Santiago Canyon College
Academic Senate

8045 East Chapman
Orange, CA 92869

(714) 628-4831
academic_senate@sccollege.edu

SENATORS

Business and Career Education
Gates, Alana 2022
Salcido, Andrew 2021

Continuing Education (OEC)
Oase, Daniel 2022
VanDyke-Kao, Rita 2021

Counseling & Student Services
Aguilera, Leonor 2022
Crabill, Phillip 2022
Graham, Song Le 2021

Humanities and Social Sciences
Castellanos, Ralph 2022
Dela Cusack, Lisa 2021
Gonzalez, Sara 2022
Govea, Melissa 2022
Murphy, Ryan 2021
Umali Kopp, Christine 2021
Valdos, Yanina 2022

Library
James, Scott 2022

Mathematics and Sciences
Cummins, Shawn 2021
Danova, Veselka 2021
Henry, Amanda 2022
Johnson, Kimberly 2022
Kramer, Jessica 2022

Adjunct
Chavez, Ricardo 2021
Vacant

EXECUTIVE BOARD MEMBERS

President
Rutan, Craig 2022

Vice President
Taylor, Michael 2022

Secretary/Treasurer
Scott, Randy 2022

Curriculum Chair
Evett, Corinna 2021

Agenda
16 February 2021
1:30 – 3:15 p.m.
Academic Senate Zoom
https://cccconfer.zoom.us/j/92767748123

I **Welcome**

II **Public Comments** (2-minute limit per person)

III **Approval of the Minutes**

A 1 December 2020
B 3 February 2021

IV **AS Executive Board Reports** (20 minutes)

V **ASG Report** (5 minutes)

VI **Action Items**

First Reading

A **Resolution S2021.01 –** Adoption of the Temporary Modifications to AR 4232 and Santiago Canyon College Catalog Section on Pass/No Pass Spring 2021, Summer 2021, and Fall 2021

B **Resolution S2021.02 –** Approval of Institution-Set Standards and Stretch Goals for ACCJC Annual Report

C **Resolution S2021.03** – Endorsement of the SCC Pathways

D **Resolution S2021.04** – Creation of COVID-19 Pandemic Task Force

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate, and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging. (Approved 12/05/17)

BP 2410 Board Policies and Administrative Regulations

Reference: Education Code Section 70902;
ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b & e)

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Any adoption and/or approval of new Board policies or changes to existing Board policies must take place as part of a two meeting approval process. The first meeting will be considered the "**FIRST READING, INFORMATION ONLY**" of the policy or change to existing policy for the purpose of review, questions and answers, and other considerations of the recommendation. At the second meeting, it will be considered the "**SECOND READING, ACTION ITEM**." The Board will consider the item for action, which may have been modified at either the first or second reading. If the modification at the second reading is major, as determined by the Board, such a reading will be termed a first reading and introduced at a subsequent Board meeting as a second reading. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

The RSCCD Board of Trustees believes that a major trustee role is to set policy for the District. In setting policy, the Board wants to create and work within a participatory environment with respect for students and all employee groups. For developing policies regarding the academic and professional matters numbered 1, 2, 3, 5, and 8, the Board will consult collegially with the faculty by relying primarily on the advice and judgment of the Academic Senate (per previous agreement with the Senate).*

For developing policy regarding the other five academic and professional matters, the Board will consult with the faculty through the mutual agreement process previously agreed upon. At RSCCD, the mutual agreement process is the use of the shared governance structure consisting of councils, committees, and the District Council. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.

The Board of Trustees values consensus building; however, it realizes its legal responsibility to make final decisions regarding policy.

***For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:**

1) Curriculum, including establishing prerequisites and placing courses within disciplines;
2) Degree and certificate requirements;
3) Grading policies;
5) Standard or policies regarding student preparation and success;
8) Policies for faculty professional development activities;

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

4) Educational program development;
6) District and college governance structures, as related to faculty roles;
7) Faculty roles and involvement in accreditation processes, including self study and annual reports;
9) Processes for program review;
10) Processes for institutional planning and budget development.

Administrative regulations are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative regulations shall be consistent with the intent of Board Policy. Administrative regulations may be revised as deemed necessary by the Chancellor. The Board reserves the right to direct revisions of the administrative regulations should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all board policies and administrative regulations shall be readily available to District employees through the District website.

Revised and Retitled: June 15, 2015 (Previously BP9001 and BP9023)

SCC Academic Senate Business Meeting Minutes – DRAFT v2
December 01, 2020, 1:30-3:15 pm, ConferZoom

Senators Present
Aguilera, Leonor
Castellanos, Ralph
Chavez, Ricardo
Crabill, Phil
Danova, Veselka
Dela Cusack, Lisa
Gates, Alana
Gonzalez, Sara
Govea, Melissa
Graham, Song
Henry, Amanda
James, Scott
Johnson, Kim
Kramer, Jessica
Murphy, Ryan
Salcido, Andrew
Umali Kopp, Christine
Valdos, Yanina
VanDyke-Kao, Rita

Senators Absent
Cummins, Shawn
Oase, Daniel

ASG Representative
Yi, Nathan

Guests
Breeden, Emma
Buatamante, Robert
Gause, Tiffany
Martino, Danny
Smith, Mark
Stringer, Martin
Wagner, Joyce

SCC-AS Executive Board Present
Rutan, Craig, President
Taylor, Mike, Vice President
Scott, Randy, Secretary/Treasurer
Evett, Corinna, CIC Chair

I. Welcome

Santiago Canyon College Academic Senate (SCC-AS) President Craig Rutan called the meeting to order at 1:30 pm on Tuesday, December 01, 2020.

II. Public Comments

SCC faculty member Sara Gonzalez brought up a number of questions related to the adoption of SCC-AS Resolution Amendment F2020.08.02, a portion of which called for using “approved mentor(s)” to assist faculty who have not completed the online training certification (OTC) with their ongoing online classes. Gonzalez stated that department chairs have been asked by their deans which faculty will be the approved mentors, raising questions about how mentors will be selected, and whether or not the intention of F2020.08.02 was to have volunteer mentors. SCC-AS President Rutan indicated that compensation for mentors was “unlikely.”

SCC faculty member Randy Scott demonstrated how an old man shakes his fist at the clouds by bringing up the 4 recent interim administrative positions opened at SCC while in the middle of ongoing discussion of relentless budget cuts and a hiring freeze. The old

guy was reminded by his younger colleagues that there is actually only a hiring "frost" and that the district is within the parameters of the early retirement agreement to fill 50% of the positions vacated by retirement. Thus, the clouds moved onward.

SCC faculty member Danny Martino spoke about a website— beulr.com —that permits students to sign into their Zoom classes without actually being there. Tag line on the website: "Stop wasting time on mindless work." Students will pay $4.95 a month to *not* attend zoom class and to be intentionally uneducated while enriching the university students who had attended classes to learn how to create a web-based business.

III. Approval of the Minutes

17 November 2020 approved unanimously following minor adjustment to attendance list. (Moved by Gates, seconded by Salcido.)

IV. SCC-AS Executive Board Reports

SCC-AS President Rutan

SCC-AS President Rutan reported that planning is ongoing for Spring 2021 and will likely have a strong remote emphasis.

On the Distance Education (DE) front, the search is on for mentors with completed OTC to assist other faculty who have not completed their OTC. Also, work is ongoing to finalize the camera use language on for WebAdvisor and schedule descriptions of courses.

The budget for 2021-2022 is still flexible. There have been rumors that the situation may be better than anticipated. President Rutan pointed out that "We are a college, not a business." and in that context described the struggles of the Library to maintain even a minimal staffing level to keep the doors open. Three librarians are not enough to maintain a full-time availability to students.

SCC-AS Vice President Taylor

No report.

SCC-AS Secretary/Treasurer Scott

SCC-AS Secretary/Treasurer Scott attended the SAC-AS meeting on 24 November 2021. The SAC Senate recommended the adoption of BP 4235 and AR 4235 and then began a discussion of gender and racial bias in the SAC-AS.

CIC Chair Evett

CIC Chair Evett sent kudos to Brooke Lansbury for completing the adjustments to over 350 Distance Education Addendums (DEA) to reach compliance with the legal opinion on webcam requirements from the Chancellor's Office of the California Community Colleges. With this final step of modifying SCC's DEAs, the curriculum process should return to normal processes, *i.e.*, operating without panic precipitated by Sacramento's panic attacks.

Finally, CIC Chair Evett reported that Laura Espinosa will begin working through the stack of quinquennials, followed by a short discussion of the Scrabble possibilities of the word "quinquennial."

V. ASG Report

ASG Vice-President Nathan Yi reported on "Less Stress Week" games and activities.

ASG is processing their Fall Advocacy results.

Finally, ASG is working to have permanent email addresses that correlate to the various offices of the ASG Executive Board, *i.e*., sccasgvicepresident@scccollege.edu.

VI. Action Items

Second Reading

A. Resolution F2020.10 - Approval of the "2020 Guided Pathways Essential Practices: Scale of Adoption Self-Assessment" Document

Moved by Castellanos, seconded by Valdos.

Resolution was adopted unanimously without abstentions.

B. Resolution F2020.11 – Fall 2020 Enrollment Management Committee Class Cancellation Guiding Principles Recommendation

Moved by Evett, seconded by Gonzalez.

President Rutan described the discussion of this resolution in the College Council. Following some changes suggested by the administration, President Rutan, together with Vice-President Taylor and CIC Chair Evett, decided that the

SCC-AS will make its recommendation through this resolution; the College Council can then accept or reject the recommendations approved by the faculty through the SCC-AS. President Rutan pointed out that enrollment management is more than just numbers output from a formula.

CIC Chair Evett summarized the changes requested by the College Council and additional changes on a document from SCC Interim President Vargas, most of which dealt with objective calculation.

SCC faculty member Tiffany Gause expressed strong support for the faculty position expressed in F2020.11.

Resolution was adopted unanimously without abstentions.

C. Resolution F2020.12 - Recommendation for Student Learning Outcomes (SLO) Assessment in eLumen

Moved by Gonzalez, seconded by Castellanos.

Resolution was adopted unanimously without abstentions.

D. Resolution F2020.13 - Equity Considerations for Camera Use in Synchronous Remote Instruction Courses

Moved by Evett, seconded by Gates.

Discussion centered around examples of faculty behavior that seemed to justify the need for F2020.13. The Golden Rule was not explicitly stated but is certainly applicable.

Resolution was adopted unanimously without abstentions.

President Rutan wrapped up the meeting with an inspiring and downright eloquent review of the work that the SCC-AS has completed during the COVID Fall 2020 semester. He sure talks pretty for a physicist.

Meeting adjourned, 2:47 pm. (Moved by Gates, second by Evett.)
Submitted by Randy Scott, SCC-AS Secretary/Treasurer

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Resolution F2020.10
Approval of the "2020 Guided Pathways Essential Practices: Scale of Adoption Self-Assessment" Document

Moved: **Senator Castellanos**

Seconded: **Senator Valdos**

Whereas, The California Community College Chancellor's Office is requiring California Community Colleges to submit a certified version of the Guided Pathways Essential Practices: Scale of Adoption Self-Assessment document as an assessment of progress in the implementation of Guided Pathways; and

Whereas, The SCC Guided Pathways Development Groups reviewed relevant portions of the 2019 document and made suggestions for updates, and the Guided Pathways Leadership Team compiled and edited this information at their October 23, 2020 meeting; and

Whereas, The Guided Pathways Scale of Adoption Self-Assessment document is helping direct the work of Guided Pathways at Santiago Canyon College;

Resolved, That the Academic Senate of Santiago Canyon College approve the 2020 Guided Pathways Essential Practices: Scale of Adoption Self-Assessment to be submitted to the Chancellor's Office and to help direct the work of Guided Pathways at Santiago Canyon College.

Date Presented: 17 November 2020

Date Passed: 1 December 2020

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging. (Approved 12/05/17)

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name: **Date:**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). ***This document is for planning purposes only, as the official SOAA will be completed in the Chancellor's Office NOVA system by your project leads.***

We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of fall/winter 2020. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College is has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

In fall 2018 the SOAA was updated to include "Equity Considerations" in each practice area so that your pathways team can discuss and articulate connections between the college's pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as "assessments." Also, don't be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the "progress to date" and/or "next steps/timeline" column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college's pathways and equity efforts. **Please submit the certified SOAA within the NOVA system by March 1 2020.** For more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

For assistance in obtaining access to the NOVA system, please email nova-support@productops.com.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps". **Equity Considerations in Area 1:** • Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education? • How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? • How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?			
1. MAPPING PATHWAYS TO STUDENT END GOALS a. Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* The Academic Development Group, after much discussion and revision, has a draft of ~~seven Interest Areas~~ eight SCC Pathways that are in process of being vetted by students. A website centered around the Pathways is being tested through focus groups. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* After many revisions prompted by student feedback, the proposed Pathways will go through the governance process for approval. ~~Further discussion will begin on how to market these areas to students.~~ The SCC Pathways will be marketed to students and the community through a revised website and other promotional material *Timeline for implementing next steps:* December 2021
1. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance — Connections with other GP teams XRegional training — On campus /individual training Technology — Reporting/data Other		*Challenge or barrier: (1,000 character)* Making sure all voices are heard without getting stalled with minor details	*Support Needed – Detail: (1,000 character)* ~~Examples of next steps~~ How to measure the impact of the pathways in regards to student outcomes? Are students more successful because of the Pathways?
b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Currently done well in several programs including Education, Child Development, Apprenticeship, BCE programs, and Transfer degrees. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Re-evaluate employment needs in service area and present information to departments; determine changes needed to align programs with employment and further educational needs. *Timeline for implementing next steps:* December 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
1. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams X On campus /individual training x Reporting/data		*Challenge or barrier: (1,000 character)* Fear of emphasis on employment as opposed to academic enrichment	*Support Needed – Detail: (1,000 character)* Professional development to keep programs updated on changes in employment and further educational opportunities
c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring Not systematic xPlanning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Hired a digital media specialist; have a draft website which has employment information for programs; ~~Some employment information on website~~; some programs have additional information on their department websites; ~~in process of hiring an SCC digital media specialist.~~ Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* ~~Discuss possible template for websites; incorporate into program pathways template; review available software.~~ Determine method to consistently include further educational opportunities either directly on the website or on the program map template which would be placed somewhere on the website. *Timeline for implementing next steps:* December 2021
1. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training X Technology Other X Connections with other GP teams X On campus /individual training X Reporting/data		*Challenge or barrier: (1,000 character)* ~~Inconsistency of program webpages; lack of money to hire personnel to maintain website~~ Maintaining the website to reflect any changes in curriculum, employment information and transfer information	*Support Needed – Detail: (1,000 character)* Model websites from other colleges; technology that updates employment information directly on our site
d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Done in some programs (Education, Apprenticeship, some BCE); Several programs participated in a mapping activity; a draft program map template is in progress. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Finalize template for program maps; programs will complete a first draft. Get student input on the usefulness of the maps *Timeline for implementing next steps:* December 2021
1. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training X Technology Other x Connections with other GP teams On campus /individual training Reporting/data		*Challenge or barrier: (1,000 character)* Counseling department is understaffed; website needs to be restructured	*Support Needed – Detail: (1,000 character)* Best mapping practices from other colleges

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress X At scale	*Progress to date: (2,500 character)* SCC has separate math pathways, dependent on student majors and has implemented AB705 guidelines. Data from Fall 2019 was organized into dashboards and presented to various groups. Term, if *at scale* or *scaling:* *Fall 2019*	*Next steps: (1,000 character)* Continue to evaluate implementation and make any needed revisions. *Timeline for implementing next steps:* December 2021
1. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Regional training Technology Other Connections with other GP teams On campus /individual training x Reporting/data		*Challenge or barrier: (1,000 character)* Determining impact on student success	*Support Needed – Detail: (1,000 character)* Best practices for data analysis from other colleges

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happening at Early Welcome, Counseling, First Year Support center, EOPS/CARE/CALWORKS, Summer Success program, Summer Advantage, Counseling 116, family night, senior day, STARS, STARS 2.0, College career fair, Career services, and program-specific career events. Counselors are being trained in Strong Interest Inventory and Myers Briggs assessment tools Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Continue to revise orientation process (in-person and online); evaluate career assessment tools. *Timeline for implementing next steps:* *December 2021*
2. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training training X Technology Other X Connections with other GP teams X On campus /individual Reporting/data		*Support Needed – Detail: (1,000 character)* *Best practices from other colleges*	*Challenge or barrier: (1,000 character)* Counseling department is understaffed and funding is an issue
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happening via Supplemental Instruction, STAR center, writing center, learning assistants in various special programs, continuing education, reading workshops. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Formally identify "gateway" courses; give programs the pertinent data; discuss embedded tutoring; explore the possibility of expanding SI to non-STEM courses. *Timeline for implementing next steps:* December *2021*
2. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training X Reporting/data		*Support Needed – Detail: (1,000 character)* Collection of types of special supports offered throughout the state with data on effectiveness	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" **math** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale x Scaling in progress At scale	*Progress to date: (2,500 character)* Support courses, Supplemental Instruction, Math Success Center, new bridge courses and matriculation agreements with continuing education, MSC workshops, Summer Advantage. Data analysis shows an increase in the number of students who have taken math and English in their first year. Term, if *at scale* or *scaling: Fall 2019*	*Next steps: (1,000 character)* *Continue to* evaluate implementation; plan for any needed revisions. *Timeline for implementing next steps: December 2021*
2. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other Connections with other GP teams On campus /individual training X Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges. Analysis of why there are more students taking Math & English in their first year.	*Challenge or barrier: (1,000 character)* We have implemented several supports at the same time, so determining which are most effective
d. Special supports are provided to help academically underprepared students to succeed in the "gateway" **English** courses by the end of their first year. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic Planning to scale X Scaling in progress At scale	*Progress to date: (2,500 character)* Writing Center, English 100 (English 101 with support), counseling course linked with English, Writing Center workshops , new bridge courses and matriculation agreements with continuing education, dual ticketed ESL and ACE, and Summer Advantage. Data analysis shows an increase in the number of students who have taken math and English in their first year. Term, if *at scale* or *scaling: Fall 2019*	*Next steps: (1,000 character)* Continue to evaluate implementation; plan for any needed revisions. *Timeline for implementing next steps: December 2021*
2. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other Connections with other GP teams On campus /individual training X Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges. Analysis of why there are more students taking Math & English in their first year.	*Challenge or barrier: (1,000 character)* We have implemented several supports at the same time, so determining which are most effective
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Continuing education, learning assistants in special programs (CAMP, EOPS, TRIO etc.), STAR center, Writing Center workshops, Reading workshops and First Year Support Center. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Examine data to determine what we currently do well and plan how to expand to all poorly prepared students. *Timeline for implementing next steps:* December 2021

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
2. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training X Reporting/data		*Support Needed – Detail: (1,000 character)* Collection of types of supports offered throughout the state with data on effectiveness	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources
f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Senior Day, Family Night, Community Science Night, HS Outreach, Upward Bound Math and Science, Career Academies for Future Teachers, agreement with Unity Middle College High School, CTAP (Articulation), Career Coaches, Early Welcome, Summer Advantage, EOPS Summer Success and STARS 2.0. Dual Enrollment Program working with OUSD Dept. of Accountability, Equity and School Support to offer online orientations in both English and Spanish. Partnership with OUSD Pledge. SCC hired a part-time career counselor to work with local HS districts. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* ~~Hiring a part-time career counselor to work in our local HS district~~ Plan how to grow or scale up programs that are successful. *Timeline for implementing next steps:* December 2021
2. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Finding ways to effectively utilize limited resources. College was making progress until COVID19 limited our access to high schools.

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	**Progress to Date Implementing Practice** *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavailable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Happens via counselors in Athletics, EOPS/CARE/CALWORKS, DSPS, TRIO, CAMP, Honors, Guardian Scholars, Veterans, Pathways to Teaching, Apprenticeship, First Year Support Center. Also, via grad checks and reaching out to students that are 80% done with certificates to encourage completion. Have begun piloting a success team for the STEM pathway. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* ~~Evaluate the feasibility of expanding counseling faculty and having "academic coaches" for all students~~; Align with College Promise benefits, pilot STEM success team *Timeline for implementing next steps:* *December 2021*
3. a. Support Needed? *Type of Support - place an X next to one or more:* X Policy guidance X Regional training X Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* ~~Examples and training on utilizing non-counseling faculty in advisory positions~~ Best practices from other colleges.	*Challenge or barrier: (1,000 character)* Counseling department is understaffed. Feasibility of scaling.
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Educational plans and degree progress can be viewed on Ellucian; in most special programs (listed in 3a), students meet ~~at least once~~ one to three times a semester with a counselor; eLumen has program information that students can view; evaluated Starfish and a similar Ellucian product. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* ~~Evaluate software;~~ Consider how to increase number of students that complete plans and utilize the current software. *Timeline for implementing next steps:* December *2021*
3. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance Regional training X Technology Other Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Affordable and well-supported technology	*Challenge or barrier: (1,000 character)* Choosing and maintaining ideal software

c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Progress and academic probation policies with required workshops; financial aid workshops; midterm grade checks for certain special programs (TRIO, CAMP, EOPS/CARE/CALWORKS, Guardian Scholars, Veterans, Athletics, Government, SSTEM); more faculty utilizing early alert system through Canvas Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Continue to evaluate software; explore what other colleges are doing. *Timeline for implementing next steps:* *December 2021*
3. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance — Connections with other GP teams Regional training — X On campus /individual training X Technology — Reporting/data Other		*Support Needed – Detail: (1,000 character)* Affordable and well-supported technology	*Challenge or barrier: (1,000 character)* Cost and personnel requirements for utilizing software such as Starfish
d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career	*Place an X next to one:* Not occurring X Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Have several pre-apprenticeship courses to increase success of acceptance into an apprenticeship program; pre-nursing students are identified based on course selection and presented with various career options in addition to nursing Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Identify limited-access transfer programs that our students are interested in; Continue discussions on how to incorporate apprenticeship into our guided pathways model *Timeline for implementing next steps:* December 2021
3. d. Support Needed? *Type of Support - place an X next to one or more:* X Policy guidance — X Connections with other GP teams Regional training — On campus /individual training Technology — Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Fitting apprenticeship into a guided pathways model
e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At Scale	*Progress to date: (2,500 character)* Increase in distance education offerings; Enrollment management committee meets regularly; some departments provide 2-year scheduling plans; Honors program has course scheduling grid. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Continue discussions in Enrollment Management Committee; research software to assist with course scheduling based on pathways and demand. *Timeline for implementing next steps:* *December 2021*
3. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance — Connections with other GP teams Regional training — On campus /individual training X Technology — X Reporting/data Other		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Student application information isn't useful in predicting course demand.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Aligned for Career Education programs and AAT/ASTs; ELumen software is being implemented to help with outcomes; EMSI employment data available through eLumen.. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Programs re-evaluate their learning outcomes as they complete their program mapping. *Timeline for implementing next steps:* *December 2021*
4. a. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Programs might not be aware of all changes in further education and employment opportunities;
b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. *(Note: This practice was added to the SOAA in February 2019)*	*Place an X next to one:* Not occurring xNot systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Learning Communities (cohorts), Reading and library workshops (contextualized), Integrated Learning Group (using interdisciplinary themes such as power and authority), Counseling 101, and Research Symposium. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Survey SCC faculty to determine what is currently being done; Research high-impact practices at other colleges; plan professional development opportunities. *Timeline for implementing next steps:* *December 2021*
4. b. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Adapting to the digital generation of students

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.	*Place an X next to one:* Not occurring xNot systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Work experience, internships, outside research opportunities, STEM activities, MUN, Forensics, Robotics, Research Symposium, and service learning opportunities. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Plan further service-learning opportunities for students; plan professional development opportunities to engage faculty and students. *Timeline for implementing next steps: December 2021*
4. c. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* State-wide incentives for companies to partner with community colleges; Best practices from other colleges	*Challenge or barrier: (1,000 character)* Finding and managing more opportunities outside the campus
d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	*Place an X next to one:* Not occurring Not systematic x Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Course SLOs are mapped to Program SLOs for assessment; Course SLOs are assessed on a regular basis; success metrics are built into our program review tool to ensure meaningful dialogue take place around outcomes. We have migrated assessment to eLumen, training videos have been developed, and we are moving toward student-level assessments. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Have programs pilot student-level assessments; continue training; evaluate processes *Timeline for implementing next steps: December 2021*
4. d. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* ~~Migration to eLumen;~~ Getting faculty comfortable with entering assessment results at the individual student level in order to disaggregate the results; making the assessment process meaningful
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	*Place an X next to one:* Not occurring Not systematic xPlanning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Learning outcomes are incorporated in our program review and in the resource allocation process; they are also part of other plans (e.g., Equity) Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Plan for further professional development in best practices of assessing learning *Timeline for implementing next steps: December 2021*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
4. e. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Maintaining a manageable and meaningful assessment process
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:* Not occurring x Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Art, Film/TV, Career Services, Counseling Courses, SCC Teach Club, research projects and other discipline specific activities related to the industry. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Determine what employers and universities are looking for; Evaluate software tools *Timeline for implementing next steps: December 2021*
4. f. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training X Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character)* Best practices from other colleges	*Challenge or barrier: (1,000 character)* Need to have institutional commitment to assess every course SLO for every student every semester. Portfolios would be a new idea to most programs
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic xPlanning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* Surveys and focus groups happen fairly regularly. The IAP survey data was discussed and shared at the spring 2019 convocation. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Use information from recent GP-focused research tools to create targeted professional development. Consider which additional questions to include on next IAP deployment. *Timeline for implementing next steps: December 2021*
4. g. Support Needed? *Type of Support - place an X next to one or more:* Policy guidance X Regional training Technology Other X Connections with other GP teams On campus /individual training Reporting/data		*Support Needed – Detail: (1,000 character* Best practices from other colleges	*Challenge or barrier: (1,000 character)* *Some of the surveys need to remain in-person to allow for validation, which may be difficult;* Inadequate participation in professional development opportunities

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* X Student survey(s) X Students serve on campus GP advisory committee(s) X Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) Over 1000 students were surveyed in Spring 2019 and their feedback is being reviewed Students have an official role in each development group, though there are difficulties in having them attend regularly ~~Students attended our GP retreats in Fall 2019~~ Student focus groups will be used to assess the effectiveness of a new website centered around Pathways
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) • The Enrollment management committee reviews enrollment trends and examines scheduling needs • We have created support courses, both credit and noncredit • We have reviewed scheduling tools such as AdAstra • We are utilizing dual enrollment • SCC Pathways and program maps being developed

Additional OPTIONAL questions:

Success Story	
SUCCESS STORY	***Optional:*** *Please share a success story for collaborative purposes and to help establish best practices. Other NOVA users will be able to see this information as part of your submitted self-assessment, however the Chancellor's Office will not share the information with outside parties without first obtaining your college's consent. Note: All fields are required should you choose to include a success story.*
Title:	
Follow-up Contact Person(s):	
Challenge: (1,000 character)	
Success Story: (10,000 character)	
Outcomes: (1,000 character)	
Vision for Success Goals - Please select the goals that apply to this success story. Place an X next to one or more: Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU Decrease the average number of units accumulated by California Community College students earning associate degrees Increase the percent of exiting CTE students who report being employed in their field of study Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults	

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Salcido, Andrew 2021

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Resolution F2020.11
Fall 2020 Enrollment Management Committee Class Cancellation Guiding Principles Recommendation

Moved: **CIC Chair Evett**

Seconded: **Senator Gonzalez**

Whereas, The Enrollment Management Committee (EMC) is a governance committee with responsibilities listed in the SCC *Collegial Governance Handbook* that include "[Using] high-quality qualitative and quantitative data to inform recommendations"; "[Collaborating] with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with SCC's Educational Master Plan"; and "[Assessing, evaluating, and making] recommendations for student support strategies to enhance student access, success, persistence, and goal attainment";

Whereas, The Academic Senate of Santiago Canyon College charged the Enrollment Management Committee with making a recommendation related to the cancelling of classes by the end of fall 2020; and

Whereas, By engaging in meaningful discourse of previous EMC conversations, documents, and task force recommendations in addition to current college-wide practices related to class cancellation procedures, the Enrollment Management Committee fulfilled its committee responsibilities and the Academic Senate of Santiago Canyon College charge;

Resolved, That the Academic Senate of Santiago Canyon College approve the Fall 2020 Enrollment Management Committee Class Cancellation Guiding Principles Recommendation document.

Date Presented: 17 November 2020

Date Passed: 1 December 2020

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging. (Approved 12/05/17)

Enrollment Management Committee
Fall 2020 Class Cancellation Guiding Principles Recommendation

With a primary focus on sustaining long-term student success and in accordance with SCC's mission and core goals, Enrollment Management includes an integrated planning approach that supports college-wide collaboration, engagement, creative-thinking and consensus building that contributes to student recruitment, retention, graduation, and life-long learning.

In one effort to assist with achieving the ideals set forth in the committee mission listed above, the Enrollment Management Committee is committed to adhering to the following Class Cancellation Guiding Principles that include a consideration of:

- Program or course genesis and development (Starting and developing new programs/courses)
- Program/course/section enrollment including averaging by course or program
- Available seats for the same course at SCC
- Program pathway completion needs
- Program/course/section modality
- Capstone, gateway or single course offerings and/or semester frequency
- Unique offerings that are not readily available at another college
- Balancing distribution of course offerings meeting general education, major, or other student goals' requirements
- The estimated impact of course cancellations on other courses and disciplines and determination of program needs when they are interdisciplinary
- Impact of students leaving SCC for other colleges when critical program sections are cancelled
- Impact of total FTES loss combined due to section cancellations
- Impact of saved FTEF (LHE) combined due to section cancellations
- Meeting faculty load requirement
- Regional employment and wage impact (e.g. Increased wages, Testing, Career Pathway, etc.)
- External partners (e.g. CE, Cosmetology, Inmate Education, Local School Districts [Dual Enrollment], etc.)
- Availability of all required elements to offer a program/course/section
- Increased flexibility with the above guiding principles during emergency situations

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Resolution F2020.12
Recommendation for Student Learning Outcomes (SLO) Assessment in eLumen

Moved: **Senator Gonzalez**

Seconded: **Senator Castellanos**

Whereas, Santiago Canyon College has allowed departments to aggregate Student Learning Outcomes (SLO) results at the section or course level since the college began collecting assessment data over 10 years ago;

Whereas, The new eLumen system is capable of collecting assessment data at the section level or the student level, but not the course level; and

Whereas, eLumen has the ability to allow each department to determine which type of assessment (section or student) best serves the need of the department;

Resolved, That the Academic Senate of Santiago Canyon College support departments choosing the most appropriate means of Student Learning Outcomes (SLO) assessment (section or student) in eLumen; and

Resolved, That the Academic Senate of Santiago Canyon College re-evaluate this decision in Spring 2023 to determine if there is a single method for SLO assessment that should be used for the entire campus.

Date Presented: 17 November 2020

Date Passed: 1 December 2020

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Resolution F2020.13
Equity Considerations for Camera Use in Synchronous Remote Instruction Courses

Moved: **CIC Chair Evett**

Seconded: **Senator Gates**

Whereas, The shift to remote instruction in March of 2020 made it difficult for instructors to recreate the same type of experience present in face-to-face classes;

Whereas, Many instructors now require their students to turn their web camera on throughout a remote live class session;

Whereas, The California Community Colleges Chancellor's Office (CCCCO) recently released Legal Opinion 2020-12 related to the practice of requiring students to keep their camera on during synchronous remote instruction; and

Whereas, There are several equity considerations created by the mandatory use of cameras that faculty should consider prior to requiring students to keep their camera on at all times;

Resolved, That the Academic Senate of Santiago Canyon College support the document "Equity Guidance for Camera Requirements During Live Zooms", disseminate this document to all Santiago Canyon College faculty, and encourage all Santiago Canyon College faculty to use the considerations in the document when developing the camera use policy for their courses.

Date Presented: 17 November 2020

Date Passed: 1 December 2020

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Equity Considerations for Camera Requirements During Live Zooms

- Students may not own or have access to a webcam, as they may be sharing it with other household members.
- Owning and having consistent access to a webcam may not have been a requirement to enroll in a course.
- Students may not wish to show where they are located. For homeless students, requiring a camera to be on may force the student to reveal their living situation to the class, which may have an adverse effect upon their motivation and subsequently, academic performance. For students who are survivors of intimidate partner violence or stalking, having a camera on which may highlight their surroundings can put them in a dangerous situation.
- Students may be living with minors or others who are not able to provide informed consent to being viewed or recorded by others.
- Students may have a disability that they do not wish to display. Some students may have chosen a distance education class in order to preserve their privacy.
- Students might have a history of trauma, in which being forced to stare at themselves in a camera can be a triggering experience.
- Students may need to care for children, including breastfeeding and diaper changes, during live Zooms.
- Students may be living with multiple people who may not give consent to being on camera or being recorded.
- Students may need to attend class while at work and turning on the camera may be inappropriate or not possible.
- Students may only be required to turn on their camera if that requirement is included in the approved Distance Education Addendum, the information about the requirement was included in the class schedule (currently WebAdvisor), and it is listed in the section syllabus,

SCC Academic Senate Retreat Minutes – DRAFT-02
February 3, 2021, 9:00-12:00, ConferZoom

Senators Present
Aguilera, Leonor
Chavez, Ricardo
Crabill, Phil
Cummins, Shawn
Danova, Veselka
Dela-Cusack, Lisa
Gates, Alana
Gonzalez, Sara
Govea, Melissa
Graham, Song
Henry, Amanda
James, Scott
Johnson, Kim
Kramer, Jessica
Murphy, Ryan
Oase, Daniel
Salcido, Andrew
Umali Kopp, Christine
Valdos, Yanina
VanDyke-Kao, Rita

SCC-AS Executive Board Present
Rutan, Craig, President
Taylor, Mike, Vice President
Scott, Randy, Secretary/Treasurer
Evett, Corinna, CIC Chair

Senators Absent
Castellanos, Ralph

ASG Representative

Guests
Fajardo, Lourdes
Fish, Thomas
Frost, Alicia
Gause, Tiffany
Grannito, James
Howell, Scott
Sanchez, Sandra
Wagner, Joyce

I. **Welcome from SCC Senate President**

SCC Academic Senate President Craig Rutan opened the Spring 2021 Academic Retreat at 9:00 am.

II. **Senate President's Update**

SCC-AS President Craig Rutan updated the gathered senators and visitors on the decision by RSCCD to make the Office of Diversity, Equity, and Inclusion (ODEI) permanent and funded from the general fund and the rejection of the class cancellation recommendations detailed in Resolution F2020.11.

President Rutan forestalled the rest of the planned update to address concerns from some senators.

a. Concern was expressed about the choice of agenda topics for the SCC-AS Retreat and the seeming failure to address "big problems" faced by the SCC faculty.

President Rutan clarified the purpose of the retreat and explained that there was no new information to discuss as pertained to RSCCD's COVID response, budgetary concerns, or enrollment concerns.

b. Curriculum and Instruction Chair Corinna Evett pointed out how the SCC-AS Retreat agenda topics are in alignment with initiatives out of the State Chancellor's Office, the Academic Senate of California Community Colleges (ASCCC), and RSCCD.

c. A Senator expressed concern about the number of class cancellations at SCC for Spring 2021 and the process to determine which classes were cancelled.

III. **Supporting and Affirming Identities through Radical Inclusion: Names, Pronouns, and Beyond**

Professor Tiffany Gause presented on the relationship between identity and a person's chosen name. Topics discussed included

a. Identity
b. Identity Formation
c. Resilience
d. Privilege and Oppression
e. Affirmation Through Learning and Respecting Names
    i. Learn and correctly pronounce students' names
    ii. Subjugation through arbitrarily assigned name
    iii. Commit to respecting names
f. Learning and Respecting Gender Identity
g. What are Pronouns?
h. Why are We Concerned with Pronouns?
i. Respect Through Affirmation

A pdf of Professor Gause's presentation is available on the SCC-AS Agendas/Minutes website.

IV. **Call to Action to Prioritize Anti-Racism and No-Hate Education at SCC**

Senator Melissa Govea and Professor Tiffany Gause how to prioritize Anti-Racism/No-Hate education at SCC. Topics included

a. Make your support for anti-racism and no-hate education explicit
b. SCC will have continuing discussions throughout the semester about anti-racism and no-hate education

c. How to best discuss these topics in the classroom

Meeting adjourned, 11:47 am.
Submitted by Randy Scott, SCC-AS Secretary/Treasurer

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Vice President
Taylor, Michael 2022

Secretary/Treasurer
Scott, Randy 2022

Curriculum Chair
Evett, Corinna 2021

Resolution S2021.01

Adoption of the Temporary Modifications to AR 4232 and Santiago Canyon College Catalog Section on Pass/No Pass Spring 2021, Summer 2021, and Fall 2021

Moved:

Seconded:

Whereas, The COVID-19 State of Emergency necessitated public health measures such as mandated social distancing that substantially disrupted instruction at Rancho Santiago Community College District; and

Whereas, Santiago Canyon College will continue to convert on-campus classroom-based instruction to online instruction, and students may continue to experience online learning for the first time; and

Whereas, Students may find hardship adapting to the new instructional method; or experience difficulty balancing education with other situations or obligations that have changed as a result of the COVID-19 crisis; and

Whereas, Students may want to consider the option to select a Pass/No Pass P/NP) grading option due to extenuating circumstances related to the COVID-19 crisis;

Resolved, that the Academic Senate of Santiago Canyon College adopt the Pass/No Pass deadline extension of June 11, 2021 and the temporary modifications to AR 4232 and SCC Catalog section on Pass/No Pass for the session of Spring 2021 affected by the COVID-19 State of Emergency;

Resolved, that the Academic Senate of Santiago Canyon College adopt the Pass/No Pass deadline extension of August 13, 2021 and the temporary modifications to AR 4232 and SCC Catalog section on Pass/No Pass for the session of Summer 2021 affected by the COVID-19 State of Emergency; and

Resolved, that the Academic Senate of Santiago Canyon College adopt the Pass/No Pass deadline extension of December 17, 2021 and the temporary modifications to AR 4232 and SCC Catalog section on Pass/No Pass for the session of Fall 2021 affected by the COVID-19 State of Emergency.

Date Presented:

Date Passed:

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California Community Colleges

ELOY ORTIZ OAKLEY
Chancellor

Executive Order: 2021-01
Effective Date: February 04, 2021

Title: Extension of Suspension of Various Specified Grade-Related Regulations Due to the COVID-19 State of Emergency

Executive Order 2021-01 is issued pursuant to title 5, section 52020, of the California Code of Regulations conferring on the Chancellor authority to take emergency actions, upon a written finding made in consultation with the President and Vice President of the Board of Governors, for the purpose of maintaining the continuity of educational services. This authority allows the temporary suspension of regulations adopted by the Board of Governors and the temporary suspension of local rules and regulations that are a barrier to the continuity of educational services; and the temporary establishment of procedures in order to promote the continuity of educational services.

WHEREAS, the COVID-19 state of emergency declared by the Governor on March 4, 2020 continues; and

WHEREAS, the COVID-19 pandemic and the resulting public health measures, such as required social distancing, continue to substantially disrupt instruction in the California Community Colleges; and

WHEREAS, to address these public health measures, community college districts throughout the state have converted face-to-face courses to online or alternative formats; and

WHEREAS, despite the great efforts of community college faculty to teach and students to learn in new ways, some students continue to have significant challenges adapting to new instructional methods; and

WHEREAS, students who are adversely impacted by the transition to new instructional methods should not be prejudiced by them since they were implemented for reasons beyond the students' control; and

WHEREAS, regulations of the Board of Governors that require students to make decisions about whether to take a course for a letter grade or on a pass/no pass (P/NP)

basis by a date certain, or that govern the awarding of "incomplete" or "in progress" marks, create barriers to the continuity of educational services to the extent they limit the ability of students to avoid the adverse impacts of the changes in instructional methods occasioned by the COVID-19 pandemic; and

WHEREAS, because of the ongoing nature of the COVID-19 pandemic and the potential for students to continue to withdraw from courses in large numbers remains, community college district finances remain vulnerable to the loss of students to withdrawal; and

WHEREAS, I previously issued Executive Order 2020-12 to address these issues; and

WHEREAS, Executive Order 2020-12 expired on December 31, 2020; and

WHEREAS, because the COVID-19 pandemic continues, the issues addressed by Executive Order 2020-12 remain and must continue to be addressed; and

WHEREAS, the Chancellor's Office has consulted with representatives of the Academic Senate for California Community Colleges and the Student Senate for California Community Colleges; and

WHEREAS, the President and Vice-President of the Board of Governors have authorized the issuance of this executive order.

THEREFORE, as the Chancellor of the California Community Colleges, I declare the following:

1. The above recitals are true and correct.

2. Section 52020, of title 5 of the California Code of Regulations, authorizes me to take all appropriate actions to maintain the continuity of educational services for community college students during the period of emergency proclaimed by the Governor of the State of California on March 4, 2020, including the temporary suspension of regulations adopted by the Board of Governors and the suspension of local rules and regulations that are a barrier to the continuity of educational services; and the temporary establishment of procedures necessary to promote the continuity of educational services.

3. After consultation with affected stakeholders, including the Academic Senate for California Community Colleges and the Student Senate for California Community Colleges, I find that due to the COVID-19 pandemic, the continued need to utilize instructional methods, including but not limited to, distance learning and asynchronous educational methods, will prejudice students who are unable to fully adapt to those methods, including those students who lack sufficient resources or technologies.

4. I further find that due to the ongoing nature of the COVID-19 pandemic and the resultant budget challenges, community college district finances remain vulnerable to student withdrawals, and that unless mitigated, these conditions will negatively impact the continuity of educational services.

5. Due to the existing state of emergency, strict adherence to the following sections of title 5 of the California Code of Regulations will create barriers to the continuity of educational services as specified and are hereby temporarily suspended for the remainder of the 2021 calendar year:

    a. Section 55022(a)(2): the requirement that students must elect to be evaluated in a course on a letter grade or on a pass/no pass basis either upon enrollment or no later than the end of the first 30 percent of the term is suspended.
    b. Section 55022(c): the requirement that units attempted on a pass/no pass basis and for which the symbol "NP" is recorded shall be considered in probation and dismissal procedures is suspended.
    c. Community college officials are authorized and urged to construe section 55023(c), concerning the award of non-evaluative symbols, in accordance with the guidance memorandum ESS 21-200-003 issued by the Educational Services and Support Division concurrently with this executive order.

d. Section 55024(e)(3): an excused withdrawal may be counted as an enrollment attempt for apportionment purposes, language in subdivision (e)(3) to the contrary notwithstanding.

6. Any local district board policies or regulations in conflict with the above regulatory suspensions shall also be suspended through the end of the 2021 calendar year.

7. This executive order shall remain in full force and effect through the end of the 2021 calendar year.

_____
Eloy Ortiz Oakley, Chancellor Dated: February 04, 2021

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Vice President
Taylor, Michael 2022

Secretary/Treasurer
Scott, Randy 2022

Curriculum Chair
Evett, Corinna 2021

Resolution S2021.02

Approval of Institution-Set Standards and Stretch Goals for ACCJC Annual Report

Moved:

Seconded:

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) requires colleges to establish minimum standards of performance, known as Institution-Set Standards, that indicate that a college must adjust if their performance falls below the established standards;

Whereas, ACCJC now requires colleges to establish goals for improvement in these same categories; and

Whereas, The Planning and Institutional Effectiveness Committee has reviewed the Institution-Set Standards and stretch goals and has developed a recommendation for Santiago Canyon College going forward;

Resolved, The Academic Senate of Santiago Canyon College approve the proposed recommendations for the Institution-Set Standards and stretch goals as submitted by the Planning and Institutional Effectiveness Committee.

Date Passed:

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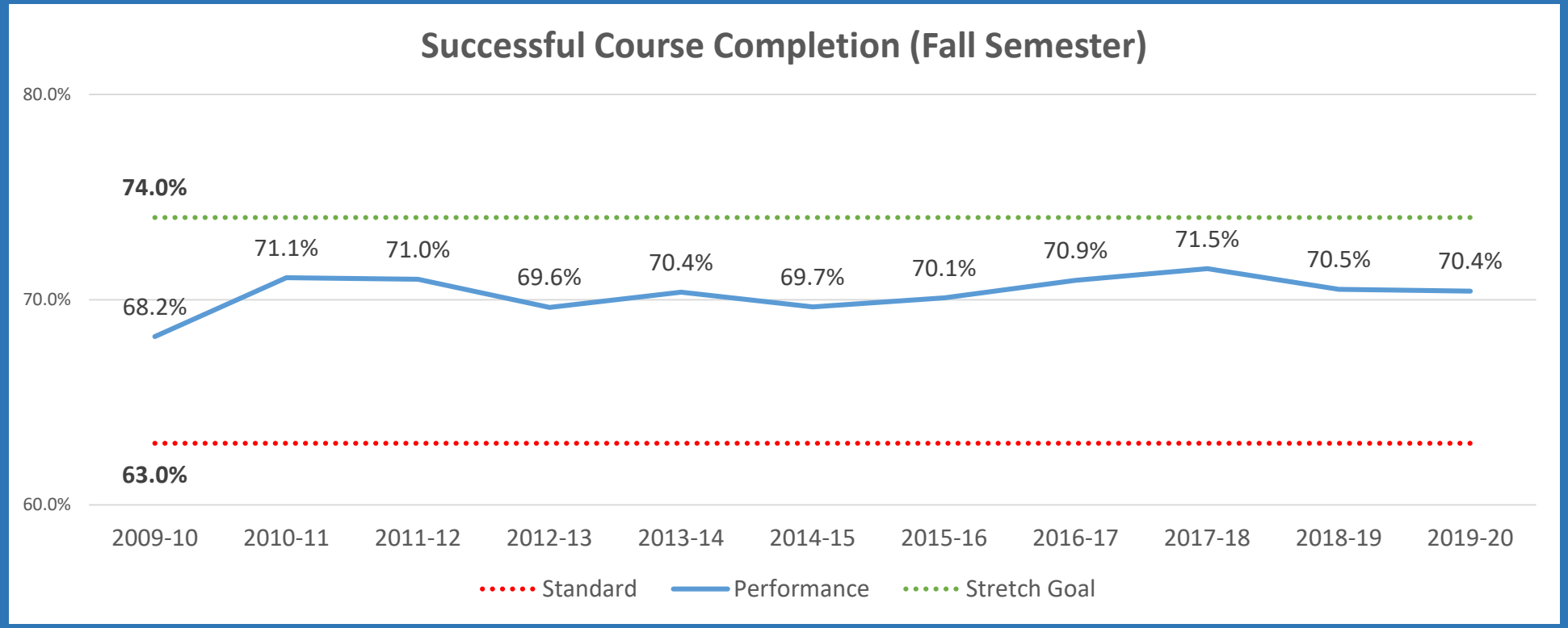
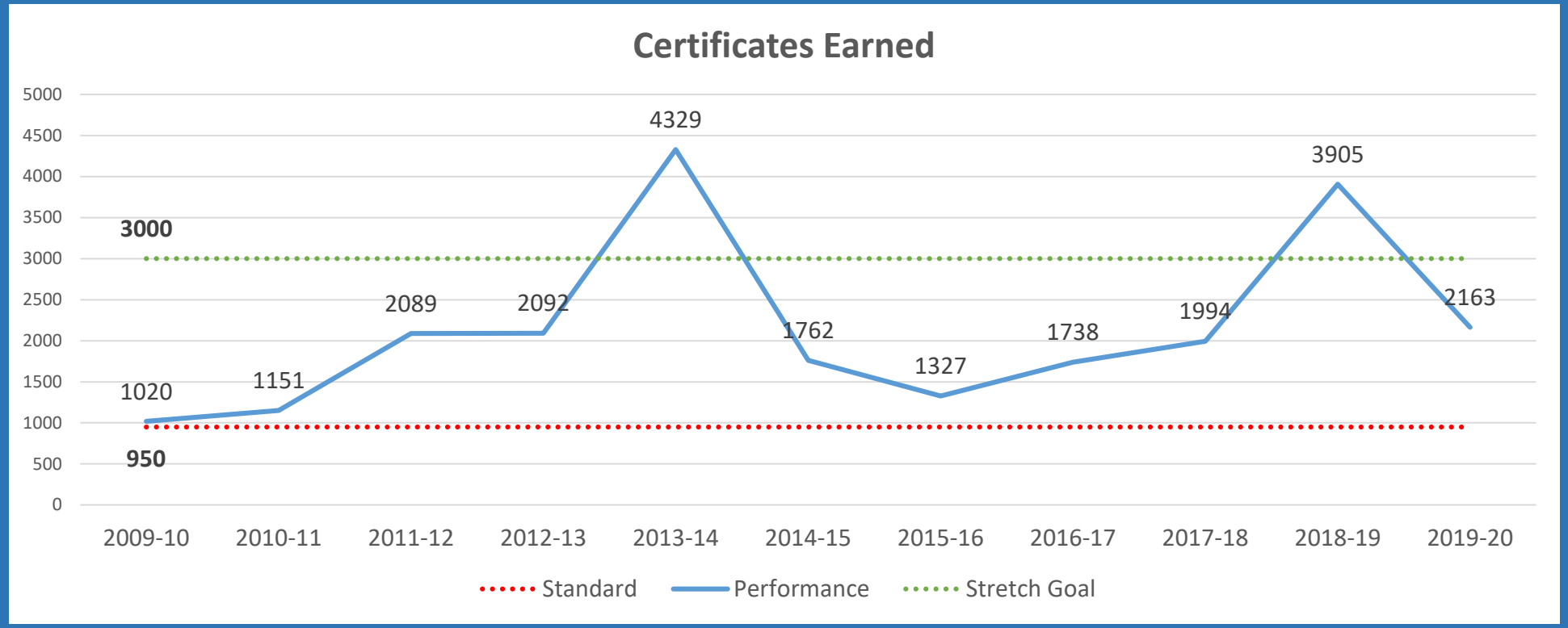
SCC Institution-Set Standards and Stretch Goals



Data pulled from CCCCO Data Mart

SCC Institution-Set Standards and Stretch Goals



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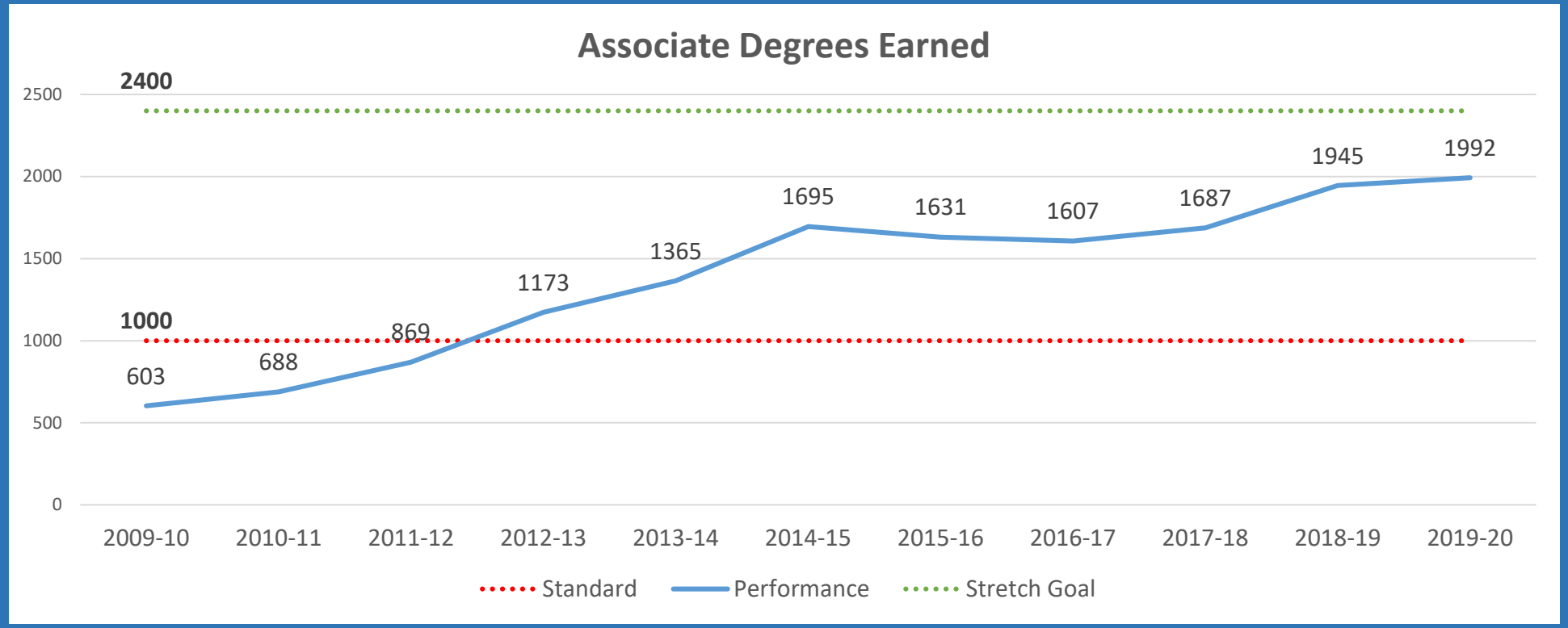

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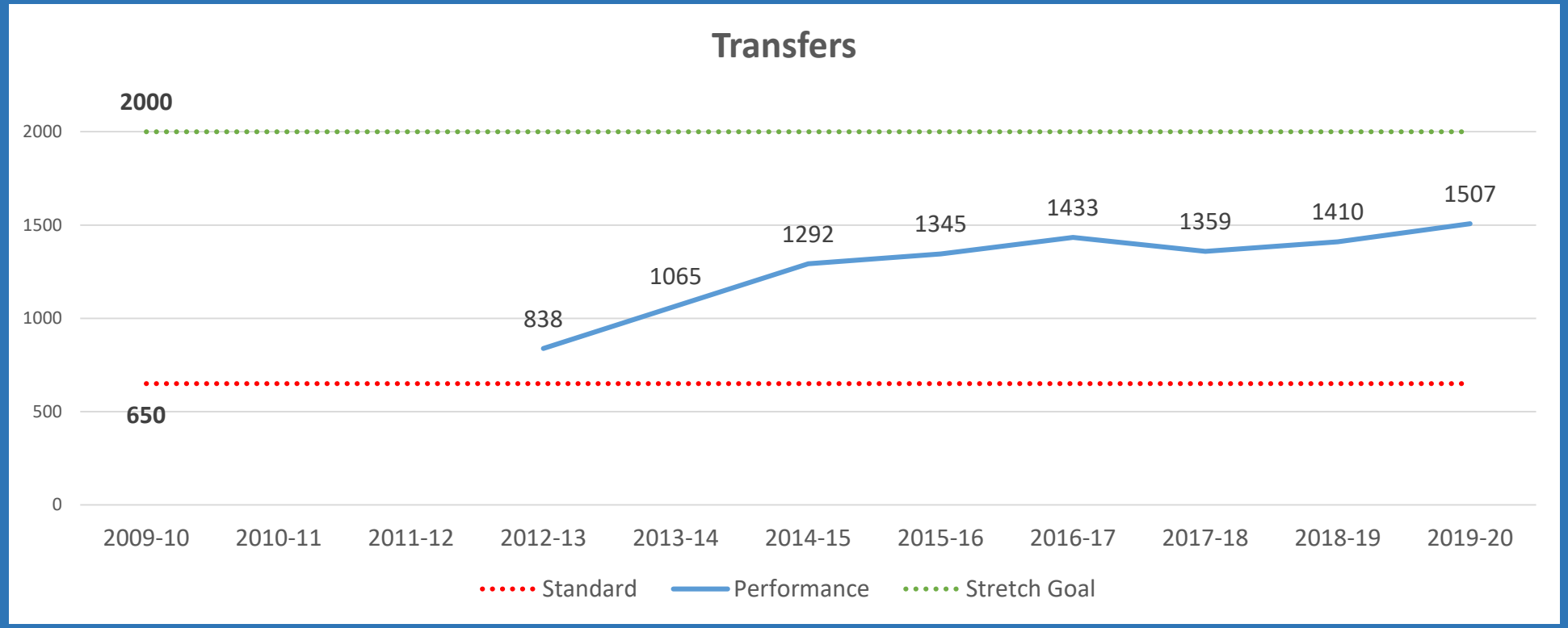

Data pulled from CCCCO Data Mart

SCC Institution-Set Standards and Stretch Goals

Metric	Institution-Set Standard	Stretch Goal
Licensure Exam Pass Rates	70%	80%
Employment Rates	68%	80%

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Taylor, Michael 2022

Secretary/Treasurer
Scott, Randy 2022

Curriculum Chair
Evett, Corinna 2021

Resolution S2021.04
Creation of COVID-19 Pandemic Task Force

Moved:

Seconded:

Whereas, Santiago Canyon College has been dealing with the impacts of the COVID-19 pandemic since March 2020, including the shift to remote instruction, modification of grading policies, development of policies about return to campus, determining how to offer in-person instruction, and attempting to minimize the impact the pandemic has had on the college's total enrollment; and

Whereas, It is important to look back at what has been done and to consider what must be done to begin the transition back to more in-person instruction and determining how many students can safely be in a classroom, how many classes can be safely offered on campus, and how much of the instructional offerings will continue to be in some remote or hybrid format;

Resolved, The Academic Senate of Santiago Canyon College create a COVID-19 Pandemic Task force, chaired by the Academic Senate Vice-President, that will make recommendations to the Academic Senate about topics like remote instruction, class offerings, and strategies for improving enrollment when the pandemic has passed.

I

Date Passed:

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Santiago Canyon College Guided Pathways
Final Proposal May 29, 2020

SCC PATHWAYS

Applied, Creative & Performing Arts

Behavioral & Social Sciences

Business, Finance & Management

Communication, Language & Literature

Education & Human Services

Health Sciences

Lifelong Learning & Personal Development

Personalized

STEM

Workforce Training

Santiago Canyon College Guided Pathways

Final Proposal May 29, 2020

Applied, Creative & Performing Arts		Behavioral & Social Sciences	
Credit:	**Noncredit:**	**Credit:**	**Noncredit:**
Art	Vocational: Clothing	Anthropology (*cultural emphasis*)	
Cinema Studies	Vocational: Food	Criminal Justice	
Cosmetology		Economics	
Digital Media		Ethnic Studies	
Gemology		Gender, Sexuality, and Women's Studies (GSWS)	
Graphic Design		Geography (*cultural emphasis*)	
Performing Arts – dance, music, theatre		History	
		Philosophy	
		Political Science	
		Psychology	
		Social Justice	
		Sociology	
		Sport Studies	

Santiago Canyon College Guided Pathways

Final Proposal May 29, 2020

Business, Finance & Management

Credit:

Accounting

Business

Computer Information Systems (CIS)

General Marketing

Management

Marketing

Public Works

Real Estate

Noncredit:

Vocational: Business

Communication, Language & Literature

Credit:

American College English (ACE)

American Sign Language (ASL)

Chinese

Communication

English

French

Italian

Modern (Foreign) Languages

Reading

Spanish

Noncredit:

English As A Second Language

Education & Human Services

Credit:

Child Development

Education

Social Work and Human Services

Library and Information Studies

Noncredit:

Health Sciences

Credit:

Kinesiology

Nutrition

Pre-Nursing

Noncredit:

Vocational: Medical

- Caregiver/Personal Care Aide
- Healthcare Support Worker
- Home Health Aide
- Medical Assistant
- Nursing Assistant
- Nurse Assistant Acute Care

Santiago Canyon College Guided Pathways

Final Proposal May 29, 2020

Lifelong Learning & Personal Development

Credit:

Noncredit:

Adult Basic Education

Community Services

High School Subjects

Older Education

Secondary Subjects GED (HSGED)

Work Force Preparation

Personalized

Credit:

Liberal Arts Degree for Transfer

Noncredit:

STEM

Credit:

Anthropology (*physical emphasis*)

Astronomy

Bio Technology

Biology

Chemistry

Computer Science

Earth Sciences/ Geology

Engineering

Geography (*physical emphasis*)

Mathematics

Physics

Survey/Mapping Sciences

Water Utility Sciences

Noncredit:

Workforce Training

Credit:

Apprenticeship

Biotechnology

Cosmetology

Gemology

Public Works

Real Estate

Surveying

Water Utility Sciences

Noncredit:

Continuing Education Vocational

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Curriculum Chair
Evett, Corinna 2021

Resolution S2021.03

Approval of Institution-Set Standards and Stretch Goals for ACCJC Annual Report

Moved:

Seconded:

Whereas, Santiago Canyon College has been working to establish a Guided Pathways framework over the last few years;

Whereas, A Guided Pathways framework often includes the establishment of broad areas of interest, sometimes known as meta-majors, that group similar college majors together to help students that have not chosen an academic major get started on their academic journey in an area of interest; and

Whereas, The Guided Pathways Academic Group has developed a collection of SCC Pathways, those pathways were piloted by students during Fall 2020, and the feedback on the proposed pathways was positive;

Resolved, The Academic Senate of Santiago Canyon College endorse the proposed SCC Pathways and encourage the college to widely publish these pathways in the college catalog, on the college website, and begin sharing these pathways with the entire student body.

I

Date Passed: