

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

Evett, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

AGENDA

18 February 2014
1:30 pm – 3:00 p.m.
Room B-212

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 3 December 2013

III. Public Comments (2 minute limit per person)

IV. AS Executive Board Reports (15 minutes)

President, Vice President, Secretary/Treasurer, CIC Chair

V. ASG Report (5 minutes)

VI. Action (40 minutes)

First Reading

A. **Resolution SP2014.1:** To Dissolve the Academic Senate/Castle Foundation OSHER Scholarship and to Discontinue Annual Contributions to a Scholarship Fund

B. **Resolution SP2014.2:** Adoption of the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy

C. **Resolution SP2014.3:** Adoption of Strategic Enrollment Management Plan

D. **Resolution SP2014.4:** Accelerated One-Year Degree

Second Reading

E. **Resolution F2013.13:** Affirmation of Enrollment Management Committee Governance Handbook Description

F. **Resolution F2013.14:** Addition of a Standardized Schedule for Committees and Meetings at SCC

I. Discussion Items

A. **Request to Apply for a California Career Pathways Trust Grant:** Brief description of the grant followed by a brief discussion. (1, 5, 4, & 10) (10 minutes)

B. **Senate Rep Faculty Names:** Quick update on senator-faculty representation. (5 minutes)

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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Minutes-Tentative

Senate Business Meeting

December 3, 2013

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

Present:

Senators

Aguilera, Leonor
Cannon, Cari
Carrion, Rudy
Cummins, Shawn
Dela-Cusack, Lisa
Deeley, Steve
Freidenrich, Leah
Frost, Alicia
Hovanitz, Eric
Matthews, Evangeline

Mettler, Mary
Nance, Craig
Salcido, Andrew
Shields, Jolene
Sproat, Barbara
Taylor, Michael

Officers

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

Guests:

Blake, Matt
James, Scott
Voelcker, Aaron
Yarbrough, Phil

Absent:

Deaver, Doug
Elchlepp, Elizabeth
Evelt, Corinna (President)
Shekarabi, Nooshan

- I. Order of the Agenda: Discussion Items A and B were moved before Public Comments (moved by Prof. Rutan and seconded by Prof. Deeley).
- II. Approval of Minutes
 - A. The minutes of November 19, 2013, were approved (moved by Prof. Deeley and seconded by Prof. Cannon).
- III. Public Comments
 - A. Prof. Rutan thanked those who attended and those who encouraged students to attend his November 21, Faculty Excellence talk.
 - B. Prof. Mettler: "On behalf of DSPS, EOPS, CAMP, the Student Success Committee, and many of our students, we'd like to thank the math department for their decision to keep Math N06 as a credit class. For those students who receive financial aid, this means that they can take their entire 12 units at SCC and not have to travel to SAC for the class. This morning I met with a student who will be transferring in the fall to Fullerton as a history major. He receives full financial aid and had to be enrolled in 12 units each semester. He started the math path in Math N06 and was so proud to tell me that he's passing Math 105 with a high C! It's for students like this that Basic Skills classes are essential. Thank you again to the Math Department for considering the needs of all students!"
 - C. Prof. Taylor: Friday, March 19, is Community Science Night. Contact Prof. Martino if you are interested in volunteering.
- IV. AS Executive Board Reports
 - A. President (Prof. Evelt was unable to attend but sent the following comments):
 1. Tomorrow's scheduled Joint Chairs meeting and equivalency training will be postponed until spring.
 2. The end-of-semester senate sponsored dinner will be Thursday, Dec 5, at 5:30pm, at Jim Isbell's house.
 - B. Vice President (Prof. DeCarbo):
 1. On Thursday, December 12, at 1:00 in [U-101 L-219](#), a clickable version of the new SCC website will be unveiled.
 - C. CIC Chair (Prof. Rutan):
 1. As of yesterday's CIC meeting, SCC is 100% on schedule for quadrennial reviews.
 2. The new quadrennial list will be sent out soon.
 3. Governet is preparing our new version of CurricUNET. Some of our customized forms are causing difficulty, but the hope is still for a January roll-out.
- V. ASG Report (Matt Blake)
 - A. Over seven hundred people attended the Performing Arts Holiday Showcase, on November 30, at SCC. Thanks to the ASG members who served as ushers.
 - B. The last ASG council meeting of the semester will be held on Thursday, December 5.
 - C. Winter Fest, a holiday celebration featuring different booths and activities, will be held on Thursday, December 5.

- D. A few ASG events had to be canceled due to funding issues.
- E. The Council on Access and Fairness for the California State Bar is planning to create articulation agreements connecting four law schools and four undergraduate institutions to a diversity pipeline to community colleges. ASG would like SCC to be one of the twenty community colleges that will be selected to participate in the project.
- F. ASG resolutions up for consideration include:
 - 1. Advocating for an increased amount of counselors and advisors.
 - 2. Requesting that an SCC-specific transfer resource be built for the new website.
 - 3. Including on the spring ASG general election ballot a proposed \$1 increase to the student representation fee.
 - 4. Increasing the student service fee from \$5 to \$10.

VI. Action

- A. **Resolution F2013.13:** Affirmation of Enrollment Management Committee Governance Handbook Description—First reading
 - 1. Moved by Prof. Rutan and seconded by Prof. Freidenrich.
 - 2. The majority of the EM committee membership took part in the discussions and creation of the mission statement and responsibilities list.
- B. **Resolution F2013.14:** Addition of a Standardized Schedule for Committees and Meetings at SCC—First reading
 - 1. Moved by Prof. Nance and seconded by Prof. Taylor.
 - 2. The proposed schedule is built from work previously done by Prof. Nance.
 - 3. Administration and classified staff have given some input, but more discussion will occur when the schedule is presented to College Council.
 - 4. The schedule would begin in fall 2014.
 - 5. Comments and suggestions:
 - a. A Joint Chairs meeting was built into the schedule, but may not meet every month.
 - b. The Pie Committee was only scheduled for once a month; that may need to be changed.
 - c. Curriculum would also meet on the fifth Monday.
 - d. Enrollment Management would be moved to the third Tuesday.
 - e. Some meeting times were changed to better match the class block schedule.
 - f. Not all committees are listed on the schedule. The committees that don't meet as regularly can plan their meetings around the other meetings listed on the schedule.
- C. **Spring 2014 Faculty Development/Flex Week Calendar**—Second reading
 - 1. A request was made for Counseling to adjust their Thursday department meeting so that it does not overlap with the Faculty Forum.
 - 2. **The motion to approve the Spring 2014 Faculty Development/Flex Week Calendar was passed without dissent** (moved by Prof. Cannon and seconded by Prof. Shekarabi).
- D. **Resolution F2013.12:** Addition of Content Review to Policy on Prerequisites, Corequisites, and Advisories—Second reading
 - 1. **The motion to approve resolution F2013.12 was passed without dissent** (moved by Prof. Rutan and seconded by Prof. DeCarbo).

***Approved resolutions are posted online: <http://sccollege.edu/Departments/AcademicSenate/Pages/resolutions.aspx> ***

VII. Discussion Items

- A. RSCCD Board of Trustees Update (Trustee Phil Yarbrough):
 - 1. The function of the Board of Trustees is to create policy.
 - a. The colleges were designed to be autonomous.
 - b. The Board does not get involved in day-to-day operations.
 - c. The only employee of the Board is the Chancellor.
 - d. The College Presidents have the responsibility of running their respective colleges.
 - e. Issues need to be discussed in President's Council before being brought to the Board.
 - 2. The Academic Senates' role is vital because faculty are responsible for what is happening in the classroom. RSCCD is fortunate that shared governance works well.
 - 3. RSCCD has done well during the fiscal crisis because our staff was good at putting aside resources.
 - 4. Now that the state budget has improved, RSCCD can do more with the community.
 - 5. Questions:
 - a. *What is the Board's top priority in terms of planning now that the budget is better?* We have a very large district, in terms of area, and it is currently underserved.
 - b. *There seems to be a trend to focus money on SAC and not focus on the District as a whole. What are you planning to do?* The Voting Rights Act created seven smaller voting districts. There are three new Board members from the Santa Ana area, and it is natural to feel an increased obligation to the voters in one's district. However, the senior members of the Board are working so that all members will focus on the needs of the District as a whole.

- B. Institutional Effectiveness and Assessment (IE&A) Update (Assistant Dean of IE&A, Aaron Voelcker):
1. While working on the various accreditation reports, the Office of IE&A identified some deficiencies in SCC's assessment processes. As a result, faculty were asked to fill out a variety of forms this semester. The forms can be found at <http://sccollege.edu/Departments/outcomesassessment/Pages/default.aspx>
 - a. The five-column assessment report for course assessments and unique program assessments are ongoing reports and completed after each assessment.
 - b. The assessment cycle forms needed to be completed again because the information on file had expired.
 - c. The mapping, which links course outcomes to program outcomes, was a one-time request. Changes to the mapping due to a course or a program change can automatically be made in TaskStream.
 - d. The summary of the plans of action will aid in determining if changes have been made as a result of the assessment process. Eventually, the process of tracking and assessing changes will be embedded into TaskStream, which will allow for regular status updates.
 2. It may take some time for faculty to get comfortable working with TaskStream, but once that happens, the assessment and planning processes will be greatly streamlined.
 3. A 2013-2014 Outcomes Assessment Calendar for Academic Areas was distributed. It indicates what faculty are expected to do each month with regards to assessment. Faculty are not responsible for tasks in the last two columns of the document; the information was included to show what else is happening in the Office of IE&A.
 4. SCC requested feedback from the ACCJC regarding the SCC October 15 status report on student learning outcomes implementation
 - a. The report and the feedback report can be found at <http://sccollege.edu/Departments/Accreditation/Pages/default.aspx>
 - b. The ACCJC has a rubric for evaluating institutional effectiveness (http://www.accjc.org/wp-content/uploads/2011/10/CoverMemoAndRevisedRubric_10-28-2011.pdf). At this point in time, colleges are supposed to be at the proficiency level.
 - c. SCC was scored on each of the bullet points of the proficiency portion of the student learning outcomes section of this rubric using the following scoring: 5 = exceeds norm of effective practice, 4 = solidly meets expectation of effective practice, 3 = barely meets expectation of effective practice, 2 = doesn't fully meet expectation of effective practice, 1 = doesn't meet expectation of effective practice.
 - d. Our scores were compared with the other colleges in our accreditation region.
 - e. The only two statements in which SCC scored below a 4 were:
 - i. Appropriate resources continue to be allocated and fine-tuned.
 - ii. Comprehensive assessment reports exist and are completed and updated on a regular basis.
 - f. The implementation of TaskStream will address the issue of the comprehensive assessment reports.
 - g. Our overall score was 3.92 compared to a regional average of 3.44.
 - h. Kudos to ASG for educating students about student learning outcomes.
 - i. SCC is at the proficiency level and is moving toward continuous sustainable improvement.
 5. SCC does not currently have an institutional definition for programs. There was discussion of this issue last year, but no decision was reached. For assessment purposes, a program refers to an award (degree or certificate) program.
- C. Senate Representative Faculty Names:
1. The senate discipline groupings were tasked to assign groups of faculty to each of their senators.
 2. The senate secretary will compile the information and attach the final results to these minutes.
- D. Possible Future Senate Topics:
1. A presentation from the Associate Dean of Student Development, Loretta Jordan, about policies, processes, and feedback to instructors with regard to student discipline issues.
 2. Policy regarding faculty hiring and the FON number.

VIII. Summary Reports Discussion (see attached summaries)

Meeting Adjourned at 2:50 p.m.

Respectfully submitted,

Joyce Wagner SCC-AS Secretary/Treasurer

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Rutan, Craig Chair 2016

Resolution SP2014.1

To Dissolve the Academic Senate/Castle Foundation OSHER Scholarship and to Discontinue Annual Contributions to a Scholarship Fund

Moved:

Seconded:

Whereas, Eligibility for an OSHER scholarship is exclusive to Board of Governors (BOG) waiver recipients and, therefore, are restrictive to the general student population, and this was not clarified at the time of the Academic Senate of Santiago Canyon College's initial funding of the OSHER scholarship;

Whereas, The decision to contribute to a scholarship fund is a matter of individual choice; and

Whereas, Membership dues should be reserved for Academic Senate of Santiago Canyon College business requiring funding, such as attendance at plenary functions, leadership institutes, and conferences;

Resolved, That the Academic Senate of Santiago Canyon College discontinues its association with the OSHER scholarship by allowing the Santiago Canyon College Foundation to purchase the Academic Senate of Santiago Canyon College/Castle Foundation OSHER scholarship; and

Resolved, That the Academic Senate of Santiago Canyon College discontinues annual contributions to a scholarship fund.

Date Presented: 18 February 2014

Date Approved:

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Resolution SP2014.2: Adoption of the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy

Moved:

Seconded:

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) prompted Santiago Canyon College (SCC) to develop Associate Degrees for Transfer (ADT), and currently, SCC has 7 approved ADTs and is in the process of developing one additional ADT degree;

Whereas, Many students take courses at multiple community colleges and may begin an ADT at one community college and finish at another, and in the process, they find out that a course taken in good faith may not apply at other colleges, which is an issue given the 60-unit limitation for AA-T and AS-T degrees;

Whereas, Students who attended a non-California Community College that is regionally accredited may use credits to meet an AA-T/AS-T general education and/or major requirement, providing that the courses meet the CSU/IGETC GE and/or C-ID descriptor standards; and

Whereas, Students with External Exams (Advance Placement, College Level Exam Program and International Baccalaureate Exam) and Credit by Exam may be granted credits to meet AA-T/AS-T general education and/or major requirements;

Whereas, A reciprocity policy regarding general education and major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetition of classes and reduce college cost, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner; and

Whereas, The Academic Senate for California Community Colleges urged local senates and curriculum committees to adopt a reciprocity policy for courses contained in the Transfer Model Curriculum for the Associate Degrees for Transfer;

Resolved, That the Academic Senate of Santiago Canyon College accepts the recommended AA-T and AS-T Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy (see attached), which the Santiago Canyon College Curriculum & Instruction Council approved on November 4, 2013; and

Resolved, If the Academic Senate of Santiago Canyon College adopts the policy that it will be published in the Santiago Canyon College 2014-2015 Catalog.

Date Presented: 18 February 2014

Date Approved:

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DRAFT

Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) Reciprocity, Course Substitution, External Exams, and Credit by Exam Policy and Procedures.

Students who have taken courses from a California Community College, a regionally accredited institution, completed an external exam such as AP, CLEP, or IB or Credit by Exam may be granted credit towards an AA-T/AS-T general education and/or major requirement. Courses will be reviewed by one of the following methods.

General Education Courses

- General education courses taken at other California Community Colleges are granted course-to-course reciprocity providing the course in question appears on the CSU-Plan B or IGETC-Plan C at the time the student completed the course.
- Non-California Community College general education courses are reviewed by the Articulation Officer via the pass along process in accordance with the CSU-Plan B or IGETC-Plan C standards.
- Students who completed an external examination such as AP, CLEP or IB are granted credit towards general education consistent with CSU GE and IGETC policies.
- Santiago Canyon College Credit by Exam may be granted for general education only if a course is eligible and listed in the Credit by Exam section of the SCC Catalog.

Major Requirement Courses

- A major requirement with a C-ID number taken at another California Community College (CCC) is granted course-to-course reciprocity and meets the same designated C-ID major requirement found in the SCC's AA-T/AS-T.
- A major requirement completed at another California Community College that is approved as part of their AA-T or AS-T, will be applied to the corresponding Santiago Canyon College AA-T/AS-T area. Courses completed at other CCCs must be part of their AA-T/AS-T at the time the student completed the course, if a course is not part of the AA-T/AS-T then the course must be reviewed by the SCC discipline faculty in accordance with the C-ID descriptor. Courses completed at other CCCs prior to the AA-T/AS-T approval, will be "grandfathered".
- A major requirement without a C-ID number taken at another California Community College, where an AA-T/AS-T does not exist, is reviewed by the SCC discipline faculty in accordance with the C-ID descriptor.
- A non-California Community College major requirement taken at a regionally accredited institution is reviewed by the SCC discipline faculty in accordance with the C-ID descriptor and if comparable, course-to-course substitution is granted.
- Students who completed an external examination such as AP, CLEP or IB are granted credit towards major requirements where exam-to-course comparability exists; if exam-to-course comparability does not exist the discipline faculty reviews the external exam and determines course comparability if a course is offered (Students should be aware that external exam credit may be awarded/counted differently by the transfer institution).
- Santiago Canyon College Credit by Exam may be granted for major requirement only if a course is eligible and listed in the Credit by Exam section of the SCC Catalog.

It is strongly recommended students make an appointment with a Santiago Canyon College counselor to discuss appropriate credit placement.

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Resolution SP2014.2

Adoption of Strategic Enrollment Management Plan

Whereas, The Academic Senate of Santiago Canyon College identified the importance of establishing a new enrollment management structure with the creation of the Enrollment Management Committee and the adoption of Resolution S2013.8, which outlined the guiding principles on enrollment management endorsed by the faculty; and

Whereas, The Enrollment Management Committee (EMC) has created the EMC Strategic Enrollment Management Implementation Plan that outlines how Santiago Canyon College will develop a new enrollment management culture that is focused on improving access and student success through the use of enrollment data, to assist department chairs in making sound scheduling decisions;

Resolved, The Academic Senate of Santiago Canyon College endorses the Educational Master Plan Committee Strategic Enrollment Management Implementation Plan; and

Resolved; The Academic Senate of Santiago Canyon College urges the adoption of the Educational Master Plan Committee Strategic Enrollment Management Implementation Plan at College Council.

Attachment: Educational Master Plan Committee Strategic Enrollment Management Implementation Plan (2013)

Date Presented: 18 February 2014

Date Approved:

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Our College Mission:

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 by RSCCD Board of Trustees, 9-23-13)

IMPLEMENTATION PLAN

Excerpts from the "CCC Strategic Planning for Enrollment Management," (AACRAO: American Association of Collegiate Registrars and Admissions Officers)

Phase I - Awareness

Develop a shared awareness of strategic enrollment management and importance of this to SCC's future fiscal health, the carrying out of our mission and our ability to respond to changing environment/budget. This includes times of growth and times for a need to retract.

- Information presentations/sharing
 - Community College Funding Mechanism
 - Understand our data: FTEF, LHE, WSCH, DSCH, positive attendance, alternative accounting method and FTES
 - Overview of our historical enrollment data (Who we were, who are we now and who we want to be)
 - Look at historical data and future trends (% distribution among GE/Transfer, CTE, Basic Skills, Student Success & Counseling)
 - Enrollment Management Inputs
 - Impact of Student Success Act Initiative

Phase II - Engagement

Continue working with the EMC, which includes a broad representation to develop a recommended SCC Framework for strategic enrollment management. The Committee work will be framed around SCC's discussions and principles learned in the awareness phase.

- Engage the college community in planning, collecting and analyzing data to utilize for prioritization and committee recommendations through series of discussion topics.

<i>Topics of Working Discussion</i>	<i>Things to Consider</i>
<ul style="list-style-type: none"> • <i>Development of Scheduling Plans to ensure Completion and Course Sequencing (Two-Years or more)</i> • <i>FTEF Thresholds for Discipline/Programs</i> • <i>Overview of Access (traditional, evening, online, pre-requisites)</i> • <i>Development of Growth Plans (limitation of human, resource or physical capacity)</i> 	<ul style="list-style-type: none"> • <i>Alignment to the College Mission</i> • <i>Student Demand (Wait List & Fill Rates)</i> • <i>High Productivity Courses</i> • <i>Timely completion of Transfer, AA-T/AS-T, CTE, Degrees and Certificates, Basic Skills</i> • <i>Student Educational Goals</i> • <i>Previous Historical Course Cuts</i> • <i>Preservation of required low enrolled courses</i> • <i>Industry trends and workforce demand</i>

- Develop a Strategic Enrollment Management Framework.

Phase III - Communication and Prioritization

Present and share an SCC Framework and solicit feedback and input. Begin to have multiple conversations across constituencies regarding next steps, prioritizations and recommendations to the EMC.

- Hold meeting/workshops/conversations regarding next steps and prioritization of committee recommendations.
- Provide draft of Framework to PIE, Divisions, Academic Senate, etc.
- Finalize SCC Framework for implementation.
- Identify goals, targets, measurable outcomes for the following year.

Phase IV - Implementation

Based upon Phase III input and feedback, utilize final SCC Framework for enrollment management and scheduling.

- Create a mechanism for on-going planning, implementation, review and assessment of SCC Framework
- Review plan to assess goals, targets, and measurable outcomes for each year

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

OFFICERS

President

Evett, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution SP2014.4: Accelerated One-Year Degree

Moved:

Seconded:

Whereas, An accelerated scheduling of sequence of courses or an accelerated degree has financial and human resource implications; can require substantial changes to policy regarding placement, course content, or course sequencing; and could create shifts in expectations for students and faculty;

Whereas, Without additional funding, an accelerated program may adversely impact Counseling, Learning Resources (Centers & Tutoring), and Library Resources;

Whereas, An accelerated program has a potential for high rates of student attrition, high numbers of students on probation, high burn-out rates for otherwise high achieving students;

Whereas, An accelerated program may not allow for adequate student preparation for upper-division coursework, enhanced development of critical thinking and study skills, and/or acceptance into universities, ultimately, setting students up for failure; and

Whereas, Title 5 §53200 identifies curriculum, educational program development, standards and policies for student success, degree and certificate review as an academic and professional matter; RSCCD Board Policy 2410 requires collegial consultation with the Academic Senate regarding these matters; the Board of Trustees will rely primarily upon the advice of the senate, and Education Code §70902 (B)(7) assures academic senates the right to assume “primary responsibility for making recommendations in the areas of curriculum and academic standards”;

Resolved, That the Academic Senate of Santiago Canyon College rejects the offering of an accelerated program or degree at this time; and

Resolved, That the Academic Senate of Santiago Canyon College continue to discuss alternative program/degree offerings to meet the needs of our diverse student population.

Date Presented: 18 February 2014

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 F2013.13

Affirmation of the Enrollment Management Committee Mission and Responsibilities

Moved: Prof. Rutan

Seconded: Prof. Freidenrich

Whereas, Santiago Canyon College (SCC) created an Enrollment Management Committee (EMC) during spring 2013 by joint agreement between the Academic Senate and college administration;

Whereas, EMC serves as a resource for department chairs and administration to ensure that class offerings are consistent with providing students with the options necessary to achieve their educational goals; and

Whereas, EMC has developed the committee's mission, responsibilities, and membership to support the needs of SCC;

Resolved, That the Academic Senate of Santiago Canyon College support the Enrollment Management description; and

Resolved, That the Academic Senate of Santiago Canyon College urge the College Council to approve the Enrollment Management description.

Date Presented: 3 December 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)

ENROLLMENT MANAGEMENT

Mission

With a primary focus on sustaining long-term student success and in accordance with Santiago Canyon College's mission and core goals, the Enrollment Management Committee (EMC) will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative-thinking and consensus building.

The purpose of the EMC is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings.

Responsibilities

- Evaluate on-going enrollment trends, activities, and initiatives
- Initiate research on scheduling and instruction at the department and division levels as well as within and outside the district
- Use high-quality qualitative and quantitative data to inform recommendations
- Collaborate with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with SCC's Education Master Plan
- Assess, evaluate, and make recommendations for student support strategies to enhance student access, success, persistence, and goal attainment
- Report and make recommendations to Curriculum and Instruction Council and the Planning & Institutional Effectiveness Committee
- Monitor and evaluate progress toward strategic enrollment planning goals

Chair

Curriculum and Instruction Council Chair and One Administrator will serve as co-chairs

Membership

- All Division Deans (Credit and Noncredit) or Designee
- Associate Dean of Admissions and Records or Designee
- Registrar or Designee
- Academic Senate President or Designee
- Articulation Officer
- Curriculum and Instruction Council Chair or Designee
- 2 Classified Staff
- 1 Student
- 2 Faculty from Arts, Humanities, and Social Sciences and Library Division
- 2 Faculty from Mathematics and Sciences Division
- 2 Faculty from Business and Career Technical Education Division
- 1 Faculty from Continuing Education Division
- 1 Counselor
- 1 Librarian
- 1 Faculty from Disabled Students Programs and Services (DSPS)
- 1 At Large Faculty Member

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Curriculum

Rutan, Craig Chair 2016

Resolution F2013.14

Addition of a Standardized Schedule for Committees and Meetings at SCC

Moved: Prof. Nance

Seconded: Prof. Taylor

Whereas, The need for participants in participatory governance grows as the governance framework and population at SCC increases;

Whereas, There is a need for predictability in scheduling for committees and meetings;

Whereas, There is a need to provide the population at SCC with a matrix for these committees and meetings; and

Whereas, A scheduling task force was created to propose a permanent schedule and that task force has completed its task.

Resolved, That the Academic Senate of Santiago Canyon College recommend to College Council that the proposed scheduling matrix be used every academic year until modified by the College Council.

Date Presented: 3 December 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)

DRAFT

DRAFT

DRAFT

DRAFT

Week	Time	Monday	Tuesday	Wednesday	Thursday
One	1:30	Curriculum 1:30 - 3:30	Senate 1:30 - 3:00	PRC 1:30 - 3:00	
	2:00				
	2:30				
	3:00				Enrollment 3:00 - 4:30
	3:30		Budget 3:30 - 5:00	PIE 3:30 - 5:00	
	4:00				
	4:30				
5:00					

Two	1:30	CIC TECH	Facilities	College Council	Faculty Dev	Division Department Chairs	Web 1:30 - 2:30
	2:00	1:30 - 3:30	1:30-2:30	1:30 - 3:30	1:30 - 2:30	1:30 - 3:30	
	2:30						
	3:00						EMPC 3:00 - 4:30
	3:30					HRC 3:00 - 5:00	
	4:00						
	4:30						
5:00							

Three	1:30	Curriculum 1:30 - 3:30	Senate 1:30 - 3:00	Honors 1:30-3:00	FRC 1:30 - 3:00	TECH 1:30 - 3:00
	2:00					
	2:30					
	3:00				Sustainability 3:00 - 4:00	Enrollment 3:00 - 4:30
	3:30		Budget 3:30 - 5:00 (as needed)	PIE 3:30-5:00		
	4:00					
	4:30					
5:00						

Four	1:30	CIC TECH	Student Success	College Council	Joint Chairs 1:30 - 3:30	Management Council
	2:00	1:30 - 3:30	1:30 - 3:00	1:30 - 3:30		1:30 - 3:00
	2:30					
	3:00					EMPC 3:00 - 4:30
	3:30				POE 3:00 - 5:00	
	4:00					
4:30						

5:00



Five	1:30	Curriculum 1:30 - 3:30	Senate 1:30 - 3:00 (as needed)		
	2:00				
	2:30				
	3:00				
	3:30				
	4:00				
	4:30				
5:00					

DRAFT

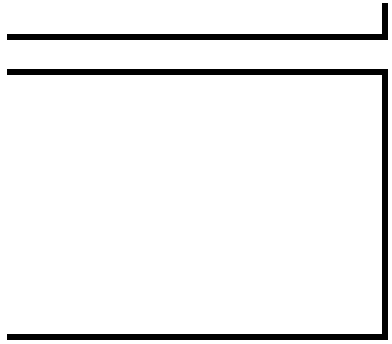
DRAFT

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DRAFT

Friday

BSI 9:00 - 11:00



**Request for Authorization to Apply for a Grant
College Council
Santiago Canyon College**

1. GENERAL INFORMATION:

Project Title: Calif Career Pathways Trust: Teacher Pathway Partnership
(SCC & OUSD/SAC & SAUSD/Fullerton & local district/CSUF)

Project Initiator: Janis Perry – SCC & Steve Bautista - SAC

Project Administrator: Ruth Babeshoff for SCC
(Fiscal Agent – RSCCD)

Project Coordinator: Janis Perry for SCC

Grantor Agency: California Department of Education

Grantor Agency Deadline for Proposal: March 28, 2014

Funding Period: 2014 – 15 through 2017 – 18 (4 years)

2. PROJECT DESCRIPTION/PLAN:

Estimated grant amount: \$6,000,000 (SCC estimated portion – approximately \$400,000 per year for SCC/OUSD)

Match required: Yes No X

Estimated match amount: _____

In-kind/Cash match requirement: Yes No X

Where will funds for match originate? _____

Comments about match: _____

3. WHAT ARE THE PROJECTED FACILITIES REQUIREMENTS, IF ANY, AND HOW WILL THEY BE MET?

The project will require an expanded staff which will require office space that the Counseling and Student Support Services Division doesn't have. We are confident that with the opening of the new Humanities building and relocation of offices, some kind of space will come available.

4. ANTICIPATED PROJECT PERSONNEL:

Position Needed	FTE	Hourly	Existing/New	Funded Match In-Kind	Stipend or Release Time
Backfill for Project Facilitator-Faculty		25 hours	New	Funded	
Counselor	1		New	Funded	
Student Services Coord.	1		New	Funded	
Administrative Clerk or Special Project Special.	1		New	Funded	
Discipline Faculty (?)	various			Funded	Stipend/LHE
Project Facilitation		10 hours		Funded	Stipend/LHE

Is the Project Coordinator involved in any other grants (i.e. manager/coordinator or participant). If so, what amount of release time does she/he receive for the other grant participation?

At the time of funding the project facilitator will not be involved in any other grants as a coordinator/facilitator.

5. CURRICULUM (PROGRAM/COURSE)IMPACT:

The project is intended to double the future teacher population at SCC (as the cohorts for the local high schools enroll) on an expedited track to complete After School Program Asst/Teacher Asst Certificates and AA/AAT degrees. This may require that additional sections of courses part of those programs be offered at semester(s) or summer session. The grant would become the funding sources for those extra sections should the college not be able to offer those sections within regular budget provisions

6. IMPLICATIONS FOR THE COLLEGE/DISTRICT:

- **How does this project relate to the goals and objectives of the college?**
Educational Master Plan Goals: *see attached*
- **How does this project relate to the goals and objectives of the program to which the grant relates?**
The program has previously been subsumed under the goals and objectives of the Counseling and Student Support Services division. Current goals and objectives are not specifically related to the Education academic program. The SCC Education Department is "under construction" and DPP/Program Review is in the process of being developed this semester.
- **Where is the need for this project identified in the related program's EMP/DPP/Program Review?**
See above
- **Will this project impact other departments/units? Yes X No**
- **If yes, identify which department/unit and explain how you plan to include them in the planning process.** At a minimum the project will require additional course sections to be offered in Education, and Human Development. As stated above, the course sections may be supported by grant funds. The Biological Science department may engage in creating a Bio Sci for Educators course. At a maximum any additional activities/participation from the Science departments is welcome, but not necessary for success of the project.
- **Please list each department, the chair(s) to whom you spoke and whether or not the faculty in the departments are willing to participate in the proposed project.**
 - Department _Human Dev_____ Chair(s)_ Lamorelle_____ Willing to Participate Yes X No
 - Department _Biological Sciences_ Chair(s)_ Foley_____ Willing to Participate Yes X No
 - Department _Education_____ Chair(s)_ Perry/Coto_____ Willing to Participate Yes X No
 - Department _____ Chair(s)_____ Willing to Participate Yes No
- **How will project facilities requirements, if any, be met? (see response to #3 above)**

7. LONG TERM IMPLICATIONS FOR THE COLLEGE/DISTRICT:

- **When funding ends, will this project be institutionalized? Yes No I don't know**
- **If so, what is the estimated cost to fund this project?** It is anticipated that the infrastructure of a more robust academic and career pathway in Careers in Education and Science Education will be developed and sustainable in the same way as current academic programs are sustained. The Support Service program expanded during the grant period may become minimized unless institutionalized and with that it would be the cost of support staff and a counseling faculty position.
- **If not, what will happen to this project and the personnel involved with it?**
At this time it is anticipated that personnel positions not institutionalized will be discontinued.

8. HAVE THE FOLLOWING BEEN ADVISED OF THIS PROPOSAL?

- | | | |
|-----------------------------|----------------------------------|---|
| X Academic Senate President | X Curriculum Committee Chair | X Department Chair(s) of Department Impacted by Project |
| X EMPC Chair | X RSCCD Research & Grants office | |

9. Operational Signatures: (Obtain signatures in the order below)

Project Initiator: Date

Project Administrator: Date

Vice President: Date

10. Recommendations:

College Council Recommendation: Yes No Date: _____

Academic Senate President Recommendation: Yes No

Academic Senate President: Date

11. Final Approval:

College President: Date

College Goals that are met through the proposed CCPT – Teacher Pathway Partnership grant program:

College Planning Goals (pg.71-72 , EMP '11-'16)

Whom Will We Serve?

1. Strengthen outreach and recruitment.
 - a. Identify target populations and implement strategies for recruitment.

What Will We Offer?

2. Align the college curriculum to focus on student completion of pathways.
 - a. Evaluate and identify curriculum and programs for complete pathways
 - b. Adjust curriculum and offerings accordingly.
3. Promote an integrated approach to supporting student success.
 - a. Develop and implement strategies to increase awareness of student services and instructional programs among faculty, classified staff, and students.
11. Increase educational goal completion for university transfer, degrees, and certificates.
 - a. Continue development and deployment of the degree audit.
 - b. Ensure pathway completion by providing customized academic and student support.
13. Strengthen and develop relationships with key partners and stakeholders.
 - a. Identify key partners and stakeholders.
 - b. Devise coordinated strategies to build and enhance relationships with key partners and stakeholders.
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.
 - a. Educate the campus community about the availability and benefits of, as well as the procedures for, acquiring grant funds.
 - b. Identify subject matter experts to facilitate successful acquisition of grant funds

Apply for the California Career Pathway Trust Grant
Industry Sector: Education, Child Development, and Family Services
Career Pathway: Careers in Education (per Statewide Career Pathways-Creating School to College Articulation)

Local Consortium Application- \$6 million

Santiago Canyon College (lead)
Orange USD
Santa Ana College
Santa Ana/Garden Grove USD
Fullerton College
Fullerton/Anaheim USD
Cal State Fullerton
JPL/NASA
Anaheim Achieves (Business-After School Care)
Orange YMCA ASES program (Business-After School Care/tutoring)
Think Together (Business- After School Care/tutoring)
CARES (OUSD child care program)

Rationale:

Increase/improve California Teacher Pipeline - recent data shows current K-12 teaching force will begin retiring in massive numbers and current university teacher prep programs have had diminishing enrollments. It is predicted that there will be an extensive shortage of teachers in Orange and LA County within the next few years. There is a strong need for educating, training and providing young people with early field experiences, employment and education toward becoming a K-12 teacher particularly those who are better prepared in math and science. Recent research is focused on the need to strengthen science education in elementary and middle schools through better preparation of future teachers in science education that is relevant, interactive and exciting for students. Focus of the project will be to offer students education and training toward early employment as instructional aides or after school program assistants/teachers with a strong foundation in science while completing high school/community college education toward university transfer.

Brief description:

Cohort of local district students taking CTE courses on the Careers in Education career pathway, articulation with community college courses on the pathway, plus extra support in math and science to prepare for post secondary education and teaching of Beckman/NASA science modules in elementary classrooms and after school programs as interns. Cohort is provided with internships/work experience while in high school and community college, with employment placement after completion of community college certificate. Cohort and current community college future teacher students continue post secondary education toward transfer with extensive exposure to training for teaching math and sciences (through high school/community college/CSUF/NASA partnership) in after school programs and/or as instructional aides in K-12 schools. Articulated academic and student support programs guarantee transfer to CSUF pre-service teaching majors. CSUF is committed to serving the cohort population with above and beyond services during high school and community college and after transfer to completion of teaching credential. SCC, through an expiring grant, will have approximately 60 entering freshmen from OUSD who have identified themselves as future teachers through our current efforts. These students will serve as the initial community college cohort, joining their underclassmen in joint activities with CSUF and JPL/NASA. SAC and Fullerton College have similar programs with local districts that would run parallel to SCC's.