

<p>Academic Senate October 27, 2015</p> <p>Present: Azevedo, Bettencourt, Chan, Crayton, Dorsey, Eastham, Espinoza, Filling, Garcia, Garone, Gerson, Gonzales, Guichard, Hoover, Huang, Larson, Loza, Manrique, McCulley, Miller-Antonio, Nagel, Peterson, Petratos, Petrosky, Ringstad, Sims, Strangfeld, Provost Strong, Silverman, Stone, Strahm, Taylor, Thompson, Vang, Wagner, Wood, Young, Wellman and Zhang.</p> <p>Excused: Advanced Studies, Broadwater, Filling, Odeh Oluwarotimi, Park and Strickland.</p> <p>Guests: The following guests were welcomed: Mark Grobner, Helene Caudill, John Tillman, James Tuedio, John Rodrigues, Dennis Shimek, Susan Marshall, Scott Davis, Lori Cole, Susan Yang, Eric Escalante, and about 20 PACE students.</p> <p>Isabel Pierce, Recording Secretary</p>	<p>First Reading Item: 13/AS/15/UEPC Baccalaureate Goals and Outcomes. Will return as a second reading item.</p> <p>Next Academic Senate Meeting: November 10, 2015 2:00-4:00pm, JSRFDC Reference Room 118</p> <p>Minutes submitted by: Chris Nagel, Clerk</p>
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1. Call to order

2:04pm

2. Approval of Agenda

Approved.

3. Approval of Academic Senate Minutes of October 6, 2015 (distributed electronically)

Approved.

4. Introductions

Mark Grobner, Helene Caudill, John Tillman, James Tuedio, John Rodrigues, Dennis Shimek, Susan Marshall, Scott Davis, Lori Cole, Susan Yang, Eric Escalante, Alonda Dela Cruz, Kaitlynn Cupit, Sandra Lambert, Eilanra Abdeshokvsi, Elvia Ramirez, Jennifer Wittman, Janet Talolla, Abigail Escobedo, Iris Haro Gonzalez, Julissa Plasancia, Samuel Mendoza, Elizabeth Rodriguez, Elizabeth Zafra, Sarai Meza, Saul Avila, Andrea Garcia and several more PACE students.

5. Announcements

Tuedio mentioned the Social Justice in the Central Valley conference schedule. It begins on Thursday, November 5th thru Friday, November 6th from Noon to 8:30pm. Check their website <https://www.csustan.edu/social-justice-conference> for the list of special speakers coming in.

The Provost brought to attention of the Senate an article in Modesto *Bee* titled: “Turlock university ranks with Ivy League in moving students up and onward.” He distributed a copy, and thanked the faculty for all their good work that helped us achieve a distinction to rank so high, and helping students achieve upward mobility.

Susan Yang distributed a flyer on Warriors Together Toy Drive to give toys to underserved children and make sure that no kids are left out. This season they will be working with departments and reaching out to other networks. There will be ten collection barrels across the campus. They will accept money donations and need your help to spread the word about this cause. Their goal is to collect 700 toys.

Sims announced a guest recital by Paradise Winds, a group of 5 virtuosos, at Snider Recital Hall 28 October, 7:30.

Speaker Thompson noted that the senate meeting for 17 November has been rescheduled for 10 November.

Thompson reported that in spring SEC met with several representatives from the bookstore to discuss concerns. One item in that discussion was the creation of a Bookstore Innovation Group. CoC sent forth recommendations for faculty representatives as follows:

Christy Gonzales, Liberal Studies faculty member will serve a 1 year term

Ann Kohlhaas, Biological Sciences faculty member will serve a 2 year term

Dr. Xun (Peter) Xu MOM (Management, Operations and Marketing)

Thompson announced that calls for faculty participation or application will come soon for Faculty Director of GE, faculty co-director of WASC Steering Committee, ad hoc General Education Assessment Council, and a GE Pathways Pilot Faculty Learning Community.

Sarraille reported that CFA has 32 faculty committed to going to the 17 November event in Long Beach. He noted that the Senate will be in recess and hoped that we can increase the 32 to 52.

6. Committee Reports/Questions (FAC, FBAC, GC, SWAS, UEPC, other)

FAC: Sims reported FAC is continuing to review and gather information on faculty status issue, and will send a survey shortly to the governance committee chairs. Results will be presented to senate. FAC has been looking at EO 1096, which is system wide policy. Will have a resolution coming to senate to incorporate this into campus policy. By request from several faculty members FAC is looking at the academic programs organizational structure, specific to definitions and roles of department chairs and program directors.

FBAC: Peterson stated FBAC is looking at budget priorities to recommend, by examining past budget priorities.

GC: Ringstad presented a full slate of activity by GC. First, GC is looking at options for centralization and staffing of graduate admission functions. Two, the committee is reviewing graduate learning goals, reexamining to see if they need to be modified or reaffirmed. Three, they are reviewing the culminating experience policy, what types are accepted and listed in catalog. Four, they are discussing proposed revisions to the APR timeline.

SWAS: Strahm noted that they will be meeting next week.

UEPC: Stone announced UEPC completed work on a resolution on two-pass registration system, to continue current policy. UEPC is working on time modules and efficiency of scheduling. They gave minor input on the revised course approval form, with instructions to faculty proposing new GE courses, so the GE subcommittee can evaluate. UEPC also approved a new concentration in Biochemistry, as well as modified BA and BS in chemistry.

The Speaker interjected that the resolution on two-pass registration will come as a first reading agenda item at the next senate meeting, and that it has already been a matter of lengthy discussion.

- 7. Information Items:** (The policies are not yet distributed. VPFAHR Shimek will provide an overview of the policies and, once the draft policies are completed, they will return as discussion items.)

Shimek announced that the four policies to be brought forward are derived from CO requirements, state and federal regulations, and in the case of 7.d., FAA regulations.

- a. Protection of Minors policy
This derives from requirement of state of California, to clarify regulations regarding protection of minors. We have many activities for minors, defined as anyone below the age of 18. The policy will provide clarity and guidance.
- b. Drug-free Campus and Workplace policy
This derives from federal legislation that requires recipients of federal funding to be free of illegal drug use and manufacture. In addition, it clarifies policy regarding alcohol. Shimek noted the availability of EAP to provide confidential, free assistance 24 hrs. per day to members of faculty, staff and family.
- c. Time, Place and Manner of Free Expression policy
Shimek stated that the need for a clear statement of campus policy on this issue has come up several times in the last few years, in regard to activities on campus.
- d. Use of Unmanned Aircraft policy
FAA requires each campus to apply for license, followed by a permit application process for any member of the campus who wishes to fly a drone. The application will require a statement of the use of the drone, its relation to university business, and affirmation the pilot can fly it safely.

The Speaker asked if all of these, except the unmanned aircraft policy, represent modifications of existing policies.

Shimek, responded that there are some policies and some statements that touch on the subject matters. The policies would pull together many communications in each area so it is easier to find, and to clarify who has the authority and responsibility. Right now there may be four different policies for the protection of minors.

These will reappear as discussion items at the next meeting.

8. First Reading Item:

- a. 13/AS/15/UEPC Baccalaureate Goals and Outcomes
Stone moved seconded by Nagel.

***California State University Stanislaus
13/AS/15/UEPC – Baccalaureate Learning Goals***

Be it Resolved: *The Academic Senate recommends that California State University, Stanislaus adopt the attached Baccalaureate Learning Goals.*

Rationale:

These Baccalaureate Learning Goals represent the skills and competencies, knowledge, and abilities that Stanislaus State commits to developing in its students through General Education, the major, and co-

curricular programs. The first goal represents discipline specific learning goals. This statement is broad to encompass the learning goals of our many diverse majors and minors.

Goals 2-4 incorporate the General Education Goals and Outcomes that were the result of a thoughtful, multi-year, collaborative effort between the General Education Subcommittee of the University Educational Policies Committee (UEPC), the Faculty Coordinator of General Education, the Director of the Faculty Center for Excellence in Teaching and Learning, the Faculty Coordinator of the Assessment of Student Learning, and UEPC. Goals 2-4 were approved by the Senate (17/AS/14/UEPC GE Goals and Outcomes) on 2/10/15 and they were approved by President Joseph F. Sheley on 3/26/15.

The final goal is a statement of learning goals that is specific to our campus. We live in an economically and educationally challenged region. Many of our students have never ventured outside of the Central Valley. Goal 5 was inspired by our Mission Statement:

MISSION OF THE UNIVERSITY

The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning.

To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region. We recognize that the Goals of any educational program are continuously being evaluated and revised. The determination of Baccalaureate Learning Goals is part of an iterative process designed to assure that students are acquiring the knowledge, skills, and abilities we believe to be critical to a broad liberal education. As individual programs are mapped to the Baccalaureate Learning Goals, assessment strategies are developed, and evidence of student learning analyzed, we may desire to modify our Goals to better reflect our academic programs. We also will revisit these Goals on a regular basis as we respond to changes.

California State University, Stanislaus Baccalaureate Learning Goals

- 1. Demonstrate expertise in a scholarly discipline and understand the discipline in relation to other disciplines and the historical context.*
- 2. Develop the intellectual skills and competencies necessary to participate effectively in society and the world.*
- 3. Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences.*
- 4. Develop the abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.*
- 5. Demonstrate personal responsibility and civic engagement with respect and appreciation for diverse local and global peoples, cultures, environments, and resources.*

UEPC:rl 8/27/15

Approved by UEPC 9/10/2015

Stone introduced the resolution by explaining it would create baccalaureate learning goals, which the university currently does not have.

Strahm said she had a feeling this would be a difficult thing to do. She appreciated that there is a discussion of #5 in the Rationale, and that it was inspired by the university's mission statement. But this doesn't speak to the uniqueness of Stanislaus State. Is there a way to articulate that without reducing importance of respect for global issues?

Garone asked if a phrase like "also appreciating the diversity of our local region" would fit the bill. Yes per Strahm.

9. Open Forum

Strahm said the following:

I want to let everyone know that I am the one who invited the students of the PACE Program here today out of my concern.

I support PACE. If it wasn't for a PACE-type program at University of Oregon I would not be here today.

I support PACE's attendance today requesting the faculty senate to support them in holding the administration accountable for the following:

1. inaction in letting PACE wither
2. leaving students, staff, faculty in the dark with plans (or lack of plans) re PACE
3. leading PACE students to believe they had a career length support system
4. what are the details of the next steps? We want to know.

I must say that I am not surprised at this turn of events. After all, the same administration that has not put an infrastructure in place to institutionalize a PACE-type program (even though that was precisely what it said it would do in its grant application) has been fighting us as we work to maintain the historically appropriate for this university tenure lines in Psychological Counseling Services. Why is it that programs with evidence based patterns of positive impacts on students appear to be allowed to wither on the vine?

The provost kindly provided us with a news article about how we are "ranked so high in helping students achieve upward mobility." I appreciate his thoughts and would add a suggestion that the reason for these accolades has everything to do with programs like PACE!

PACE is posted on our website at this link: <https://www.csustan.edu/pace>

Our Mission

Program for Academic & Career Excellence (PACE) is consistent with the university's mission of creating a learning environment, which encourages expansion of intellectual, creative, and social horizons. Our mission is to ensure that all students regardless of individual differences, acquire the self-knowledge, educational, occupational, and career development competencies needed to make self-directed, realistic, and responsible decisions. We are committed to individual uniqueness, an

understanding of multicultural diversity, the development of human potential, and a passion for life-long learning.

Marshall stated that she was one of the writers of the \$5 million Title V grant that originally led to PACE. It was divided into two parts. First, on the academic side, the grant called on the university to develop a first year experience program. The grant stated the first year experience program would be built into curriculum, as it has been in English Stretch program. The second aspect of the grant, PACE, was the Student Affairs side, to provide intensive advising, development of a peer mentor program, and establishing a place for students to have access to computing equipment and tutoring, to meet socially, to get help with homework, and to form a community together. That side of the grant has not been integrated into the budget. No one involved in PACE had been told what was happening; they were just told it was being shut down. That accounts for the emotion of the response. It was the intention stated in the grant that these programs would be integrated into the university. It's very concerning that the program is being sunset.

Davis thanked the Speaker and Strahm for opening the senate for this forum. He said he is disappointed that students didn't have another forum, and that it is good these students are here to speak. Davis declared that programs like PACE are what sets the university apart. This is what national notice is about for the university. The curricular, co-curricular approach is the key to PACE success. Davis quoted UBAC recommendations of 2015:

Successful practices developed on the basis of grant support should be given priority for base or reliable ongoing funding by the time grant funding is exhausted, especially in those instances where an institutional commitment was made up front to sustain successful practices at the conclusion of a grant (e.g., CECE and PACE). If these initiatives have proven successful in supporting persistence rates and reducing time to degree, they should be given strong consideration for ongoing funding. In general, the committee recommends continuing efforts to identify longer-term funding for positions and services that have been especially effective at improving student success.

Davis concluded that what he is most interested in hearing is what plans we have to accomplish this and what firm announcement we can get on this, as we only seem to hear rumors.

Applause.

Strahm noted that some of the PACE students couldn't attend and she has a list of responses concerning how PACE has benefitted them.

1. Demi Castillo

As a first generation student, having PACE was good for me in meeting others just like me as well as getting informed about certain things and the process of getting classes and what forms to fill out since my parents or no one I know have been to college. So it was nice having an adviser guide me in the right path and help me with all my questions.

2. Alejandra Santiillan

Pace has helped me a lot on taking the classes I need. I have heard other students stories about taking classes that they did not even need, but because they never had any sort of advising. Not only has pace helped me with the selection of classes I need, they have also helped me with a situation I had with financial aid. I was close in losing my financial aid due to not having declared a major. However, Jessica Bettencourt helped me fill the required documents at a short notice. Besides helping me academically they

helped me socially as well. Due to this my freshmen year I was not too lonely because I knew people from pace and most of us had similar classes and we were able to study together.

3. Alex M.

PACE has greatly contributed as a positive factor in my college experience. The program has become a great tool for ensuring that my assignments gets done by providing resources such as printing and access to computers.

4. Oneida Escobar

PACE has contributed to my college experiences in many different aspects. Academically the program provided me with courses before I even started my first semester. Then throughout my 3 years I was able to get academic advising, which helped me reflect on my major and career choices. The biggest contribution PACE did for me was allow me to be a student worker through that I was able to become more involved in campus and with my peers. I was able to gain experience and become more of a well-rounded professional, which prepared me for other future job opportunities. They offered many opportunities for students to become involved and feel included.

5. Sandra Loza

Well obviously free printing is always helpful when you don't have one at home. Pace really was a great support system. My advisor, Araceli, is the greatest resource I've had available to me since the start of my college career and she continues to be. As someone who had no clue what to expect from college and nobody who could guide me since I am first generation, I think it was the best thing to find a support system with friends who were in the same boat. We encouraged each other and I would think, "Well if they can do it, I can too." That support was really important and I feel like it really worked to empower me to take on bigger leadership roles on campus and while it really helped me my first few years, it empowered me to not be fully dependent on it and to be willing to find my own way, with the support of Pace resources when necessary (but not for EVERYTHING)

6. Elvia Ramirez

I don't consider the Pace program to be just like any kind of program I see it as a close- knit family that supports you and guides you to achieve your goals. They are my second home away from home. My freshmen year they taught me how to navigate the CSUStan system like for instance giving me advise on what to expect in coursework, the different resources on campus that could help me academically and financially. This program also gave me the opportunity to meet some of my closest friends who now I consider family. The awesome advisors they have Araceli, Gareet, and my main advisor Jessica are people who have given me the best advice regarding my academics. I don't know what my college experience would have been like without the pace program so I truly am thankful that the CSCSTAN cares about its students and has programs like Pace and keeps them alive to ensure students success. I feel like it's vital to keep them around because they are a great support system especially for those college students who are first- generation students like myself to reach our goals. I am very fortunate to be a Pacer like we call ourselves because I truly believe there is no program that can ever compare to Pace in my eyes.

7. Saul Avila

My name is Saul Avila. The Pace Program at CSU Stan has had a positive impact on my academic career and on my personal life. Being the first of the three children in my immediate family to attend a university was an enormous obstacle I was scared to overcome. My first year I was a very nervous introverted kid who dreaded going to class and questioned why they (my parents) had pushed me

to go to college. In my head I thought to myself, "that's no way to live, I have to make something out of myself". "I'll make it through college, even if right now I don't know what I want to major in". After that, I started making the changes necessary to see that college was right for me. Pace helped me out by providing the resources necessary for my success. They provided me with a friendly atmosphere, a computer lab, workshops, a friendly staff of peer mentors, and an excellent academic advisor. It was through my advisor at Pace that I discovered what I was interested in (business). I am currently actively pursuing a career in the field of business. Through Pace, my social life blossomed. I met a lot of people I will forever remember through this program. I met my best friend at this program and a lot of my close friends as well. Pace in a sense is like my second home. I know they have my back and that they're there to help me succeed. Most importantly pace has helped me develop into a more apt and able individual that is proud to be the first in his family to attend a university

8. David Reynoso

PACE has contributed to my college experience in many significant ways. It's where I've made many of my friendships, and where I have learned about academic requirements. When I hear the word PACE I think of possibilities because PACE taught me about internships, and possible volunteer work. PACE has saved me money with the free printing which although I now use the CIS Lab it was very helpful during my first two years at Stanislaus.

9. Luisa Serrato

As a first generation student, pace has helped me a lot in advising me in the correct path. It has guided me to meet new friends leading me to always motivating me and helping me when I get stuck in my classes. Pace is a wonderful program that gives a lot of support, advices, help, welcoming, and motivation to never give up.

10. Jesse M.

The pace program basically helped guide me for my first few years in college, they gave me the resources and advice I need that catered to my specific needs. They also helped me make some lifelong friendships that helped make the transition from high school to college more bearable because we were first generation students and not knowing how college worked was just seen as understandable. They provided workshops and interviews that helped make good decisions and widened the perspective that there isn't just one way to be successful in the world especially in college. They also helped employ me and gave me training as well as connections to the community and campus. I owe a lot to the PACE program for if I haven't been in, I may not even be in school at this point in my life.

11. Janet Franco

Well pace has help me academically advising in a positive way because it has help me lead to take classes I need and with my advisor being there to always help me and support me so I can do things right! pace is great thing to join because they have a lot of resources for you as students that help you succeed.

12. Ricardo

Pace has helped me as a first generation student by being a stepping-stone. If it weren't for pace I wouldn't have known where to begin with picking classes or signing up for classes. I would have been completely lost in the college process in the beginning. Through pace I also met a lot of great people that I would have otherwise not met if I wasn't in pace.

13. Liz R.

As first generation student, I lacked guidance when it came to college. Because I am the first in my entire family to attend a university, I was forced to figure everything out myself. PACE became my safe place, where I could ask questions about everything from where to buy books, to how to register for classes and even what to do on the weekend. I consider myself fortunate to have this safe place, to have guidance and to have the opportunity to accomplish my goals. PACE has also helped me meet the best people to joke around with, debate with and go play pool with. These are the people I consider to be my best friends. I also am extremely thankful for my advisor, Jessica. She has been with me since day one. From trying to register for classes for the first time to applying for graduation. Not many students can say they have received the amount of support I have from the PACE program. I do owe part of my success in this university to this p

14. Alondra Gonzalez

Well pace has really helped me out. I honestly do not have words to thank them for all they have done for me especially for always answering all my concern. I came to college without an idea on what to expect but it's because of them that I learned everything I need to know about college. They have honestly been my number one support system through my college experience without them I would have been a lost soul. Some of my closest friends have been made through pace and I am thankful that they have given me the opportunity to meet so many great people who I can relate to. My experience so far has been excellent and Pace has contributed to my success as a student and as an individual. Truthfully if it wasn't for this program that cares about their students I don't know where I would be.

16. Dalvir

I'd say Pace has been like a guide for me. Whenever I was confused or lost I came to advising and Pace answered each of my concerns. I made new friends and I was motivated to keep trying on my school performance. It has made me a better student and really conditioned me to stay on top of my school work. I know if I am in need of any help I can always go to pace for advice.

17. Gabby

Pace has provided me with guidance throughout college by giving me an advisor that has taken the time to get to know me. My advisor Garrett has also encouraged me when I was feeling unsure about my major which has helped me be more focused and feel more confident about my college decisions.

18 Sarayi

Pace has helped me understand college and realize that it's not like high school. Advising has showed me the different possibilities in careers that are available and how to achieve my goal. I have had many friendships because of pace since everybody there is super friendly and can help you with a subject you're having trouble with.

19 Raquel

In my first year here at Stan, pace provided me a chance to develop my writing skills even further by providing attention to the specific areas I needed to work on. It provided a way for me to expand my horizon in college to different friends instead of hanging out with the same people from high school. Overall, pace advising has been very beneficial, especially my first 2 years because my major did not allow major advising for freshman and sophomores.

Stone thanked Provost Strong for sharing the article from the *Bee* that highlights the effects of PACE, and notes that our PR person is quoted in the article as saying that effective practices are going to be incorporated into the university. It is ironic that the *Bee* article highlights a successful program while it is being sunset.

Speaker Thompson said that this will be a formal agenda item at the next SEC meeting.

Garone made a suggestion that he hoped, if the program is continued, would allow faculty to have a more positive impact. e. If this program is instituted he has a suggestion to make it more effective. Students in the PACE program sometimes bring grade reports midterm. If faculty were provided that information at the beginning of the semester, it may help faculty be more effective mentors for those students.

Sarraille pointed out that it's ironic that the PACE program was planned to sunset with apparently no consultation, or at least no open consultation, with faculty. He asked rhetorically if it was not a general principle that the faculty bear responsibility for the curriculum and to meet students' needs. Given that, he said it was baffling that a decision like this with such an affect had not been brought previously to the attention of the faculty.

Espinoza said that this particular program was a grant funded, five-year program, and is in its sixth year. She and the Provost have been having conversations about what practices can continue, and the form and the resources they will take. She asserted that PACE will be in place this academic year, and now is a good time to have those conversations. They finally settled on meeting with the PACE students tomorrow. They have met with various groups and will continue to meet with faculty to discuss this, and haven't made any decisions yet. Angst about the outcome is a bit premature until they study and decide what they can do with the resources that we have.

Huang noted that the Faculty Mentor Program is also geared at first generation students. Many activities could potentially serve the students in the current PACE program.

The Provost stated that there are a number of programs at the university that serve this purpose generally. He stated that there are 600 students currently in the program, 150 admitted to it each year. They'd like to find ways to serve more students with the best practices learned from PACE, across a wide spectrum of our students who can benefit from this. The PACE grant was \$ 5million, \$1 million per year, and has stretched to six years. This is more than many other student success programs, such as the FMP which is also very successful. The success indicated in the *Bee* article is not just due to PACE, but the culture and commitment of faculty. He said it was necessary to take a big picture look at the good work of PACE. He said there will be a plan for transition without federal funding. He said it was needed to transition in a responsible way that is creative, and to help students be successful, within the next 30 days.

Strahm highlighted area 1D of the 5-year plan, section E: develop and institutionalize a comprehensive C3 program.

Strangfeld added that it sounds great to say we want a program that includes more students. It's important to recognize that our students are not the same. While serving a wide range of students, not all are coming to campus with the same resources. PACE targets the most vulnerable and least resource-rich students. Because of PACE, they feel a sense of family. One struggle of these students is that they feel that they don't belong here. This is one of the unique challengers that PACE students represent. We need to

remember this group has particular needs and significant obstacles in completing their education. They need a program that specifically targets their needs.

Marshall expressed her appreciation for the VPs' remarks that there will be discussions of continuing best practices, but we already know what they are. The grant promised entry-to-exit support. The time to discuss these options was before the PACE program was sunset, not after.

Provost stated that the sun-setting refers to the sun-setting of the grant. Many of our students are just like PACE students. We appreciate the good work that PACE has done and we want to incorporate all the best practices from PACE. We have some funding for student success and completion. He asserted he is very sensitive to the concerns raised by the PACE students, but is also sensitive to all other students. He insisted that we need to be measured and thoughtful over the next 30 days to consider how to move forward once federal funding ends, and stated that it was not a renewable grant.

Espinoza pointed out that it would be wonderful if we could have the same outcomes we have with PACE for all students. Staff looked at 400 students to choose 120 who would best benefit from PACE. The other 280 were also eligible, low-income students, but the capacity of the program was limited. How can we expand the capacity of the best practices of these services?

A student asked, where the data came from about the PACE budget, as it is more like \$230K per year.

Espinoza replied that \$1 million was the total of the grant. There are different pieces. There are the office fees and academic fees. How can we scale up so we can benefit more students that also have a dire need for these resources as well?

Provost pointed out that all budgets related to PACE are submitted to the Department of Education on an annual basis. A c3 approach is a good one, but one we have evolved through since then. Where we are now is not where we were when PACE was started. He said that he would argue that this is why we are doing well and receiving the accolades reported in the Modesto *Bee* article.

Chvasta asked if students were told the program was going to sunset. She had students who were panicked because they were hearing of it for the first time. What was the administration's thinking in not informing students of this?

Espinoza replied that she has asked this question. Everyone that was involved in this program knew that it was a five year program, and that the funding was set by the grant to end at the end of August. They requested an extension for an additional year. She can only apologize to the students for that misunderstanding. She repeated that there is a need to continue our conversations and look at how we can scale up and provide these services to more students. She invited PACE students to a meeting tomorrow and noted that she sent an email inviting them to that meeting.

Wittman asked, as a PACE student's teacher, what is to be gained from the meeting tomorrow?

Espinoza said they would talk about next steps.

Provost asserted that administration is absolutely interested in what the students have to say and will listen carefully.

Marshall apologized for repeating herself. In the grant it does say we will institutionalize best practices. We were able to institutionalize first year experience. It is now part of the university budget. The university is funding it. There is no need for an application for funding. That's what we're talking about.

Applause.

Wittman spoke for English part-time faculty, including those who were not able to be present. English PT faculty work hard with PACE students. Many are getting ready to graduate this year. That's a relationship those students have had from the beginning. These are good practices that we want to keep going on campus. If we are looking toward good models of student success, PACE is definitely one. She has a group of like-minded peers who work together on problems. Wittman recounted a student expressing the loss of members of the student's campus family, two of the four consistent faces for that student on campus. Emotions involved are heavy. If we are planning to have some scalable plan for a program just like PACE, it's not clear that every first generation student needs something like that. She is disheartened. These are the students she helps on campus and is looking forward to seeing them graduate in four years. She wants to make sure there is high probability of that happening four years from now.

Strahm welcomed newly arriving students and thanked all for coming. She said that she was a first generation college student and received a lot of assistance. She compared PACE to her experience with University of Oregon's Student Support Service. This was a place to go, and while Strahm recognized that we need best practices, this is a university, and needs to have little places that make people feel like they belong, and keeping track of students individually. We can't simply spread best practices throughout the university. We can't all keep track of 8000 students. We need places like PACE, places for these human beings with people they can trust, that are there consistent year after year, with whom they can build trust. Different groups have different needs. It can't just be a university-wide thing.

Applause.

A student stated that this is her second year, and she was lost when came here. She got into PACE and her advisor told her that she has all these possibilities, asked her about her interests, helped her consider a major, and helped her to become organized. She first went to PACE just to print something, and a student approached her. She got to meet many of them through the program. She was on probation, and her PACE advisor helped her out during the summer. Thanks to her she is still here. PACE is here to push you to better your life.

Speaker Thompson said that he generally tries to remain neutral in discussions, but noted that Marshall raised a telling point. If you look at the differences in the level of planning and institutionalization, comparing PACE to first-year experience, there is a stark difference. Thompson has heard quite a bit of discussion, but has yet to hear something concrete about what's going to happen with PACE. If we're on a 30-day timeline, we need to start hearing specifics. He thanked students and faculty who turned out for the discussion. The group showing up and being cohesive shows what the program does to build community.

Provost Strong asked that we give administration to the end of the semester.

10. Adjournment

3:20pm