description accurate?
   c. Is the course being taught at the right college level?
4. If initial criteria are met, course needs to be evaluated further:
   a. Is the instructor developing a sense of community?
   b. Is attendance taken via sign-in or verbally?
   c. Is the teacher using new ways of teaching, such as flipping the classroom? NOTE: “Dumbing down” the expectations or curriculum is not being suggested.
   d. Further considerations:
      i. What are the best practices of courses/disciplines where retention/success are high?
      ii. Does the course need special services, such as a dedicated counselor or tutor?
      iii. Should the course be required to take actual attendance verbally?
2. Response: Sharing best practices
   a. Needs to be disseminated to full faculty. How do we expand conversation? Do we have departments set aside time to discuss best practices that create community? Kathleen Rose suggested a learning council representative to go to the Department Chair meeting and suggest presentations. Lynda Kerr suggested using the Did You Know slides for iLearn. Skit /Name game /
b. Learning Council recommended Ellen Waddell represent them at an upcoming Department Chairs meeting to discuss concept with them.

B. 1:00 Student Learning Outcomes (SLO) Kyle Hull
1. Mission Statement developed to drive dialogue on campus pertaining to the assessment process. Needed:
   a. Must be a meaningful process.
   b. Must have equal participation
   c. Expand discussion
   d. Collaboration across disciplines
   e. We need to explain why continual assessment is needed.
   f. An assessment journal could be used to monitor process and be allowed for flex time
   g. There is a need for an online presence with discussions, resources, YouTube videos, best practices, shifting focus to the why, not centered on compliance.
2. SLO work as part of future contracts.
3. Bring people in to solve problems so that they become part of the solution.
4. Students will soon be able to access SLOs prior to registering in the course.
5. Concern was raised about who was completing the assessment, and if it was a true reflection of all sections being taught.
6. Also, adjunct faculty need to be compensated for courses they evaluate.

C. 1:15 Information Literacy Scott Sandler & Kyle Hull
1. Citation Project: How students use information for research.
   a. In-text citations - 6% show evidence of understanding of the larger text from which they were cited.
   b. Information literacy: More than just finding and citing. It is a set of skills, processes and dispositions we use related to our use of information.
      i. Addressing WHO is supposed to teach the skills? HOW is it best taught?
   c. Plagiarism: An opportunity to have a discussion with students.
   d. Why is it happening? Are there gaps in how we are teaching the research portion of the curriculum? Best practices possibilities:
      i. Annotated Bibliography-share scaffolding techniques
      ii. How to read an academic source/How to write the paper?
      iii. How do we deal with cultural issues? What model, or experience do students come to us with in terms of research abilities?
      iv. Identity issue: Students don’t feel like researchers.
      v. Learning Council Student, Zitel Anyeneh, response to discussion: Higher level courses expect the skills. It is supposed to be learned in high school, but it is not being taught. Make sure students take a prerequisite course prior
to taking course that requires skill because academic writing is different than casual writing.

vi. Gaps and Equity: How do we get them to see it as an investment? How do students know what they don’t know? We must address these issues before moving forward.

vii. Move information literacy into all classrooms, with goals to raise information literacy in teaching and learning and to use information literacy across the curriculum to deepen and accelerate learning of course content.
   i. Research skills for English 1A/Pilot Course (4 credits): Develop a course that partners with a learning community. Reports to department on progress monitors success. How does the pilot course inform curriculum above/below ENG 1A?
   ii. Identify information literacy skills now existing in SLOs. Look for gaps. Modify curriculum and SLOs to support information literacy.
   iii. Professional learning opportunities (College Hour workshops, department meetings, retreats, etc. with Information Literacy as focus) to build instructional strategies around this topic. Planned: a series of workshops associated with the same.

Writing Measures: Being fully literate is essential to getting a job. We must require it in all applicable courses.
Priorities-Address gaps - must be a priority
Often feels like teaching two courses.
Need to extend the Informational Literacy into other FIGS due to the overlapping nature of information and goals.

D. 1:45 Associated Student Body Website (On and Off Campus Resources)
   1. Website has student focused resources geared towards the ASB.
   2. Intends to expand website to include additional resources and create a larger website to appeal to a larger audience.

V. Closing Items

A. Submit items for next agenda by Thursday October 16th at 5:00pm
   i. A picture will be taken of the 2014-2015 Learning Council
B. Nex: Meeting: Friday November 7th 12pm-2pm N/S Lounge
C. Adjournment: 2:00 pm
D. Susan motion
E. Maryann second
F. All