# Counseling Meeting

**Thursday, May 20, 2010**  
**8:30 a.m. - 9:55 a.m.**  
**Location:** Captain's Room  

**Members:** Counseling and Matriculation Staff  

## Agenda

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**Next Meeting:** Thursday, May 27, 2010

'Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.'  

Dr. Seuss
Counseling Meeting Minutes

Thursday, May 20, 2010
8:30 a.m. – 10:00 a.m.
Captain’s Room


Guests: Al Avila, President – Faculty Association

Facilitator: Yvonne Teniente-Cuello, Department Chair

Note-taker: Cynthia Fuggs:

Academic Senate Update – Blake English

✓ Blake English informed the staff that Diane Glaser, Health Services attended an Academic Senate meeting to discuss the proposed no smoking policy on campus. The current policy states that students and staff cannot smoke within 20 feet of any building on campus; however Health Services is looking to expand that policy. (listed below) Blake requested departmental feedback comments, suggestions regarding the policy listed below to take back to senate. Noting that Allan Hancock College’s student health services is responsible for maintaining the current referral listing of tobacco cessation programs. Information lists on the subject of smoking may assist in the wish of individuals to stop smoking in a campus surrounding.

Counselor Concerns/suggestions – the ban of permanent employees smoking on campus (it is known that smoking is an addiction). The language is oppressive, and there is a tendency to lose the history of how it was agreed upon to enforce violations. There has been discussion of soft enforcement which would create a punitive environment. Does it mean that a permanent employee who smokes has to leave the campus during his/her break to smoke? If the policy is adopted the answer would be yes.

Action Item: To vote on the Tobacco Free Campus Policy

1. Option 1. Adopt the policy as it reads. Yea 0 Nay 23 Abstain 5
2. Option 2. Adopt the policy, however alleviate the disciplinary action stated in the tobacco policy to read: As a courtesy to others, Allan Hancock College encourages all students, staff and visitors to comply with the policy. Yea 0 Nay 25 Abstain 3

Smoking
Tobacco Free Campus
Board Policy 8991

In the interest of employee health and the general welfare of students and the public, smoking is not permitted in any indoor college facility or in any vehicle owned, operated, leased, or chartered by the District, except as may be required in theatrical rehearsals or performances. Smoking is not permitted within 20 feet of any district building or leased facility and is permitted only in designated areas. The Facilities Advisory Committee will be responsible for recommending the location of the designated smoking areas.
Allan Hancock College is a Tobacco Free College. Tobacco and tobacco paraphernalia are prohibited in all college vehicles, indoor and outdoor facilities, parking lots and all open areas. Only FDA approved nicotine replacement products are allowed on campus.

This policy and these regulations apply to employees, students, and visitors who use the facilities on the campuses or centers that are a part of Allan Hancock College.

This policy also prohibits:

- all sales, advertising, sponsorship, and sampling of tobacco products
- all campus organizations from accepting money/goods from tobacco companies
- tobacco advertising in all college related publications
- sale of tobacco products on campus

Signs prohibiting tobacco use will be prominently displayed and the policy will be communicated through, but not limited to, course schedules, catalogs, web-sites, and student and employee handbooks.

As a courtesy to others, Allan Hancock College encourages all students, staff and visitors to comply with the policy. Violation of this policy may lead to disciplinary action under the usual disciplinary procedures for employees and students. Visitors may be asked to leave campus grounds.

Allan Hancock College Student Health Services is responsible for maintaining a current referral list of tobacco cessation programs, information and literature on the subject of smoking that may assist individuals who wish to stop using tobacco products.

**Industrial Technology Update – Rayvell Snowden**

- Mr. Snowden thanked the staff for his attendance at the counseling meeting, noting that with the implementation of Banner, the numerous challenges that his department has faced and he welcomed counselors input.

  **Industrial Technology Departmental Concerns.**

1. The primary concern is related to High School Articulation agreements and the agreement that if high school students follow certain criteria, they would be allowed to enroll in the advanced course(s) at Allan Hancock College.
2. High school students do not receive their ROP certificates until June 2010, and AHC is in the midst of summer and fall registration, high school students will not be able to enroll in advanced coursework due to small facilities in addition to the fact that many IT courses have limited seating. With these limitations, articulation agreements are null and void. **Eligibility requirements for high school students are 2+2:** They must be enrolled in the high school welding program for two years. Yvonne reminded counselors that Santa Maria High and Pioneer Valley High Schools are on block systems. Therefore one semester at either of the high schools constitutes one year of program requirements.
3. Stephanie Robb has been meeting and working with high school faculty and staff informing them of the situation regarding the registration process. She is also inquiring if the high schools would be able to certify students sooner (early summer) so students would meet registration deadlines.
4. Automotive Technology instructors have dropped the prerequisites so students could enroll in courses. However, the department is concerned that students with very little or limited experience would be allowed to enroll in more advanced automotive courses, in which Mr. Snowden considers to be a “recipe for failure” for students.
5. Class cancellations.
6. The department having the ability to make decisions regarding override for students which may be based on experience, education, etc.
7. Mr. Snowden informed counselors that the automotive program as a strong advisory committee. Some of the committee members send their employees to AHC to upgrade their skills, train on new equipment and for recertification. With the current poly and blocks associated with “Banner” it may result in the lack of support and community participation within the industry sectors.
Counselor Concerns/suggestions –

1. If students come to the counseling department with transcripts indicating they have completed previous coursework at the high school (ex. Welding/ROP) and is enrolled in the next sequence, they should be given an override and cleared by Admission and Records.

2. It was suggested that the IT department provide a questionnaire of what are the abilities that the department is looking for when counselors meet with potential students. However, a concern was raised that counselors are not familiar with the industry sector and their requirements and therefore they would feel uncomfortable in making a recommendation to place the student(s) in advanced courses. This is the reasoning to refer students to speak to someone within the department to make the appropriate recommendation.

3. Upon departmental staff meeting with the student, the department chair would provide written notification for approval (clearance) based on his recommendation to Admission and Records.

4. The maximum number of seats (20) are allotted for each course

5. Matriculate high school student prior to completion of the 2+2 agreement by starting the process earlier.

6. It was suggested that every department has a code to clear students within their own department. Discussions are currently being held related to this topic.

7. It was suggested that the counseling component be removed because it is an Admission and Records barrier. Removal of counseling would expedite the process for students.

Joseph Martinez stated that Allan Hancock College has articulation agreements with six of the nine local area high schools in automotive technology and eight of the nine high schools in welding. Not being able to serve these groups is a disservice for local students who attend Allan Hancock College.

Mr. Snowden requested more of a counseling presence for students in Industrial Technology program, noting that one out of every 16 students have yet to meet with a counselor and there are students who are taking courses with no focus.

The staff was informed that two welding classes will be offered summer 2010, during the evening. Those courses are: WLDT 309 – Mini MIG (GMAW) and WLDT 335 – Flux Core Arc Welding (both are closed).

The IT department has lost two full-time faculty members in Electronics. Robert Alldredge will be returning as a part-time instructor in the fall. The department has been given approval to hire new faculty, however the department is not sure when the hiring process will take place.

The machine technology program is exploding and is a viable program within the community. Per the grant, funding has allowed the department to hire a full-time faculty member, R. Avery. Course offerings are in 3D printing, rapid prototyping and CNC programming.

A company in Santa Barbara who works with non-invasive camera equipment has proposed that AHC be allowed to teach at their manufacturing facility.

Counselor Concerns/suggestions – Due to the limitations regarding prerequisite enforcement, the department informed Mr. Snowden that follow-up is vital and it should be a priority in how departments clear their own prerequisites. An argument should be made that non-enforcement goes against the mission statement of the college. It violates Title V regulations which states that students should be able to complete a program in a timely manner. It was also suggested that someone follow up with Cuesta College to determine how they clear their prerequisites.
Prerequisite – All Staff

✓ For prerequisite enforcement the following recommendations were suggested:

a. Academic departments clear their own prerequisites. Prerequisites are a departmental responsibility because they are the ones who establish the prerequisites.
b. Admission and Records clears all incoming transcripts.
c. The Dean’s secretary will clear all appeals
d. Admission and Records clear all prerequisite provisional (1/2 sheet) and Brooke Souza will serve as the back-up during peak periods. It was also suggested that the department chair have the ability to clear students.

General Discussion – All Staff

✓ Following a lengthy discussion the following information are critical components that department needs to address and engage in future discussions, follow-up, implement policies and procedures as it relates to the department's perception and practices within itself and the overall perception viewed across campus. Prior to developing a policy the department Counseling Proposals are:

a. Develop policies and procedure based on what makes sense in addition to the ultimate roles of counselors
b. Develop an agenda,
c. identify issues within the department,
d. develop a strategic plan to be able to define and articulate the departments position,
e. be prepared at meetings,
f. create an argument around larger issues and define the counseling role to those within the department, student services, and the campus community, rather than reacting to situations,
g. individuals should look and define their roles; challenge themselves,
h. develop a proposal relating to prerequisites and present them to Admission and Records.

✓ Due to the length of the discussion, it was tabled for future discussion at the counseling meeting scheduled on May 27, 2010.

Student Learning Outcomes – Donna Bishop

✓ Donna presented a handout which outlines Student Learning Outcomes and the questionnaire of the orientation surveys in which she will be conducting on June 13 & 14, 2010. The deadline for the surveys is June 30, 2010.

Counseling Concerns/Suggestion: counselor suggestions were that the survey would need to be graded (for example, list three student support services at the beginning of the survey and at the end of the survey). Quantitative data would be obtained with the usage open ended question.

Applied Design/Graphic Arts – Jeanine Moret / Nancy Jo Ward

Jeanine Moret introduced Nancy Jo Ward, who has replaced Roger Kutz due to retirement. Jeanine presented a multimedia presentation, distributed handouts and brochure’s for the counselors, if you would like to view the presentation, Cynthia Fuggs has a copy at her desk. Highlights of the presentation included:

1. California has a huge base in arts and entertainment for graphic design students
2. Students can work as interns
3. Students need problem solving skills.
4. The industry is driven by technology and software
5. Average starting wage is $17.00 per hour
6. It was recommended that students should avoid private schools. Popular institutions for Graphics Arts are CSUN, San Jose, Fullerton, Monterey Bay (multimedia), and UCLA (transfer).

The next counseling meeting will be Thursday, May 27, 2010
1.1 Students will be able to identify at least five student support services.
1.2 Students will be able to identify at least three instructional support services.
2.2 Students will be able to identify barriers to their academic success.
2.2 Students will be able to identify strategies to overcome barriers to achieving academic success.

BEFORE your orientation session, please answer the questions below:

AHC College has several student and instructional support services to help meet students needs. How many of these services can you identify?

What AHC services have you already used?

What services will you need to be a successful student?

What do you see as your greatest challenges/barriers to academic success?

AFTER your orientation session, please answer the questions below:

How many services can you identify now?

Are there any services you would have already used if you had known about them?

What services that you learned about today do you think you will use?

After the orientation, how has your list of challenges/barriers changed? Have you added more or taken any off the list?

What have you learned today that will help you overcome the challenges/barriers you listed at the start of this session?
Matriculation Committee
February 17th, 2010  11:00 a.m. – 12:00 p.m.
Bldg. G 106A

Members: Charles Osiris (chair), Sharon Alldredge, Regina Smith, Angela Caballero de Cordero, Veronica Sánchez, Carol Van Name, Cynthia Fuggs, Rick Rantz, Ardis Neilsen, Roanna Bennie, Paul Murphy, Anne Cremarosa, Sofia Ramirez - Gelpi, Kate Adams, Mina Yavari, Thomas Sadowski, Rosa Olmedo, Adela Esquivel-Swinson, Shirley Rorabaugh, Robert White, Debbie Strange, Yvonne Teniente-Cuello, Heather Hewchuck, Will Bruce, Mark Malangko, Salvador Castillo, Rebecca Alarcio, Margaret Shigenaka

Agenda

“Together, we are partners in student success”

1. Welcome and Overview of Agenda
2. Overview of Matriculation / Purpose of Committee
3. Math 711 / Cut Scores (Paul)
4. Retest Policy (Sharon)
5. Banner (Sharon)
6. Pre-requisites / Co-requisites (Yvonne)
7. Noncredit Matriculation – Update (Angela)
8. Decision-Making Process
9. General Discussion / Frequency of Meeting / Recap
10. Adjournment
Minutes

Meeting commenced: 11:01 am

1. Welcome and Overview of Agenda: Charles: Welcomed the group, discussed the history, role, and function of the matriculation committee.

2. Overview of Matriculation / Purpose of Committee: Charles: This committee will be taking action and making recommendations. In accordance with the shared governance model, we will ultimately make recommendations to the student services council, which in turn, will be reported for recommendation to the college council. The committee exists to help students succeed, that is the ultimate goal. Paul: Proposed decision diagram? Interpretation is that the standing committees can report to many of the other committees in shared governance. It can also be relevant in other committee lines as well.

3. Math 711 / Cut Scores (Paul): Paul: Asked Nancy to attend as she is overseeing noncredit / community ed., as this topic goes beyond math 711, this committee is generally where the process in which changes in cut scores are decided for English and Math. In the past there were subcommittees that would bring forward research and suggestions for revisions. Sal is currently working on this research. The Math Dept. will be reviewing the placement process to include multiple measures in math placement. Math 711 is an opportunity to get student skills up to speed for success in the math sequence. Might have students who last took this type of class 20 years ago, or haven’t had it since 3rd or 4th grade. The idea is to have a less stressful learning environment, instead of having them repeat the class 3 or 4 times before they pass the credit version, we can take a better approach at meeting the needs of these students. Nancy: Going forward in implementing the offering of Math 711 again at the request of the math department. There are teachers that are qualified and eager to teach this math class. Recent directives from the Chancellor’s ask us to focus on the same things: basic skills, vocational prep, and transfer. We are narrowing focus and trying to look at these areas and build them up in several areas. This is a strong focus, preparing students for credit/vocational courses. There have been discussions about offering math/English for business settings to help those who need the preparation for job readiness.
Angela: Is this area still in development? Nancy: Yes, did an inventory with Chancellor’s Office through AP&P, this course will go through the same process as credit courses. We are now trying to align the semester schedule with the credit schedules. Considering managed enrollment so some courses may no longer be open enrollment. Regina: Are BSI funds being used for any of this? Nancy: Haven’t used any yet, maybe within the upcoming year. Angela: You mentioned a study having been done years ago to validate the cut score, at that time how was math 511 designated to correspond with the cut scores that were provided, does it no longer match? Paul: It never matched the area, these students would score into the lowest cut score and there was never a solid area or course for these students aside for 511/531. Nancy: Deborah Strance is very interested in confirming alignment and creating a better match in the cut score. Paul: She is the math department developmental lead and it is in her job description to make sure that a match is developed. Have heard that students are given the option to go to 511 or 531. Yvonne: Despite the recommendation from the counselor to go to the appropriate class for their level, the students have discovered that there is no block, so they will bypass advice because there is no restriction for them to go the next level up. Sharon: Can’t understand why there was no block. As we work with the new revised cut scores, if we can remind all that in AccuPlacer, 20 is rock bottom, there is no zero, so we should consider removing the zero. Paul: A larger issue is what will be used as the mechanism in the future if we want to make adjustments to math or English cut scores based on research. In the past, data has been used behind these recommendations, whether it is through a matriculation subcommittee or research, we need to get through the time lag. Going forward in integrating the non-credit can be in the sequence.

Yvonne: When we met with math faculty, it was a great opportunity to find out what the curriculum was. When they went back and explained the timeline for the course and how basic math was only covered in the first week, it clarified any misperceptions counseling staff may have had. Paul: Math dept. understands that there is a stigma attached to non-credit. Would like to move more towards a model where there is an administrative structure that doesn’t function in “silos” so that students feel more inclusive into the college environment. Angela: Changing the starting time, entry points, etc. are factors to improve student success. The way 711 is currently set-up doesn’t support student success and nurture the student. Nancy: The goal is to have this structure in place for the fall. Paul: We can look at 711 in the summer so that during the academic year the student can be prepared for credit courses by the fall. Yvonne: Currently working with EOPS for summer bridge and if we can work together for developmental math it would be a great option.

Sharon: Subcommittees for research? Charles: From this meeting to the next meeting, we will bring these ideas as a body and separate from there. Regina: What is the dropout rate? Paul: The success rate is around 50%. Counselors know that students will wait till the end to get math out of the way. Angela: What do the Title V regulations say about adding a prerequisite to the course? Nancy: Don’t think one can be added for noncredit. Angela: If math 511 is the bottom course and we are closing the admission to the bottom course, this will create issues. Nancy: It would be an advisory not a prereq. Yvonne: Right now the way it is reading on the student’s profile, is that it says “you must see a counselor” so that they can be advised on the appropriate math course. Paul: If we can provide the counselors with data that gives them keys for what to look for when offering options to the student we can help at the advising end. Veronica: What is the current makeup of the course? Nancy: 711 is a mix, and have gotten permission to keep open even though there is low enrollment. Paul: Maybe contact the math department and see the drop rate, if students have dropped 511/513, offer them the option to add the 711 if they needed a different pace. Will: When you start getting rid of the 511, most of the EOPS students are basic skills and depend on the credit courses for financial aid. Charles: Where are we right now in terms of recommendation to the committee? Angela: If we are looking at recommending
advising, adding the advisory to math 511, what is different now? **Paul:** Keep in mind that arithmetic is 7th grade math. So 711 is K-6 math, times tables, division, and the like. **Veronica:** Would like to look into having a hard block for 511, see a lot of students who are on probation because of that. **Action item:** Charles will have Brooke look into creating the hard block for programming for math 511/531 as it is not in accordance with college policy.

**Charles:** Where are we for the advisory for 711? **Sharon:** The problem is that not all students go to see a counselor. **Paul:** Since there is no grade issued in 711 it cannot be an advisory, so an idea could be – on completion of 711, the student is eligible to retest. Keep in mind that these are probably the same groups of students who work in English noncredit as well. **Angela:** What about having an advisory on the profile for placement that recommends the class, and also recommends that they see a counselor. **Yvonne:** So there will be a block for 531. **Will:** Will there be a chance that math will say that they will get rid of 511? The hope is that the institution doesn’t go the route where the 511 students get pushed out the door to cover noncredit and math 300’s and 511 students are left behind. **Paul:** The national movement is to reduce courses, but provide more content – a 6 unit math class. It is a more concentrated focus on getting all the important skills, but don’t see it happening here for a while. **Sal:** Some community colleges are doing this in California with the hope that it will reduce the possibility of not succeeding, and improve the passing rate for math. If you squeeze the path in the math sequence closer to where there are 1 or 2 classes in that bridge, it reduces the probability of dropping the course. **Angela:** Recommendation – Profile would say once score is given 711 registration advised – see a counselor for more information (depending on character limit). **Sharon:** Is this something we want to try and get done right away? **Paul:** The sooner the better for students that are testing now. **Action item:** after making the recommendation, find out who will implement change in banner. **Charles:** Committee in support of recommendation? **Committee:** All in favor.

4. **Retest Policy (Sharon):** **Sharon:** Retest policy currently has 2 pieces; one involves the high school student that takes the START test the last 2 weeks of April when we go to the high schools for testing. This student vs. all other college students. The current retest policy which was recommended by the matric committee in 2005 states, “If a student has already taken the START test and after testing, has successfully completed a math or English course in high school or an accredited college other than Allan Hancock, s/he is eligible for a retest.” The high school student currently has the right to automatically retest because they go for another month of classes at their high school after they first take the START test. Discussed at last week’s counseling meeting w/the change in timeline, and due to Banner changes with a new start of April 26th, doesn’t make sense for them to retest because school isn’t finished yet. Want the student to come in more prepared for the test. There is not adequate preparation for the student to test better in such a short time period. Recommendation is to revisit testing policy, and look at what makes sense. Counseling dept voted that the high school student be held to the same retest policy as the current Hancock student, 7 days passed and within 5 points. Also might want to consider, is there something to be said for requiring a longer waiting period? Many colleges have longer waiting periods for retest, 2 weeks is the minimum, either wait till next semester, or a one-time retest then they will not allowed to retest after that. Personal recommendation is to move from the 7 days to the 2 weeks. Still allowing for the appeal process.

**Rick:** One issue we had recently was with a student who was not within the 5 point range, passed math class in high school with an A, and for some reason he wasn’t able to retest because he wasn’t within the 5 point range. **Yvonne:** That is grounds for an appeal. **Angela:** Or counseling/advising, they should go see a counselor. **Sharon:** The information I am providing has been acquired off of the listserv. Colleges in California are moving towards a much stricter retest policy to reduce the cost of test units. Need to set something in place so that students are more
successful. We retest all 506/507 students, ESL classes, those are automatic retests, or with instructor recommendation. **Charles:** Is it reasonable to ask what best practices exist for a second proposal with extension of timeframe? **Sharon:** Will try and go back and get more data. **Charles:** Agreement that high school students adhere to same retest policy as current students? **Committee:** All in favor. **Charles:** Table the discussion on timeframe to next meeting. **Sharon:** March 8th we are going online with banner, certain pieces of our website are going into the live version, need this approval so the changes can be made on the website. **Yvonne:** A lot of students come in two weeks before school starts. **Charles:** 2 week extension? **Committee:** All in favor.

5. **Banner (Sharon):** **Sharon:** Wanted to make everyone aware. Students **must** do the admissions form before they can test. A high school info card is almost ready to go for printing so it can be distributed to all feeder high schools so they are aware of the new procedures. The card will tell the student what to do to get online and get the process completed. **Veronica:** Make sure you let administration know so they can tell students as well. **Sharon:** Have been in contact with lead counselors Vicki, Nadia, and Donna at the feeder high schools. Waiting to find out what the actual steps to get them into the online system are so that it can get to the print shop. Students who don’t have a SSN cannot use the online admissions form, they must still fill out the paper admissions form. Either way the student will get an email with their student ID.

6. **Pre-requisites / Co-requisites (Yvonne):** Tabled for next meeting.

7. **Noncredit Matriculation – Update (Angela):** Angela: Noncredit matric received 62% budget reduction. ARRA funds received were channeled to another program. From last May till the present, have been working with a staff of 1. In the last couple of weeks, was able to start a P/T counselor and counseling assistant. Going full force with class orientations. 1.78 FTE of counselors are now available in noncredit. 9000 non credit students, higher than the previous count, don’t have the latest count for this year.

8. **Decision-Making Process:** Tabled for next meeting.

9. **General Discussion / Frequency of Meeting / Recap:** **Charles:** Frequency of meeting? 3 times a semester, almost once a month. Email agenda items and cc Natalia. **Sharon:** Add Nancy to members? **Charles:** Nancy Meddings to be added to Matriculation Committee Members list.

10. **Adjournment:** 12:02pm.

**Action / Important Information Items:**

- **Action item:** Charles will have Brooke look into creating the hard block for programming for math 511/531 as it is not in concordance with the policy of the school.
- **Recommendation for 711 placement on START test and profile – After results it should say “711 registration advised – see a counselor for more information” (depending on character limit).**
- **Action item:** After making the recommendation, find out who will implement change in banner.
- The committee also agreed to an extension of the current timeline for retest from 7 days to 2 weeks (14 days).
- **Charles:** Nancy Meddings to be added to Matriculation Committee Members list.