All College
CONVERSATION
BOOK OF PROCEEDINGS
OCTOBER 24, 2012

DEDICATED TO YOUR SUCCESS
Dear faculty, staff, and students,

On October 24, 2012, Palo Alto College welcomed an unprecedented 314 participants to “All College Conversation Day.” Stakeholders convened around a forward-looking vision that challenged all to think creatively and positively about our future: Palo Alto College 2017—A campus of excellence, learning and inspiration, where students, faculty, staff and the community thrive. What will it take to achieve it?

With only our common purpose guiding the agenda, together in a matter of minutes we created an agenda for achievement that included 65 topics, leading to over 62 breakout sessions, and the resulting 54 summary reports. Through a self-organizing process, topics were covered in discussion groups attended by people who cared about each subject. We talked about promoting student success, enhancing the student experience, customer service training, employee wellness initiatives, student and employee recognition, effective communication skills, and many more topics.

We hope this document will provide insight into the challenges and opportunities that lie ahead. The pages are packed with observations, ideas, and opportunities to stretch your thinking and understanding all toward our vision of making Palo Alto College a campus of excellence, learning and inspiration.

I would like to thank the All College Conversation Day Committee for all their efforts and, most importantly, all of you for participating. Their hard work and your participation are reflected in this Book of Proceedings which will be a wonderful resource for Palo Alto College faculty, staff, and students going forward.

Sinceramente,

Dr. Mike Flores
President, Palo Alto College
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SECTION I: FOCUS OF CONVERSATION

DEDICATED TO YOUR SUCCESS
How can we get more involvement from faculty and students to attend campus events?

Convener: Carmen Velasquez  
Notes-taker: Gabby Rangel

Other Members:
Carmen Velasquez  
Joel Goolsbay  
Jane Velasquez  
Eloisa Cordova  
Adrian Montoya  
Brandy Obaya  
Xochitl Lozano  
Melissa Velasquez  
Kevin Alegra-Valenzuela  
Vangie Velez-Cobb  
Angie Casares  
Mauro Ortegon  
Kathleen Baker

Discussion notes:
* Make students more aware of who Student Engagement and Retention office really are
* Work with Academic Department and get feedback from faculty to have interactive events with students
* Have staff and student clubs become more interactive with the classroom and make students aware of events on campus.
* Email a master calendar of events for the month to all staff and faculty
* Have quarterly events in the evening for evening students
* Having a series of fun events throughout the year as stress relief effort for students
* Work with faculty and schedule events that will collaborate their syllabus
How can we efficiently plan special events on a short notice?

Convener: 
Paulina Ortiz

Notes-taker: 
Rogelio Arizmendi

Other Members:
Karen Arredondo, Aracely Reyes Bowling, Sara Passement, Rafael Sayago, Carmen Velasquez
Gabriela Rangel, Eloisa Cordova, Gerri Reynolds, Gloria Medrano, Joshua Bayer
Roger Arizmendi, Paulina Ortiz, Becki Keller, Mickey Rodriguez, Collier McKenzie
Ann Bolton-Brownlee, Jason Lathe, Dorothy Haecker, Jane Velasquez

Discussion notes:
* Problems that come up- not enough equipment when multiple events are scheduled; Depts. don’t know what equipment IT has in stock or available.
* Depts. should meet w/ IT for suggestions when planning events
* Depts. can forward work order via email to pac-itsupport@alamo.edu
* Depts. need more technical information regarding available equipment.
* Depts. that have part-time staff may need assistance to support event (work study?)
* Can one person be assigned to ensure events in Perf are scheduled in Astra?
* Action items- continued communication between departments throughout event, better work order system through facilities, (footprints system is coming in January)
* Can templates be created for areas where events are scheduled? Such as to avoid safety issues, etc.
* Event Planning 101 classes offered @ convocation? Or before…
* A master event calendar needs to be accessible for scheduling purposes. This is needed to avoid conflicts w/ parking, security, etc.
Should we create a Volunteer day that involves the PAC community serving its local community?

Convener: Notes-taker:
Jennie Huebenthal Jennie Huebenthal

Other Members: Gabriel L. Mickey R Karen M. Javier A. Juan T.
Michael X. Sharron C. Eleanor S.

Discussion notes:

* Faculty and staff need to buy into this
* An event similar to “The Big Event” at TX A&M Univ. - Main
* Service Learning: creating incentives, connecting it to the classroom (write a paper, etc.), maybe connecting to extra credit in the FTIC – Stud. Devel class.
* Organizations/clubs/advisors, create a sense of community, beautifying the area, assistance to the elders, homeless…
* Other: create a health day for children, utilize the field days with local elementary/middle school students, start small ask local schools how can we help/serve. They would know who needs assistance?
* Who would be the leading this? Service Learning Coordinator, public services coordinator?
* How would this would be funded?
* This could be a way to advertize PAC
* Cristina Aldrete, Community outreach; Ask for assistance
* One day vs. several days vs. long term event, How many times a year?
* Partner with TAMU-SA
* Staff and students may already be doing this on their own time, this event would give them a chance to do it together.
More and more faculty are part-time. How do we make sure that they are included in the community?

Convener: Julie Reynolds  
Notes-taker: Ann Bolton-Brownlee

Other Members:  
Stephanie DeLeon  
Paul Duran  
Yvonne Richards  
Tina Mesa  
Cakky Brawley  
Jennifer Andrematt

Discussion notes:

* Include the adjuncts. T-shirts. Create web page of basic information for adjuncts and make it available before classes start (Where do I get keys, etc.)

* Treatment of adjuncts affects moral and teaching performance. Attitude of district toward adjuncts.

* Not cost effective to hire more adjuncts in training, etc. Same rules apply for part-time staff. People become discouraged by the lack of benefits, pay, hours.

* People link is a mess, making finding well qualified candidates difficult.

* Night adjuncts also have problems. In services do not draw in the adjuncts. Some adjuncts do not pay attention to changes and new rules. Perhaps in services and faculty could be mandatory.

* Services are often not available: offices, UPS, copying, keys to things). Departments need to be inclusive. Put department meeting notes in a shared discussion. Have contact people with small numbers assigned to them.

* Have procedures College wide and implemented by Department. Overcome mentality of being nothing but cogs in the machine.

* Encourage students to rate their professors.
How to utilize the PAC Performing Arts Center Theatre by developing a Performing Arts Series?

Convener: Armin Marmolejo
Notes-taker: Juan Tejeda

Other Members:
Karen Arredondo Rosie Castro Juan Tejeda Armin Marmolejo Cristina Alderete

Discussion notes:

* There’s no other theatre like the PAC Performing Arts Center on the south-side and it deserves a Performing Arts Series (music, dance, theatre, etc.) where we bring local, statewide, national and international performing arts groups for the benefit of our students and community.

* Identify corporations or other funding sources and grants to underwrite the series is key.

* Coordinate series with PAC student productions so as not to conflict, but also to complement productions and curriculum.

* Coordinate series with Office of Student Engagement and Retention.

* Develop a year-round schedule.

* Develop a promotional campaign to promote series; and get better at promoting our events.

* Develop a diverse series that will serve our PAC students, faculty/staff, and larger immediate surrounding community and larger San Antonio and regional community.

* Develop adequate and professional staffing and equipment to properly implement said series, while continuing to train and integrate PAC students and interns into productions.

* Integrate Master Class Workshops as part of the the Performing Series for students and community.
How can Palo Alto become more carbon neutral?

Convener: Dr. Richter
Notes-taker: Sandra Pinedo - SGA

Other Members: Camille Fiorillo, Alex Araiza, Juan B. Ortiz

Discussion notes:

* What issues are at hand?
* Water conservation
* Energy conservation- screen saver example
* Less manufacturing paper, plastic, tin
* PAC- has a lot of grass- put in native plants that do not need a lot of water, good for environment and pretty! J Native landscaping
* Key points
* Better landscaping- planting more native plants (less water consumption)
* Mulches
* Carbon panels- we have so much roof space and solar conversation
* Right now- water goes into ground NOT being captured to be re-used for later
* We need to store our water *District has to stand behind it
* Show us the money- we need our infrastructure to be innovative WILL cost a lot of money up front but is a good investment
* New construction (More)
* More windows= natural light
* Restart bicycle program (need staff support and money) have people willing to do it, NEED to change district policy, can we work with Kinesiology dept. to track and tie campus with fitness, ex. “You just burned this many calories walking to the performing arts building,” “take the stairs up one floor, leave the elevators for when you’re 100”
* Good way to combine energy conservation and fitness, two things we need!
* We can get more students to participate by making flyers to make raise more awareness EDUCATION
* Prevent students from idling in car, wasting gas, harming
* Texas needs education on climate change, education awareness! *Awareness is key So HOW can we execute this awareness
* More encouragement to get students involved, aware that in our part of town we need vocalization about issues like climate change, recycling.
* We can all do simple things J It’s not hard
* Low power radio station- U-stream,, or podcasts to raise awareness, and display them on digital signage
* Promoting bus passes as cheaper option then parking tickets
* or having students and staff park at south park, riding bus or riding bike to campus.
* conserve energy by having fans, windows that open
* Why is AC set at 60 degrees? We need a reasonable, standard AC setting, you’re body is made to get used to it
* We need to pump up recycling game! As second nature,
* consider an environmental impact with EVERYTHING we do, ex. we should have recycle bins ready for events like today
* Palo alto has duteous base of LEADING Green activity on the SOUTH SIDE
* make campus more bicycle and pedestrian friendly! Ex. Accident with person getting hit while on cross walk
* When on campus PARK ONCE, think about where you are park
* We need people more connected to nature, for example having people KNOW what plants are what, or knowing what birds are. Wild life awareness
* An event idea: Walk-a-Pet to get out more with nature
* have a fitness and nature trail with signs
* Recycling make sure the bathroom signs in stall has a recycling stall One way to catch everyone, in the restroom.
* Create posters on what can be recycled and what cannot-NEW POSTERS- SGA can hopefully get volunteers to make new posters to decorate campus.
* Green Committee: power save software, I.T turns off computer= saves more then 2,000 a month JUST AT THIS COLLEGE

PRIORITIES:

1. Education awareness
2. Solar panels/ green renovation on our buildings do we spend a lot now, and save in the long term. “LO BARATO TE SALE CARRO”
3. Fitness idea with green, ex. Park once, public trans. Transportation
4. Water conservation
5. Plant more native trees and plants (Johnny Apple-Seed program?) Also = more shade J
6. make double sided printing default, for staff and students
7. Start a student organization- Club Earth or ECO group

* Overall, have a green mindset with everything we do
How can we promote PAC using previous PAC graduate success stories?

Convener:
Juan A. Esquivel

Other Members:
David Amaya  Ernest Gill  Daniel Uresti  Natalie Barajas  Dimona Esparza
Andrew Valdez  Jill Ozuna  Judith Ozuna

Discussion notes:
* High School visits from previous PAC graduates
* Identifying alumni lacking because low response from alumni
* Need to identify PAC alumni to promote PAC to younger generations, ideas include:
  * Update database to bring back (Facebook group)
  * Alumni Sign Up at PACFEST
  * More Alumni Focus-Alumni booth at Club Rush, promote Alumni events (i.e. Alumni homecoming)
  * Provide an alumni medal at graduation to promote alumni signup at graduation.
  * Begin alumni mailing list
* Creating an account like BANNER for Alumni so they can remain in touch with PAC because of deactivation once graduate from PAC.
How can we foster the success of Mex-Am students in general?

Convener: Juan Tejeda
Note Taker: Belinda Román

Other Members:
Leandro Esparza Juan Aguilera Lance Sandberg Martha Cruz-Bock Eloisa Córdova

Belinda Román

Discussion notes:

* Texas is a majority Mexican-American state, and we need these students to complete because they are a major demographic in Texas and U.S., yet we have high dropout rates. This is a long-term agenda.

* How do we negotiate a culture that prefers children to stay closer to home?

* What are the perceptions and how can we raise the profile of PAC? Yes, we are a highly Mex-Am campus but it does not follow that we are any less an academic institution than our sisters institutions.

* Send the message from an early age, students need to know they can go to college and complete school.

* Learning about self is important to helping students find confidence – need programs that talk about this fact.

* College, starting with president, needs to make a big broad statement that places PAC and our heritage are something to be proud about.

* Show how successful previous PAC student are now…
How to better recruit and assist returning adults?

Convener: Maria J. Rogers
Notes-taker: Maria J. Rogers

Other Members:
Maria R Cooper Irma Flores Sharon Carson Juan Trevino Kirk Williams
Raquel Ayala Esther Rodriguez

Discussion notes:

* Re-establish the Returning Adult Center; an equity center
* PAC-Up program- provide skill building sessions similar to the PASS program but more holistic.
* Returning adults are neglected, they have no where to go
* Population of dislocated workers and returning adults; the New Student Orientations are not designed to meet the needs of these students who are using Texas Workforce
* Assisting returning adults with skill upgrades and personal growth
* Staff is not specialized to work with non-traditional students
* Gap between knowing that all classes can be taken through continuing education-Communication gaps
* We need a place returning adults that is always available that will provide them a nurturing environment
* Too many assumptions are made; they know how to type, use a computer, navigate the internet- often times they have no experience with this and begin to become disenchanted
* Many returning adults who have already lost their jobs (dislocated workers) have lower self Esteems and being faced with new technological challenges can be unnerving
* Focus of college needs to be expanded more to target and recruit returning adults
* Communication is missing, returning adults are being focused and funneled through CE
* Student Affairs and Continuing Education need to work closer together to meet the needs of the students
* Just as there is a New Student Orientation there needs to be an session or orientation designed to meet and address the returning adult and non traditional students needs
* Being successful in a class is what a returning adult student needs to boost their confidence which will catapult them into continuing and building up to a solid degree and career
* Not all students have the same needs… returning adults need to be better supported
* Weekend College!!
* They need nurturing, guidance… not just “oh you need to go over there” take them where they need to go
* Talk to them, listen to their needs
* Connect them to others, assist with their networking
* Written processes!!!
* Dedicated to your success means:
* nurturing
* guidance
* every contact counts, make it worth it and make it special
* Consistency in the message we deliver… we need to be consistent, consistently!!
* Communication GAPS!!
* Incorporate more challenge exams, to assist students with getting credit in areas they may have competency in
Create strong campaign to encourage completion certificates, associates, etc. “Commit to Completion”

Convener:  
Carolyn Delecour  

Notes-taker:  
Maria Diaz  
Diana Rangel

Other Members:

| Maria Diaz  | Diana Rangel  | Leticia Inocencio  | Sarah Rodriguez  | Brandy Obaya  |
| Dr. Skelley  | Dr. Joseph  | Mary Apolinar  | Ginger Carnes  | Suzel Molina  |
| Krystal Rodriguez  | Juan Esquivel  | Rosie Castro  | Carmen Velasquez  | Kevin Alegaria-Valenzuela |

Discussion notes:

* Phi Theta Kappa Initiative

* A convention was set up by 6 organizations who came together and decided that it was important for community college students to finish their degree.

* The group discussed some of 10 reasons why it is important complete an associate degree-

* Ex: Earn more, better prepared, credential holder, fewer barriers to transfer, personal satisfaction of reaching your educational goal and etc.

* Peer to peer needs to be enforced. For instance making short videos for students to see.

* 2+2 transfer plans-

* How can advisors better advise their students to get their associates degree

* Everyone should have an input in the students’ education.

* when the school was going over the QEP the faculty were putting a statement about commitment to complete their degree on the student academic syllabus

* Luncheon, recognition award…recognizing afford…that you are completing to graduate in 2 yrs.. Need a commitment to sign. “I am committed” button.

* Try to do this during convocation…having student Activities put together some award recognition for students at the Student Annex once they complete certain hours. Invite those students back if they complete their associates in 2 years…

* Promotional items from PR for commitment of completion. A certificate that shows that I am committed to get my degree. creative ideas to promote this event.

* Phi Theta Kappa officers are committed to leading the way for promoting this event. Perhaps do a Contemplation week. Dr. Flores has been very positive with the discussions. Student development—do presentations in the SDEV classes once approved. Media site, linked to video (discussion areas for the on-line classes). Big Photo cutout where students can stand behind and put there face in graduation regalia pop up…commit to graduate bracelet. True success stories from alumni. .

* Financial aid plays a role in completion rate for student. Educating student more about their degree and getting to commit to graduate as soon as their first semester.

* Notes from SGA VP

* Find out which PAC employees and staff are PAC Alumni having them share their success stories in order to provide examples for the students to grasp the reality of their commitment.

* Possibly when the campaign kick starts having the graduation face cut-out photo opp. On site, we can have student organizations present to increase student presence. Have students visit SDEV courses and orientation.
# Improve fitness/wellness on campus, increase options

**Convener:** Alexis Lowe  
**Notes-taker:** Tiffany Dale

**Other Members:**
- Alexis Lowe  
- Mako Ivory  
- Rafael Sayago  
- Juan Aguilera  
- Lydia Hannawi  
- Ramon Hernandez  
- Tina Mesa  
- Anna Bustamante  
- Michael Ximenez  
- Sylvia Martinez  
- Jennifer Huebenthal  
- Carmen Kent  
- Veronica Buendia  
- Shelby Rogers

**Discussion notes:**

* Offer staff fitness release time (application required) up to 3 hrs./week;

* Need e-mails with “Health and Wellness” as subject or invitation via calendar

* Point system for working out and then a “health store” where points are used to purchase items

* Need additional times/hours offered

* Survey of faculty/staff for times that are good for them

* Track

* 30 minutes for lunch and then early release at 4:30 to exercise

* Nutrition information

* Sugar and salt content

* Lunch and learn sessions

* Workshops closer to the center of campus

* Healthy, quick recipes (especially breakfast) but that are inexpensive/affordable

* Bring out a competition but do so that it is pair vs. pair

* Health and wellness education for kids at the daycare

* Develop a program that a person can do on their own/don’t need an instructor there

* New innovations in stress management

* Larger equipment selection/equipment that can remain outside
How can we make daycare more affordable to the employees?

Convener:     Notes-taker:
Madalitte Martinez   Janet Warnasch

Other Members:
Esme Wells  Angie Rodriguez  Sheila Harris  Theresa DeLeon  Alice Regala
Lynn Cruz  Allison Garcia  Elena Rodriguez  Janet Warnasch  Vivian Lara

Discussion notes:
* ETAP: Whatever you (Employees) don’t use on your ETAP each employee should be able to use funds to go towards daycare facility.

* If employees receive Financial Aid money- If employees have children in daycare, the additional money they get from financial aid should be paid in advance toward the daycare for that semester before dispersing money/check to students. Draft out before parents/employees the check.

* Set up rotating funds- from monies that are swept at the end of the year and placed into scholarship funds for employees to apply to help with additional assistance on daycare.

* Need to get with acquisitions about rotating funds. To help with additional money for scholarships for employees.

* Donating ETAP: Donate the amount that each full-time employee is entitled and give that to those who need it to those employees and place into a scholarship fund. Example: If an employee is not using their ETAP per semester donate it to those employees with children who need the assistance for daycare.

* Survey should be sent out to all employees to see who needs daycare/child care services.

* Finding/Writing a Grant – to focus specifically on helping students with scholarships and any/all daycare/child development center expenses.

* A portion of the student fees should be allocated to the daycare expenses on campus.

* Campaign- Ray Ellison Family Center with United Way- to help with getting more funds for employees.

* Trade in unused leave for child care expenses.
How can campus Police Services help our faculty and staff?

Convener: 
Corporal Salazar

Notes-taker: 
Nohelia Beltran (Noey)

Other Members:
Sarah Misner  Jonathan  Angie  Rosalinda Rodriguez  Anna Rodriguez
Cynthia Sanchez  Matt

Discussion notes:

* Officers are to make contact with at least one person while doing walkthroughs, interaction with individuals.
* After hour’s security, have patrol vehicle parked outside for security, visible factor for security.
* Be discrete pertaining to the issue; do not address the issue in front of the suspect “student” or individual.
* Parking permits need to be displayed in the correct area; will get ticketed if not displayed properly. Hand tags were changed to avoid counterfeiting purposes.
* Crosswalks- Individuals believe car will stop when crossing the crosswalks. Students tend to text and run into officers on their bikes and create a safety hazard for themselves.
* Crosswalk by bus located in front of college is suggested get moved 6 feet up to avoid accidents.
* Flashing lights should be included in the crosswalks to make safety more extensive.
* Panic buttons for library is suggested for extra security.
* Cameras were bought through grant money ($400 to $600 each), Chief of police is working with IT department and map locations to secure the campus and find addition grant to incorporate more security.
* Observation of students is crucial due to personal interaction.
* Staff should not endanger themselves or expose themselves to avoid theft, safety comes first.
* Police officers enforce state, federal and education laws.
* Have students assigned as courtesy patrol, one at the library to prevent theft , some as escorts.
* More officers are being required for SAC due to additional parking areas being built as well as apartment spaces being filled.
* Chief is going GO GREEN, bikes are being utilized more ($1000) and only using patrol vehicles for emergency reasons.
* SAPD is available through the radio for emergency reasons.
* Only call EMS when you are sure individual needs urgent care, individual will get EMS bill even if they don’t need it.
* More visible posting of emergency contact number for Police.
* More active shooter training “Shots Fired” will take place, students, faculty and staff will be required to do training due to security purposes. Make this safety issue mandatory.
* Community college is open to everyone and having work ID is crucial, all student, staff, and faculty. It is important to display these credentials for security purposes.
* Disputes and appeals on tickets are only done through the website.
* Crime preventions reminders are given to avoid burglary of vehicle.
* Lockdowns will be done in emergencies, communication is extremely important to avoid incident, chemical spills, etc…
* Flashing light having a certain color to announce a problem or emergency.
* Speak to Mr. Parker due to communication in extreme emergency, due to attempted suicide, domestic violence in order to have an understating and knowledge on how to avoid a death or injury.
Best Practices for Hiring Quickly

Convener: Monica Ayala
Notes-taker: Anna Lisa Fernandez

Other Members:
- Raquel Blanco-Ayala
- Alice Regala
- Andrea Cardenas
- Maria Cooper
- Cindy Morgan
- Lanette Garza
- Maria Rogers
- Shawnta Davis
- Patricia Martinez
- Sharon Carson
- Rebecca Keller
- Adrian Montoya
- Irma Flores
- Sara Passement

Discussion notes:

* Best Practices for a more expedient hiring process;

* Should Allow people to directly apply to each department rather than through People-Link;

* Concern: Paperwork moves too slowly through the hierarchy within each college and then encounters further slow-down at District.

* Concern: HR is slowed down by also handling work-study applications; Suggestion: eliminating that responsibility from HR would allow for more time to process full-time, part-time employees and faculty; hiring work-study students should be done through an office on campus (possibly Career Services)

* Suggestion: it would help if People-Link could send status updates to the people who originate the People-Link request as the original request moves through the different stages;

* Suggestion: their needs to be better communication FROM District regarding the processes and timelines; District expects us to communicate and act promptly but often doesn’t respond or communicate quickly in return;

* Concern: Faculty needs to be recertified when moving from one campus to another; they have to reapply each time; Suggestion: streamline the process for Faculty that have already been approved at one campus within the District; we need to train HR in understanding Faculty transcripts so that they can see where they are qualified to teach;

* Concern: HR often sets the standard when they don’t understand the specific needs of the non-traditional departments on campus (i.e., Upward Bound, CE);

* Concern: Due to the new requirements where Adjuncts are required to pay into TRS so District is discouraging us from hiring Adjuncts; Suggestion: allow them to waive this requirement;

* Concern: Soft-money employees are not allowed to apply for Internal Only positions; Suggestion: add a second-tier to the hiring process between Internal Only and External/Internal that is called Internal/Grant and allows Grant Funded Employees the opportunity to apply for jobs before they become open to the general public;

* Best Practice: post positions as “Open Pool” that way hiring committee can view applicants as they apply.

* Concern: According, to a District employee, it should only take 10 days to complete the hiring process once HR receives the requisition; everyone at the table agreed that this has never happened; Suggestion: we need to organize communication meetings or trainings where we could better understand what is happening at HR and what the specific issues are at the same campus. Suggestion: we need to formulate an openly accessible “Policies and Procedures” Manuals that both the campuses and HR have to adhere to; this will help close the gap between our campus and HR;

* Concern: We have accountability to HR but HR does not have accountability to us; there is often serious miscommunication and inconsistencies between the campus departments and HR; Suggestion: Request written policies regarding a timeline for approved requisitions submitted in PeopleLink;
* Concern: we don’t even know who works in HR or how many staff they have; why isn’t the HR person that is located on campus helping us to expedite this process? Why don’t they spend more time on campus? Suggestion: Have a full-time HR staff member on our campus who sole purpose is to help expedite the HR process.
How can we improve the hiring system for internal staff?

Convener: Jennifer Mejia
Notes-taker: Anthony Perez

Other Members:
Monica Ayala  Dora Contreras  Sylvia Martinez  Greta Rodriguez  Norma Rodriguez
David Amaya  Jennie Moya  Doris Herrera  Erlinda Allison  Elena Garza
Sarah Mayner  Tamra Schroeder  Cindy Morgan  Veronica Bonilla  Doris Herrera
Shelby Rogers  Lydia Hannawi  Shante Davis  Connie Acovio  Jessica Landrum
Alex Araiza

Discussion notes:
* External hires often hired at more than base salary. Internal employees hired at base salary.
* There is no promotion/career ladder for staff.
* Talent being overlooked.
* Other similar colleges use performance evaluations to promote staff, give merit pay increases.
* Performance evaluations are not consistent.
* No increase in rank.
* If you want to make more money, you have to leave your job for another one even though you may like your job.
* 2% pay increases are not enough to keep up with costs.
* No tiers for positions, response from HR is “we are working on it”.
* Why advertise positions if you already know who you want to hire.
* Question of ethics. People get hired because of who they know? Person hired then quickly promoted to coordinator and director.
* Promote people instead of go through hiring process.
* Extend committee to outside offices.
* More involvement from HR in hiring process.
* Briefings from HR not effective yet.
* Unethical and unfair practice for hiring right now. Everyone is in agreement.
* 10% raise for promotion is not enough when compared to external hires.
* Why form hiring committees when administrator will overrule decision override.
* People move up the career ladder too fast and do not develop the necessary skills to be successful in new position.
* Same system for hiring and promotion no matter who the administration is.
* Hiring Freeze, and we hire vice chancellors.
* Hiring committees for VP’s administrators should be representative of entire campus.
* Grant hires should not be considered external for hiring purposes. Lose talent, experience, training, understanding, resources.

* Why are people paid 50/50 hard money/soft money

* What happens to our grant funded employees when grants end? How do we retain and promote hard workers

* Staff feel like step children of the campuses

* Advocacy, make staff a priority. Make us feel valuable.

* Ratio of full time positions,

* not replacing positions from people leaving or retiring

* opening more “professional” positions, but staff will have to work overtime and not get compensated for overtime

* Staff does not have clear understanding of new online performance evaluation system.

* Not enough funding to go to trainings and development.

* Upward mobility is less money. Only money to pay tuition. Not fees. Distance education courses are funded even less.

* Changes will discourage staff from getting higher education degrees. Not as affordable.

* Alignment of positions. What is going on with it?

* ALAS selection doesn’t have fair process for selecting participants.

* What can our administrators to do help with moral?

* Authentic, fair advocacy.

* Equal, consistent opportunity for everyone.
How can we recognize employees more?

Convener: Joseph Coppola  
Notes-taker: Joseph Coppola

Other Members:  
Alice Regala  
Veronica Buendia  
Susan Flores  
Lynn Cruz  
Angie Rodriguez  
Alison Garcia  
Lanette Garza  
Janet Warnasch  
Madalit Martinez  
Theresa  
Esmeralda Welsl  
Sabina Cerda  
Sheila  
Elena Rodriguez  
Angie Alma  
Joseph Coppola

Discussion notes:

* Priorities

* SGA creates a student led recognition program for all employees that recognizes departments on a monthly basis and profiles the department. They would bring us cake and spotlight our department. Funded by student activity fees. Put on facebook page, twitter, pictures in the annex. Talk about how that department contributes to success of students. Promote it on facebook, twitter, and TV screens

* Create a training program for how to recognize employees-this would be based on two or more departments meeting at the same time. Show each department about how to recognize, give examples, disseminate thank you cards and talk about how they will be used. Identify any new employees and after meeting with each department introduce all new employees. Take departmental pictures to introduce the department to the rest of PAC. Consult with PR on posting pictures of each departmental and their names

* Ask staff council to submit nomination form to all employees recognized even if they didn’t win so they know who was recognized.

* Use email and TV screens to recognize those that completed their degrees such as BA, MA, or PhD and other personal accomplishments. Can we provide them a gift card?

* Departmental recognition-need representation and recognition of staff luncheons, The director or coordinator can’t go because a security guard, no personnel to attend staff meetings because we are short staffed, we don’t have an opportunity to recognize each other.

* Students don’t know about scholarships at day care, we don’t receive emails about the day care,

* Get rid of head start program and open it up for students and faculty

* I want recognition by being on the banner on the tv screens, facebook page, on the web.

* A newsletter to feature on a department or recognize a department of the month. Recognizing what departments are doing each month. Spotlight on a department on what the department does, how is it comprised of, major initiatives, and who is being recognized.

* Disseminate thank you cards to all employees to create an informal, and authentic recognition program.. All employees receive thank you cards, an email reminder is sent out to all employees.

* Could we create a monthly incentive such as a raise. Can we have a merit based pay increase or incentive based pay increase.

* Several employees receive a free parking pass or a bus pass for August recognition at the beginning of the month or some other type of incentive for doing great.

* Have a quarterly Friday divisional or departmental meeting talking about our accomplishments, personal events. With coffee,
hot chocolate and send all recognitions within department

* Can we substitute departments so someone takes over for a department so that everyone can take a lunch together.
* Send out an email recognizing those that completed their degrees such as BA, MA, or PhD.
* On Chancellor’s report
* Create a training program on how to recognize employees
* Some people need to hear thank you, how can we create a training program to accomplish this.
* Employee of the month for each department, Have forms for EOM to sent it to the person recognized. Even if you didn’t win EOM, you still receive the nomination form.
* For EOM at day care, have ballots available at the office.
* Student led recognition program for various departments to appreciate departments
* We have so many new people-new staff. When someone hired
* Pool party
* Priorities
* SGA creates a student led recognition program for all employees that recognizes departments on a monthly basis and profiles the department. They would bring us cake and spotlight our department. Funded by student activity fees. Put on facebook page, twitter, pictures in the annex.Talk about how that department contributes to success of students. Promote it on facebook, twitter, and tv screens
* Create a training program for how to recognize employees-this would be based on two or more departments meeting at the same time. Show each department about how to recognize, give examples, disseminate thank you cards and talk about how they will be used. Identify any new employees and after meeting with each department introduce all new employees. Take departmental pictures to introduce the department to the rest of PAC. Consult with PR on posting pictures of each departmental and their names
* Ask staff council to submit nomination form to all employees recognized even if they didn’t win so they know who was recognized.
* Use email and TV screens to recognize to recognize those that completed their degrees such as BA, MA, or PhD and other personal accomplishments. Can we provide them a gift card?
* Incentive-based recognition program such
Growth & Development within a department

Convener: 
Collier McKenzie

Notes-taker: 
Aaron Blandon

Other Members:
Peter VanDusen       Susan Woods       Joey Quinlan

Discussion notes:
* Part Time employees
* Job Satisfaction
* Team Building
* Adjunct Faculty development
* Awareness
* Encouraging Part-time employees to seek involvement and awareness
* Full Time, Adjunct Credit, Adjunct CE
* Retention
* Growth & Development
* Time tracking for 89 days
How to increase respect among admin, Faculty and staff?

Convener: Joey Quinlan  
Notes-taker: Joey Quinlan

Other Members:  
Collier McKenzie  Vangie Velez-Cobb  Mauro Ortegon  Chuck Squier  Esther 
Kathleen Bake  Raquel Blanco Ayala

Discussion notes:

* What about outside vendors or subcontractors?

* Needs to be better communication. Sometimes we feel apart from instead a part of. Knowledge of what everyone does. Some not aware of who does what and what is housed where.

* Open lines of communication between all departments. Perhaps a monthly event from different departments all hosting at different times each year. Another suggestion is an open house to show what each office or department does. What do you do?

* With better communication amongst and between the different departments then we can better support and promote each other.

* Staff council meeting, what is it? Staff and faculty are separate and outside vendors have now been invited. Increasing knowledge of what everyone does can be facilitated through open council meetings and open faculty senate meetings.

* A vehicle is needed for administration to understand what faculty and staff members do on a day to day basis and vice versa. What does an administrator go through on a day to day basis?

* Respect, what is it? Being listened to, courtesy, your opinion matters. There is a reason for deadlines and information, presumed good will. We have all gone through a process to be hired, we are all professionals.

* A consistent time period where nothing is scheduled so that an open communication time can happen perhaps like “open space”.

* Via open communication we will start to respect one another.

* It was noted that no administrator took place in this conversation. It was also noted that maybe an administrator stayed away so faculty and staff will feel free to speak openly.

* Treat others the way you want to be treated.

* How do we bridge the gap? We are a population of PHD’s and masters degrees and life experiences and how do we tap into that and respect each other and build trust?

* In order to be innovative room has to be made for mistakes, and if you are punished for every mistake then there is no growth.

* Introduce yourself when you find someone you don’t know.
How can we better communicate with District offices?

Notes-taker: 
Gloria Medrano

Other Members:
Gloria Medrano       Maria Cooper       Rosita Elizondo       Irma Flores       Gerri Reynolds
Abel Gonzales       Rachel Marez       Linda Mesa       Mike Torres

Discussion notes:

* Suggest HR/Payroll should do workshops at each campus.

* Get many complaints from these district offices that we are making too many errors.

* Maybe sit down with the person having the problem and work one-on-one with them.

* Contact Rosita Elizondo after you have tried all routes.

* Most staff have trouble contacting anyone in HR.

* If you do contact someone they respond with “we are bogged down with work and answering phones delays their work”

* Contact person listed in HR directory has no contact phone or email address (maybe this person is a temporary?) Makes no sense that you have to contact someone that cannot be contacted.

* Suggested HR needs to make a list of “Steps to Process PeopleLink requisition”.

* Some having trouble with opening any forms in HR AlamoShare.

* Suggest creating an HR requisition that is open year round for some positions.

* State reports: How does the salary amount show up on these reports? David Lerma is working with this.

* How does a staff update your personal information? Use ACES. Velma Willard is the contact for vendor application. Suggest that at the beginning of the FY remind everyone to update their personal information.

* ERS has to be contacted to change address for the health insurance. This should be faster and efficient. There should be one way to make the changes that would cover all sites.

* When pertaining to Grant money funded personnel, if FOAPL does not change then the PAR does not have an ending date.

* Idalia Velasquez is our part-time HR rep for PAC. Monday, Wednesdays, and Fridays.

* WorkStudy: when trying to hire the same work study after summer keep on top of it. Try emailing HR rather than calling by phone if you are having problems with responses from HR.

* If you have routine PeopleLink requisitions, create a chart with all info pertaining to the requisition for your own info.

* Is there anything on SharePoint that would help us with the PeopleLink requisitions?

* Solutions:

  * Rosita Elizondo is the contact person for PAC’s HR, Finance, and Acquisitions business.

  * General – a list with who to contact about HR or Payroll business

  * Training – meet with HR people maybe once a month (also meet the HR rep during convocation).
How Do We Heal?

Convener:  
Dorothy Haecker

Notes-taker:  
Beth Tanner

Discussion notes:

* Begin by asking, what are we healing from?
* To start with the positive…we do have an opportunity to start again, plus there is so much positive energy coming from our new president.
* Let the past go, how do we go forward.
* Open communication. Notes from the executive session, and from all committees, should be available. Re-instituting the Resource Allocation Committee is also a good move.
* Re-establishing equity. Space Committee is a good transfer of decision-making roles.
* More frequent, more targeted, but very brief convocations/gathering, in which to address a subject.
* Be re-invited into college decisions, college discussions.
* Open houses, building by building, do we know who is where? How do we find each other again?
* An opportunity for all areas of the college to speak to the college community about who they are and what they do. Tell their stories to the rest of us.
* Where are the spaces that welcome large groups?
* Embrace and enrich the ties between faculty and staff.
* Less work more “play”…better results for the college overall.
* Tables for the college…alternate the invitations (before the day before) for these table events.
* Can we lead our own discussions and facilitate our own meetings?
* Work more strategically with the work handed to us by the District. How do find time and reason to celebrate? Friday afternoon celebrations of…individual accomplishments? The reasons to celebrate are lost, when there are so many.
* Employee recognition…student recognition.
* Generate from our own desires, our own view of what would be helpful, the meetings, events, etc. that we want to have.
* Reclaim our college. Reclaim our sense of who we can become.
* Remove the sense of fear that has been a part of the effort to improve.
* Transparency about new state requirements so that we can deal with them together, and deal with them as a team. A different conversation about what we must accept and what we can work with, which allows for a greater understanding.
* Allow trust for the new administration.
* Give credit where credit is due.
* Always “we” never “I.”
Healing after 10 years.....

Convener:  
Diana Nystedt  

Notes-taker:  
Chuck Squier  

Other Members:  
Karen Marcotte  
Camille Fiorello  
Madalitt Martinez  
Dora Contreras  
Joey Quinlan  
Laurie Medina  
Leandro Esparza  
Doris Herrera  
Ginger Carnes  
Charley Garcia  
Alisson Garcia  
Chuck Squier  
Diana Nystedt  

Discussion notes:

* Build trust, Don’t repeat hurtful items/practices, Build respect…personally and in our jobs.

* Today’s event and turn out represents a good start in starting again. What vehicles can be used to establish empathy and trust?>clear and reasonable job descriptions with recognition of job well done: a piece of paper, or verbal recognition of good work.

* Visit NVC’s model of monthly meetings and “shout outs”. New employees are partnered with a seasoned mentor. This concept extends to students. Jimmy Bruce, Debbie Gaitan and William Keith at NVC could be contact people for Joseph Coppola to begin “recreating” their activities/model here at PAC. NOTE: the M-TR class model of NVC is critical to support these Friday sessions.

* Note: not present today are the facilities personnel. Holding functions like today on Friday’s will include them. In essence, other campuses can be our first resources…don’t have to be our “competitors” as District promotes.

* What can be done to make students feel welcome, too? How can we recreate an open door, welcome atmosphere?

* Heal the damage: Salvage the downstairs portion of the Library that is not currently funded for completion. Especially important> the children’s library. Can this be a faculty senate issue to lead?

* Hope: present admin will learn from past…and be dedicated to our success. Discontinue the “dictate to” method to facilitate.
Customer Service

Convener: 
Henry Espinoza

Other Members:
Susan Woods  Rosita Elizondo  Michael Torres  Penny Golden-Crowe  Jenny Moya
Stephanie De Leon  Mickey Rodriguez

Discussion notes:

* Quote from Student “The Reason you don’t call us customers is because you don’t want to give us customer service.”

* Smile, more generosity. I have been to departments that don’t know me they treat me like a number.

* Everyone should get simply customer service training. We should take the word “no” out of vocabulary. WE need to follow up with a question of what the customer needs.

* “Go Online.” “Updating Catalog.” Is said way too often.

* When you dial the number, you get the voice and not a real person.

* Staff does not offer help. The staff does not offer help by asking follow up question or giving additional offers.

* “I don’t know, follow up!” Many students get that answer.

* Signage has always been a challenge.

* Do you have your Banner? Students may not be ready.

* Bursar does not take money, credit card, from a student.

* Pay from the computer by the bursars office.

* One person had to visit the Bursar to have a ticket processed. After the ticket was moved to ACES. The bursar then made them pay online. She left to pay and had to pay online.

* “There is no other business that I know that tells people wanting to pay to go elsewhere. Especially checks and Credit cards.

* It would help to know what is going on in my own department to help. In my department, I don’t know what the frontline folks do or have access to the systems so students think that I am ignoring them but I can’t help.

* The same day pay was detrimental to students because they had to pay on the same day when financial aid was having problems. Classes were dropped as a result of students no being able to fill the classes.

* There is problem with the connections between colleges and district. Many times the policies seemed to be created in absence of advice from the college.

* Financial Aid??
Strategies to help us with underprepared students from our feeder high schools.

Convener: Robert Aguinaga
Notes-taker: Pedro Hinojosa

Other Members:
Mari Briones  Dolores Zapata  Brian Sanders  Denise Richter  Jonathan Gonzales
Jose D. Vega  Jennifer P. Salmero  Alice Lawson-Johnson

Discussion notes:
* Students who come from 2 yr institution (Harlandale, South San), around 50% of students had a GPA < 2.0. High schools are so underprepared, that even the top of the classes are struggling.
* Pre and post testing for Accuplacer in high school, so that their readiness can be assessed early on.
* Students are not pushed to take those exams, focus too much on exit exams for high school.
* Many students in our service area are not funneled or channeled to higher ed. If they are pushed to college, they are pushed to 4 year institutions where they struggle.
* Accuplacer is much more difficult than the STAR exit exam; probably need some formal alignment for placement exams.
* Tests may also not be indicative of students’ needs
* College readiness (SDEV) courses offered in high schools is possible strategy.
* High school AP classes, for example, need to be aligned with college courses.
* Reading/writing abilities have diminished in this generation. It is possible that standards for reading need to be addressed at a middle school level.
* Student responsibility, bad habits, attitude, and time management among students need to be addressed. Rather than try to make for their junior and senior of high school, try to change the way the view and approach school.
* Have students peer mentor entering students so that they know what to expect and what they need to do to succeed.
* Adapt to changing instructional methodologies
* Partner with high schools and parents to make them aware of the challenges, but also generate strategies. Make sure to focus on the positive and encourage success. Make it a community effort. Try to get them to commit to their success (e.g. pledges)
* Need to create a sense of openness among our students, so that they can be honest about their strengths and weaknesses, and will be more likely to seek out and ask for help. Promote a culture of openness and respect.
* Co-operative learning could be used to evaluate one another, but it is often another skill that they must develop.
* Make high schools aware of the condition of incoming students. Should challenge high schools to make students as best prepared as possible. Could grant awards to high schools that generate the best prepared students. Should make the PTAs of high schools aware of the situation.
* Should talk to high schools with higher rates of prepared students to identify best practices for all other institutions
* Have to find a way to identify students early, well before college. Then, once they get to PAC, we have to make sure we still address their needs.
* Need to be cognizant of momentum points for our college (e.g. Eng 301 to Eng 1301 is 1 point).
How can we better network with high schools to help their students become college ready by the time they graduate?

Convener: Gil Polanco

Notes-taker: Gil Polanco

Other Members:
Peter Hernandez  John Aken  Jennifer R  Sara Wilkins  Michael Ximenez
Linda Ibarra Gonzales  Jennifer gateway  Jose gateway  Belinda Corley  Ernest Gill

Discussion notes:
* The biggest problem I see is students are not college ready at graduation. Recommend HS start giving their freshmen diagnostics and My Foundations Lab tutoring so they’re CR by the time they take ACCUPLACER for dual credit.
* We need to emphasize both hard and soft skills. Time management, homework.
* It’s a “me” generation. Some don’t want to be here.
* Give college prep course… teaching soft skills.
* Students need to be taught accountability and the consequences of failure.
* Actively address student issues by being firm on learning requirements.
* We have to keep our expectations high.
* Instill the belief that going to college is a privilege that must be earned.
* Bring PAC students to speak with HS students.
* Perhaps have HS test students twice annually?
* Start them early and they’re ready sooner.
* Let’s try to reach eighth graders.
* Stop making it easy. Make getting into college something to strive for instead of something that the student can expect because “everybody gets a trophy.”
* Perhaps make PAC webpage geared to the parents of future students providing info on resources, expectations, etc. and then provide fliers to middle schools and PTA meetings.
* We have to have standards. The attitude on the outside is “oh, you’re just a community college.”
* We have to stand our ground in keeping standards high.
* Give the kids a challenge. They must learn that they won’t always succeed. Failure is an option.
Middle School Higher Ed Support

Convener: Mary Ester Perez
Notes-taker: Robert Aguinaga

Other Members:
Angeline Orozco    Sarah Misner    Noey Beltran    Rosalinda Rodriguez    Elsa Anaya

Discussion notes:
* Help prevent kids stay away from drugs, teen pregnancy, gangs.
* Turn to pre-college counseling, mentoring, Pathways to college.
* Mentorship and tutoring specifically with STARR tests.
* Work with Middle Schools that feed into Feeder High Schools. Talk about College Connections and Dual Credits.
* Eventually tie into Elementary Schools.
* Create a College Readiness Program for the Middle Schools so students don’t get behind in the core curriculum areas.
* A Support Group for parents?
* Encourage campus tours for middle school students with active participation
* Support the “average” student / not high GPA or low GPA
* Push to save for college / best value for college.
* CARE (College Awareness Retention and Engagement)
* A student middle school organization that promotes college readiness
What is in place for student overcoming challenges and providing coping mechanisms?

Convener: Rose Zambrano-Lozano  
Notes-taker: Larry D. Jackson

Other Members:  
Cindy Morgan  Judith Ozuna  Michael Torres  Marty Cruz-Bock  Belinda Roman  
Jill Ozuna  Tito Chavarria

Discussion notes:  
* No Record Found.
On Campus Housing: Why or Why not?

Convener: Jennie Huebenthal
Notes-taker: Jennie H.

Other Members:
Alex A. (Student) Pricilla L. (Student) Charley G. Fred Gabriel L.

Discussion notes:
* Open land on campus, is it available?
* Students that live out of the area, ask if there is housing because of the high gas costs, live too far, students right out of high school
* SAC is already in the process of creating this in their area
* Group agreement that we should provide on-campus housing
* Can be built and managed by a third party, limits liability
* Security on campus, 24 hrs.
* It helps create independence, confidence, responsibility, individuality, stronger friendships, a sense of dedication, learn life skills, increase retention.
* Living on campus, students are more likely to use facilities (i.e. tutoring, sports, gym, etc.)
* International students & staff already housed in an off campus apartment complex
* Dorm style vs. Apartment style
* What would be the requirements to live on-campus?
* Cons: how will it be paid for? What is tuition going to be like? Maintenance fees? Could you use financial?
## How can we improve student recruitment services?

### Convener:
* Diana Rangel

### Notes-taker:
* Anthony C. Perez

### Other Members:
- Norma Sandoval
- Abel Gonzalez
- Weldon Riggs
- Shante Davis
- Jennifer Salmeron
- Fred Hernandez
- Jonathan Gonzalez
- Anna Lisa Fernandez
- Ernest Gil
- Ronnie Brannon
- Abel Gonzalez
- Jennifer Salmeron
- Jonathan Gonzalez
- Ernest Gil
- Leticia Inocencio

### Discussion notes:

* Not a clear idea of what we do to recruit.
* Need to align strategies and create a uniform approach
* Recruitment needs to be its on focus
* Create a campus wide recruitment plan
* We exhaust our staff.
* WAC, Dual Credit, NSO, Recruitment all grouped together. Does not work. Previous set up of Recruitment/Dual Credit/NSO functioned better.
* Adding WAC to those activities hinders the success of the programs.
* Recruiters know about the academic programs. Limited knowledge of the CTE programs.
* PAC has lately earned a reputation for not attending events that other Alamo Colleges attend
* We are limiting ourselves by not attending enough community functions
* We need to recruit outside of our “assigned” college connection schools
* Promote our programs everywhere
* CTE needs to meet with recruiters to share information about programs
* TACRAO week is not enough
* WAC taking on too many roles
* We need to be at more places
* We need to help connect the degree with the career that it leads to
* All leads need to be more active recruiting and information about their programs
* Growth on the south-side, how are we reacting and contributing
* remove fear about college, specific programs
* Students don’t have knowledge of all the career fields out there.
* Training for recruiters
* Include more departments, specific programs
* Need more one on one time with students. Not just rely on big events to promote PAC
* Schools want us out there
* Financial Aid
* Do more with less
* We need to approach students, not wait for student to approach us
* Effective marketing. In more public places? Movie? Mall?
* Partner with more community businesses and organizations
* Expand recruitment beyond HS students. Visit local businesses
* Students have to plan earlier. Mymap, NSO, testing, FA, etc. Be more strategic and getting students to a completed point with pre-admission processes.
* Data shows a significant amount of HS students are “lost” after HS graduation. Are they in the workforce? College? Where are they and did we do enough to capture those students.
* Are we engaging the parents/
* Latino population and how family plays a role in a student’s success.
* NSO includes all the family. PAC is the only Alamo College with FTF NSO
* Back on track with Recruitment Activities
* District mandate to “reduce” enrollment.
* Need to capture students earlier.
* HS counselors encourage students to apply to universities, not a focus on community college.
* Host HS counselor event where we can ask them to encourage students to apply to a community college as well.
* Financial Aid will not attend events if asked.
* Community College should not be just thought of as a back-up plan.
* More involvement in college signing day.
* Better cross training and formal training program for our recruiters.
* We need to focus on the smaller schools as well.
* Education as a pathway to success.
* Rebuild relationships with our schools.
* What are we doing to set ourselves apart from other schools and recruiters?
* How do we get entire campus to play a part in recruitment.
* Important hat supervisors play larger roles in their offices.
* Supervisor support
How can Open Space be used in the classroom?

Convener: Gabriel Ume  Notes-taker: Diana Nystedt

Other Members: William Vasquez  John Hernandez  Maura Ortegon  Armin Marmolejo  Kevin Alegra-Valenzuela

Discussion notes:

* Classroom is too small to maintain security for tests, etc. “community grades” result. Currently using language lab to allow students to listen to music excerpts.

* Exams can be challenged. If students challenge the exam (successfully), grades can be adjusted. Uses take home tests (AP style). Also gives options: students can design their own topics for writing. When students are free, they are strong. Offer “experiential learning”? 

* Needs a room with computers for testing.

* Sometimes (as a student) feels like a “trash can” where the teacher dumps stuff, activities.

* Stresses the necessities of mastering basics: knowing how to read music, becoming familiar with the strategies of the masters 

* Write/talk about subjects that matter to us 

* How can students get “experiential” learning? And learn from each other? Classes taught by students how deliver a lecture.

* Lack of student preparation – taking notes, prepping for tests (with adequate information already provided), Lack of student dedication to being in school.

* External motivation, open note exams…gives students motivation to internalize their own information.
Summer Research Opportunities

Convener: Stamati W. Muratidis  
Notes-taker: Monica Ayala

Other Members: Charlie

Discussion notes:

* Summer Research
* West Nile Research DEET, PCR, pesticides
* Grant Money
* Students trying to just get credit
* How can we encourage students to want to do research?
* Do we have students who want to participate?
* Summer I Activity – train students
* Publish
* Who are people we can partner with?
* Repository of what students are interested in and who we can partner with…
* Who do we know? What training do the instructors need to give opportunities? Get money from STEM grant to train instructors. Train students and then have those students come back and help other students learn.
* Students looking for people with practical lab skills. So if we train in summer research opportunities it helps with learning curve.
* Faculty:
  * Measuring Diversity in Habitats
  * Skill on Piece of Equipment
* Collaborating with other partners w 2 & 4 years schools, people who have the equipment
* Research money available? Teaching load for faculty is high so may not be doing grant writing for research opportunities.
* Grant writing – needs to come from someone who knows exactly what the research can accomplish.
* Administrative support important to help keep grant going; need help to get supplies, order, keep it going; Faculty need to have main idea and control over project, not written by non-instructors and then later, after the fact, involve instructors.
* How do we get faculty to get involved in writing grants?
* Research opportunities for undergrads, need to find out what they are, 5/6 PI get together to put ideas together but then have someone to support them, a SCIENCE understanding person who is just support, not the idea maker. We will be competing against other schools who have faculty and resources.
* Because community college, not a lot of research. But we are eligible for funding under HSI, because we serve specific populations.
* Find way to get money for under research through STEM funds. Where do we look for the money to fund our ideas?

* San Antonio is a bio-tech town, lots of private research being done. Research to help middle schools and high schools to bring them out to campus and teach them. Local schools. Summer camp.

* Different needs:

* College level – getting skills for jobs that you need to be in scientific careers, need to function in science fields

* High school/middle school level – get excited about research, get them involved.

* What do we have at PAC?

* PCR, teach techniques since we have the equipment. FTIR we can use more. We use the GC

* Getting and finding students who are interested in research...regardless of the topic. PAC Summer Research Program – any topic, so the grant is varied to have faculty involved who can help. Get buy in from students and parents.

* Get a team together who want to work together, faculty, staff, writers, instructors,

* For instance, TRIO McNair – research money for undergrads.

* Forum for students to give presentations on research they have done (regardless of discipline).

* Texas Academy of Science – student forums. Bi-Annual Chemist Convention

* Funding for faculty to attend conferences (not just the $100 coupon). Amount of time faculty spend teaching limits the amount of time people can do research. Hard to find adjunct in science. No reward for doing other things outside of teaching. So can we put money into budget to present let faculty go to conferences. Do disseminate what is learned.

* Students don’t have to do national presentations but local within Alamo Colleges. Research opportunity for AC…SW Campus has equipment, hydrogen fuel cell that could be used for research. What resources do we have?

* Get the Alamo Colleges faculty together to share ideas… for instance, all the Chemistry instructors at SAC, PAC, NWV….so they can share what they are doing. Who do we know, faculty?

* Charlie wants to look into funding sources Native American Science Research, HACU money, putting together funding ideas.
How do we get away from this idea of having a set of limited job responsibilities? Too many are turned away because their issue is “not my job” to solve it.

Convener: Angela Menke  
Notes-taker: Paulina Ortiz

Other Members:
Joshua Bayer  Kelly Mumbow  Patrick Lee  Alfred Alvarez  Joseph Ottum
Robert Veladez  Kim Marr  Peter Van Dusen  Sandra Pindo

Discussion notes:
* Student need to understand that they can talk to their instructors.
* Instructor need to emphasize office hours.
* Instructors should know that Canvas has tech support for the students if they come across issues.
* Instructor would like to know where to send student with Canvas issues.
* Faculty and staff often do not know who to send their students to for specific issues. They also do not always have access to information in Banner.
* Campus needs to have a single person/office to go to for any information questions that arise. That office would be in charge of updating contact information or campus resources and disseminating this information on campus.
* There needs to be one area where all this information is available. This should be a physical location, in addition to a location in Share Point or ACES. This should be organized in a user-friendly electronic format, in conjunction with the library.
* Employees need to be trained on this information. Perhaps it can be done during Convocation Week.
* Employees should be surveyed on what they would like to do during Convocation Week.
* Faculty needs to know that room numbers have changed in new buildings, digital signage should have information on new buildings not only posters around campus.
* Digital signage should be used to disseminate information which changes frequently, like the list of academic advisors. This is better than posters which quickly become outdated.
* Trio and Passkey good for students who qualify but need a more unified area for all.
* Communication is needed through campus when it comes to personnel being moved from their positions. Or when we have a new hire, for example having an area were we can go to and see how has been hired or put in a new position.
How can tutoring better serve students and faculty?

Convener: Thomas Murguia  
Notes-taker: Lisa Trevino

Other Members:  
Dr. Lance Sandberg  
Anita Soliz  
Leroy Ibarra  
Gabriel Ume  
Dr. Herb Mann  
Matilda Staudt

Discussion notes:

* Tutoring Services has streamlined their practices in terms of what tutors will do, in line with the College Reading Learning Association. In addition, there are workshops that are offered—what else can we do?

* IR data lets us know how students perform if they go to tutoring as opposed to those who don’t.

* Dr. Mann—Tutoring Services should all be together.

* The Writing Assistance Center should have a printer in the lab.

* Specialized tutoring—could there be tutors who are hired who specialize in fields such as the different levels of math or science.

* Make it a requirement that all SDEV students visit the labs to learn locations and services.

* Follow-up with the students via email—keep those ties and connections.

* Increase learning centers—not discipline specific for those who need help but not in the four subject labs currently available.

* Integrate social media into digital signage via twitter and FB feeds.

* Flyers in plastic casings located in bathrooms.

* All internet classes having a automatic link to tutoring services—Canvas?
How do you keep students involved with the new technology if they lack the resources at home?

Convener: Notes-taker:  
Tracy DeLililo Araceli Alvarado

Other Members:  
Rebeca Keller Sara Passemant Susan Woods Edward Gonzales Ms. LJ  
Diana Nystedt Matilda

Discussion notes:  
* Students/Faculty should have up-to-date access  
* Rent availability  
* Constant training to keep up with trends in technology  
* Options for purchasing (contributions, discounts, etc.)  
* Encourage the education, knowledge, training,  
* Open lab/ help desk, hours  
* Include funding for laptops within tuition or contributions from corporate  
* Advertise and promote computer help/ resources  
* Advising  
* More trainers/ computer techs to assist in computer area  
* Computer agreements for ease in purchasing  
* Include basic computer information assessment in class orientation  
* Web cams to check out or availability for faculty  
* Question on Document camera (modern overhead)  
* Discussion on variety of apps – how can they be incorporated in curriculum at PAC  
* How to get students involved in accessing technology?  
* Produce steps to follow through  
* Involve CE for pilot programs?  
* Partnership with WETC or community to initiate student training.  
* Determine barriers and population  
* Seek high schools for  
* Online classes /  
* Face-to-face courses
How can we prevent the student from feeling like they are being passed from person to person and not getting help?

Convener: Melissa Velasquez
Notes-taker: Jillian Ozuna

Other Members:
Judith Ozuna Ronnie Brannon Angel Orozco Mary Ester Perez Silva Dejoyes
Mako Ivory Mari Brijones Annalisa Fernandez Ed Hagen Adrian Montya
Penny Golden-Crow Laurie Medina Michael Shankin Veronica Rosas-Tatum Henry Espinoza

Discussion notes:
* Having people on same page
* Allows everyone to be able to answer a question and where to direct them
* Simple answer education
* Physically walk people to departs and see them taken over by the new department
* Be approachable to students having connections across departments
* Solution Meetings
* Use website as a resource
* Students are new and learning to be College Students we need to aid them
* User friendly website and directory
* Live operators answering calls to be able to direct calls
* Be training for Temp works so they are able to better help students
* Better versed in programs the college offers
* Students complain about poor customer service
* Department issues policy
* Updated communication lines
* Log of issues question and solutions
* System of Question create a database accessible to everyone
* Constant updating system campus wide not just departments
* Process before passing a student on to a different department
* Create a better expectation throughout the office
* Be Accessible to be able
* Own Your Position
* Introduce yourself make it personal
* Check List of Expectation
* Close the Loop on Every Situation
* Have to have a firm Belief the students are the customers that we must provide Great Customer Service to.
* Customer Service Training District Wide
* Learn to deal with District wide policy
* Work on priority of college
* Standard of Attitude ex. Chik-fila
* Solutions:
  * Customer Service Training
  * Check List of Expectation
* View Students as Customer deserving excellent Customer Service
* Document Work Flow
  * Begins in Employee Development with Hiring
  * Mystery Shopper Idea test the departments
  * Bottom up top down Training
  * Cross Training
  * Standards Across department
  * Treat the college as a Business
  * Create a Welcoming Committee for new employees
  * Announce New Positions and New Employees
  * Write down and make processes transparent
  * Starts with Education College New Employee Orientation
  * Start With Education and Customer Service
* Detailed Directory
* News letter
* Tracking System of Changes in Policy
How can we better serve our student Veterans?

Convener:  
* Liz Ortiz

Notes-taker:  
* Liz Ortiz

Other Members:

<table>
<thead>
<tr>
<th>John Aiken</th>
<th>Jennifer Rodriguez</th>
<th>Vincent Bosquez</th>
<th>Gilbert Polanco</th>
<th>Gabriel Lopez</th>
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<tbody>
<tr>
<td>Julie</td>
<td>Maria Salazar</td>
<td>Melissa Velasquez</td>
<td>Laurie Medina</td>
<td>Gary Shelman</td>
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<td>Susan Woods</td>
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Discussion notes:

* The Veterans Affairs Office needs more funding and space to better serve the students veterans.

* Money comes from the VA but $8,500 is not enough to offer an environment for our students to engage with other student veterans.

* Goal is to one day have a USO feel in the veteran’s office. A place where student veterans can hang out with other veterans to engage.

* The VA office is currently providing on a weekly basis fruit, sodas, chips, coffee, computer usage to complete homework and have seen a good response from the students.

* Come up with a budget to see how much it will take to fund this idea. Also, possibly go out to the community.

* Ask the Dr. Flores if it is possible for PR to write a grants/proposals to agencies to reach out to the community for funding. Including Conns for a tv, xbox. Furniture donation from a furniture store.

* Check with the other agencies ex: USO how they provide their funding.

* See if we can get a representative from Lackland/Randolph and to provide other types of services to the student veterans. Services to active duty personnel like answers to Tricare, etc.

* Average population of PAC students 9,100 we service 700-800 students using VA benefits and Texas Hazelwood should justify the need for an adequate office space that is self-contained to service this population. We have student veterans coming from the war which have different needs.

* Check with space committee for a permanent self-contained space.

* Is it acceptable for the veterans affairs office to receive donations from the community? Would need to go through appropriate procedure.

* Refunds for the veterans—aviation dept wanted an explanation how veterans receive refunds when dropping courses. In most cases veterans must payback tuition and fees and book money to the VA.

* Veterans are advised upfront by the VA office and Aviation dept. on the expense of the Pilot program and their responsibility if this is not the right fit for them if they drop courses.

* Veteran in pilot program sit out a few weeks until the money is received on their behalf. The process in the office is smooth as far as certifying for courses, the gap is after they visit with the VA office on campus …regional process office veterans .

* Can their registration deadline be moved up a month ahead? Priority registration was tried once; but been told “no” since then.

* VA certifying CE courses? Currently, PAC is approved for academic programs. But, there is that possibility since SAC and
SPC are approved. Vince and Larry are working on it. Could open to most applied science degrees since certificates are an option in these areas.

* SDEV courses if need is there possibly open it to offering a 2nd SDEV course
How can we create a development advocacy center?

Convener:  
Mary Ellen Jacobs

Notes-taker:  
Dolores Zapata

Other Members:
Juan Trevino  Pedro Hinojosa  Maria Rogers  Lisa Trevino  Darlene Price-Johnson
Thomas Murguia  Mary Ellen Jacobs  Beth Tanner  Dorothy Haecker  Angela Merke
Kelly Mumbower  Selso Casares  Patrick Lee  John Hernandez  Rachel Marez
Honey Kirk

Discussion notes:
* Developmental Education
* Developmental learners-figuring out what to do with their academics
* English and reading departments collapsing in the Spring (INRW), pilot for fall 2012
* INRW=0303 read and 0301 English
* To be offered in 2014
* Students did not understand what courses they would take next. 70% or more take one developmental classes. Majority of faculty teach the courses.
* Fragile underprepared students
* How do we assist and advocate for students?
* Dr. Haecker idea:
* Do not want developmental students do not get labeled or sequestered. Create a one stop advising center open to students from 8am-8pm. Receive every level of advising
* Student learning skills class in lieu of SDEV. Target student level skills-what are the learning skills students need? Try to have a holistic advisement center that help students with their learning skills, strategies etc.
* TRIO
* College survival skills
* 250 students, meet with advisors 2x a month, personal tutor
* Support system for students
* Use the resources we have and integrate by using the TRIO model.
* College has the resources. The college has to want to do it.
* How many developmental students do we want to place a requirement on? Do we have the staff to follow through?
* Two things:
* Revise SDEV reformat
* Ongoing cycle of advisement
* Cost for TRIO-$283,000, salary $70,000-$80,000
* Colleges having conversations about funding and resources and what is available. We need to allocate the resources and funding.

* Consider for the center

* Basic set of services

* Higher tier of services—formally accepted

* Pre-registration advising session, be obtrusive

* How do we communicate a message that says your effort, your desire is supported?

* Reach out to learning communities. Students were targeted and interviewed through recruitment efforts.

* Divide students into cohort and regular required meeting times

* Line-funded institutional structures

* Freshman experience

* Consider using a learning community consultant to assist in the development—Estela Rojas, CUNY

* How do we take learning communities and developmental students and house them in the college?

* Can we make it last beyond a semester? What kind of flexibility will the cohort have with students that come and go?
  Consider cohort based on majors.

* Is there a gender difference in terms of the cohort experience?

* Focus group of students from every place of majors etc. Sitting down with them after their first semester. Faculty member leads and listens to these groups. What was their experience like? What were their needs? Continuous focus groups and fine tune it as we go. Specific focus group from developmental. Include people who withdrew. Try to catch them before they withdraw.

* Interviews take place after the first two months of the course to receive information and what they need.

* Peer-advising/buddy system
How can we better communicate with students?

Convener: Greg Pasztor
Notes-taker: Ismael Dovalina
Ken Harris

Discussion notes:

* Classroom behavior disrupting communication in class...

* Hard to provide good feedback to students as classes increase….essays may take 20-30 min. each to grade, 30 in a class= 15 hours/class. They get used to diminished communication….just scores without meaning.

* Need to learn student names for better communication.

* PAC Home page: not intuitive, hard to tell what’s going on around campus

* Students receiving too much email….including all Alamo Colleges they have ever taken a course at. One student this semester had over 600 emails from NVC, SAC, PAC so far this semester.

* Students who want to do well and pay attention have no problems with communication.
Group Registration: How can we help those who need the most help get it? It is beginning to be more like an assembly line.

Convener:  
Julie Reynolds

Notes-taker:  
Rose Medrano

Other Members:
Rosario Mercado  
Rose Zambrano  
Alex Lopez  
Don Davila  
Mary Apolinar

Leticia Inocencio  
Paul Duran  
Maria Diaz

Discussion notes:

* NSO could be shorter
* Too much information
* Info repeated in SDEV…it’s too redundant
* Most of the time students state staff is so caring
* Very few negative responses in SDEV regarding student positives
* Tour was too hot…most will use map
* Some sessions of NSO are too short…this is the complaint
* Post survey from students have not been shared with staff
* SDEV/NSO info should be compared for duplication
* Concerns over the length of all barriers to enter college…NSO, MyMap, etc
* Encourage students to understand the importance of understanding the importance of all the topics
* Takes too long for staff to explain to one-on-one student/advisor
* Students don’t understand what they have to go through to enter college…take ownership
* FTIC students don’t have the background of how college works
* No connecting piece for high school/college…perhaps an app
* Is there any way that students can be told in advance of expectations? High school visits
* Students cannot progress if they do not finish MyMap modules
* Student Affairs staff has to have access to MyMap modules to be able to help students
* There is no way to monitor modules inhouse or on campus
* Alamo College test site has access to test MyMap
* Patty Parma can be contacted for access to testing MyMap
* Walk in students are being assisted by walking them through MyMap
* What will happen in November when students come in big bunches to register?
* What if students were just put on the computer to complete their information?
* More students may be able to stop at WEC
* Campus tour for NSO is not needed…this baby’s the student too much
* Registration is most important…minimize the non important info for better understanding
* Some students come in a week before to familiarize themselves with campus…recommend this on the information/handout
* Include bookstore information during the NSO…roadmap to success
* What is done with evening students? 1-2 evening NSO’s and/or Saturdays
* Why is the short version not presented during the day?
* PAC takes pride in NSO presentations
* How does non NSO campuses work for them (NLC, SAC, SPC, etc)
* Treat NSO more like group advising rather than a lengthy NSO
* Ill-advised students are at a disadvantage through no fault of their own
* Parent panel is offered during NSO
* Minimize NSO…there is way too much information
Develop a process for incoming calls on issues instead of transferring them everywhere.

**Convener:**
Araceli Alvarado

**Notes-taker:**
Jennifer Mejia

**Other Members:**
Connie Acovio
Stacy Evans
Matilda Statt
Carlos Sinero (student)
Joey Quinlan

**Discussion notes:**

* Develop a script to have staff follow to direct students to their destination. Better campus maps or building maps indicating each department or step process (for registration, transcripts, classrooms, instructors). Araceli has shared many experiences while answering calls through the help desk. She has dealt with many irate students that expect her to know all the answers; she has limited access to assist them. This is an ongoing issue through the entire year. Carlos expressed his frustration while trying to register and was not directed correctly. Carlos would like to know when changes occur since there have been many changes while he has been attending Palo Alto College. Joey mentioned technology has changed. Araceli said there are computer labs and printers available for student use in the portable area near Gateway, this is open for students for MyMap Modules, homework, emails etc.) 7:30 a.m. – 9:30 p.m. She has offered students who have computer issues, if they are on campus she does ask them to go to computer lab so she can help them. Araceli expressed how she cares for the students and hears their frustrations since she is the last resort and encourages them to stay and finds a resolution to help them or direct them to the correct location. Each department to have direct #s and job duties to be able to direct students, hours of operation. For IT to participate and be included in staff committees.

* Start a committee from each department to develop a script to hit each area to better assist each incoming student.
Use of THEA/Accuplacer/replacement test and placement in remedial classes. As the multiple guess tests do not give an accurate assessment of knowledge, skills and abilities, what else might we do to help students succeed?

Convener: Julie Reynolds
Notes-taker: Gil Polanco

Other Members:
Tito Chavarria Darlene Price-Johnson Juan Trevino Liz Ortiz Edgar Gonzalez

Discussion notes:
* Placement too low or too high based on high school classes.
* THEA and Accuplacer going away?
* We were part of a study to test THEA – not that good.
* College Board making a new test with Pearson. Will address 10 areas THECB College Readiness. Meeting in Austin in January. Patrick Lee may attend. Public colleges and universities will have same standard for readiness. Remedial placement will be set by institution.
* My Foundations Laboratory (5 weeks - $16 or 1 year - $60) is tied in to Accuplacer and allows student to move up one or more levels. Can be used in HS. Is available now at accuplacer.org at Information for Students which goes to College Board site.
* If not college ready, then diagnostic tells them what they have mastered and what they need to work on. When finished, can retest.
* Gil’s 3 ideas:
  * Give diagnostic if scoring below a certain score.
  * Give math instructors user name and password to administer in class
  * Have counselor send student for diagnostic
* What is the difference between test and diagnostic?
* Would it not be simpler to take the exams for each course? Student who had taken AP math did not want to take test, so got placed in Math 0300. Some students do not understand the process and it’s implications.
* During NSO, assess individually if testing at remedial level to see if they are placed in the correct class.
* Suggestion: make a list of skills with sample problem for assessment to be administered by the faculty/counselor.
* Take a break between sections? Reading/English in one part of the day and Math at a different time.
* Change in price from $29 to $11 coming this Fall.
* Two week delay between test and retest.
* Can’t accept cash for testing.
* Testing and assessment should be in two separate places. Assessment should be done at the Welcome Center.
* We could give a pretest on the first day of class and then transfer them to the appropriate class?
**Discussion notes:**

* Bring topics up at the Alamo Colleges District Meeting for Student Development Curriculum decisions to establish guidelines of what to cover.

* Work with OSER to create feedback for tutoring and student development.

* Revisit Core Curriculum of Student Development.

* Careers Degree plan, advisor, articulation, CAT, certificates.

* Campus Resources Financial Aid and Bursar Office tutoring, OSER, Library, navigate ins and outs registration.

* Enculturation Phi Theta Kappa, Alamo Colleges Leadership Institute, ROTC, various honor societies, student government, campus clubs, recreation sports.

* Study Skills- Note taking, Listening, Test taking, Learning Styles.

* Emphasize individual appointments with SDEV advisors to encourage different course enrollment. CAT Center and degree plan advisors.

* Have a mechanism for getting self-deleting message after a period of time. This would allow for services like tutoring and financial aid services to not be lost in the shuffle. Ask PR about this.

* Have required labs covering core curriculum requirements given by the professor and supplemental selection labs overseen by the professor but done with self-directed learning.

* Allows for core requirements to be covered.

* Supplemental labs allow students to cover topics that may not be allowed for time constraints but would be beneficial to given students.
How to make SGA a more integral part of the developmental process?

Convener: Blank
Notes-taker: Robert Aguinaga

Other Members:
Daniel Uresti Alex Lopez Ismael Dovalina Kim Mark Robert Aguinaga

Discussion notes:

* Students as stakeholders in key decisions in new policies: MYMAP, financial aid, THECB, etc.
* Have SGA members on committees of above committees before decisions are made.
* Student as advocates. Not limited to SGA. Other organizations such PTK.
* Teach how to speak to executive committee and faculty.
* Have opportunities and promoting those opportunities to students.
* SGA- Issues of cohesion due to office space or lack of
* SGA would benefit from dedicated space
* Converge Faculty Senate / Employee Council / SGA and use as a vehicle for peer mentoring (i.e. career advising, college advising, etc.)
* Student Regents- Texas A&M
* United Alamo SGA?
* Create PAC websites for student organizations to put on website with Facebook and Twitter links
* Create space for students meetings and dates / united calendar
* Annex as dedicated student space.
* Getting students out of the classroom to do active learning (PBL, internships, etc.) > campus wide effort
* Meet and greet for SGA in beginning of the year (i.e. Webpage, Facebook, Twitter)
How to develop processes to effectively communicate academic and CCE opportunities to students?

Convener: Blank  Notes-taker: Blank

Other Members:
Linda Mesa  Cynthia Sanchez  Stephanie DeLeon  Angela Garcia  Jenny Moya
Rosita Elizondo

Discussion notes:
* Inviting students and dialogue
* Informative sessions to faculty and staff
* Workshop
* Work with Student affairs and advising
* Process for print materials for ESL and GED (English and Spanish)
* Schedule availability
* Visibility
* Accessibility for those that do not have technical skills or access to
* Open house events
* ACC TV adds to provide more specific programs
Supporting faculty to focus on the classroom & innovation

Convener: Karen Mahaffey
Notes-taker: Jenny Scheidt

Other Members:
Caroline Mains  Jenny Scheidt  Lloyd Walsh
Michael Shanklin  Bobby Garza  Alba DeLeon
Cakky Brawley  Mariana Ornelas

Discussion notes:

* When in the classroom, we are able to innovate, but time obligations outside of the class are cutting into time to innovate material; without adequate time, we end up using the same material over and over

* Accountability is important, and we all want to do the right thing—grades, progress reports, etc. but unrealistic and time wasting expectations (i.e. enter midterm grades twice ... in ACES and FTIC reports)

* NWV—their advising time are their office hours; at SAC—stipend for advising center; why can’t we use an existing model instead of asking faculty to donate time for free

* Money is not provided for professional development—perception is that we have a “cushy” job, lack of respect, faculty don’t do enough

* Morale has been down due to last 10 years, state mandates but morale seems to be improved

* As faculty, we also need to take back our role as instructors, not facilitators, paper-pushers, coordinators; we are so focused on that that it prevents us from focusing on what we love/teaching/the classroom.

* Penalized if the students not successful, so this discourages instructors from trying new things

* We need to make concrete what we need to make this happen/ what will allow us to innovate?

  * more time
  * Immediacy for students

  * Resource center for teachers (not District driven)

* Perhaps allot some office hour time; how are office hours viewed? Is it student accessibility? Can some of that time go towards innovation?

* Problem-based learning

* Technology and equipment

* Release time; 1 class release every 3 years for professional development (self-governed); rotating course release or release people can apply for

* Needs to be joy … get back to the fun and joy of teaching

* District needs to quick judging faculty by a few bad apples

* Clear description of what exactly a faculty member needs to do; changes in faculty job description; ability to say no when asked to do things beyond required duties … since cuts into time needed to commit to field and the classroom

* Faculty need to be able to ask for that time back … ultimately, the students suffer since instructors aren’t able to work to their full potential

* Grants; perhaps external innovation grants; we have done this in the past
* How to manage time more effectively – e-mail responses, etc.; setting self-parameters … I will check my e-mail after advising students.

* We need to get back to the time when faculty get together to say “this is what we need in our units/departments.”

* New 16-hour requirement—perhaps use one day for semester planning and then evaluating the plan

* We are a self-accredited institution, but the District imposes mandates

* 4-week progress reports will be required for all students in the spring

* Media—expectation now is that you will respond to e-mails/correspondence immediately, so this de-rails your priorities; we need more reasonable expectations about how things get done and when they will get done
How can we inform our staff/faculty more about accountability of contact hours for state reporting?

Convener: Rachel Marez
Notes-taker: Sarah Rodriguez

Other Members:
Fernando Hernandez  Belinda Roman  Marty Cruz-Bock  Ed Hagen  Trina Stowitts-Traina
Tony Villanueva

Discussion notes:

* Try to get information to dept. regarding semester hours, contact hours, schedule validation.
* To get different dept. are aware of contact hrs. for each course because there is a review at the end of report and there is a comparison from last year’s report.
* If dept. grew or lessens there is a review – need each dept. to keep track of contact hours because it is needed for state reporting; each area is going to responsible for this information.
* Need to know if program is added or cut
* Reasoning why there is an increase or why there was a decrease
* New core no longer needs to have a lab any longer – now have lost a lot of contact hours – Core went from 7 to 6 contact hours.
* Bio majors only need lab – Liberal arts don’t need lab
* 1 or 2 labs that go for 10 lecture courses offer
* Contact hours is at beginning however you will count contact hours by census.
* Need instructor to sign drop slip if student wants to drop so instructor can have a conversation with student to see if there is alternative to dropping and the consequences of dropping
* Rachel send email to chairs with instructions with information on dropping and consequences; 27 hr. rule, 75 hr. rule, check with financial aid, 6 drop rule-some rules does not apply because they are grandfathered in.
* Suggestion for faculty to place in Syllabus on the consequences of dropping and procedures for dropping.
* Start trusting and do the process online; will soon go paperless
* Memo for the record and send email to chair-person and place in faculty file
* Stress as chairs and instructor need to be checking if it 4hrs you get 64 contact hours; if course contains lab that you are getting credit; in the end the dept. is going to hurt because the dept. is the one going to get cut; validation of schedule needs to be correct and the responsibility needs to be on the department.
* Every year is a base year
* Why is the number students in class different across majors/courses - held to different pay ratio
* Before Banner could have larger lectures; now must have the same students for lecture that you have for lab…Christa Emig states you can’t unlink a course with a lab. Student does not have a choice on when they can take a lab….This is causing a loss of contact hours.
* VPAA-looking at getting rid of grade of D
* Faculty are going to be held accountable for the F’ in turn we are going to have faculty passing students when they are
failing.
* Faculty want W taken off as a grade
* PGR???
* Dual Credit – keep close tab; they get registered they never attended; faculty need to take role we don’t want to keep them hanging if they never attended.
* Counselors are not keeping accurate track at the high schools.
* Do you have contact hours by discipline? State report comes out of CIP Codes (funding code)
* Faculty need to keep track with validator are keeping track to make sure same contact hours are correct; contact hours times student;
* How do we know if a D is a valid grade? Belinda Roman
* Tony Villanueva: having one on one sessions with Chairs to inform them of what needs to be done in keeping track for state reporting;
* Alexis Lowe new Chair
How can we apply a more organic system of learning to expand creative skills in the evolving job industry in our economy?

Convener: Notes-taker: Karen Arredondo

Other Members:
Rafael Sayago Fonzie Quance-Fitch Julia Jarrell Andrew Valdez Joel Goolsby
Xochitl Lozano

Discussion notes:
* Creative thinking?
* Home schooling:
  * Personalized to what student was going pursue.
  * Explore interests in deeper level
* How can we make college a place that serves students and still meet personalized goals
* Road Trip Nation: used in high schools-> gateway to college….
* Travel around country interview people from different people that have been successful….
* Extended to skill and trades jobs
* Make self-promoted to develop questions and conduct interviews, and video experiences…..
* Using in curriculum locally conduct interviews….San Antonio is great area to explore.
* How can it be expanded to ALL students and not the few selected?
* It is publicized…
* What about legalities?
* Waivers?
* How about other colleges and universities??? Service learning?
* Using outside community events to engage learning and exposure as a replacement to testing, using instead a written evaluation. Giving flexibility to students….
* Problems: students working 20-30 hours a week….How can we reach those students….
* How about having events during class time….teachers are frustrated because it takes students out of class….yet, tried to plan during times students will be on campus?
* Can we submit a schedule of events before syllabi go out?
* GO OUT AND GET A LOCAL BUSINESS A PROBLEM THEY ARE CURRENTLY DEALING WITH AND FIGURES OUT A SOLUTION, COMING BACK AND SELECTING THE BEST SOLUTION….
* Getting the community involved.
* Challenges….is budget cuts.
* WEBSITE: for activities and projects for gateway, will get from xochitl.
* The arts works in collaboration for many job settings.
* Students are connecting through the applications what they are learning....
* Bring in Corporate companies with business....
* Holistic.
* For classes that are theory can use create project based....
* Problems: motivated vs. un-motivated students
* Checklist:
  * Project based, and problem based student driven with original driven outcomes.
* Challenges: frustrations, evaluations,
* Setting up in segments...using faculty as guides but letting students come to their own conclusions.
* Specificity?
* How can we be creative within a framework?
* Steps to find answers?
* Backwards design approach? Learning outcomes that we want? How do we assess them....then you build the project.
* Benchmarks? Rubrics? Deadlines?
* Can students get involved with the designing of syllabi?
* Bringing in the interdisciplinary aspects or experiences..
* www. Bie.org (project based learning for the 21st century.)
* What about inquiry method? Socatic method?
* Problems: shy,
* Chalk Talks...q’s posted open ended. Add contributions and comment on others....facilitate discussion,
* Students don’t connect with visual advertising....but teachers connect best with students one on one.
* Teachers are driven to bring creative aspect from personal outside resources.
* How do we tap that creativity pool.
* Teachers want to see students thrive? What kind of structure can make this happen?
* Early planning and having an office to support it.
* Student activates wants to have students, instructors and staff to get together.
* More open environment....more engaging.
* Professors are most direct link to students.
* We can get more input from faculty to plan events around the needs of curriculum and student learning.
* Cross curriculum event that is themed work on to relate various disciplines.
* ACTION:::What can we do?
* Coordinate with QEP? Mary Ellen Jacobs
* Proposal: create a team, student driven pull together and create some event that is cross curriculum. Service office or sponsor....to support student driven to make this happen?
* Create themes?
Effective communication skills in the classroom that engender learning and student success

Convener: Carolyn De Lecour
Notes-taker: Anita Soliz

Other Members:
Suzel Molina Ramon Hernandez Eleanor Skelley Joe Corrales Carolyn De Lecour
Xochitl Lozano Chris Delgado Lee Ross Mary-Ellen Jacobs
Kenneth Harris Karen Mahaffy Krystal Rodriguez Alexis Lowe Caroline Mains
Jennifer Andermatt Joey Quinlan

Discussion notes:
* Teacher should be the last one leaving the classroom so students have the opportunity to go to instructor and ask questions that may be private. Research show that it does improve communication between student and instructor.
* Know student names
* Be friendly
* Acknowledging students that they exist
* In online classes, you address the student by name. Come back to student to answer questions.
* Address classroom issues immediately (i.e. student misbehavior, sarcasm, embarrassing people in class).
* Have open-door policy.
* Even out gender issues (i.e. teacher talks evenly to males and females, from one side of the room versus the other).
* Master Teacher Program – develop and have all instructors participate. It will introduce classroom behaviors that instructors should practice in the classroom. The reserve effect will be that students will learn the behavior to practice in the community.
* Speech Class for Teachers – introduce class to all instructors to become better communicators and presenters of their material.
* Develop a real teaching and learning center – where teachers can get information on how to become better teachers. Having a well-defined mentoring program for new instructors.
* A lot of focus has shifted to developing classroom materials, training to use technology, and leaving the importance on how to deliver content in the classroom.
* Immediacy from teachers has proven to show there will be less discipline problems in the classroom.
* Student engagement creates immediacy within the classroom.
* When asking “Does anyone have any questions”, always give at least 10 seconds to wait for any students who may respond.
* Have Speech instructors be guest speakers in Education classes to assist both instructors and students in developing immediacy within the classroom.
* Gateway to College is already introducing collaborative learning to their students which allows student engagement to thrive.
* Problem-based learning (PBL) cohorts have begun the process to introduce this methodology into their classes to further enhance student engagement.
Create a Teaching and Learning Center at PAC for faculty, staff, students, and the community.

Convener: Joseph Coppola
Notes-taker: Joseph Coppola

Other Members:
Dale Robinson Tracey DeLillo Veronica Rosas-Tatum Sylva Dehoyos

Discussion notes:
* Create a Teaching and Learning Center that encompasses the following:

* Create opportunities to discuss strategies to promote writing and speaking across the curriculum. Partner with disciplines that are the owners of writing or speaking and ask them to create best practices, possible rubrics and create opportunities to collaborate over assignments. Grading writing assignments is a lot of work. How can we make this easier for us. How can we assist people to make it easier to grade writing assignments. Provide resources to students for how to write better such as the writing center. Online resources for improving writing and speaking. Promote classes in the library such as the library research certificate. Involve developmental instructors. Perhaps one key writing assignment a semester and have independent person like writing center evaluate for grammar, etc. We need as faculty to be clear on the assignment description or instructions.

* Create professional development experiences that examine the diverse learning styles of students including nontraditional and at-risk. Let’s create this curriculum starting with Counseling with Yolanda Reyna and create the curriculum. Collaborate and train faculty and we can act as consultants for other schools. Could be a faculty release. The problem is everyone is doing more and no one is provided rewards for this. How can this be workable? We are giving attention to at risk students but not the nontraditional students –part-time, work or employed full-time, have family obligations, maybe older.

* Create a Master Certification Program involving exploring various pedagogical strategies with faculty. Identify faculty that are experts in areas and have them facilitate a session for all those practices that constitute a master teacher. Any future master teacher goes through that curriculum and has to document an instructional innovation practice in their class and document that success. Open PBL teaching circles to all faculty, especially adjuncts. With PBL we need to share PBL best practices. Pedagogical strategies could focus on adjuncts. Create an adjunct academy where they complete certain professional development opportunities to receive a certain course load or commit to adjunct for two years or other incentives

* Create and implement high impact pedagogical strategies–Some questioned service learning and learning communities could be problematic at the community college level. Service learning is already happening with Sylvia and Ronnie–how can we coordinate this more –they do it for teambuilding. We need to explore this more. It requires a big commitment.

* Create and disseminate tools for learning to students including a focus on time management, study skills, and memorization techniques Show students how to learn better. We have SDEV where basics of how to study is provided. We have 80% of part-time students. For students to learn how to learn better, have an online module for students. Create opportunities like Student Leadership Institute where we have certificates for students i.e. complete so many modules and it sets you apart. It would qualify you for a certificate they receive for completing modules, etc.-students are acknowledged during graduation for completing this) it separates you from the next level. We want to incentivize for students such as a ceremony for completing this.

* Create across the discipline opportunities to explore greening the curriculum, internationalizing the curriculum, or democratizing the curriculum. Need a centralized place for how to incorporate X, Y, or Z in my course. Have the resources available. Don’t push these programs onto disciplines. Just make them available.

* Assess the effectiveness of these programs

* The center will be used as a means to recruit and retain students by distinguishing ourselves from our peers

* How we will get there:
* We need faculty and staff support including a willingness to participate in discussions throughout the semester
* We need to be bold sometimes
* We mustn’t be afraid to take risks
**Discussion notes:**

* What’s bothering you about Canvas?
  * Mail—unread mail is not filtered; would like mail to be filtered by unread or have that as the default; would like to have folders in the mail; not always able to view which section the student is in; can’t view the bottom line when typing a mail message
  * Inability to curve grades except manually … it was easier to do this in Blackboard (BB)
  * Speed grader—when you open the rubric, it covers the document; when you enter the score in the rubric, you still have to manually enter the grade in the grade box
  * What’s working well for you in Canvas?
    * Grading feature in old grade book
    * New grade book—Crocodoc feature
    * Once you have an existing course in Canvas, it’s very easy to create/update/modify another course in Canvas
    * How many people are using Canvas on their iPads? (Chris)
    * Using Firefox—is everyone using Firefox (Chris) since this is what we support on Canvas?
    * Transitioning a course from BB to Canvas—not as easy or quick as it
      * You should be able to create/update an assignment in one course and then use it in multiple sections; you can do this be creating the file in dropbox and creating/copying the link … will instantly update in all sections
    * Calendar—colors are too similar; you should be able to set your own colors
    * Need an orientation to show how Canvas features work—one orientation that any Canvas instructor can use; Greg—should be covered in SDEV; ACES now has link to Quick Guide under Canvas Resources; if students e-mailed before the semester started, and link was sent via Outlook, many students could not open the link since Outlook asked for a password
    * Pop-up issues
      * Dates for course access; you can manually change this; you also need to check the end date for the semester if you want to extend access beyond the last day of finals
      * Technology issues within the class—very frustrating when computers, projectors, etc. not working; makes it impossible to demonstrate Canvas within the class; classroom problems—Smart Notebook not recognizing PDFs; computer off in classroom and takes a long time to boot
    * Glad to be ahead and already using Canvas; instructors who will be using Canvas for the first time in the spring should already be working on the transition
* Scheduling—classes are cancelled after you have spent hours setting up a Canvas class; also, realize that a Canvas class cannot be set-up easily at the last minute, so assign classes as early as possible; when a class will be killed, an instructor needs to be notified BEFORE the class is killed ... once it's killed, the class is gone

* Course that was carried over from BB to Canvas—multiple choice questions converted to multiple answers; another situation, point values changed when test carried over; some images broken or did not work when carried over; pictures can also be put in dropbox

* Canvas needs single repository for file
Library Instruction

Convener: Camille Fiorillo
Notes-taker: Sharon Carson

Other Members:
Dimona Esparza Lanette Garza Mariana Ornelas Denise Barkis-Richter

Discussion notes:

* Presently we use print, digital signage, a la carte, social media, email, convocation presentations, and announcements to instructors.

* What else can we do to promote this service through classes?

* Can the librarian come to an evening class? Yes

* Sometimes there are no students in the classes. No one incorporates it into their curriculum. It needs to be mandatory. Betsy Barefoot says students don’t do optional.

* It should be part of SDEV. It can be entirely online. Students don’t look at the Alamo.edu accounts because there is so much that the students believe it is spam.

* It is used as extra credit in some classes. English made it mandatory at one time linked to ENGL 1301 but it has been dropped.

* Free, non-credit class.

* There is a session that deals with plagiarism. This could be mandatory for students who get caught plagiarizing. As a retraining piece. There was data that showed that students who took the IRC series were more successful in their English classes.

* There is some library in the SDEV but it is not enough. How can we get the faculty to incorporate this into their curriculum. Get a grant that encourages/promotes this into the curriculum. This could be an incentive for faculty to incorporate this into their courses. Evidence based papers need this type of skill. Faculty don’t even understand the assignments that they are giving. They need to be consistence in format at the very least.

* PR market about the short sessions. PR doesn’t even know what is being sold by the IRC program. They need a tag line. “Got Paper Due?” Break the marketing up into smaller bites. Needs to be read in 10 seconds. Google it..check your sources. Need a better name. Information toolbox, research toolbox, student success toolbox. Have a focus group with students to determine the name.

* Students don’t understand library. They do everything electronically. The goal is to get the students to get the certificate for the entire set of courses. Mini sessions. Why don’t the faculty know. Where can we fit this into your syllabus. Might need to do this one on one with faculty, departments, or divisions…meetings. Meet with Joseph to tie it into the assessment competencies so that it can make this easier on both sides and be a win win for everyone. This could tie it in for the faculty and the students.

* We need a Starbucks type coffee shop in the library. Trinity has this. UTSA, UIW and several other colleges have this available. Carmen’s sister could maybe get us hooked up with the Guadalupe Street Coffee Shop. (or some other local coffee shop chain).
How do I complete mid-term grades while I am here? (Metaphor for other things)

Convener: Amie DeLeon  
Notes-taker: Amie DeLeon

Other Members:
Cakky   Chuck   Greg   Ginny   Tori  
Ish     Mark    Selso   Dale    Amie  
Peter   Dorothy

Discussion notes:

* Everything is a silo.
* Why don’t FTIC grades and Banner mid-term grades talk to each other?
* Serving chores and emails and I don’t have time to be creative and inspired to take on a cool project.
* We use to have fun and do cool things.
* This is taking time away from education and our students.
* I feel that I am bouncing and want to do overhaul on my classes. So I guess I will not teach this summer so I can work on my classes.
* Busy work and not class work.
* I am tired of District tell us what to do. I have conversations with my students that are failing why does it have to be a grade.
* Students get email saying that they are failing but they do not read their emails because they get to much junk email from the “system”.
* Solution: Centralize a source of information; filter email; Students can read all their grades on canvas at anytime so it is the student’s responsibility to keep up with their grades; Increase work-study positions or if I get work-study it is mid-term before I get them. Take work-study out of people link then I can use the work studies to help with the busy work.
* We have identified things that take time away from faculty teaching.
* Example: one act play that week…so good but faculty is so busy with other stuff can’t attend other faculty performances; no time to complete the work orders to get on the homepage.
* “We use to show up for each other!” “We use to go to other faculty and talk to them about ideas and projects so that we can collaborate but we have no time.”
* “I just have enough time to get through emails by 7 at night and then I have no energy to work on projects.”
* “I polled my students in class and asked how many of them think mid-term grades are important? Not one student said they are important!”
* WHAT CAN MIKE DO TO HELP US WITH THIS?
* Student success depends on faculty morale!
* Strong SDEV program – student learning skills
* Professional full-time advising center (staffed by professional advisors; if faculty are in this office then it can be part of office hours; make if faculty volunteer make it appealing)
* Allow faculty the time to develop their programs and projects.

* Welcome Center give correct information, when I call no one answers or give their name. There should be only one place not CAT and WAC.

* What if???? We had one big event per month that we ALL participate in and make part of our class. Do more coordinating more quality projects. Have a culture calendar.

* GOAL: The whole campus goes to Canvas to use grades.

* Office Hours can not be used for class but can we select some hours are just work class prep and not in a meeting.

* Get rid of mid-term grades. (metaphor for the other stuff that takes away from teaching)

* NEW TOPIC:

* What can we do? Select 1% of students after they have been here 1 semester and do a focus group with volunteer faculty asking student what can we teach you to do better in class. Then these faculty teach the following skills to students: (SDEV should be taught by faculty not counselors.)

* What is SDEV doing in the class? We don’t see the students coming to us prepare with students skills. (note taking, participate in a useful discussion group, how to give constructive criticism, talking to your instructor about failing class, have students who have been successful in school talk to these classes.
**Discipline-specific conferences for faculty**

**Convener:**
Amanda Salinas

**Notes-taker:**
Amanda Salinas

**Other Members:**
Stamatis Muratidis  
Elsa Anaya  
Weldon Riggs  
Eleanor Skelley  
Yvonne Richardson  
Jennifer Andermatt

**Discussion notes:**

* In the past there has been money for conferences to TCCTA or something else, but it’s a total of $100. How many administrators are there in the district and how much money is spent on their conferences. If primary focus on teaching and student success, are funds allocated for that. How does that justify trips for administrators. Why is money being spent on vice chancellors? One Vice Chancellor said it took her 6 months to understand her job. Money is being spent on these things. If goal is dedicated to success, then we need this. Is there a limit for conferences for staff—is it also $100. How much does PAC spend on faculty to be inspired and get inspirational ideas by going to conferences and looking at retention. How do you do things better in your area. We are convinced that the issues regarding PGR could be addressed with faculty development. As a public institution, we should have access to training. Is there a budget available for us to see? Can we see what’s being spent on training for administrators, staff, and faculty? It needs to be transparent. How has the training for administrators contribute to student success? How many staff do we have? How many faculty do we have? How many administrators do we have? How much training/conference money is spent on staff? How much training/conference money is spent on faculty? How much training/conference money is spent on administrators? When faculty go to conferences, they come back and share the information with other faculty. We never hear from administrators what they learned at their conference. The $100 allowance for faculty is not enough for us to go to a specialized conference that relates to our discipline. We could have an all district employee development day, where the faculty who went to the discipline specific conferences could come back and share the information with other faculty from other colleges in their discipline.
Bring more International Education

Convener: Sandra Pinedo
Notes-taker: Blank

Other Members:
Lloyd Alba De Leon Joseph Coppola Stamatis Muratidis

Discussion notes:
* designated space for internationalization, looking for these types of opportunities Ex. International café
* Open space to dedicate
* student services provide more themed activities in cafeteria
* having a place to dedicate for foreign language, culture
* how do we raise awareness?
* Do people even read flyers? More social media, to advertise our international programs
* Need to do:
* coordinate between district and PAC
* PAC presents to community, students, staff “these are all the great things that PAC offers”
* UNITY= International Learning community
* Will have a technology component:
* Who:
* -Students, staff, community members
* How:
* can we create more exhibits, gallery space as a forum, study abroad programs, café,
* conversations
* 500 dollars for a presentation, for a presentation
* NSO’s advertisement
* Problem(s):
* International programs District is overwhelmed, Can district
* What is district doing, what is PAC doing? And is it working? NO. How can we help this communication
* The set up needs to be rearranged
* District? What is the most effective?
* we need to go to district
* Strongest advertisement showing it on campus
* Coordination on faculty
* Joseph- Sales Pitch- convocation,
* Speakers, Grants for STEM speakers
* How is it that students actually learn, so that we adapt to their learning styles
* Anything that involves international
* We need to look at faculty that these sitting things are not being effective
* Learning with music
* Prioritize:
* FUNDS: What grants can we apply for? Can we provide more Scholarships for students, specifically at PAC, from district? What about external funds?
* Awareness on international events
* Faculty and students being able to contact sooner
Process of Internationalization at PAC

Convener: Veronica Rosas-Tatum
Notes-taker: Alba DeLeon

Other Members:
Penny Golden-Crowe
Vangie Velez-Cobb
Sylvia DeHoyos
Lydia Hannawi
Nevin Jurkovic
John Jansma
Marianna Ornelas
Dr. Beatriz Joseph

Discussion notes:

* Community Involvement – Advisory Committee meetings for CTE programs; Bring speakers into the classroom to involve business people to SA sponsorship;

* Partnerships with other Institutions – TAMUSA; this will enlarge potential pool of students to participate;

* Bringing International Students – Semester Abroad: Identify support services at PAC to promote and sending students abroad; support systems

* Include students on the International Committee – especially those

* Technology for International Opportunities Students – course creation to allow international students to attend classes and identify process on website for including international students as a PAC student; identify available degrees that students can earn online; student clubs/organizations connections thru social media and Skype; Internet café for students to visit and interact with students abroad on partnered campuses. Identify how translation will occur and if with a translation button, closed caption, etc.

* Financial Resources dedicated to promote and achieve this on campus – identify someone to search for grants for this process

* CASS Program – Julia Gerald – integrate these students into campus activities; have campus activities such as cooking and promoting with students; cultural events on campus in our facilities, coordinated with OSER; look for grants to continue this partnership.

* Involve CASS students in campus event, especially in International Education Week activities.

* Utilize the CASS model to develop framework for hosting international students at PAC through an international student exchange.

* Identify faculty/staff interested in being host families and create an open house or orientation to disseminate information in this process.

* How do we recruit/advice first year and interested students to “shape interest” in internationalization?

* Highlight expertise of faculty who can provide an enriching experience to students

* Identify current faculty who will know steps to take to encourage students abroad to take our courses (Nevin) – Develop a model for attracting high school graduates to our courses

* Research best practices that are well established on graduate level, or in existence at UIW to create one for transition from high school to community college – technical degrees, such as CIS

* Challenge is that many international students will look to universities to attend and that many families may not consider a two-year college.

* Do the fees that international students pay cover the entire costs of tuition? Explain if any local students are displaced… This is resolved thru the office of international programs and their communication to Board and Chancellor.
* Internationalization on Campus – Bring in an advisory committee together from the community; include a representative from the World Affairs Council;

* Identify on transcript that a student has achieved an internationalized education;

* Create a summer institute for faculty/staff training as Study Abroad or Internationalized in mentorship of faculty and staff in both study abroad and internationalization of courses.

* Palo Alto College needs to be open to allowing international students to enroll out of high school into our online courses and this will, by osmosis, through team projects, they can become cohorts and will contribute to the community

* Publication of Study Abroad Opportunities in SDEV courses, TRIO, through faculty advising as an option to get course credit – explain the core curriculum and which courses are typically offered in study abroad.

* How do we begin the process of identifying support systems for international students?

* Develop a strategy and process for faculty to come forward and express an interest in internationalization.

* Incorporate support for internationalization in our campus mission and strategic goals.

* President contact with key institutions, such as City of SA International to establish sister college partnerships with our sister cities and with the World Affairs Council, Trade Alliance, and International Trade Center. And, include International Committee representation to attend meetings and events for these organizations.

* Appoint a liaison from Student Services to interact with faculty and participate in training and events for study abroad promotions in advising activities.
SECTION II: ACTION GROUPS

DEDICATED TO YOUR SUCCESS
Strategies to help underprepared students from feeder high schools succeed at Palo Alto
Convener: Robert Aguinaga
Participants:
Angel Orozco
Mep
Pedro Hinojosa
Rachel Mares
Jennie Huebenthal
Maria Diaz

Wellness
Convener: Adrian Montoya
Participants:
Leticia Neira
Carly Garcia
Maria Diaz
Jennie Huebenthal
Tina Mesa
Collier McKenzie
Anna Rodriguez LRC
Xochitl Lozano
Tracey Delillo
Alexis Lowe
Dolores Zapata
Jane Velasquez
Rafael Sayago

Palo Alto Renaissance Fair
Convener: Joel Goolsbay
Participants:
Karen Arredondo
Maria Diaz

International Studies & Education
Convener: Sandra Pinedo
Participants:
Joel Goolsbay
Verunica R-T
Ana Lisa Fernandez
Sylvia
Jennie Huebenthal
Stamatis Muratidis

Use of THEA Accuplacer for placement in remedial math - How can we do a better job?
Convener: Julie Reynolds

Returning Adults
Convener: Sharon Carson
Participants:
Maria Cooper
Raquel Blanco Ayla

Advocacy Center for Developmental Students
Convener: Mary Ellen Jacobs
Participants:
Jonathan Gonzales
Angela Menke
Patrick Lee
Honey Kirk
Maria Rogers
Thomas Murguia
Lisa Trevino
Edgar Gonzalez

Commit to completion
Convener: Kevyn Alegrya-Valenzuela
Participants:
Ginger Carnes
Carolyn De Lecour
Maria Diaz

Service Learning Committee - PAC community helping the local community
Convener: Jennie Huebenthal
Participants:
Stephanie De Leon
Joseph Coppola
Monica Ayala
Madalitt Martinez
Joel Gadlsbar
Jane Velasquez
Maria Diaz

Create a teaching & learning Center: Master Teacher certification, Learning styles, Pedagogical strategies, High impact practices, Adjunct Academy
Convener: Joseph Coppola
Participants:
Jenny Scheidt
Caroline Mains
Xochil Lozano
Carolyn De Lecour
Veronica R-T
Sylvia de Hoyos
Anita Soliz

Address staff & faculty relationships and staff concerns - Staff Council
Convener: Anthony Perez, Staff Council
Participants:
Greta Rodriguez
Madalitt Martinez

ACTION TEAMS
About Mary Flanagan & Management Solutions. . .

Management Solutions Group, LLC provides group facilitation, consultation and training to businesses and organizations. Strategic and project planning, organizational development, team building and leadership effectiveness are common topics of client engagements. The company has offices in Nashville TN and San Antonio TX.

Mary’s work with Management Solutions began in 2003 and builds on 25 years experience in planning, project development, fund raising, coalition building, board governance, leadership development and management in the nonprofit arena. Her list of clients includes the University of Texas Health Science Center at San Antonio, Rack Space, The San Antonio Symphony, Texas Public Radio, United Way, Our Lady of the Lake University, Trinity University, UTSA, Charity Ball Association, San Antonio Area Foundation, Girl Scouts of Southwest Texas, Valero Energy Corporation, City of San Antonio, Bexar County, Texas Nurses Association and more. With every client, she helps groups clarify the issues/challenges they need to address, and helps them create working solutions they believe in.

Mary holds a Masters degree in Social Work from the University of Houston Graduate School of Social Work with a focus on community & organizational development, and a BA with Honors from the University of Texas at Austin. She is licensed as an Advanced Practitioner of Social Work in Texas (LMSW-AP). She is a Mentor Trainer through the Institute of Cultural Affairs, and has been awarded master facilitator status and carries a national certification, Certified ToP Facilitator (CTF). She has served on numerous community committees and boards, and continues to lead in such capacities.

Mary has been married for 33 years & has a son & a daughter, both adults. She has been a long distance runner & completed 6 marathons. With knees gone bad, she is now Nordic trekking and cycling as alternative endorphin-producing forms of exercise.
Palo Alto College has provided education to the Southside of San Antonio for over 25 years. With thousands of graduates and 9,163 students enrolled in Fall 2011, we continue to provide education that is accessible with programs and resources that ensure success. Students from Palo Alto College are prepared to transition to a four-year university or advance in the workplace. By continuing to foster a strong economy on the Southside by providing valuable and desirable employees, we are able to develop relationships throughout the southern sector that ultimately benefit the entire surrounding community. We do this because all of us at Palo Alto College are dedicated to the success of our students, our employees, and our community.

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