

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

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

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 17 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 (20 minutes)

First Reading

A. **Resolution F2013.7:** Adoption of Fall 2013 Revised Academic Program Review Template

Second 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 a Senate Committee Schedule Task Force

I. Discussion Items

A. **Academic Affairs Update:** VPAA Aracely Mora (15 minute discussion)

B. **Academic Senate Scholarship:** An update on the SCC Academic Senate/Castle Foundation Scholarship and possible concerns and alternatives related to the scholarship led by AS Vice President DeCarbo (5 minute presentation and 10 minute discussion)

II. 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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(714) 628-4831
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Minutes-Tentative

Senate Business Meeting

September 17, 2013

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

Present:

Senators

Aguilera, Leonor
Cannon, Cari
Cummins, Shawn
Deaver, Doug
Deeley, Steve
Dela-Cusack, Lisa
Elchlepp, Elizabeth
Freidenrich, Leah
Frost, Alicia
Matthews, Evangeline
Mettler, Mary
Nance, Craig

Salcido, Andrew
Shekarabi, Nooshan
Shields, Jolene
Shoro, Natasha
Sproat, Barbara
Taylor, Michael

Officers

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

Non-Voting Members:

ASG: Blake, Matt

Guests:

James, Scott
Jones, Vanessa
Tragarz, Roberta
Vazquez, Juan
Voelcker, Aaron

Absent:

Hovanitz, Eric
Carrion, Rudy

I. Order of the Agenda

- A. Discussion items VIIA and VIIB were moved **to before the ahead of** public comments (moved by Prof. Nance and seconded by Prof. Cummins).

VII. Discussion Items

- A. College Update (President Juan Vazquez responding to questions submitted in advance by faculty):
 1. *How does the administration determine class numbers, volumes, locations and times as appropriate to fill demand? How can this process be changed to better serve the academic plans of all students?*
 - a. The critical people in making these decisions are the department chairs and the deans.
 - b. History plays a large role in determining the number of sections. Demand is tied into history.
 - c. The biggest demand times are between 8:00 and 1:00, Monday through Thursday. The lowest demand is on Saturday. The demand for evening varies based on the department.
 - d. The chairs need to continually fine tune department plans and portfolios in order to offer the best possible spread of classes for students. Interdepartmental discussions are absolutely necessary, as is working with counselors to make sure **that** there are enough classes to meet the needs of general education requirements.
 - e. Departments continue to modify their curriculum to meet the changes in the transfer world and the world of work.
 2. *How will the Enrollment Management (EM) committee and the new Budget Allocation Model (BAM) group coexist, reflect, and influence each other?*
 - a. The EM committee should develop a plan for the college which includes marketing, recruitment, efficiency, productivity, and retention.
 - b. The apportionment which SCC gets from the state is based on full-time equivalent students (FTES) and impacts whether or not we can grow.
 - i. Each college, every year, has a target for productivity which is then split between the credit and non-credit program.

- ii. The first concern is to meet the base target of FTES and then we can aim for growth. The possible growth dollars are about 2% this year. In addition, there is more money beyond growth because some colleges may not be getting any growth money. SCC is looking to grow about 3% beyond base.
 - iii. The base credit target for SCC in Fall is about 2800 FTES. It looks like we reached 3000 FTES at the census date.
 - iv. Non-credit counts FTES at the end of the semester using positive attendance hours, or the number of hours the teacher puts in for each student attending. It is estimated that non-credit will generate about 1000 FTES. The FTES for the inmate education program is somewhat volatile because of the potential for a lockdown.
 - 3. *Are there concerns that the new budget allocation model will keep SCC from growing in the future?*
 - a. There are concerns because SCC is smaller than SAC. There is competition for the share of money.
 - b. Perhaps the district budget could be reduced.
 - i. The district could be contracted by allowing reduction of the number of employees through natural attrition.
 - ii. District operations need to be reviewed; especially the operations that are charged back to the colleges. It may be possible that some of these operations can be done more efficiently at the colleges, which would allow for more money to go directly to the colleges.
 - iii. Such discussions need to happen at the district Planning and Organizational Effectiveness (POE) Committee.
 - c. It will cost a considerable amount of money to reach the faculty obligation number (FON).
 - i. The FON is the number colleges are given, with the goal of eventually having 75% of instructors being full time.
 - ii. Over the last five years, as budgets were reduced, colleges were given passes on having to reach their FON. If there is not a pass this year, the district may be obligated to hire 27 new faculty members.
 - iii. It costs about \$100,000 for every faculty member that is hired. The fine for not hiring for a position needed to meet the FON is about \$68,000. Money will have to be shifted within the budget to pay for new hires.
 - iv. The district has received \$4.6 million in growth money, cost of living adjustment, and some other dollars. However, at the same time, the state has taken away money from other areas, including redevelopment agency dollars, which had provided a steady stream to help build buildings and cover capital expenses. Overall, the district's budget is fairly flat.
 - v. Faculty who serve on any of the budget committees need to remain vigilant in regards to how dollars are distributed to the colleges and the district. With a limited budget, the district needs to be efficient.
 - 4. *Are there any conversations about SCC going out for a bond measure in the near future?*
 - a. There have been some small conversations about bond measures in our area.
 - b. SAC is surrounded by an area that is friendly toward school bond measures, but SCC is not. The local K-12 school district has failed on three recent bonds.
 - c. Our district was unable to pass Measure O in 2006.
 - d. A different strategy may be to focus on specific buildings instead of trying for a general bond. Community groups in our area may support a mini-bond for a new performing arts building. A building costs about \$20-50 million.
 - e. John Hanna, Arianna Barrios, Larry Labrado, and Phil Yarbrough, who are the board members in our area, need to be the leaders behind any bond measure. The SCC community would also need to work hard to promote a bond.
 - 5. If you have any questions for VP Mora who will be at the October 1 Senate meeting, please forward them to Prof. Evett.
- B. Educational Master Planning Committee (EMPC) Program Review Update and Timeline (Prof. Tragarz and Asst. Dean Voelcker):
 - 1. According to the *Long Term Planning Highlights* schedule (see attached), SCC is due to carry out program review this semester. This planning document was approved by the senate several years ago.
 - 2. SCC is transitioning from a 5-year planning cycle to a 6-year planning cycle to better align with accreditation. In order to make this transition, we have an interim 4 year planning cycle in which program review is scheduled for Fall 2013 and Fall 2015. After that, SCC will be on a 3- year program review cycle.
 - 3. It will be important to show the visiting accreditation team that we are actually following the plans that we have created and approved.
 - 4. At the beginning of Spring 2013, the EMPC created an ad-hoc committee to evaluate the academic program review template.

- a. For the past few years, the EMPC has read completed program reviews and invited each program/department to a meeting to discuss their findings. As part of the discussion, the program/department was asked for feedback on the process.
- b. The ad-hoc committee took into account this feedback, as well as requirements from our regulating agencies, and drafted a revised template.
- c. The draft of the revised template, which is currently being reviewed and revised by the EMPC, will be brought to the senate in October.
- d. Some of the revisions:
 - i. The electronic version of the document has hyperlinks.
 - ii. Some of the explanations have been moved to the end of the document.
 - iii. Part I will be pre-populated, for each individual program/department, with the requested data.
 - iv. Programs/departments are asked to map their goals to the Education Master Plan goals instead of the board goals.
5. The due date is still under discussion.
6. Departments that have limited full-time faculty can request help with completing their program reviews.

II. Approval of Minutes

- A. The minutes of the September 3, 2013, Senate Retreat were approved (moved by Prof. Sproat and seconded by Prof. Shekarabi).

III. Public Comments

- A. Matt Blake (ASG): On September 9, AB 955, which proposes two-tiered funding for intersession and summer school, passed the state assembly. The Student Senate of California Community Colleges, the Region VIII Council, and SCC's student senate have drafted a resolution in strong opposition and are forming a statewide awareness campaign. If you are interested in heading up the faculty senate perspective, contact Prof. Evett and Matt Blake.

IV. AS Executive Board Reports

- A. President (Prof. Evett):

1. Events and opportunities:
 - a. *Send Silence Packing*, a national suicide awareness campaign, is underway today at SCC.
 - b. *Family night: getting to know SCC* will be held on Wednesday, November 13 from 6:30-8:30. This is an opportunity for faculty to meet with students and families.
 - c. Prof. Binh Vu and Larry Ball will be hosting a holiday performing arts showcase on Saturday, November 30, at 7p.m., in the SCC gymnasium.
 - d. Faculty now have access to professional development opportunities through lynda.com.
2. Budget updates:
 - a. The budget reports presented by Vice-Chancellor Hardash to the board of trustees are now posted on the district website.
 - b. Both instructional and non-instructional faculty count for the FON number though they are on different sides of the 50% law computations.
 - c. *With the FON and with the current state of the economy in general, do we have any concerns that we might be hiring on one hand and riffing on the other?* There have has been no mentions of RIFs (reduction in force). The outlook on the economy seems fairly positive. We do have a finite budget, and it will be challenging to find ways to fund new faculty positions.
 - d. At the most recent District Council meeting, it was mentioned that if one college captures more growth than the other college, the 70-30 split could be shifted.
3. A safety ad-hoc committee is being created by the chancellor. After listening to some presentations and getting a report from an outside consultant, the committee will make recommendations on how to improve safety. Faculty who are interested in serving on this committee should contact Prof. Evett.
4. An Affordable Care Act implementation document will be sent out to all employees in an effort to comply with legislation. It is an informational document about the district's medical plans, and it does not appear to require any action from employees.
5. A revised calendar which includes intersession was developed. The Board of Trustees will be voting on the calendar at their meeting on Monday, September 23. If you have any questions or concerns, feel free to contact your FARSCCD and senate representatives.

6. Inaugural meetings:
 - a. The Enrollment Management (EM) Committee will have its first meeting on Tuesday, September 17, at 3:30 in E-304.
 - b. The Planning and Institutional Effectiveness (PIE) Committee will have its first meeting on Wednesday, September 18, at 3:30 in E-206.
 7. Trustee Solorio, SAC Senate President Zarske, and Prof. Evett are working on planning a joint Senate event for October 29, 1:30-3:30, in the district board meeting room. State Senator Dean Florez will speak about open education resources and digital textbooks, and two faculty from each college will be presenting their experiences with these resources.
 8. The SCC Faculty Excellence Award Lecture is scheduled for November 21 in SC 105. Prof. Rutan will be speaking on "One Theory to Rule Them All; the Quest for the Theory of Everything."
- B. Vice President (Prof. DeCarbo):
1. Prof. DeCarbo will be the senate liaison for the website redesign committee. Prof Cannon is the senate liaison for the website committee.
 2. The web redesign committee meets the 1st and 3rd Wednesdays at 12:00 in U-101.
 - a. This committee will be using feedback from student focus groups to direct the redesign. These focus groups are commenting on several award winning sites.
 - b. At some point, several website models will be available for faculty to evaluate. Our graphic designer, Eric Harsen, will create mock-ups of several different structures of webpages.
- C. Secretary/Treasurer (Prof. Wagner):
1. Information about state academic senate institutes and plenary sessions can be found at their website <http://www.asccc.org/>.
 2. If you are interested in attending one of the conferences, ask Prof. Wagner for a senate funding request form.
 3. The executive board was hoping to fund at least one additional senator to attend a conference.
- D. CIC Chair (Prof. Rutan):
1. Training about distance education curriculum forms will be held at the CIC meeting on Monday, September 23, at 2:00 in B-208.
 2. If you have any feedback on a possible policy change on prerequisites which would allow content review, talk to your CIC representative.

V. ASG Report (no report)

VI. Action

- A. Resolution F2013.4: Affirmation of the 2013-2014 Basic Skills Allocation End-of-Year Report—First Reading
 1. This report is due to the state on October 10, which is why it was brought to the senate in an incomplete form. A more complete version will be available before the second reading.
 2. *What does 3CSN mean?* California Community Colleges Success Network.
 3. The data for math had only percentages and should also include the raw numbers.
 4. Moved by Prof. Deeley and seconded by Prof. Shekarabi.
- B. Resolution F2013.5: Adoption of Committee Senate Summary Report Submission Process—First Reading
 1. The resolution requires faculty committee chairs to submit summary reports to the senate vice president within three business days of a meeting.
 2. *Is there an issue with submitting a summary report before minutes have been approved?* The summary report is not asking for details of what was said, but for specific actions and other information that the senate should be aware of.
 3. Moved by Prof. DeCarbo and seconded by Prof. Rutan.
- C. Resolution F2013.6: Creation of an Academic Senate Committee Schedule Task Force—First Reading
 1. The task force will try to create a predictable schedule of meetings. It will also offer recommendations to the senate about streamlining the committee structure.
 2. An invitation was extended for a continuing education faculty member to participate.
 3. Commendations to Prof. Nance for the work he had previously done on a schedule matrix.
 4. Some committees may have to be pushed back to a later afternoon time.
 5. The task force will be chaired by Prof. DeCarbo.
 6. Moved by Prof. DeCarbo and seconded by Prof. Deaver.
- D. Resolution F2013.1: Adoption of Revised SLO Mapping for Degrees and Certificates—Second Reading
 1. **The motion to approve resolution F2013.1 was passed without dissent** (moved by Prof. Rutan and seconded by Prof. Nance).

- E. Resolution F2013.2: Joint RSCCD Senates Resolution: Adoption of Policy for Temporary Suspension of Courses—
Second Reading
 - 1. A request was made to designate that this policy only applies to credit courses. The change needs to be approved by SAC.
 - 2. **The motion to approve resolution F2013.2, with or without the change, was passed without dissent** (moved by Prof. Mettler and seconded by Prof. Hovanitz).

VII. Discussion Items

C. Accreditation Committee Restructure:

- 1. Options:
 - a. The PIE committee could be in charge of accreditation.
 - b. As we are currently doing, an accreditation steering committee could meet the year-and-a-half before an accreditation visit.
 - c. The task could be split among the applicable governance committees and added to their responsibilities. The committees would regularly discuss their portion of the accreditation standards and collect evidence.
 - i. A central group would need to review the progress of the committees at least once a year.
 - ii. The oversight group could be the PIE committee, a steering committee, or a group like the current co-chairs of accreditation (president of the academic senate, chair of CIC, VP of academic affairs, and dean of institutional effectiveness).
- 2. The favored option seemed to be having a co-chair type group overseeing the applicable governance committees.
- 3. A resolution will be brought forth at the next senate meeting.

VIII. Summary Reports Discussion

A. SLOARC: Prof. Wagner

- 1. SLOARC is reevaluating their responsibilities and may propose a major change in their structure.

B. Website Committee: Prof. Cannon:

- 1. There is concern that the website redesign is being pushed too quickly in order for our website to look better for the accreditation visiting team. The focus of the redesign should be on functionality, not aesthetics. **Usability** **Feasibility** studies might have been better than focus groups.
- 2. It is imperative that faculty share any concerns or suggestions with the website redesign committee.

Meeting Adjourned at 3:00 p.m. (moved by Prof. Deeley and seconded by Prof. Deaver).

Respectfully submitted,

Joyce Wagner

SCC-AS Secretary/Treasurer

Distinguished Speaker to Come to SCC!

Francisco Ayala, Ph.D.

Member of the National Academies of Science

Speaking on

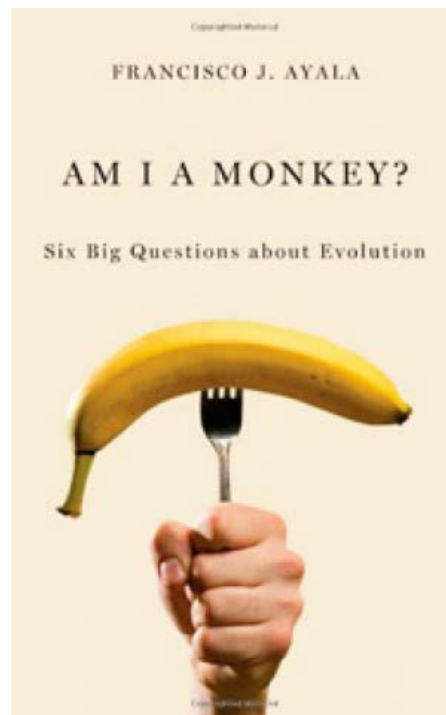


“Can you Believe in Evolution and God?”

a topic covered in one of his more recent books for a general audience

Thurs Oct 3rd at 6pm

in the new Humanities Building room H-106



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Resolution F2013.7

Adoption of Fall 2013 Revised Academic Program Review Template

Moved:

Seconded:

Whereas, The Santiago Canyon College (SCC) 2012-2016 Educational Master Plan states that the Academic Program Review (APR) document is "the central link between the RSCCD and college goals, accreditation feedback, and the department plans,"

Whereas, According to the Accrediting Commission for Community and Junior Colleges (ACCJC) Rubric for Institutional Effectiveness (http://www.accjc.org/wp-content/uploads/2011/10/CoverMemoAndRevisedRubric_10-28-2011.pdf) states, "Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making" and therefore need to be thought-provoking, data-supported and informative; and

Whereas, The SCC Educational Master Planning Committee (EMPC) reviewed previous program review documents and identified several areas where improvements could be made; and

Whereas, The SCC EMPC has reviewed the modified APR template that was created by the APR task force established during Spring 2013 and believes that this new template will allow SCC to make better use of program review in the planning process;

Resolved, That the Academic Senate of Santiago Canyon College support the implementation of the revised 2012-14 Academic Program Review Template; and

Resolved; That the Academic Senate of Santiago Canyon College forward the revised 2012-14 Academic Program Review template to the College Council for adoption.

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)



Academic Program Review 2012-2014

Department: _____

Date of Submission: _____

List the full-time and part-time faculty that worked on this document:

Program Review - *Departments*

Getting Started: Guidelines and Materials

Overview and Planning

Welcome to the Santiago Canyon College (SCC) *Academic Program Review Template*. Each department will complete its program review during the Fall 2013 semester. Program review is an integral part of institutional success, starting with important evaluations of student success and progress and ending with thoughtful projections of where you'd like to go as a department, in large part based on *student achievement data* and *outcomes assessment data*; your careful analysis and honest assessments make positive change possible and likely.

Purpose

Program review produces a "bridge document" that serves to connect *local* considerations, like student performance, SLO assessment, curricula development, department dialogue with *global* considerations, like SCC's Educational Master Plan, budgeting and allocation of resources, facilities utilization, long term planning and Accreditation.

(insert *Diagram One* here)

Support

Because most of the program review is done by you in your department, capturing the results of your own processes and conversations is an important element. Some of the questions that follow will help you bring this into light. But you may need some information or assistance in certain areas, such as, data collection/analysis. You might also want help gathering and interpreting student demographic data. Some offices and individuals who are at your service to assist in your program review process are listed below:

- Office of Institutional Effectiveness and Outcomes Assessment – Aaron Voelcker, Assistant Dean
- Members of the Educational Master Plan Committee (EMPC) – Roberta Tragarz, Chair
- RSCCD Department of Research – Nga Pham, Director
- Supporting departments and documents (See [Appendix 1](#))
- Lexicon of essential terms (See [Appendix 2](#))

Process and Expectations

Program Review fits into a larger cycle which brings together your annual Department Planning Portfolios (DPPs) and informs the Educational Master Planning process and prepares the college for Accreditation (See [Appendix 3](#)).

The natural flow of this work is outlined in the following steps:

(insert *Diagram Two* here)

Departmental Conversation

- Departments gather to review their DPPs (*Where should we start?*)
- General and SLO assessment data is gathered on student success and progress (*What should we examine?*)
- Data is analyzed and results described (*How successful were our students? How can we best describe that?*)
- Conclusions lead to conversations about effectiveness of current SLOs, department initiatives, curricula, and resources (*Where there is success, how might we celebrate and promote that? Where there is weakness, how might we adjust to intervene and improve?*)
- Success is noted, and changes or recommendations considered (*In what ways will we describe our plan going forward?*)

Documentation and Reporting

- Program Review is completed and approved by department
- Program Review is submitted to EMPC and distributed to program faculty and the division office.
- Meeting is scheduled in which department shares its results and considerations with EMPC (format is discussion, not presentation – committee members typically ask questions and interact with department representative about items/issues presented in their report)
- EMPC uses that review to inform: the PIE; the budgeting process; revisions to the Educational Master Plan; and Accreditation processes.

The Optimal Result

A well-conceived Program Review describes in **concrete** terms the department's successes, challenges and directions for change and growth based on **evaluation of student achievement and outcomes assessment data**. It's the document that periodically validates a department's ability to meet its goals and objectives for student success and highlights the resources needed to meet those outcomes in the future.

Part I: Overview of Academic Program Information

1. Award Programs

Please list the degrees and certificates offered by this program:

2. Course Offerings – if you require different breakdowns that are discipline sensitive or particularly meaningful (e.g. day/night, lecture/lab) please contact the [RSCCD Research Department](#).

Number of unique courses offered by your program:		#			
Number of Sections Offered	2009-2010	2010-2011	2011-2012	2012-2013	
Classroom Instruction	X	X	X	X	
Distance Education - Hybrid	X	X	X	X	
Distance Education – Non Hybrid	X	X	X	X	
Overall	X	X	X	X	
Total Enrollment (Seats Filled)	2009-2010	2010-2011	2011-2012	2012-2013	
Classroom Instruction	Y	Y	Y	Y	
Distance Education - Hybrid	Y	Y	Y	Y	
Distance Education – Non Hybrid	Y	Y	Y	Y	
Overall	Y	Y	Y	Y	
Students per Offered Section	2009-2010	2010-2011	2011-2012	2012-2013	
Classroom Instruction	X/Y	X/Y	X/Y	X/Y	
Distance Education - Hybrid	X/Y	X/Y	X/Y	X/Y	
Distance Education – Non Hybrid	X/Y	X/Y	X/Y	X/Y	
Overall	X/Y	X/Y	X/Y	X/Y	

3. Faculty Workload

Lecture Hour Equivalent (LHE)	Full-time		Part-time		Total	
	#	%	#	%	#	100%
Number of faculty	#FT		#PT		#FT+#PT	
LHE per faculty	(FT LHE)/(#FT)		(PT LHE)/(#PT)		(LHE)/(#Faculty)	
Total FTES					#	
Total FTEF (LHE/15)					#	
Efficiency (FTES/FTEF)					(FTES)/(FTEF)	

4. **Support Staff as of fall 20__** (instructional aide, student assistant, lab coordinator, etc.)

Title of Position	Number	Full-time or Part-time	Months per Year	Hours per Week

5. **Facilities as of fall 20__**

Number of classrooms used exclusively by the program	
Number of classrooms shared with other programs	
Number of labs or other learning spaces used exclusively by the program	
Number of labs or other learning spaces shared with other programs	
Number of office spaces used exclusively by program faculty and staff	
Number of office spaces shared with other programs' faculty and staff	
Number of storerooms used exclusively by the program	
Number of storerooms shared with other programs	
Number of conference rooms and collaborative spaces used exclusively by program faculty and staff	
Number of conference rooms and collaborative spaces shared with other programs' faculty and staff	

6. **Resources as of fall 20__**

List and describe any specialized equipment or resources that are used exclusively by the program:

Part II: Program Goals and Objectives

1. What processes does your program follow to create, evaluate, and update DPP goals?
2. How is SCC's mission statement reflected in your goals? ("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.")
3. Below are the strategic goals from the 2012-2016 SCC Educational Master Plan. In the second column, fill in any of your specific DPP goals that support that EMP goal. A department goal may fit with multiple EMP goals and it is possible that some EMP goals might not match with any of your department goals. *Note: see Part II.4 if you have additional DPP goals you're currently managing.*

Education Master Plan Goals	Department Goals Directly from DPP
1. Strengthen outreach and recruitment	
2. Align the college curriculum to focus on student completion of pathways	
3. Promote an integrated approach to supporting student success	
4. Promote a college identity of high quality, academic excellence, and personalized education	
5. Support faculty in offering high quality instruction to students in the classroom and online	
6. Maintain and enhance the college's technological infrastructure	
7. Maintain the facilities infrastructure	
8. Support and encourage focused green practices on campus	
9. Develop and support an infrastructure related to web and social media	
10. Support faculty development in the areas of innovative pedagogies and curriculum design	
11. Increase educational goal completion for university transfer, degrees, and certificates	
12. Increase student learning and achievement through a culture of continuous quality improvement	
13. Strengthen and develop relationships with key partners and stakeholders	
14. Develop sustainable, alternative revenue streams utilizing existing resources	
15. Strengthen capacity to seek and acquire grant funding for the purpose of developing innovative programs and services that align with the college mission and vision	

Part II: Program Goals and Objectives (Continued)

4. If you have department goals that do not support any of the Educational Master Plan Goals, please list them in the space provided below.

Part III: Student Achievement Data Analysis

Please provide a summary of the data and indicate any significant patterns, trends, or anomalies that the department has identified, especially including, but not limited to, disproportionate impact. Describe how the data were used and what changes to the program were made (or will be made) based on analysis of the data.

Required

1. Institution-Set Standard for student success: **63%**
2. Student success rate (grades of A, B, C, Credit or Pass):
 - a. How does the success rate for your program compare to the institution-set standard for success?
3. Student success rate in basic skills courses (grades of A, B, C, Credit or Pass):
4. Student retention rates (any grade except W):
5. Student retention rates in basic skills courses (any grade except W):
6. Number of degrees and certificates awarded. [Use the list from Part I]
7. Student Demographic Data (See [Appendix 4](#)) (Ethnicity, Age, Gender, Veteran Status)
8. Labor market trends and needs: Review the labor market data on the [California Employment Development Department](#) website for jobs related to your program.
 - a. What occupations are related to your program?
 - b. What are the occupational projections for employment?
 - c. How do these projections affect planning for your program?
9. Rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker](#) (see [Appendix 5](#)).

Optional [Discuss if your department has access to any of the following data]

10. Student surveys
11. Program exit exams or other assessments of graduating students
12. Number of students who take and pass external license examinations
13. Data on former students' post-SCC experiences (e.g. transfer success, career advances, post graduation surveys)
14. Other data pertaining to the program's instructional effectiveness

Part IV: Course Student Learning Outcomes Assessment

1. How does the program systematically assess its course student learning outcomes using specific and measurable performance criteria? How is this assessment carried out and who is involved in the assessment process?
2. Upon review of course student learning assessment data, give at least one specific example of
 - a. A course student learning outcome which students have definitely met and why you think students were successful.
 - b. A course student learning outcome which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?
3. What changes has the program *already* made based on its assessment of course student learning outcomes? Give specific examples.
4. Describe how you know if the changes have increased success?

Part V: Program Student Learning Outcomes Assessment

1. How is your assessment process for program student learning outcomes *different* from the process by which you assess courses? What, if any, assessments do you use specifically for your program outcomes?
2. Upon review of program learning assessment data, what patterns, trends, or anomalies did your program identify?
3. It is understood that many programs have a small number of students who actually earn a degree or certificate in that program. If small sample size was not an issue, what additional techniques could you use to assess your program?

Part VI: Curriculum and Program Management

1. With *SCC's Mission Statement* in mind, explain how your program meets the academic, developmental, and vocational needs of SCC's diverse student population? Does your program offer learning opportunities that extend beyond the traditional classroom experience?
2. Does your program offer sufficient courses, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education and elective needs of the student body? If not, list what changes would help accomplish this.
3. How does the faculty *review the processes* it uses to manage the curriculum and program, including the process of introducing new courses, the process of conducting quadrennial reviews, and the process of creating new programs?
4. How does the faculty coordinate the program with other academic programs, including the Library, and with student services? How does the faculty maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program have with outside advisory groups?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part VII: Resources

1. How well do the facilities (classrooms, labs, offices, meeting rooms, storage) used by the program meet its needs? Do facilities and equipment meet appropriate safety criteria?
2. How sufficient are the program's equipment, supplies, and materials? Does the program have a budget and timeline for the purchase of needed equipment and supplies?
3. How well do technology resources (i.e., computers, software, media and presentation equipment) meet the instructional (classroom and laboratory) needs of the program?
4. How well do technology resources (i.e., faculty computers and software), training, and technical support meet the administrative (i.e., faculty office work) needs of the program?
5. How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and administrative needs of the program?
6. Does your program receive any categorical (Basic Skills, STEM, Title V) funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program and what would be required to institutionalize them?
7. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part VIII: Faculty

1. What are faculty members doing to remain current in knowledge of learning theory, instructional strategies, and content? In which professional organizations and conferences do faculty members participate?
2. How do faculty members participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty and staff serve as resources for the community?
3. Are adequate numbers of qualified faculty available to teach all sections in a program's offerings?
4. Are adequate and appropriate mentoring and faculty development opportunities available and do department faculty regularly utilize these opportunities?
5. To what extent are part-time faculty members knowledgeable about the program's practices and standards? What opportunities are provided for part time faculty members to become engaged in department activities and communication?
6. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part IX: Internal and External Communication

1. When were the program's Departmental Planning Portfolio (DPP), catalog, and Educational Master Plan (EMP) entries last updated to ensure currency and accuracy?
2. How does the program keep its website comprehensive and current? Does the website contain the department's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program faculty and staff? Are program and course Student Learning Outcomes (SLOs) posted? Are outcomes assessment results posted?
3. How does the program keep counselors, advisors, and student service personnel informed about the program's courses, their sequencing, and the criteria for placement?
4. How well do faculty communicate about and coordinate the work of the program?
5. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program in the next three years?

Part X: Planning Agenda for: _____

Please consider areas or issues that will need attention from your program in the next three years. From that information, complete the chart below. This document will be used to help college planning and resource allocation. It will also show that SCC is linking assessment and student success data to planning. Definitely include any action that may need institutional support, but also include your currently anticipated actions to let the college know what your program is planning. Feel free to add rows if necessary.

Action: Actions can include a pedagogical change at the department level (i.e. create supplemental activities for Psychology 100 OR try “flipping the classroom” for a pilot group of 3 instructors) or a specific resource request (i.e. increase the number of SI sections in Calculus OR develop an Engineering Library OR hire a new full-time faculty member).

Supporting Data: The data should justify the need for the action. It may give evidence of a deficiency you are trying to remedy or it may indicate a success that you wish to replicate. You can fill in this column by referring to information in this document (i.e. IV-2b to refer to student outcomes data given in Part IV question 2b), information in a completed course or program assessment report or reports (i.e. English 101 Fall 2012 or Art Spring 2011), information from an outside study (i.e. <http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2381&context=etd>), or any other data that you think is relevant. Do your best to find data, but feel free to include other justification.

Resources Needed: This should include any supplies/equipment, human resources, technological needs, and facilities needs. Include an estimated dollar amount whenever reasonably possible.

PLANNING AGENDA – 2012-2014		
Actions	Supporting Data	Resources Needed

Program Review Summary Report – DRAFT

This “executive summary” report is intended to be shared with College Council and other areas of the college that may not see your department’s entire program review document. This report allows you to provide an update of your department’s plans, needs, accomplishments, and concerns to a collegial governance body consisting of representatives from all areas of the college.

Department: _____

Date: _____

Briefly describe and explain what is working well in your department.

Briefly describe and explain what is not working well or needs attention in your department.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities:

Technology:

Equipment:

Personnel:

Summarize any other findings from your program review and planning process that you would like to share with the college community.

Appendix 1 - Supporting Departments and Documents

Checklist of recommended supporting documents to compile prior to beginning program review.

Some documents might not apply to your program and you may want to add additional documents if relevant.

The RSCCD Research department is available to help departments construct student surveys and graduate surveys. The RSCCD Research department can also furnish data specific to your program that has not already been provided in this document. Please contact Nga Pham at (714) 480-7467 or email Pham_Nga@rsccd.edu.

RSCCD Website

- [RSCCD Vision and Goals](#)
- [RSCCD Reports Directory](#)
- [RSCCD Demographic Data](#)

RSCCD Research

- [AA/AS Degrees Awarded, 2007-2012](#)
- [Certificates Awarded, 2007-2012](#)
- [2009-2012 FTES Generated by Department by Semester](#)
- [Fall 2008 - Fall 2012 Course Grade Distribution by Department](#)
- [Fall 2012 Course Grade Distribution by Department by Ethnicity](#)
- [Fall 2012 Demographics by Department by Course](#)

SCC Website

- [SCC Catalog and Schedule of Classes](#)
- [SCC Mission](#)
- [SCC Institutional Student Learning Outcomes](#)
- SCC Goals (p. 71-75) [2012-2016 Educational Master Plan](#)
- Community/student demographics and trends (p. 17-51) [2012-2016 Educational Master Plan](#)
- [Department Web Pages](#)
- [SCC Curriculum and Instruction Council](#)

Department Planning Portfolio (DPP) (login required)

- Departmental vision and mission statement
- Department Goals

Assist.org

- Articulation agreements with colleges

Department Documents

- Course syllabi
- [Curriculum course outlines](#)
- [Program SLOs](#)
- [Course SLOs](#)
- [Assessment results](#)
- Mapping from course SLOs to General Education SLOs from course outlines
- Minutes from department meetings
- Previous program review documents
- Department and instructors' websites
- Course sequence chart
- Scheduling matrix
- Equipment request forms
- Graduate surveys
- Student surveys
- Department accomplishment List
- Coordinator and committee List
- Department Flex schedule
- Articulation agreements with high schools
- Data on enrollment, excess demand, retention, cancelled classes

Appendix 2 - Lexicon of Essential Terms

Award Programs – a series of courses and activities that leads to a degree or certificate

Department Planning Portfolio (DPP) – is a document that departments/units use to annually review progress and set goals.

Efficiency – is the ratio of FTES divided by FTEF. Demonstrates how many full-time equivalent students are served by one full-time equivalent faculty.

Educational Master Plan – is the primary campus-wide planning document and contains the overview planning piece: those elements that have broad implications for the college as a whole, that bridge more than one department or unit, or that reside apart from the units as currently configured.

FTEF – Full-time equivalent faculty, which is measured in terms of lecture hour equivalents (LHE), is a unit of measurement that defines the calculated (not actual) number of faculty that are equivalent to the number carrying a full “load” of work. One FTEF is equal to 15 LHE.

FTES – Full-time equivalent student is a unit of measurement that defines the calculated (not actual) number of students that are equivalent to the number carrying a full “load” of coursework.

Institution-Set Standard – is a standard set by an institution, derived from historical student achievement data, that serves as a minimum threshold for student performance. If student achievement data falls below the institution-set standard, a course of action must be defined in order to address performance deficiencies.

LHE – lecture hour equivalent is the first step in computing faculty load. It standardizes the number of lecture and lab hours taught by faculty. A full load is equal to 15 LHE.

Outcomes Assessment Data – these data are derived from course and/or program assessment efforts and allow institutions the ability to determine the degree to which students are learning the defined curriculum for a course or program.

Retention Rate – is the proportion of students who stay in the course to the end of the term and receive a letter grade. It is the proportion of all letter grades that are not Withdrawals of a grade of W.

Student Achievement Data – are measures of student achievement of short, near, and long term educational goals. Examples include course retention, course success, attainment of unit benchmarks, graduation and/or transfer.

Success Rate – is the proportion of students who successfully complete a course. It is the proportion of all letter grades that are an A, B, C, Credit or Pass.

Appendix 3 - Long Term Planning Highlights

Long Term Planning Highlights

Beginning in 2016, the published EMP follows a 6-year cycle, program review follows a 3-year cycle, and these cycles are synchronized and in phase with the 6-year accreditation cycle. There are some irregular periods prior to 2016. This was designed so that all processes are synchronized beginning in 2016. For example, given that the 2007-2012 EMP was already in place, a shorter 4-year EMP for 2012-2016 was necessary to achieve synchronization with the accreditation cycle beginning in 2016.

Year	DPP	Budget	Evaluation	Program Review	EMP Development	Accreditation	EMP Implementation
2007 to 2008	Fall						EMP 2007-2012
	Spring						
2008 to 2009	Fall					Site Visit	
	Spring			Program Review			
2009 to 2010	Fall	Review DPP, Submit Requests → Allocation					
	Spring		Evaluate, Update DPP		Review EMP		
2010 to 2011	Fall	Review DPP, Submit Requests → Allocation				Midterm Self Study	
	Spring		Evaluate, Update DPP				
2011 to 2012	Fall	Review DPP, Submit Requests → Allocation		Program Review		Midterm Report	
	Spring		Evaluate, Update DPP		Write EMP		
2012 to 2013	Fall	Review DPP, Submit Requests → Allocation					EMP 2012-2016
	Spring		Evaluate, Update DPP				
2013 to 2014	Fall	Review DPP, Submit Requests → Allocation		Program Review		Self Study	
	Spring		Evaluate, Update DPP		Review EMP		
2014 to 2015	Fall	Review DPP, Submit Requests → Allocation				Site Visit	
	Spring		Evaluate, Update DPP				
2015 to 2016	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Write EMP		
2016 to 2017	Fall	Review DPP, Submit Requests → Allocation				Midterm Self Study	EMP 2016-2022
	Spring		Evaluate, Update DPP				
2017 to 2018	Fall	Review DPP, Submit Requests → Allocation				Midterm Report	
	Spring		Evaluate, Update DPP				
2018 to 2019	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Review EMP		
2019 to 2020	Fall	Review DPP, Submit Requests → Allocation				Self Study	
	Spring		Evaluate, Update DPP				
2020 to 2021	Fall	Review DPP, Submit Requests → Allocation				Site Visit	
	Spring		Evaluate, Update DPP				
2021 to 2022	Fall	Review DPP, Submit Requests → Allocation		Program Review			
	Spring		Evaluate, Update DPP		Write EMP		

Appendix 4 - Student Demographic Data

Appendix 5 - Basic Skills Progress Tracker – Introduction and Instructions

The Basic Skills Progress Tracker (or Progress Tracker, for short) tracks cohorts of students in four general areas: English reading, English writing, ESL, and math. ESL may be subdivided into four related areas (integrated, reading, writing, & listening) depending on the curriculum of the college(s) included in the query. The Progress Tracker establishes cohorts of students by looking at the first basic skills course ever taken by a student in a basic skills subject area. This starting cohort will be in a yellow highlighted cell in the final report. Basic skills courses in the four major basic skills areas are identified by TOP code and by CB21 code (COURSE-PRIOR-TO-COLLEGE-LEVEL).

How to use the Basic Skills Progress Tracker (aka Progress Tracker)

Progress Tracker query selections are made in a left to right fashion, just as one would read the text on a page. You must go in order from the top left of the query page to the top right of the query page, then drop to the second row of selections and proceed from left to right. When all selections have been made, click on the “View Report” button to see the report for your selected options. The following steps provide a walk-through for the successful operation of the Progress Tracker query. You should proceed as follows (in the given order):

1. **Select a specific college** as the focus of your query (or select “Statewide” for a query that includes the entire CCC system)
2. Select a **“Cohort Start Term”**. This term defines the beginning point for the basic skills cohort you will be tracking. All students who first enrolled in a given basic skills subject area in the term selected here will be included in the tracker. They need not be first time students in that term; they may be, but that is incidental. The cohort is defined here based on this term being identified as the first term they ever took a course in the given subject area at the selected college. Note that only courses at the focus college are considered when evaluating “first time in a basic skills subject area”, i.e., courses taken at other colleges are not evaluated. This focus is part of the design, as the tool is intended to help with the evaluation of local curriculum (unless the “Statewide” option is chosen, then the evaluation crosses all colleges).
3. **Choose an “End Term”** for your cohort tracking. This selection, in combination with the start term selected in step 2 will define the window of time being evaluated by the query. A typical time window is three years, though it is informative to process a variety of different time frames to see how that affects the progress of cohorts. Note that it is possible to set the start term and the end term to the same term in which case not much progress would be expected, though some patterns of cross-enrollment may be noted, particularly in the ESL and reading basic skills subject areas.
4. **Select a basic skills subject**; this is where you choose which basic skills area to focus on. The choices you see are dependent on the curriculum offered at the focus college selected in step 1 during the term selected in step 2. For instance, you may see only ESL – Integrated, if that is the only type of ESL course offered at the focus college, or you may see more options such as ESL – Listening, ESL – Writing, etc. Moreover, if the curriculum at the focus college was different at different points in times, the basic skills subject choices will reflect those changes when a new start term is selected. The four general basic skills areas (English – Reading, English – Writing, ESL, and Math) are defined by the Taxonomy of Program (TOP) coding used by the focus college.

5. **Select starting cohort level**; this drop down box allows you to select the starting level in the basic skills subject area. Courses that are “One Level Below Transfer” are the courses immediately prior to the transfer level course (i.e., the prerequisite for the transfer course). Courses that are “Two Levels Below Transfer” are the course prior to the prerequisite for the transfer level course, and so on.¹
6. The “**Customize Cohort**” selection is the final drop-down box and it is optional. It allows you to de-select courses that have been identified as belonging to a certain basic skills area at a certain level. In a typical query, there will be no need to use the “Customize Cohort” option, but there are several reasons why it may be useful in certain situations. For instance, you may click on the “Customize Cohort” button and see that some courses are improperly identified as courses at the level of interest. You could use this option to exclude those courses from being used in the formation of the basic skills cohort presented in the Progress Tracker report (you should also make a note of the improperly coded courses so that you can look into getting them coded properly, see FAQ below for more details). Another potential use of the “Customize Cohort” option is to refine a report so that you are focusing only on certain classes. Perhaps your college has some accelerated curriculum and some non-accelerated curriculum at a given level; you could use the “Customize Cohort” option to run a report for each type of course, as long as they have separate Course IDs. Cohort progress rates could then be compared across the different types of curriculum offered at the same level.
7. Click on “**View Report**” and after a brief wait the report should appear below your query selections.
8. If you wish, you may select to disaggregate the report by the demographic and programmatic categories provided in the “**Report Format Selection Area**” below the generated Progress Tracker report. Once you have checked the boxes corresponding to your areas of interest, click on the “**Update Report**” button in the bottom right of the screen.
9. Once a report is generated, clicking the “**Advanced Layout**” button provides new options are useful for customizing the look and content of your report. The advanced layout options replace the checkboxes of the “**Report Format Selection Area**” with a more complex set of options. You can filter the report area to show only selected categories of Gender, Age, Ethnicity, Financial Aid, etc. Filter categories can be dragged into the Row or Column display area and content that is displayed in rows can be dragged over to the column display area and vice versa. It may take some experimenting to see how to best use these options to create the custom report that best meets your needs. The “Data Area” allows you to arrange the order of the displayed data (Headcount, Attempts, and Success) to suit your reporting needs. One important use of the “Course IDs” field in the “Columns” area is to de-select the Course IDs of courses that do not necessarily belong in your final report. For instance, you may wish to de-select non-gatekeeper transfer level English courses. That is, if English 1A is the first transfer level English

¹ The CB21 MIS data element (COURSE-PRIOR-TO-COLLEGE-LEVEL) determines whether courses are identified as transfer level, one level below, etc. Only courses with TOP codes in English reading, English writing, math, and ESL are assigned CB21 codes. CB21 codes can be viewed for a given TOP code with the “Course Details” query on the CCCCCO Data Mart 2.0. Oftentimes, issues with a Progress Tracker report have to do with improper coding of the CB21 data element. Your local academic specialist and/or MIS guru should be able to work with you to get your college’s CB21 codes (or other MIS codes) coded properly and reported to the Chancellor’s Office.

course (aka, the gatekeeper course) you may wish to deselect English 2 or English 1B (for example) as those courses are subsequent to English 1A and do not carry the same significance in the context of a report that is focused on the progression of cohorts of students through the basic skills sequence. Also, if your college does not have pre-requisites on transferable English electives like literature or creative writing courses, you might also want to exclude these. By de-selecting those courses in the “Course IDs” field in the “Column Area”, headcount, attempts, and success in those courses are no longer counted or displayed in the report area of the Progress Tracker. Finally, if checked, the “Defer Layout Update” checkbox may improve performance by allowing you to make all your selections first and then apply all of your selections at the same time by clicking on the “Update” button in the lower right of the screen.

Data Fields:

- Student: Students number is the headcount.
- Attempts: Attempts is the count of enrollments by the students.
- Success: Success is the count of successful enrollments (grade of 'A', 'B', 'C', 'P', 'IA', 'IB', 'IC', 'IPP')

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

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President

Evett, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution F2013.4

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

Moved: Professor Deeley

Seconded: Professor Shekarabi

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 accept 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)

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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: Professor DeCarbo

Seconded: Professor Rutan

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 business 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)

Summary Report for the Senate Sample

Purpose:

- 1 To improve the Faculty's awareness regarding the needs of the college.
- 2 To streamline the channel of communication between the committees and the senate.
- 3 To synthesize a committee's minutes into a brief snapshot.

Summary Report

Committee:

Meeting date:

Content

1 Discussion items:

List the general topic areas, provide detail arguments ONLY if needed

2 Duties met:

What committee responsibilities have been carried out?

3 Actions proposed:

What actions will you soon be recommending to the Senate?

What actions do you think the Senate may need to consider?

4 Events Planned:

What events do you have planned that have not already been announced?

What events do you need assistance with in promoting/staffing?

5 Resources needed/acquired/allocated:

What additional resources are needed for the committee to perform its work?

What resources have been acquired that may be used throughout the college?

What resources have been acquired that can be taken off the committee's needs list.

What resources have you distributed throughout the College?

Summary Report

Committee:

Meeting date:

Content

1 Discussion items:

2 Duties met:

3 Actions proposed:

4 Events Planned:

5 Resources needed/acquired/allocated:

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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

Evett, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution F2013.6

Creation of an Academic Senate Committee Schedule Task Force

Moved: Professor DeCarbo

Seconded: Professor Deaver

Whereas, Participatory governance requires broad participation to work effectively,

Whereas, It is easier to participate in the governance process when faculty can plan their schedules 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:

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)

Summary Report

Committee: SAC Senate

Meeting date: September 24, 2013

The following are informal highlights:

Content

1 Discussion items:

- Trustee Phil Yarborough discussed planning and the board of trustees.
- There was a question on whether intersession LHE is counted as part of spring LHE for adjuncts and for full-time faculty.
- SAC faculty hiring requests will be prioritized on October 4.
- There is a plan to change to a new key/lock system at SAC by August.
- The suspension policy was approved. Non-credit courses were not excluded.
- SAC's college council meets once a month in person and one a month using CCC Confer.
- Their technology committee is working on a replacement schedule for older technology, a district-wide Adobe license, and making sure technology is not overlooked again in the budget process.
- SAC curriculum committee seems in favor of beginning the implementation plan toward allowing content review.
- There was mention of sending out bullet point summaries of their senate meetings prior to the next meeting.
- There is an accreditation push to show employment data for all certificates.
- Bonnie Jaros, one of their leaders in accreditation, mentioned the possibility of creating an SLO committee and a Learning Center oversight committee.
- Some suggestions to improve SAC's commencement were to start earlier, pre-seat faculty, limit the number of speakers, and improve the sound system.
- The senate watched the emergency procedures and practices video.

2 Duties met:

3 Actions proposed:

4 Events Planned:

5 Resources needed/acquired/allocated:

Summary Report for the Senate

Faculty Development

September 24, 2013

Actions Taken:

- None

Events Planned:

Week	Activity
5 (Sep 23 rd)	Send email for repeat sessions (Done)
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:

We are working on a mission statement
We are working on developing a website
Discussed new ideas for spring flex

Summary Report

Committee: Student Success

Meeting date: Monday, September 23, 2013

Content

1 Discussion items:

- Early Alert (EA) update
 - May need to know student contacts using SCC's EA system and other systems for Student Success Act. Funding may be tied to this data.
- Loss of Enrollment Priority for Fall 2013
 - Dismissals, A-2 Probation and 100+ unit data
 - EAR committee appeal data
- Early Welcome Data
 - # of applicants, high schools participating, ethnicity, placement
- Reviewed proposed changes to BOG Fee Waiver in the Student Success Act
 - No BOG if >100 units
 - If on probation, no BOG
 - Course repetition – maximum two times
 - BOG – B (self report of income) may be eliminated
- BSI Task Force Update – Family Night for high school seniors

3 Actions proposed:

- Possible survey of non-users of SCC's Early Alert system to explore what systems they use.
- See if we can access Blackboard's EA system

4 Events Planned:

- SCC Family Night – Wednesday, November 13, 2013

5 Resources needed/acquired/allocated: n/a

Summary Report

Committee: Sustainable RSCCD

Meeting date: 09/18/13

Content

1 Discussion items: The committee had a discussion with representatives of HMC architects regarding the creation of a sustainability plan. Among the proposals were a series of workshops for input from the campus community about concerns and practices. Some plans from other campuses were considered as models for what might be done here.

2 Duties met: Subcommittees made brief reports after the presentation. There was a general discussion about the constitution of the committee – specifically whether we should reduce the number of classifieds. The consensus was that the current constitution was fine.

3 Actions proposed: A brief discussion of sustainable water practices culminated with the suggestion that perhaps we need to have an additional subcommittee regarding water use.

4 Events Planned: The idea of workshops was tabled for the present.

5 Resources needed/acquired/allocated: None

SUMMARY REPORT

Committee: Technology Committee

Meeting date: September 12, 2013

Content

1 Discussion item 1: Newsletter

Tentative Newsletter distribution date is late October / early November.

ACTION: Commitments of article for the Fall 2013 Technology Newsletter made by several Members.

Discussion item 2: Mapping the process for assuring that technology needs are included and addressed in the allocation of budgetary resources

As the Technology Committee [TechComm] will participate in the new PIE Committee, TechComm needs to consider 1) what processes it will need to map and 2) what information it may need to mine to inform its participation in PIE. This may become clearer once the PIE Committee meets and begins to organize its work and establish its own processes.

ACTION: A working subgroup composed of Kari Irwin, Scott James, and Vanessa Jones will begin work how TechComm can best meet its committee charge of insuring that technology needs are considered in the allocation of the College's budgetary resources.

Discussion item 3: Report--Website Redesign Group

[Per the Website Redesign Group:](#)

- While no faculty/staff redesign focus group is planned (as of the TechComm meeting, 9/12/13), ALL faculty and staff can and are strongly encouraged to provide direct input regarding the redesign to the Website Redesign Group.
- All faculty and staff are strongly encouraged to attend the November 7 meeting where a final design will be selected. This meeting of the Redesign Group will be Wed., Nov. 7 at 1:00 in U-101.

ACTION: Despite the provision for faculty and staff to provide direct input to the Website Redesign Group, there remains a lingering concern regarding the lack of a more planned and systematic approach to getting this input. This concern will be communicated to the Website Redesign Group.

2 Duties met:

- Providing input concerning the implementation of technologies/technology policies
- Communication with College and district personnel

3 Actions proposed:

- Forthcoming Resolution recommending adoption of proposed Technology Master Plan 2012- 2017.

Summary Report

Committee: Enrollment Management Committee

Meeting date: September 17, 2013

Content

1 Discussion items:

- EMC discussed the need to develop a mission and list of responsibilities this semester. It was suggested that committee members start with the Enrollment Management Guiding Principles passed by the Academic Senate in spring 2013.
- EMC discussed the previous scheduling guidelines produced by the joint chairs. The previous document was designed for reducing the class schedule. It was agreed that the committee should develop guidelines for increasing and decreasing the class schedule.
- There was a discussion of enrollment management data that could be used in schedule construction. Committee members will contact department chairs about the types of data they would like to have access to.
- EMC reviewed a draft of a Strategic Enrollment Management Framework. Committee members will send feedback to the EMC co-chairs prior to the next meeting.

2 Duties met:

- Duties remain to be determined.

3 Actions proposed:

- Once completed by EMC (hopefully before the end of fall 2013), the Strategic Enrollment Management Framework will come to the Academic Senate for review/approval.

4 Events Planned:

- Flex week presentation(s) may be planned for spring 2014 to share the work of EMC and the new enrollment management data available to department chairs. These sessions will be discussed at the October 15, 2013 meeting.

5 Resources needed/acquired/allocated: (none)

Summary Report

Committee: Fiscal Resources

Meeting date: Wednesday, September 25, 2013

Content

1 Discussion items:

- 50/50 Law
- The need for a FON policy
- Budget analysis

3 Actions proposed:

- Ensure POE understands the need to balance hires and the 50/50 law.
- A subgroup was formed to investigate the assess District use of resources.

4 Events Planned:

- None

4 Resources needed/acquired/allocated: n/a

Summary Report

Committee: Planning & Institutional Effectiveness (PIE) Committee

Meeting date: 18 Sept. 2013

Content

1 Discussion items: Future website creation, history behind creation of PIE, governance framework and flow of communication, preliminary discussion of possible committee responsibilities and mission, and discussion of a request form process.

2 Duties met: N/A

3 Actions proposed: Participatory governance committees are encouraged to discuss how they might implement a request process for services/funds/equipment, etc. and the types of questions that ought to be asked in a request form. Committee chairs are asked to bring back feedback to a future PIE meeting.

4 Events Planned: N/A

5 Resources needed/acquired/allocated: N/A

Summary Report

Committee: Planning & Organizational Effectiveness (POE) Committee

Meeting date: 25 Sept. 2013

Content

1 Discussion items:

- Updates on Comprehensive Master Plan
- Updates on Function Map and Timeline
- Reviewed Accreditation Standard III and how it applies to POE, especially when looking at the 2008 recommendation regarding a diversity plan
- Discussed Assessment of Budgeting/Planning Processes
- Had a discussion of POE's responsibilities and the need for planning to inform allocation of resources and what that looks like at the district level
- Reviewed the Grant Development Schedule

2 Duties met:

- Discussed Fiscal Resources Committee (FRC) recommendation regarding assessment of budget/plan process

3 Actions proposed:

- A small group will create a survey to assess the budget/planning process and bring it to the committee for review at the next meeting
- Final draft of the Updated Comprehensive Master Plan will be up for a vote at the 14 Oct. 2013 Board Meeting. To review it, go to first page of the RSCCD Intranet.

4 Events Planned: N/A

5 Resources needed/acquired/allocated: N/A