

Santiago Canyon College Academic Senate

8045 East Chapman
Orange, CA 92869

(714) 628-4831
FAX (714) 532-2055

SENATORS

Business and Career Education

Deeley, Steve 2014
Salcido, Andrew 2015

Continuing Education (OEC)

Shields, Jolene 2015

Counseling & Student Services

Aguilera, Leonor 2015
Carrion, Rudy 2014
Mettler, Mary 2014

Humanities and Social Sciences

Deaver, Doug 2014
Elchlepp, Elizabeth 2015
Cannon, Cari 2015
Dela-Cusack, Lisa 2015
Shekarabi, Nooshan 2014

Fine & Performing Arts and Communication

Freidenrich, Leah 2015

Library

Sproat, Barbara 2015

Mathematics and Sciences

Cummins, Shawn 2015
Hovanitz, Eric 2014
Taylor, Mike 2015
Nance, Craig 2014
Frost, Alicia 2015

Adjunct

Matthews, Evangeline
2014
Shoro, Natasha 2014

OFFICERS

President

Evelt, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

AGENDA

17 September 2013
1:30 pm – 3:00 p.m.
Room E-306

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 3 September 2013

III. Public Comments (2 minute limit per person)

IV. AS Executive Board Reports (20 minutes)

President, Vice President, Secretary/Treasurer, CIC Chair

V. ASG Report (5 minutes)

VI. Action (15 minutes)

First Reading

A. **Resolution F2013.4:** Affirmation of the 2013-2014 Basic Skills
Allocation End-of-Year Report

B. **Resolution F2013.5:** Adoption of Committee Senate Summary Report
Submission Process

C. **Resolution F2013.6:** Creation of an Academic Senate Committee
Schedule Task Force

Second Reading

A. **Resolution F2013.1:** Adoption of Revised SLO Mapping for Degrees
and Certificates

B. **Resolution F2013.2:** Joint RSCCD Senates Resolution: Adoption of
Policy for Temporary Suspension of Courses

II. Discussion Items

A. **College Update:** President Juan Vazquez (10 minute discussion)

B. **EMPC Program Review Template & Timeline:** Update on the EMPC's
work on revising the Program Review Template and update on the
Program Review timeline presented by EMPC Co-chairs Tragarz and
Voelcker (9) (5 minute presentation and 5 minute discussion)

C. **Accreditation Committee Restructure:** Continued discussion
regarding accreditation and possible related processes during non-Self
Evaluation years led by AS President Evelt (7) (10 minute discussion)

III. Summary Reports Discussion (5 minutes total)

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 accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

Rancho Santiago Community College District BP2410 (previously BP9001) (Setting Policy)

Adopted 03/17/97

Revised March 28, 2011

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.

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 procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

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

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e.

Santiago Canyon College

Academic Senate

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Minutes-Tentative

Senate Business Meeting

September 3, 2013

1:30 pm-3:00 pm E-306

Present:

Senators

Aguilera, Leonor
Carrion, Rudy
Cummins, Shawn
Deeley, Steve
Dela-Cusack, Lisa
Elchlepp, Elizabeth
Freidenrich, Leah
Hovanitz, Eric
Matthews, Evangeline
Mettler, Mary

Nance, Craig
Salcido, Andrew
Sproat, Barbara
Taylor, Michael

Officers

Evet, Corinna (President)
DeCarbo, Michael (Vice President)
Wagner, Joyce (Sec/Treasurer)
Rutan, Craig (Curriculum Chair)

Non-Voting Members

ASG: Blake, Matt

Guests:

James, Scott
Quimzon, Eden
Smith, John
Voelcker, Aaron

Absent:

Deaver, Doug
Frost, Alicia

Shekarabi, Nooshan
Shields, Jolene

Shoro, Natasha

- I. Order of the Agenda (no changes)
- II. Approval of Minutes
 - A. The minutes of the August 21, 2013 Senate Retreat were approved (moved by Prof. DeCarbo and seconded by Prof. Hovanitz).
- III. Public Comments
 - A. Prof. Smith:
 1. Assembly Bill 955 was taken off suspension. If passed, it would authorize specified community colleges to establish and maintain extension programs offering credit courses during summer and intersession. Students pay the full cost of an extension course.
 2. Please visit FACCC.org to keep current with upcoming legislation.
- IV. AS Executive Board Reports
 - A. President (Prof. Evett):
 1. Appreciation and Welcome:
 - a. Thank you to previous senators for service: Danny Martino, Randy Scott, Jim Isbell, Jim Granitto, Melinda Womack, and Emma Breeden.
 - b. Welcome to returning senators.
 - c. Welcome to new (and repeat) senators: Mike Taylor, Alicia Frost, Natasha Shoro, and Leah Freidenrich.

- d. The new ASG senate representative is ASG Vice President of Senate, Matt Blake.
2. Hiring
 - a. There were some changes with the Water Utilities faculty position that allowed us to go for a few faculty positions.
 - i. Faculty were available and willing to work as early as June this summer. The fact that we have new faculty beginning the week of flex and mid semester is not due to faculty lack of participation. Those who served on the Counselor and Sociology faculty hiring committees should be commended for their efforts and dedication this summer.
 - ii. Welcome to Vanessa Jones, our new Mathematics Instructor, and Tiffany Gause, our new Sociologist. Counseling is hoping to have a new hire within a few weeks.
 - b. Distance Education Coordinator:
 - i. Originally, with the dollars that SCC had been promised from the Chancellor and in accordance with last semester's planning process, SCC was going to go for a classified Distance Ed. Coordinator position.
 - ii. SCC did not receive that money but now has the opportunity, with help from the Career Tech Division, to hire a faculty Distance Ed. Coordinator position.
 - iii. Prof. Evett, as Academic Senate President, agreed with the change back to a faculty position because of the original discussions in Senate, the fact that the need was validated in last semester's planning process, and the additional expertise a faculty member would bring in curricular and instruction matters.
 - iv. VP Mora and Prof. Evett will be working together to create a job description and flyer. If you have any suggestions, please send them to Prof. Evett.
3. Minutes Mistake
 - a. Prof. Evett made the following statement "I misspoke during my report to SCC's Academic Senate at our 7 May 2013 meeting, which culminated in an unintentional misrepresentation of actions taken by the board. In my report, I mentioned the following: 'In response to a question raised at the board meeting, a lawyer, Mary Dowell, stated that the student trustee is not bound by this [ethics] code.' Upon reviewing the transcripts from the 6 May 2013 board meeting, it is clear that Ms. Dowell was speaking of the ASG Student President and not the RSCCD Student Trustee. As a result, I, in fact, misheard what Ms. Dowell said and, therefore, inaccurately reported what occurred at the board meeting. Thus, I apologize for my unintentional error, and I will do better to accurately report happenings at the board to you". The following is a precise account of what transpired at the May 6th board meeting:
 - Claudia Alvarez: "What about this "hybrid," if you will, we have a student body, right, but we have a student trustee as well and he serves as a member of this board, so when this board, including that trustee member as a student, makes a decision, would that trustee member, the student one, still be subject to these rules?"
 - Mary Dowell (MD): That's an interesting question. Is the student trustee bound by the code of ethics of the board? I believe so. The student is there to represent the interest of the students as the trustees are to represent the entire community...but there is probably a reason why the code, in creating the position of the non-voting student board member didn't say "the ASG student president shall also be a non-voting member of the board." The student trustee is a trustee of the district and is in a different role than the role of the elected president of the Assoc. Student Government.
 - John Hanna: Does that apply also - the Brown Act – not just to do with the non-voting student trustee but any non-voting member of a permanent committee which could be a student trustee - does the Brown Act apply to that person also?

- Mary Dowell: The Brown Act will apply to any member of any committee that was created by the board. So, if the board has created an advisory committee, to report back to it even though that committee contains people other than board members, the Brown Act will also apply. The Brown Act also applies to the ASG and the Academic Senate. Those have been specifically determined by the Attorney General.
4. Faculty Forum Follow-Up (See attachment)
 - a. Prof. Evett shared with President Vazquez that many faculty feel as though our good nature and willingness to do what needed to be done during the budget crisis is being taken advantage of. Faculty have been very flexible when it comes to planning, budgeting, and scheduling. However, the faculty have concerns when they see what was considered to be a special practice, unique to the budget crisis, becoming common practice—and a poor practice at that. Intersession, scheduling management, and enrolling above class capacities are some specific areas of concern.
 - b. President Vazquez appeared to truly hear the message and apologized on behalf of the administration for the way that they approached the intersession topic. He also added that the message of inviting collaboration regarding the intersession topic could have been conveyed better. He explained that at his next Managers' Meeting, he will have a dedicated discussion regarding collaboration and ways to elicit input from faculty when it comes to planning and scheduling.
 - c. President Vazquez also provided some insight as to the position our deans are placed, which gave some context as to why some of them may move ahead more quickly than others: They are a group of those who do, and when a course of action is presented, they begin planning as if it is a done deal so that they are not caught off guard if the plan is enacted. Yet in their exuberance to put their ducks in a row, they sometimes forget that discussions need to be had and that decisions haven't been made. It important for faculty to understand how managers work so as to improve collaboration and the lines of communication.
 - d. Prof. Evett also mentioned to President Vazquez that much of faculty's frustration with planning and participatory governance could be alleviated if the processes collaboratively agreed upon in the PIE and EM committees are practiced in reality and not just in theory. Furthermore, faculty would also appreciate if administration could deal with issues in a method that encourages collaboration instead of just informing faculty about already reached decisions.
 - e. It appeared that faculty concerns were heard and that our administration will make a concerted effort to help alleviate our concerns. However, if after a reasonable amount of time, faculty do not see things moving in a more collaborative direction, the senate will move toward taking further action.
 - f. It appears, at this point, that intersession will not be offered in January 2014 and that the district will begin discussions for instituting an intersession for January 2015. Other avenues to capture growth dollars for this academic year will be explored.
 5. FARSCCD Report at Faculty Forum
 - a. At the Faculty Forum, FARSCCD President Resnick shared Prof. Stew Myers' difficulties from last semester.
 - b. Prof. Evett congratulated FARSCCD on their advocacy and the ultimate positive results their advocacy achieved on behalf of Prof. Myers and agreed that both SCC's administration and the district's Human Resources department could have handled Prof. Myers' situation much better.
 - c. However, Prof. Evett felt it is extremely important that faculty be given complete and accurate information to enable them to make informed decisions and take informed action when needed. There were a few subtle but significant details related to Professor Myers' situation that might not have been clearly understood by those who attended the Faculty Forum.

- i. SCC administration did not seek information regarding Professor Myers' eligibility to teach his classes. An HR employee informed Dean Doughty that Professor Myers was ineligible to teach his courses.
 - ii. In light of the initial information that was available, at one point, all parties, including HR, SCC Administration, and faculty leadership (SCC Academic Senate President, SAC's Academic Senate President, and FARSCCD President), questioned Prof. Myers' eligibility.
 - iii. For some time, no one party was willing to take responsibility for the situation, so Prof. Myers and Prof. Slager were directed to consult with a variety of people a number of times.
 - iv. Ultimately, with Prof. Myers' and Prof. Slager's diligence and fortitude, combined with FARSCCD's advocacy and HR's cooperation, Prof. Myers was deemed eligible to teach his classes.
6. Guest Speaker Note Cards
- a. Since faculty typically hear many updates of happenings from the administration in our participatory governance committees and other meetings, Prof. Evett proposed a different process for senate visits from our SCC President and Vice Presidents this semester. Senators will write questions on note cards that they would like the guests to answer. The guests will be sent the questions before our meeting and will have the freedom to answer those questions that they choose.

B. Secretary/Treasurer (Prof. Wagner):

1. There is money in the senate conference account.
2. A revised program review template will be brought to the September 17 Senate meeting.

C. CIC Chair (Prof. Rutan):

1. At the August 26 CIC meeting, members were trained about the current approval process for stand-alone courses. This process will change in January 2015. New and revised stand-alone courses must then be approved by the Chancellor's Office. Stand alone courses are those courses that are not directly attached to an approved certificate or degree.
2. At the September 9 CIC meeting, Scott James will be leading a training about the distance education addendum. In the past, many of these addendums were incomplete, which could be a red flag for the ACCJC.
3. There will be discussion about prerequisites at the September 9 CIC meeting.

V. ASG Report (Matt Blake)

- A. Please let students know that several ASG positions are still vacant. The ASG senate meets Wednesdays at 3:00 and the General Council meets Thursdays at 3:30. Applications are available in front of A-205. Student applicants will then be interviewed.

VI. Action

A. Resolution *F2013.1: Adoption of Revised SLO Mapping for Degrees and Certificates*--First Reading (Prof. Rutan):

1. SCC currently has a document that maps courses to program award outcomes. However, since assessment data is generated for course outcomes, not courses, and not all outcomes in a course will necessarily relate to a program award outcome, the revised document will map course outcomes to program award outcomes.
2. *Are program outcomes the same as program award outcomes?* Not necessarily. A single program could offer multiple awards (degrees, certificates) with various outcomes. Program award outcomes are listed in CurricUNET under the program link.
3. The revised mapping has been approved by SLOARC and CIC and will be up for a second reading at the September 17 senate meeting.
4. Moved by Prof. Rutan and seconded by Prof. Nance.

- B. Resolution F2013.2: *Joint RSCCD Senates Resolution: Adoption of Policy for Temporary Suspension of Courses--First Reading* (Prof. Rutan):
1. This policy has been in the works for a while. Thanks to Prof. Rutan and CIC for working in collaboration with SAC.
 2. The resolution asks for both senates to jointly adopt a set of procedures for officially suspending courses that are temporarily not going to be offered.
 3. There has been some dissention from the administration at SAC.
 4. The policy has been revised and no longer requires noting suspensions in the catalogs. A master list of all suspended courses will be compiled by the curriculum offices, and departments are supposed to post their suspended courses on their websites.
 5. One motivation for this policy is to prevent a program from being cut by just not offering its courses. Programs should only be cut using the official program discontinuance policy.
 6. If the resolution is approved by both senates and the college councils, it should be active by January of 2014
 7. Moved by Prof Mettler and seconded by Prof. Hovanitz.
- C. Resolution F2013.3: *Acceptance of Educational Master Plan Committee Recommended 11 April 2013 Santiago Canyon College Mission Statement--First Reading* (Dean Voelcker):
1. The ACCJC requires that the college mission statement be reviewed on a regular cycle.
 2. The EMPC was charged with the task and distributed a survey last year. Most respondents reported satisfaction with the mission statement. Some grammatical changes were suggested.
 3. *How often does it need to be reviewed?* The ACCJC doesn't specifically say, but the cycle of review should match our planning cycle; either 3 or 6 years.
 4. A motion was made to waive the first reading since the changes were only grammatical. The motion passed with one nay (moved by Prof. Nance and seconded by Prof. Deeley).
 5. **The motion to approve resolution F2013.3 was passed without dissent** (moved by Prof. Nance and seconded by Prof. Deeley).

VII. Discussion Items

- A. Accreditation Committee Restructure (Prof. Rutan):
1. The collegial governance handbook lists an accreditation committee. However, that committee does not meet regularly and has not taken charge of any of the accreditation reports.
 2. The current accreditation steering committee has taken charge of the upcoming accreditation report. It is a fairly large committee that does meet regularly.
 3. VP Mora has proposed replacing the accreditation committee with a committee that has the same structure of the steering committee that would meet every 6 years.
 - a. There seems to be a need for such a committee to meet more regularly to discuss the results of previous visits and to continually prepare for the next report.
 - b. One suggestion was to maintain at least the 4 co-chair structure and have them meet once or twice a semester.
 - c. *Does ACCJC care how we structure an accreditation committee?* The commission requires institutional participation, but does not specify how a college chooses to get that participation.
 - d. Some colleges give responsibility to the other participatory governance committees to regularly collect evidence and have discussions at their normally scheduled meetings about those accreditation standards that are related to each particular committee.
 4. *What harm is there to our current method?*
 - a. The process demands a large time commitment and often the same group of people does (should that be do?) the work each time.
 - b. If all the evidence is collected just before the report is due, some evidence may be overlooked.
 - c. We want to make sure that we don't miss responding to any of the ACCJC recommendations.
 - d. We are no longer a small college and need to develop structures and policies.
 5. Prof. Evett will present a summary of this discussion at the next College Council meeting.

VIII. Reports Discussion

A. Student Success Committee (Prof. Mettler):

1. The Chancellor mentioned the early alert system in his August e-blast. He expressed concern at the limited usage by faculty.
2. At their next meeting, the committee will be taking a critical look at the system to determine how it could be improved.
3. A summary of what is being done at SCC to reach students will be presented to the Chancellor.
4. Some faculty use alternate methods to alert the students that are at risk of failing.

B. Technology Committee (Scott James):

1. Work is being done on the distance education policy and the development of a comprehensive distance education handbook for faculty.

C. Website Committee (Prof. DeCarbo):

1. The website committee meets the 1st Thursdays at 1:00 in U-101.
2. The website redesign group meets the 1st and 3rd Wednesdays from 1:00-2:00. The location alternates between the district office and SCC. Contact Scott James if you are interested.

D. Summary Reports: Last year, summary reports were requested from committees but not officially required. A resolution to institutionalize these reports will be brought forward at a future senate meeting.

Meeting Adjourned at 2:50 pm.

Respectfully submitted,

Joyce Wagner

SCC-AS Secretary/Treasurer

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Resolution F2013.4

Affirmation of the 2013-2014 Basic Skills Allocation End-of-Year Report

Moved:

Seconded:

Whereas, The Santiago Canyon College Basic Skills Task Force must submit a Basic Skills Allocation End-of-Year Report to the state per Title V grant requirements; and

Whereas, The Basic Skills Task Force has performed its due diligence by creating the 2013-2014 Basic Skills Allocation End-of-Year Report;

Resolved, That the Academic Senate of Santiago Canyon College affirm the 2013-2014 Basic Skills Allocation End-of-Year Report.

Date Presented: 13 September 2013

Date Approved:

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 accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

How is SCC assessing how it uses BSI funds and how these funds are related to the college's EMP?

It is the responsibility of the SCC Basic Skills Task Force to propose, discuss, and evaluate the effectiveness of basic skills programs and projects. However, this Task Force works closely with and reports to the Student Success Committee and the Academic Senate. We also welcome proposals from any discipline's faculty or dean. Spending of BSI dollars is only performed after a formal project proposal and request for funds has been vetted by Task Force members. The document must include a description of the planned activity, the target outcome and desired impact, and a clear deliverable explaining how the activity's impact will be measured. To measure the effectiveness of the Writing Center and Math Study Hall (MaSH), for example, we review overall success rates in developmental math and English courses at the end of each semester and look at whether students are persisting into the next course level. To assess the impact of our CROSSroads freshman bridge program, we compare the number of incoming students who place into college-level math and English with and without our intervention. If we are seeking to boost the number of students who complete the basic skills sequence and succeed in transfer-level courses, then we must assess the accomplishments of our BSI-funded programs by monitoring and increasing the success rates of basic skills students.

In addition to the consistent checking of our achievements with student success numbers, we seek to directly align our activities with the goals and objectives stated in the college's educational master plan. For example, SCC's EMP commits to "improving student success with comprehensive instructional programs," such as an exemplary Math and Writing Center. Furthermore, the plan seeks to increase services that address the needs of specific students, including those requiring "additional basic skills instruction." Our plan charges us to "develop instructional strategies to meet the increasing demand for basic skills instruction" by promoting a student-centered learning environment. Committed to offering a comprehensive approach to assisting basic skills students, our Task Force invests primarily in activities that effectively move these students down a clear pathway—from their high school senior year, to orientation and counseling, to the correct level of math and English coursework, to easily accessible and effective support services, and, ultimately, to success.

What are the problems SCC is still facing in the area of Basic Skills What are the obstacles that you need assistance with from 3CSN and the Chancellor's Office?

Our primary obstacle is continuing to move the needle toward higher success rates, especially in the continuum, along the pathway, through the sequence of courses from basic skills to transfer-level. Typical of colleges nationally, SCC struggles most with improving math scores. That is why we have tried diligently to reach these students with new bridging programs from high school to college math—and with special summer workshops to help prepare them, if they get placed into a pre-college level, for their first math course at SCC.

Another ongoing obstacle involves the push to get students to complete their basic skills work early. We encourage students to fulfill BSI requirements during their first two semesters at SCC with strong recommendations and guidance from counselors during our Early Welcome program and during discussions of their educational plans. Although such early basic skills coursework is not mandatory, it is evident that our students who attempt to take introductory psychology, history, or political science classes before they have been instructed in freshman composition struggle with the assigned writings and analyses. According to a Santiago Canyon College Basic Skills Proficiency Report from July 2011, of the students who test into a basic skills math or English course and are advised by a counselor to enroll immediately, only 66% choose to do so.

To assist our efforts in overcoming these challenges, 3CSN has been instrumental in introducing and developing new teaching strategies and best practices for members of our basic skills faculty. Every semester, the BSI coordinator attends the various 3CSN workshops which address innovative techniques—such as Habits of Mind, Reading Apprenticeship, and Acceleration-- that promote success among our basic skills students. Then, in the semester that follows, she will present various flex activities to relay these practices to members of the Basic Skills Task Force, the Student Success Committee, the Academic Senate, and the faculty campus-wide. It would be tremendously valuable to our faculty and students if 3CSN would continue to offer these events and perhaps more often. Furthermore, the Chancellor's Office has been an asset in our BSI planning and implementation due to the support offered through the regional training sessions and the webinars. In the past, we have faced challenges in constructing the report because we were unclear of the expectations or the extent of details required; however, having access to the state basic skills coordinator as well as to the regional coordinators has greatly assisted our endeavors.

What is your action plan for research to evaluate your programs and if or how your BSI funds have helped?

We will continue to monitor our success rates in the math and English courses just below transfer as well as the completion rates for our Continuing Ed students. Our latest BSI program is so new that we are just now beginning to strategize for research collection. CROSSroads students, those coming from local high schools to attend preparatory workshops to optimize their placement into college-level math and English courses, will be tracked for their success in the sequence leading to transfer. The Family Orientation Night that we host for high school seniors and their parents ends with a survey which helps inform us of what we did well at the event and what more we can do to welcome and prepare our incoming students. We use that survey to evaluate and adjust our program. In addition, our CRAAM students, those participating in workshops to get them ready for Intermediate Algebra, will be tracked to measure their success rates. We will also break down our data to determine how students who take part in any of our basic skills interventions compare with students who do not. In particular, we will look to see if students who use the services of the Math Study Hall while enrolled in Math 080, the class preceding transfer-level, are more likely to pass that course the first time and to then enroll immediately in the next course. Finally, in order to determine if our efforts with our feeder high schools are effective, we will be consulting with the counselors at SCC's annual High School Counselors' Breakfast and

maintaining contact with them throughout the year, anticipating that a strong alliance will assist in shaping and enhancing our basic skills programs.

[3] Data Analysis

Was SCC's basic skills program more successful in 2010-2012 than it was in 2008-2010 How did we determine, answer, and measure the success?

Santiago Canyon College's basic skills program has been more successful in the last two years than in the two years prior, even though several of the programs and interventions we have put into place for increasing success among basic skills students were begun four years ago: specialized Writing Center curriculum linked to our developmental English courses; Math Study Hall (MaSH) tutoring and guidance available as supplemental instruction for basic skills classes; mandatory orientation for incoming freshman needing remediation; and assistance\tutoring for Adult Basic Education (ABE) and High School Subjects (HSS) students. We have a balanced mixture of these veteran programs--which we continue to adapt and refine--as well as some new programs, such as our Family Night for high school seniors and our bridge program known as CROSSroads, all joining efforts to promote student success. Our Basic Skills committee has clarified its purpose in the last two years by focusing on these few key tasks and signature programs that have or will soon become integral to the institution's mission and overall effectiveness. With the refining and adjusting of our current practices and the development of new ones, we are witnessing improvements in our success rates. Area experts are working in leadership positions in these ventures; the core members on our BSI Task Force are representatives from the disciplines covered by our programs—faculty from math, English, continuing ed, and counseling, reading, and ESL. These members work individually with their departments but also collectively as a committee to help basic skills students move down the path to transfer or certification. We measure our success based on our increasing success rates in the developmental courses most served by our basic skills programs.

Basic Skills English Courses

Prior to 2008, SCC did not have a fully operational Writing Center. Students used the center's services voluntarily, on an as-needed basis. Attendance was poor, valuable services were not being sought, so we designed new curriculum to maximize the center's availability and influence, especially with respect to our basic skills. Since 2008, due in part to support from the Basic Skills Initiative, the Writing Center model was reconfigured to require that all SCC students enrolled in our two major developmental courses—English N60 (two levels below transfer) and English 061 (one level below transfer)—attend an additional 50 minutes each week in the Writing Center where they receive supplemental instruction and work on a uniform curriculum that re-emphasizes key concepts covered in their basic skills classes.

Using the Basic Skills Cohort Tracker Tool, we have compared success rates in our two courses, N60 and 061, from Fall 2009-Fall 2012. The fall semester is when we offer the most sections of our developmental courses, due to the demand of the incoming freshmen. What is especially encouraging about these numbers is that they are steadily and consistently increasing. In our 2011-12 BSI State

Report, our action plan denotes that we will measure the success of our Writing Center based on whether or not we achieve a 2% increase in the successful completion rates of our English 061 students this year versus last. We have done so, raising our number from 75% to 77.4%. Likewise, in English N60, there have been strong increases, most notably this past fall when our success rate jumped 13.2%. We also observed that fewer students are enrolling in English N60, declining an average of 13 students every fall. We contribute some of that decline to better preparedness occurring at our high schools as well as to measures SCC has begun taking—such as our CROSSroads program—to help students avoid remediation or at least shorten the pathway to transfer-level courses.

Success Rates in English 061 (one-level below transfer)

Fall 2009-Fall 2012

Fall 2009	Fall 2010	Fall 2011	Fall 2012
195/320 60.9%	195/263 74.1%	242/322 75%	227/293 77.4%

Success Rates in English N60 (two-levels below transfer)

Fall 2009-Fall 2012

Fall 2009	Fall 2010	Fall 2011	Fall 2012
85/126 67.4%	67/102 65.6%	68/98 69.3%	71/86 82.5%

Interestingly, the statewide course success rate in basic skills is currently 63%; however, when we average the success rates of our two developmental English courses for Fall 2012, SCC's rate is just under 80%.

We further analyzed the data to determine how well students are completing the English 061 in the fall and then immediately deciding to enroll in the transfer-level course (English 101) the following spring. Of those students, we identified how many passed English 101. That percentage of students should be increasing if our Writing Center intervention is effective and given the stalwart commitment of our counselors to direct students into the next English and math course in the sequence—without delay. Because basic skills students are less likely to continue through the sequence of courses if they exit for even a semester, English faculty, Writing Center staff, and SCC counselors emphasize the importance of persisting.

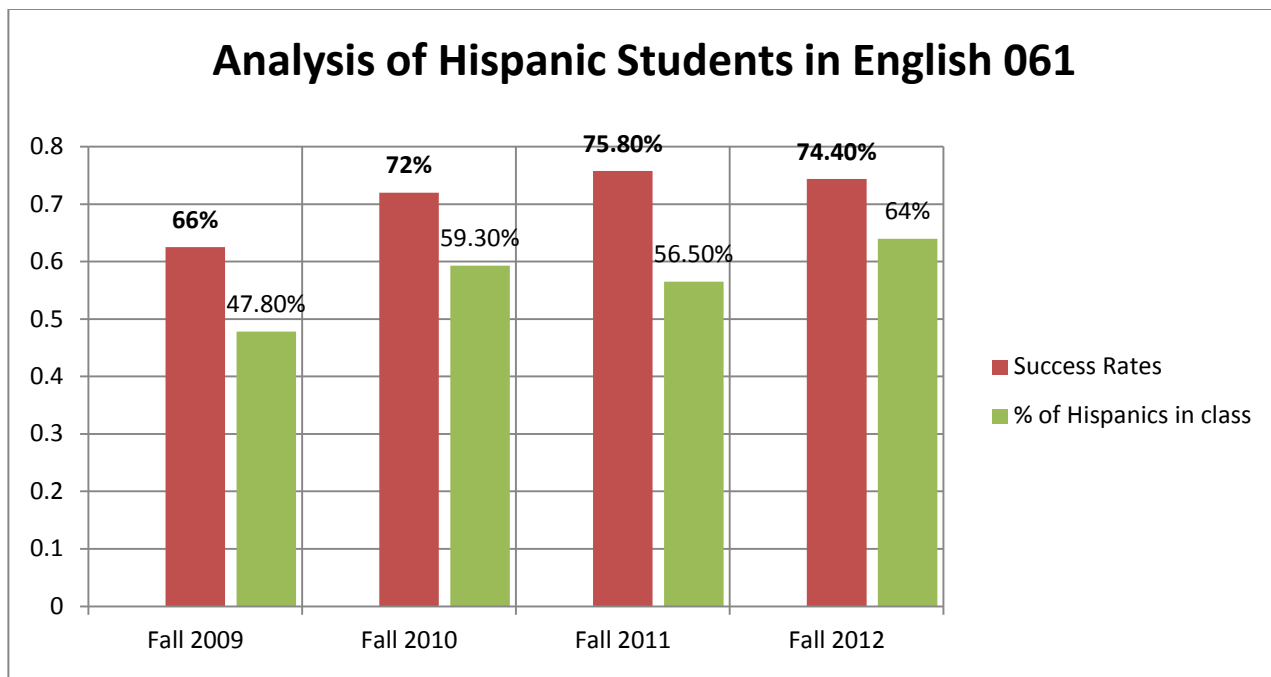
Across the Sequence from English 061 through English 101 in Two Semesters

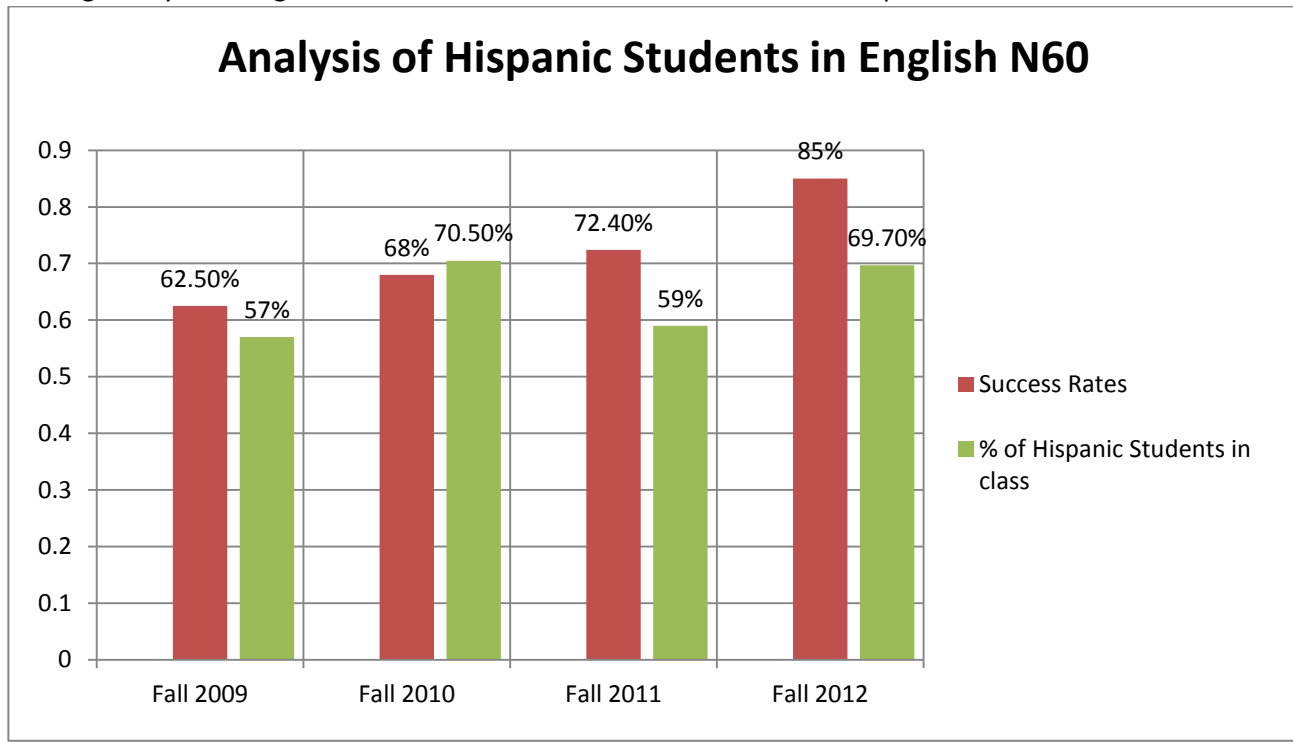
F2009-Sp 2010	F2010-Sp2011	F2011-Sp 2012	F2012-Sp 2013
83/320 = 25.9%	92/262 = 34.9%	121/322 = 37.6%	136/293 = 46.4%

Indeed, our success rates are moving in the right direction, and we are confident that the continued added support from the required Writing Center curriculum is a contributory cause.

Disaggregating the English Data Based on Ethnicity

After considering the success rates of all students, we wanted to explore the success of one specific group. According to Santiago Canyon College’s Annual Report for 2012-13, SCC has a growing population of Hispanic students, now representing 41% of our population and surpassing Caucasian students by 2%. Given those large numbers, we want to be certain that we are serving these students and fostering their academic success. In order to test our effectiveness in our two basic skills courses (English N60 and 061), we analyzed the success rates of our Latino students from Fall 2009 to Fall 2012 as well as the percentage of these students within the classroom. Complementing the annual report’s findings, our own data affirm that the number of Hispanics is increasing, up 16.2% from 2009. More importantly, the success rates are rising with an incline of 8.4% in the last three years.





Our New Signature Programs

Other clear examples of our success with our basic skills endeavors in English are our new Family Night and the CROSSroads program—two ways we are better connecting to our local high school students.

One of SCC's planned activities from both last year's and this year's BSI report reads as follows:

*Strengthen pathways into transfer-level math and English courses for incoming freshmen with expanded counseling, mandatory orientation, placement advisement, and **bridging programs that avoid the need for remediation.***

Indeed, we implemented our first SCC Family Orientation Night last November where 170 local high school seniors and their parents came to SCC to learn of our testing and registration processes along with remediation-avoidance strategies (CROSSroads), our core curriculum, and our campus services. Our next Family Night is already slotted for November 6, 2013, and we have begun to work with our Outreach Department to disseminate brochures and fliers to our local high school counselors. CROSSroads (**C**ollege **R**eadiness **O**ptimizes **S**tudent **S**uccess) for English invites high school seniors who will begin SCC in the fall to attend a series of four free brush-up workshops to help prepare them for placement into college-level composition. At the conclusion of the four workshops, they complete a writing sample read by English faculty and their results place them into the sequence of English courses. This past spring we wrapped up our first round of the CROSSroads program and were encouraged by the promising results.

Summary of CROSSroads Results for English

53 students registered for the workshops	26 students were recommended for English 101
41 students attended at least three of the four workshops	9 students were recommended for English 061 (one-level below transfer)
35 students completed the writing sample	0 students were placed below English 061

These results reflect a **74.3% success rate** in terms of those students who tested as college-ready for English after participating in at least 75% of the CROSSroads workshops and completing the writing sample. This number is 6.3% higher than the success rates of students taking our college placement test, with no CROSSroads intervention. Although this was a small sample of students, we were especially pleased that none of the CROSSroads students will have to complete more than a semester of remediation, and we do plan to increase our participation next spring.

Overall Conclusions

Given these promising numbers, we will move forward with our existing Writing Center operations and with the bridge programs connected to our feeder high schools—all to assist our developmental students, whatever their ethnicity or skill level. We will continue to use our success rates data to help direct our decisions and to refine any components of our projects that need improvement. As our follow-up research for CROSSroads, we will track the 35 CROSSroads students and look at their success rates in English after their first semester (Fall 2013) to gauge the accuracy of our placement.

Basic Skills Math Courses

Approximately 30% of new SCC students arrive prepared to succeed in college-level math. The majority of our students (60%) begin two or three levels below a transfer-level or gatekeeper course. The course that poses the greatest obstacle to students entering their first college math class is the one directly below it: Math 080, Intermediate Algebra. BSI dollars have been used to support the campus Math Study Hall (MaSH) by funding a coordinator, tutors, and instructional assistants. However, at the beginning stages of the math center, as a walk-in-as-needed service, students were not taking full advantage of the program. Now, as of last year, as new curriculum has been designed and approved, struggling students are more strongly encouraged to enroll in the Math 080 lab. Students may sign up for this 0.2 pass no pass lab and receive at least 9 hours of individual and/or group instruction in MaSH designed to review, enhance and/or advance the students' mathematical knowledge based on their individual need in intermediate algebra. With this extra assistance as a contributory factor, success rates are on the rise.

Spring 2008-Spring 2010 Math 080 Success Rates (5 semesters)

Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
47%	40%	44%	40%	35%

The average success rate over this five semester period is 41.2% with a total of 3,318 students in the cohort.

Fall 2010-Fall 2012 Math 080 Success Rates (5 semesters)

Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012
38%	42%	44%	42%	44%

The average success rate over this five semester period is 42% with a total of 3,462 students in the cohort.

Disaggregating the Math Data Based on Ethnicity (to be added)

Summary of CROSSroads Results for Math

CROSSroads (College Readiness Optimizes Student Success) for math invites high school seniors who will attend SCC in the fall to complete a series of online modules that will help prepare them for placement into college-level math. After completing the modules, students will take a test created by the math faculty, and their results will place them into the sequence of mathematics courses. This past spring we wrapped up our first round of the CROSSroads program and were encouraged by the promising results.

67 students registered for the program	23 students were recommended for college-level math
43 students worked on the online modules	13 students were recommended for Math 080 (one-level below transfer)
36 students completed the diagnostic test	0 students were placed below Math 080

These results reflect a **63.9% Success Rate** for students who took the CROSSroads diagnostic exam compared to 33% of students who took the college placement test with no CROSSroads intervention.

Overall Conclusions

We are encouraged by seeing increased success rates over the last two years in our Math 080 courses, even if slight, because the trend is moving upward. In the 2008-2010 cohort, success declined by 12% whereas in the recent 2010-2012 sequence, rates have moved up 6%. Although the overall averages only differ by less than 1%, the needle has been moving in the right direction over the last two years; in fact, the measurable outcome on our 2012-2013 BSI Action Plan identifies a 1% higher successful completion rate for Math 080 students as the indicator of our activity’s effectiveness. We are just about there. The

strengthening of the MaSH in its accessibility and versatility for Intermediate Algebra students is likely a contributory cause for this promising data.

We further conclude that programs like CROSSroads should be championed and expanded. To that end, this year, we will introduce a complementary activity to CROSSroads called **CRAAM (College Readiness is All About Math)** which will be offered to all high school seniors who test into Math 080 and would like to get extra practice and preparation for success in this course when they begin college in the fall. Again, much of our attention is put on this level because it is where most students initially place and have the greatest difficulty passing—especially the first time through.

Continuing Education Courses (to be added)

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2013

College Name: SANTIAGO CANYON COLLEGE

Goal ID	Long-Term Goal	2013-2014 Funds Allocated to this Goal
A	The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Writing Center, will result in a 2% annual increase in student success rates for the English course one level below transfer.	
B	The supplemental instructional delivery models in the campus Math Study Hall (MaSH) will result in a 1% annual increase in student success rates for the math course one level below transfer.	
C	The strengthened educational pathways for basic skills students in both the credit and non-credit areas-- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring--will result in a 1% annual reduction of incoming credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring .	

Juan Vazquez, Chief Executive Officer _____
 Date

Corinna Evett, Academic Senate President _____
 Date

 Chief Instructional Officer _____
 Date

 Chief Student Services Officer _____
 Date

[4b] 2013-2014 ESL/Basic Skills Action Plan

Due October 10, 2013

College Name: SANTIAGO CANYON COLLEGE

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2013-2014 Funds Allocated to This Activity
Continue support for the coordination and operation of the college's Writing Center as it provides supplemental curriculum required for basic skills English courses	A	August 2013 May 2014	Writing Center Coordinator and staff English Department faculty	Percentage of English 061 students attending the Writing Center as a mandatory complement to their class will be 2% higher than the successful completion rate for English 061 students in 2012-2014.	
Continue support for the coordination and operation of the college's Math Study Hall (MaSH) as it provides supplemental curriculum for basic skills math courses	B	August 2013 May 2014	MaSH Coordinator Math Department faculty	<ul style="list-style-type: none"> • Percentage of Math 80 students attending the MaSH as a complement to their class will be 1% higher than the successful completion rate for Math 80 students in 2012-2014. • Directed Learning Activities targeting key concepts will be expanded and refined by Math 80 faculty and available in the MaSH; Math 80 instructors will encourage struggling students to complete these DLAs and 	

				<p>review their answers with MaSH tutors or assistants.</p>	
<p>Strengthen pathways into transfer-level math and English courses for incoming freshmen with expanded counseling, mandatory orientation, placement advisement, and bridging programs that avoid the need for remediation</p>	<p>C</p>	<p>November 2013 April 2014</p>	<p>Counseling faculty CROSSroads faculty, including English and math instructors</p>	<ul style="list-style-type: none"> • Continuation of <i>SCC Family Orientation Night</i> where local high school seniors and their parents are invited to learn of our testing and registration processes along with remediation avoidance strategies, our core curriculum, and our campus support services. • Expansion of the SCC CROSSroads program (<i>College Readiness Optimizes Student Success</i>) which offers a series of free brush up English and math workshops to all incoming freshmen prior to their placement tests as well as extra opportunities to pass the placement tests and thereby 	<ul style="list-style-type: none"> •

				<p>avoid remediation and which will result in a 1% reduction of students placing into basic skills math and English.</p> <ul style="list-style-type: none"> • Continuation of Early decision orientation and advisement into first semester foundations courses, including reading, English, math, and counseling. • Development of CRAAM program (<i>College Readiness is All About Math</i>) to help prepare new SCC students to pass Math 080 and then move directly into the college-level mathematics course • Creation of Campus Workshops offered throughout the fall and spring semesters to allow students to brush up on key math concepts, essential to reaching and completing a transfer-level math class 	
<p>Continue to offer tutoring to Adult Basic Education (ABE) and High School Subjects (HSS) students in</p>	<p>C</p>	<p>August 2013 May 2014</p>	<p>ABE/HSS Coordinator, ABE/HSS Faculty,</p>	<p>Percentage of ABE/Continuing Education students receiving tutoring in 2012-2014 will be 1% higher than the successful completion rates of</p>	

Continuing Education			Division Dean	Continuing Education students who are not receiving tutoring.	
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Juan Vazquez, Chief Executive Officer

Date

Corinna Evett, Academic Senate President

Date

Santiago Canyon College Academic Senate

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FAX (714) 532-2055

SENATORS

Business and Career Education

Deeley, Steve 2014
Salcido, Andrew 2015

Continuing Education (OEC)

Shields, Jolene 2015

Counseling & Student Services

Aguilera, Leonor 2015
Carrion, Rudy 2014
Mettler, Mary 2014

Humanities and Social Sciences

Deaver, Doug 2014
Elchlepp, Elizabeth 2015
Cannon, Cari 2015
Dela-Cusack, Lisa 2015
Shekarabi, Nooshan 2014

Fine & Performing Arts and Communication

Freidenrich, Leah 2015

Library

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Hovanitz, Eric 2014
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Nance, Craig 2014
Frost, Alicia 2015

Adjunct

Matthews, Evangeline
2014
Shoro, Natasha 2014

OFFICERS

President

Evelt, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution F2013.5

Adoption of Committee Senate Summary Report Submission Process

Moved:

Seconded:

Whereas, Democracy functions at its best when there is transparent and consistent communication;

Whereas, The Santiago Canyon College Academic Senate strives to ensure that all Faculty members are aware of the communication that occurs within the participatory governance structure; and

Whereas, The initial year of the Academic Senate Summary Reports produced positive results;

Resolved, That the Academic Senate of Santiago Canyon College require the Faculty Committee Chairs submit a Senate Summary Report to the SCC Academic Senate Vice President within three days upon the conclusion of every meeting.

Date Presented: 13 September 2013

Date Approved:

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 accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

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Curriculum

Rutan, Craig Chair 2016

Resolution F2013.6

Creation of an Academic Senate Committee Schedule Task Force

Moved:

Seconded:

Whereas, Participatory governance requires broad participation to work effectively,

Whereas, It is easier to participate in the governance process when you can plan your schedule in advance; and

Whereas; There have been numerous requests from all stakeholders to construct a formalized committee schedule;

Resolved, That the Academic Senate of Santiago Canyon College create a Committee Schedule Task Force to investigate the status of all committees; and

Resolved, That the Committee Schedule Task Force recommend a formal schedule that accommodates the needs of all governance committees and present that schedule at the 3 December 2013 Academic Senate of Santiago Canyon College Meeting.

Date Presented: 13 September 2013

Date Approved:

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Curriculum

Rutan, Craig Chair 2016

Resolution F2013.1

Adoption of Revised SLO Mapping for Degrees and Certificates

Moved:

Seconded:

Whereas, Santiago Canyon College has created Student Learning Outcomes (SLOs) for all of its courses, degrees, and certificates, and all of these outcomes must be assessed regularly; and

Whereas, All course level SLOs are already assessed regularly, and those assessments can be used in the assessment of program level outcomes; and

Whereas, The previous course to program mapping document incorrectly mapped individual courses to the program outcome instead of the course SLOs;

Resolved, That the Academic Senate of Santiago Canyon College adopt the "Spring 2013 Program Mapping Outcome to Outcome" mapping document; and

Resolved, That the Academic Senate of Santiago Canyon College encourage all departments to complete this new document and submit it to the Office of Institutional Effectiveness and Assessment by the end of the Fall 2013 semester.

Date Presented: 3 September 2013

Date Approved:

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Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution F2013.2

Joint RSCCD Senates Resolution: Adoption of Policy for Temporary Suspension of Courses

Moved:

Seconded:

Whereas, Recent budget challenges have made it difficult for Santa Ana College and Santiago Canyon College to schedule all of the courses listed in their college catalogs; and

Whereas, The students of the Rancho Santiago Community College District (RSCCD) have a reasonable expectation that all courses listed in the college catalogs will be offered during a two-year period and should be informed if the courses they need will not be available during that time; and

Whereas, The faculty at Santa Ana and Santiago Canyon Colleges realize that there will be times when some courses cannot be offered for various reasons; there is concern that vital courses may be deleted simply because they have not been scheduled for several years; and

Whereas, There should be guidelines to ensure participation, predictability, parity and consistency in the contraction of course offerings;

Resolved, That the Academic Senates of Santa Ana College and Santiago Canyon College adopt the Fall 2013 *Policy for Temporary Suspension of Courses* as recommended by the Santa Ana College and Santiago Canyon College Curriculum and Instruction Councils; and

Resolved, That the Academic Senates of Santa Ana College and Santiago Canyon College forward the Fall 2013 *Policy for Temporary Suspension of Courses* to the College Councils at Santa Ana and Santiago Canyon Colleges for adoption.

Date Presented: 3 September 2013

Date Approved:

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, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community. (Approved 4/12/2011)

Summary Report

Committee: Facilities

Meeting date: 8/26/13

Content

- **Humanities is waiting for the completion of the punch list and the arrival of furniture. DSA will not sign off yet. There appears to be some things in the building still needing DSA approval before we can occupy the building.**
- **Work has started on the repair of the D-building roof. It will disrupt traffic flow around the building but classes can still be held in the building. Completion date is first week of October. The committee feels the renovation of the D-building needs to be done.**
- **The parking lots have been resurfaced except for part of lot 1.**
- **Fumes from the dissection of animals in biology are unbearable. This has not been solved yet.**
- **AC for Science building is still a problem. A report is due of the systems energy usage and efficiency.**
- **Gymnasium waiting for bids to come in for the sound system. We are waiting for a 3rd party report on "does the building operate as designed?"**
- **OEC has taken over the second floor of the Chapman building. They will be leaving the Katella building completely.**
- **We are still waiting for the graphic artist to create a new directory for the college.**
- **We discussed lot 7's signage and allotment of parking for staff.**

2 Duties met: none

3. Actions proposed: none

4 Events Planned: Next meeting in Sept 23 at 3:00 SC-103

5 Resources needed/acquired/allocated:

Summary Report

Committee: Honors Committee

Meeting date: 9/12

Content

1 Discussion items:

Selecting a Honors Program Coordinator and Committee Co-Chair

Discuss finding a student representative

Discuss having an Honors Program Reception in Fall or Spring

Discuss plans for the TAP Conference

Review Honors Course offerings.

Review Honors Courses up for Quadrennial Review.

2 Duties met: Several courses approved for Quadrennial Review. Others will be revised under the guidance of the committee.

3 Actions proposed: Rick Adams agreed to serve as Honors Program Coordinator with Elizabeth Elchlepp as CO-Coordinator for the remainder of the 2013/14 academic year.

Scott Howell will serve as Faculty Co-Chair

4 Events Planned: It was decided that we would not have the Honors Program reception until Spring Semester.

5 Resources needed/acquired/allocated: No resources needed at this time

Summary Report

Committee: SLOARC

Meeting date: September 5, 2013

Content

1 Discussion items:

- Updates:
 - The percentage of courses with completed assessments is down to 83.4% mainly due to new courses in Kinesiology, Engineering, and Apprenticeship.
 - Of the 616 actively in rotation credit and apprenticeship courses in the 2013-2014 Catalog, only 47 (7.6%) have a declared assessment cycle schedule for Fall 2013 or beyond. There are 90 courses brand new in the 2013-14 catalog that have never submitted assessment cycle forms.
- Plan of Action (Column 5) follow-up:
 - Information from the plan of action column of completed assessment reports was compiled into a table for each program. The plan is to send this table to each program with a request for updated information (were the changes actually made, were they assessed, was there improvement...). Aaron will talk to CIC and the Senate to see if SLOARC needs approval before sending to the department chairs.
- Proposal to assess PSLOs in Liberal Arts degrees/CT programs.
 - Compile the frequencies of courses in these degrees that are completed by graduates. Select the top 15-18 courses to use as the sample courses. These courses must fill out course SLO to program SLO mapping for each Liberal Arts degree and CT award program.
 - Attempt to validate the premise that students who receive an A or B in these courses also satisfied the Course SLOs.
 - Generate individual student portfolios which list the Program SLOs, those courses where the student earned an A or a B, and whether there are enough such courses for a PSLO to be considered met. A threshold needs to be determined (e.g.. If a student receives an A or a B in 3 or more courses that are mapped to a particular PSLO, then that PSLO will be considered met).
- TaskStream:
 - There appears to be money, once the budget is unfrozen, to pay TaskStream to enter course descriptions, SLOs, and mappings.
 - Department chairs will have access to enter assessment results.
 - There was discussion on how best to implement training: should only a few departments/programs initially start or should there be overall training? It may be difficult for programs to appreciate TaskStream until enough assessments have been entered to allow useful reports to be generated.
- Future plans for SLOARC:
 - Should SLOARC take on the role of reviewing assessment reports and submitting recommendations back to programs? It may look similar to how CIC reviews curriculum and how the EMPC reviews program reviews. More discussion is needed and a proposal/resolution will have to be sent through CIC and Senate.
 - SLOARC needs a faculty chair and additional members.

2 Duties met:

- LCAT posters have been placed around SCC and OEC.
- The Mapping Template has had its first reading at the Senate.

3 Actions proposed:

4 Events Planned:

5 Resources needed/acquired/allocated:

Summary Report

Committee: SAC Senate

Meeting date: September 10, 2013

Content

1 Discussion items:

- There was mention from SAC administration about a “College Hour” which would be a block of time where full-time faculty would not have classes and therefore would be available for meetings.
- There was discussion about a possible intersession. Faculty were concerned for those who had already planned trips for summer or spring break.
- Facilities:
 - A mosaic panel fell off of Russell Hall.
 - Plans were shown for “The Village” which would be a collection of portables to house faculty and classes when Dunlap Hall closes for renovation.
- Faculty Hiring:
 - There is a possibility of 26 district-wide positions if the FON number needs to be maintained.
 - The SAC faculty priorities committee is scheduled to meet on Friday, October 4.
- Save the Dates:
 - October 29: Trustee Jose Solorio and former Senator Dean Florez will lead a discussion of open resources at the district from 1:30-3:30.
 - October 30: Distinguished Faculty presentation by Gina Giroux.
- Budget: Budget updates are on the district website.
- Curriculum
 - The course suspension policy went through a first reading at the SAC senate.
 - SAC has 14 approved transfer degrees.
 - SAC CurricUNET course outlines are missing objectives.
- Accreditation:
 - SAC had received a recommendation in 2008 to “prepare and maintain an updated Diversity Plan” and needs to make sure this recommendation is met.
 - The 2014-2015 SAC catalog will be used for accreditation, since the early catalog needs to be cleaned up.
- Action Items:
 - The SAC Academic Senate Bylaws were approved.
 - An updated faculty handbook had a first reading.

2 Duties met:

3 Actions proposed:

4 Events Planned:

5 Resources needed/acquired/allocated:

Summary Report for the Senate
Faculty Development
September 10, 2013

Actions Taken:

- Discussed the need to recruit new members
- Reviewed attendance sheets for Flex week
- Assigned members duties

Events Planned:

Week	Activity
5 (Sep 23 rd)	Send email for repeat sessions
7 (October 7 th)	First general call for proposals
9 (October 21 st)	Second general call for proposals
11(November 4 th)	All proposals are due and finalized
	Put calendar together
13 (November 18 th)	Senate approval (depends on meeting schedule)
14 (November 25 th)	Send an all faculty email with calendar

Items for Recommendation: none

Other Resources needed/acquired/allocated: None

Useful Information: None

Summary Report

Committee: Budget

Meeting date: September 3, 2013

Content

1 Discussion items:

- A Denied request for additional 1.5 million from the District
- B Efficiency checks and charge back system with the District
- C Set meeting dates to the 1st Tuesday, and a tentative 3rd

2 Duties met:

Reviewed the prior month's expenditures and balances.

3 Actions proposed:

None

4 Events Planned:

None

5 Resources needed/acquired/allocated:

None