

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
Volz, Matt 2014

OFFICERS

President

Evelt, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

AGENDA

1 April 2014

1:30 pm – 3:00 p.m.
Room B-212

Call to Order

I. Order of the Agenda

II. Approval of Minutes

A. 18 March 2014

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 (15 minutes)

First Reading

A. **Resolution SP2014.7:** Adoption of Spring 2014 Budget Committee Governance Handbook Description

B. **Resolution SP2014.8:** Nomination of Melinda Womack for Election as a Commissioner to the Accrediting Commission for Community and Junior Colleges (ACCJC)

Second Reading

A. **Resolution SP2014.6:** Adoption of Spring 2014 Professional Development Committee Governance Handbook Description

II. Discussion Items

A. **Division of Continuing Education Update:** Question and Answer with Dean, Instruction & Student Services Lori Fasbinder. (4 & 5) (10 minute discussion)

B. **ASCCC Resolution Discussion:** Report from Area D meeting and discussion of additional resolutions. (1-10 +11) (10 minute discussion)

C. **ACCJC New Standard Evaluation:** Discussion of the institutional standards and goals: state and accreditation expectations and implications. (5 & 7) (20 minute discussion)

III. Summary Reports Discussion (5 minutes total)

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community. (Approved 9/10/13)

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

Adopted 03/17/97

Revised March 28, 2011

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

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

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority.

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

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

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

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

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

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

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

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

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

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

Santiago Canyon College

Academic Senate

8045 E Chapman Ave
Orange, CA 92869-4512

(714) 628-4831
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Minutes-Tentative

Senate Business Meeting

March 18, 2014

1:30 pm-3:00 pm B-212

Present:

Senators

Aguilera, Leonor
Cannon, Cari
Carrion, Rudy
Cummins, Shawn
Deaver, Doug
Deeley, Steve
Elchlepp, Elizabeth
Freidenrich, Leah
Frost, Alicia
Hovanitz, Eric
Matthews, Evangeline

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

Officers

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

Guests:

Babeshoff, Ruth
Gauss, Tiffany
James, Scott
Johnston, Kevin (ASG)

Absent:

Dela-Cusack, Lisa
Shekarabi, Nooshan
Volz, Matt

To comply with recent changes to the Brown Act, the SCC Academic Senate will be recording votes of the Senators as follows:

- **Members recorded as absent are presumed not to have voted.**
- **If only yeas, the minutes will state that: "the motion passed without dissent."**
- **If there are nays and/or abstentions, the names of members voting in the minority and/or abstaining will be recorded, and all other members are presumed to have voted in the majority.**

I. Order of the Agenda—**A motion to move Resolution SP2014, Discussion Item A, and the ASG Report to before the approval of the minutes passed without dissent** (moved by Prof. Nance and seconded by Prof. Cannon).

VI. Action

A. **Resolution SP2014.6:** Adoption of Spring 2014 Professional Development Committee Governance Handbook

Description—First reading

1. Moved by Prof. DeCarbo and seconded by Prof. Nance.
2. The Faculty Development Committee will be renamed the Professional Development Committee.
3. Membership will include an additional classified member.
4. Proposed State Academic Senate Resolution 12.01 speaks to both the name change and making such a committee more inclusive.
5. One of the proposed responsibilities is to "Allocate the resources for the professional development program."
 - a. The District may provide money for professional development.
 - b. The committee would need to develop a process and rubric to determine how funds are equitably distributed.
 - c. Recipients of any conference funds would be required to submit some type of documentation showing and sharing knowledge gained through attendance at the event.
6. Comments from Senators
 - a. Should the committee have an administrative co-chair because it is a governance committee with membership from all three constituencies?
 - b. Before the next Senate meeting, could the committee provide a clearer indication of the edits to the proposed governance handbook description?

VII. Discussion Items

A. Counseling and Student Support Services Division Update (Dean Babeshoff responding to questions and comments submitted in advance by faculty):

1. A faculty member submitted the following commendation: *The Transfer Center weekly e-newsletter is really helpful. I announce workshops and offerings in my classes.*
2. *Regarding electronic education plans, when will they be implemented? How many will there be? Who's responsible for their completion? Will the employment of electronic education plans decrease the need for ongoing counseling?*
 - a. In order for electronic education plans to come into existence, there needs to be a comprehensive district degree audit program.
 - i. The student education plan software from Datatel will feed off of the degree audit, so the degree audit program needs to be in place first.
 - b. LeAnn Unger and Sergio Rodriquez are part of a district-wide team working on developing a degree audit program.
 - i. Students will be able to see what courses they need to complete in order to earn a degree or certificate.
 - ii. A consulting firm was hired to help write the programming rules for the degree audit.
 - iii. In preparation for a May visit by the consulting firm, on March 24, a district-wide meeting will be held to determine what capabilities the district wants for this program.
 - iv. Beta testing of the software is probably a year away.
 - v. Courses from other colleges will need to be reviewed and equated with SCC courses. Admissions and Records will probably need to hire someone at the graduation specialist level to assist with this process. Once a course is assessed for one student, all other duplicate courses will receive the same consideration.
 - c. There will still be a need for ongoing counseling.
 - i. The personal touch has been shown to be very important to student success.
 - ii. In 2012-2013, 1034 students transferred: 534 to CSUs, 122 to UCs, and 369 out of state. These students needed someone to help them prepare and to answer questions.
 - iii. Students are making important decisions and have to deal with many issues. They can benefit greatly by talking to a counselor.
 - d. Comments from Senators
 - i. *Have you considered using the academic planning software tool developed by Saddleback College? There were discussions at the state level about offering it for free.*
 1. Several people from our District have viewed the product.
 2. There are still some issues with that product and no decisions have been made.
3. *What are the most important Counseling services you would like faculty to be able to share with their students? What aptitude tests, skills inventories, personality profiles, etc. do you use for career planning purposes?*
 - a. The Counseling Department offers Counseling 116, Career/Life Planning and Personal Exploration, as well as weekly Career Exploration Workshops.
 - b. There are free online career resources; Career Café, in particular, helps students develop a career action plan. (see attached Career Planning Resources and Employment Preparation document)
 - c. Students need to have a course of study on record before completing a comprehensive education plan.
 - i. The MIS data reporting process will negate the funding for having a student complete a comprehensive education plan if that student does not already have a course of study on record.
 - ii. The first MIS data reporting using the new data elements in the Student Success Plan will occur in August, 2014.
 - iii. Currently, there are 4435 students (excluding apprenticeship) that have completed 15 or more units and have a goal of a degree, certificate, or transfer. Only 536 of these have a course of study on file.
4. Further Comments from Dean Babeshoff
 - a. Out of the 11 full-time counselors, 5 have significant release time due to other activities, and several are close to retirement. The Counseling Department could really use more full-time counselors.
 - b. There are only 3 offices for 8 part time counselors, so scheduling is very tricky.

V. ASG Report (Kevin Johnston)

- A. A representative from the nonprofit organization, "Because I Said I Would", will be giving a presentation on Thursday, March 20 in H-106.
- B. ASG elections will be in April. The next Town Hall meeting will be held that same week.
- C. There will be an ASG resolution about providing more trash cans in the parking lots.
- D. Another ASG resolution will be asking that each college gets their own student trustee.
 1. SAC and SCC are different from each other and serve different populations.
 2. Other multi-college districts have two student trustees.
- E. ASG is in the process of impeaching the current student trustee, due to his lack of meeting attendance and any attempts to seek input and opinions from SCC. The ASG has been careful to follow the appropriate process and has talked spoken multiple times to the student trustee.

II. Approval of Minutes

A. **The minutes of March 4, 2014, were approved without dissent** (moved by Prof. Rutan and seconded by Prof. Hovanitz).

III. Public Comments

- A. Prof. Shields: In 2009, SCC Continuing Education had 12 full-time faculty. Currently there are only 6 full-time faculty, of which two are counselors, three are coordinators, and only one is teaching full-time. Continuing Education serves a large number of students and the amount of required reports has increased, so faculty are under a lot of stress. It is important that Continuing Education **have has** a presence on shared governance committees, but it is difficult for the few full-time faculty to take on all the necessary responsibilities. It is really important that they be allowed to hire more full-time faculty.
- B. Prof. Deaver: Earthfest will be held near the end of April. Students have taken the responsibility to contact all the vendors. Prof. Deaver and VP Vargas meet with the student leaders every two weeks. There is a possibility of having a Tesla on campus. Prof Freidenrich has joined the District Sustainability Committee.

IV. AS Executive Board Reports

A. President (Prof. Evett):

1. Prof. Evett has been advocating for a permanent Senate meeting room. There is currently a Senate office in the Science Building, but it has moved several times.
 - a. It would be advantageous to have a Senate presence in the A-building where the SCC President is housed.
 - b. Instead of an office, which Senate presidents don't always use, we could have a permanent Senate room.
 - c. A-**209 211** could be configured in a U-shape with tables. VP Kawa will look for available tables, as well as a desk, computer, and printer.
 - d. The Senate will consider the possibility of funding the chairs.
2. PIE committee
 - a. The prioritization rubric for next year was created. A more specific rubric for this year still needs to be finalized.
 - b. Resource request (RR) forms will need to be completed. The questions on the form relate directly to the rubric and provide evidence and support for the request. Some of the questions can be completed by cutting and pasting from other documents.
 - c. A brief overview of the process:
 - i. Academic Departments complete RR forms and submit them to their academic division office, which then sends them to any appropriate committee.
 1. The Safety, Technology, and Facilities Committees will prioritize the requests they each receive.
 2. Academic requests will be prioritized by the divisions and then the joint chairs.
 3. The prioritized lists get sent to the Vice Presidents of Academic Affairs or Continuing Education.
 - ii. Other units, such as financial aid, also complete RR forms and disseminate them to the appropriate committee.
 - iii. The Vice Presidents bring the requests to the PIE Committee. The Budget Committee does an analysis and looks for funds and sends their information back to the PIE Committee.
 - iv. The final, prioritized RR list goes to College Council, and the President makes the final determination.
 - v. Comments
 1. The Senate has a role in the development and evaluation of the process, but not in the actual prioritization and allocation. The Senate will be aware of the process throughout.
 2. Satisfying accreditation standards is important, but the main goal for developing this formal process is to guarantee transparency. It should be clear why some requests get funded and some do not.
 3. The process also provides a well-defined way for any need on the campus to be met; last year, none of the items associated with the technology plan were considered in any of the prioritizations.
 4. This process includes input from more employees and could help us move more consciously toward determining the path for the college.
 5. There is consideration about putting in budget line items for safety or legally mandated items, so that these items would not have to go through the process every year. However, money put in these budgets will have to come out of some other budget.
3. The Board approved \$28,000 to go to Judy Iannaccone, Director of Communication for the District, to create a marketing strategy that will include some sort of brand for each college. Various college Branding Focus Groups will be created.
 - a. These focus groups will be asked about what makes SCC exemplary, the ambiance and the college community, and what SCC should promote.
 - b. There will be faculty, administrative, student, community, and classified focus groups.
 - c. The faculty group will consist of 8-10 faculty chosen by the Academic Senate President.
 - i. These faculty will probably be interviewed by phone.

- ii. A faculty member could be chosen from each of the Senate groupings.
 - iii. Relying just on volunteers could result in a non-representative group.
 - iv. Ideally, these faculty will be involved in various aspects of the college. However, restricting the group might limit creative views. It might be good to have some faculty who think outside of the box.
 - v. The group could be chosen from past faculty excellence awardees.
 - vi. Senators should determine if their constituents are interested in participating and then submit names to Prof. Evett by March 21.
- d. A consulting group has been hired to collect information and compile a report to send to the District.
4. A Board member asked for statistical information to support the position the Senate took against offering an accelerated one-year degree.
- a. Pres. Evett was able to find information from other academic senate presidents and Golden West College.
 - b. Our Senate **is follows a** resolution-based **structure** and wanted to formalize the position that was taken last semester.
 - c. There had been concern expressed that the offering of intersession made this type of accelerated degree more likely.
 - d. Some senators wanted to know if the Board had any statistical information supporting such a degree.
 - e. There is nothing preventing motivated students from taking an overload of courses.

B. Vice President (Prof. DeCarbo): no report

C. Secretary/Treasurer (Prof. Wagner): no report

D. CIC Chair (Prof. Rutan): no report

V. Discussion Items

B. Upcoming Academic Senate of California Community Colleges Resolutions

1. These resolutions can be found on the ASCCC website <http://asccc.org/> and will be voted on at the Spring Plenary on April 10-12.
2. Some of the resolutions to consider:
 - a. 2.01: Allows colleges to specify any federally recognized accrediting agency.
 - b. 2.02: Encourage local senates to submit suggested revisions to the new accreditation standards which can be found at the ACCJC website <http://www.accjc.org/>. A further discussion of the standards will be on a future SCC Senate agenda.
 - c. 2.03: Researches the use of mock accreditation site visits.
 - i. This would only be valuable before the final self-evaluation document is complete.
 - ii. It may be hard to find people willing to serve on mock evaluation teams.
 - d. 9.01: Encourages Academic Senate involvement in the AB86 adult education regional planning consortia.
 - e. 12.01: Advocates for consistent and sustainable funding for professional development.
 - f. 13.01: Researches the feasibility of the California Community College bachelor's degrees.
 - g. 14.01: Adopts a paper related to credit by exam. The state Legislature seems unhappy that community colleges are not offering more credit by exam, especially in regards to military credit.
 - h. 14.02: Encourages local use of noncredit performance indicators. SCC has already begun the use of the indicator Satisfactory Progress (SP).
 - i. 18.01: Adopts a paper regarding multiple measures in assessment.

C. Institutional Standards and Goals:

1. Last year, we were asked to set an institutional set of minimum standards and decided on:
 - a. course completion rate—63%
 - b. fall to fall persistence—45%
 - c. students transferring each year—650
 - d. students earning degrees—600 (students, not the actual number of degrees)
 - e. students earning certificates—550
2. The District annually collects 12 measures of success and presents them to the Board. The measures include:
 - a. Successful course completion rate (This can put pressure on faculty to give better grades.)
 - b. Course retention rate (This can also lead to grade inflation.)
 - c. Successful completion of college level coursework in four years (This is an interesting one to track. Note that Math 080 is considered college-level math.)
 - d. Total number of degrees and certificates in the credit program
 - e. Total number of noncredit high school diplomas and certificates
 - f. Transfers to 4 year institutions
 - g. Number of students matriculating from noncredit to credit
 - h. CTE core indicators
3. One of the District goals is "RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas."
 - a. Neither college has established a similar goal. We have set minimum standards, but not goals.

- b. Do we want to establish goals for improvement in the areas we have an institutional standard?
 - c. Do we want to explore other measurements of success to create a more complete picture of SCC?
 - d. The draft accreditation standards require colleges to have goals for improvement above the minimum threshold.
4. Comments from Senators
- a. Historically, the California Community Colleges are committed to access. It is difficult to ensure student success when there are no minimum preparation levels for students.
 - b. Prerequisites are one way to improve the quality of students in a course.
 - c. Colleges are being asked to improve success without being given additional funds to address student skill deficiencies.
 - d. The accrediting commission seems to views goals not just as aspirations, but as mandates.
 - e. Deans are using some of these measures to make decisions about course offerings.
 - f. The Enrollment Management Committee will set the data that is used in enrollment decisions.

VI. Summary Reports Discussion (see attached)

Meeting Adjourned at 3:15 p.m.

Respectfully submitted,

Joyce Wagner SCC-AS Secretary/Treasurer



OCDE Safe Schools & Support Services in partnership with
Santiago Canyon College - Student Mental Health Program presents:



Maintaining a Safe Classroom

While Managing Students of Concern

This training will focus on supporting participants in developing new skill-sets to enable communication and intervene with students who exhibit concerning and/or escalating odd behaviors.

Participants will learn:

- Effective interactions with students incorporating role play exercise
- How to refer to the appropriate services on campus
- Introduction to SCC's referral flowchart

Friday, April 4th

10:00 - 11:30 a.m.

B-103

Wednesday, April 16th

5:30 - 7:00 p.m.

U-88

Saturday, May 3rd

10:00 - 11:30 a.m.

B-103

RSVP to: Prevention@sccollege.edu

Snacks & Refreshments will be provided

Presenters:

Josef Levy was employed by the City of Long Beach and was a Commander with the Long Beach Police Department. During his 28-year career, he worked assignments in patrol, gangs, narcotics, internal affairs, hostage negotiations and media relations where he served as the Department Spokesperson. As a law enforcement officer, he handled and successfully managed hundreds of incidents, including active shooters, barricaded suspects and variety of high risk tactical incidents. Josef also designs and delivers a variety of quality training programs and has conducted workshops for thousands of law enforcement and educator professionals throughout the State of California. He also is a sought after speaker who travels around the country teaching on the State and Federal level as well as the International level, training delegations from France, Germany, Israel, Algiers and Russia. Commander Levy is now President of his firm, Embassy Consulting Services, LLC and continues to utilize his skills, experience and passion to educate others on the importance of building and maintaining safe, respectful and inclusive communities. Josef has been recognized with various prestigious awards and has been recognized at the Congressional level. Josef is a cancer survivor and the president and co-founder of the National Law Enforcement Cancer Support Foundation. He is married and has four sons.

Dr. Elie Levy earned his doctorate in Clinical Psychology in 1987 and the bulk of his clinical experience is treating the persistent, mentally ill in inpatient and community residential care settings. He has been a Clinical Director of inpatient, psychiatric facilities in addition to currently being the director of Founders Outreach, a nonprofit center providing psychiatric rehabilitation services and supported employment to 90 mentally ill residents at Founders House of Hope in Artesia, CA He has been at Founders for 18 years treating residents living with Schizophrenia, Bipolar and Co-Occurring Disorders. Dr. Levy designs psychiatric rehabilitation programs and trains mental health professionals to implement evidence, skills based groups to restore optimal levels of functioning to the mentally ill. Recently, Dr. Levy and Chief Charlie Celano of Tustin P.D. signed a two year contract to provide Deputies of the Orange County Sheriff Department with training on how to effectively interact with the mentally ill. In addition to his clinical work, Dr. Levy offers management and strategy consultation through his office The Levy Launch in Los Alamitos. He is available for corporate training/education, guest speaking and program development services to nonprofit agencies. Dr. Levy has been teaching as an Adjunct at University of Redlands in the undergraduate and graduate school of business for the last 22 years. He teaches in the MBA, Masters of Arts in Management program and in the undergraduate business administration program. Recently, Dr. Levy began teaching psychology courses at Southern California University of Health Sciences in Whittier, CA He has received excellence in teaching awards from universities, in addition to being recognized for his volunteer services. Dr. Levy has published two books, edited a third book and produced a documentary with a filmmaker colleague on mental illness.

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Rutan, Craig Chair 2016

Resolution SP2014.7

Adoption of Spring 2014 Budget Committee Governance Handbook Description

Moved:

Seconded:

Whereas, Participatory governance is not a static process;

Whereas, The roles and responsibilities of committees should reflect practice and need; and

Whereas, The Budget Committee has reviewed its mission and description to ensure that it reflects current practice and need;

Resolved, That the Academic Senate of Santiago Canyon College adopt the Spring 2014 Budget Committee Governance Handbook Description.

Attachment: Spring 2014 Budget Committee Governance Handbook Description

Date Presented: 1 April 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)

BUDGET COMMITTEE

Mission

The mission of the SCC Budget Committee is to provide fiscal analysis of college planning and advocate greater efficiency and effectiveness of budget resources. The Budget Committee facilitates communication about budgetary matters between college constituents and the District.

Responsibilities

1. Reviews requests for additional funding to determine fiscal impact.
2. Monitors long range fiscal plans to determine if college and district long-term priorities are funded.
3. Regularly reviews college revenues and expenditures and communicates concerns to constituent groups; proposes adjustments to budgets as requested.
4. Monitors the budget development process and the on-going implementation of the annual college budget.
5. Reviews requests to pursue grant funding opportunities and provides fiscal analysis.
6. Reviews the district and college budget allocation models and recommends changes if necessary.
7. Ensures the exchange of information between the Budget Committee and groups such as Associated Student Government, classified staff, the District Fiscal Resources Committee, the Planning & Institutional Effectiveness Committee, the Academic Senate, and College Council.

Co-chairs

One faculty and one administrator will serve as co-chairs.

Membership

4 Faculty (one from Continuing Education)

3 Classified members (one from Continuing Education) (*appointed by CSEA*)

4 Vice Presidents or designee (Administrative and Student Services, Academic Affairs, and Continuing Education)

1 Student

BUDGET COMMITTEE

Mission

The mission of the SCC Budget Committee is to ~~ensure a link between the college budget and~~ ~~planning. The Budget Committee makes recommendations to the College Council that~~ **provide fiscal analysis of college planning and advocates greater efficiency and effectiveness of budget resources. The Budget Committee facilitates communication about budgetary matters between college constituents and the District.**

Responsibilities

1. ~~Reviews requests for additional funding to ensure alignment with Department Planning Portfolios and Program Reviews and recommends priorities and processes for the annual budget, to determine fiscal impact.~~
2. ~~Monitors long range fiscal plans to determine if college and district long-term priorities are consistent with long term district and college planning, funded.~~
3. ~~Regularly reviews college revenues and expenditures and communicates concerns to constituent groups; and proposes adjustments to budgets as needed requested.~~
4. ~~Monitors the budget development process and the on-going implementation of the annual college budget.~~
5. ~~Reviews specific requests to pursue grant funding opportunities that fit within strategic planning goals for impact on college resources (financial, staffing, or facilities) and makes recommendations regarding the impact of these opportunities, and provides fiscal analysis.~~
6. ~~Reviews the district and college budget allocation models and recommends changes if necessary.~~
7. ~~Holds regularly scheduled meetings open to college constituents and publishes minutes that are accessible through the college website.~~
78. ~~Ensures the exchange of information between the Budget Committee and groups such as Associated Student Government, classified staff, the District Fiscal Resources Committee, the Planning & Institutional Effectiveness Committee, the Academic Senate and College Council, the Academic Senate, classified staff and BAPR.~~

Co-chairs

One faculty and one administrator will serve as co-chairs.

Membership

4 Faculty members (one from Continuing Education)

3 Classified members (one from Continuing Education) (*appointed by CSEA*)

4 Vice Presidents or designee (Administrative and Student Services, Academic Affairs, and Continuing Ed)

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Resolution SP2014.8

Nomination of Melinda Womack for Election as Commissioner to the Accrediting Commission for Community and Junior College (ACCJC)

Moved:

Seconded:

Whereas, Melinda Womack has been a faculty member at Rancho Santiago Community College District for 29 years and has served in multiple capacities including senator, department chair, interim dean, Title III grant coordinator, member of the curriculum council, and member of various planning committees;

Whereas, Melinda Womack participated as a co-chair on seven self evaluations and four midterm reports combined for Santiago Canyon College and Santa Ana College and has served on five ACCJC external site visits; and

Whereas, Melinda Womack states, "I hold dear the rigors and responsibilities explicit and implicit to the community college system. I believe with all of my heart that objective and thorough peer review is the best form of accreditation";

Resolved, That the Academic Senate of Santiago Canyon College endorses Melinda Womack for election as an ACCJC Commissioner.

Date Presented: 1 April 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)

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
Volz, Matt 2014

OFFICERS

President

Evett, Corinna 2014

Vice President

DeCarbo, Michael 2014

Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

Rutan, Craig Chair 2016

Resolution SP2014.6

Adoption of Spring 2014 Professional Development Committee Governance Handbook Description

Moved: Professor DeCarbo

Seconded: Professor Nance

Whereas, The Faculty Development Committee (FDC) is part of the participatory governance structure at Santiago Canyon College;

Whereas, The California Community College Chancellor's Student Success Task Force recommendation #6 is to revitalize and re-envision professional development;

Whereas, The Chancellor's Student Success Initiative's Professional Development Committee recommends all personnel have ongoing opportunities to develop and expand their skills and practices that influence student learning and support students in achieving their educational goals; and

Whereas, A collaborative effort among the members of FDC has resulted in a revised committee name, mission statement, description of responsibilities, and membership;

Resolved, That the Academic Senate of Santiago Canyon College reaffirms the importance of ongoing professional development opportunities for faculty and staff; and

Resolved, That the Academic Senate of Santiago Canyon College adopt the Spring 2014 Professional Development Committee Governance Handbook Description.

Attachment: Spring 2014 Professional Development Committee Governance Handbook Description

Date Presented: 18 March 2014

Date Approved:

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PROFESSIONAL ~~FACULTY~~ DEVELOPMENT COMMITTEE

Mission

~~The Professional Faculty Development Committee will serve the faculty of SCC to offer a forum for faculty leadership in the planning and implementation of professional development programs and activities.~~ provide professional growth opportunities to faculty and staff to support instruction, support services and enhance student success.

Responsibilities

- ~~Oversee the Faculty Awards Committee~~
- ~~Request Determine the budget and recommend policy for the funds from the District and SCC for a professional faculty development program~~
- ~~Create a process for professional development resource requests and reports~~
- ~~Jury conference and workshop requests~~
- ~~Determine time frames for conference requests~~
- Assist in the planning of **professional** development ~~FLEX~~ activities
- Review, recommend and **evaluate** ~~recommend FLEX schedule of~~ **professional development** activities
- **Maintain records and data of the professional development activities**

Chair

One faculty & one administrator will serve as ~~chair~~ co-chairs

Membership

6 Faculty

3 Classified

1 ~~Administrator~~ Vice President Student Services or designee

**Summary Report for the Senate
Faculty Development
March 25, 2014**

Actions Taken:

- Revised senate resolution
- Revised faculty survey questions

Events Planned:

1-

Week	Activity
5 (March 10 th)	Send email for repeat sessions (Done)
7 (March 24 th)	First general call for proposals (Done)
9 (April 14 th)	Second general call for proposals
11(April 28 th)	All proposals are due and finalized Put calendar together
13 (May 12 th)	Senate approval (depends on meeting schedule)
14 (May 19 th)	Send an all faculty email with calendar

Items for Recommendation: none

Other Resources needed/acquired/allocated: none

Useful Information:

- None

Summary Report

Committee: SAC Senate

Meeting date: March 25, 2014

The following are informal highlights:

Content

1 Discussion items:

- There was discussion about allowing non-tenured faculty to serve on hiring committees
 - HR discourages that practice unless the department is small and does not have adequate tenured representation.
 - There were several instances when HR removed a non-tenured faculty member from a hiring committee.
 - It was felt that there is not written justification for HR's policy.
- The District Security Taskforce received some outside recommendations:
 - Ensure there is security for the graveyard shift at SCC.
 - Consider a single mass communication system.
 - Have a hybrid of armed and non-armed officers.

- The taskforce has not made any recommendations to the District and these items are still under discussion.
- Student Success/BSI will be a continuing agenda item.
 - An overview of the funded projects at SAC was given.
 - An ESL course for automotive students had been developed, but since it was optional, there was not enough student enrollment.
 - Money was approved for an “academic endzone” to provide academic support for students in athletics.
 - Two resolutions may be brought to the SAC Senate:
 - Santa Ana College should provide support from the general fund for the Math Center, the Learning Center, and the Freshman Experience Program. These centers and this program provide a proven means to success for Santa Ana College students.
 - Santa Ana College should prioritize offering enough math, English, and EMLS courses each semester to match student placements in these courses and to support student demand for these courses. Successful completion of these foundational courses is essential if students are to succeed in transfer level and CTE courses.
- TracDat is still in the implementation process. There is a need to align departments and determine what pieces will be part of the program review portion.

**Summary Report for the Senate
Budget Committee
March 18, 2014**

Actions Taken:

- Reviewed current expenditures

Events Planned:

Items for Recommendation:

- Revised mission and responsibilities
- Drafted a resolution for Senate to recommend revisions to mission and responsibilities.

Other Resources needed/acquired/allocated: none

Useful Information:

- Discussed the committees response accreditation standards

**Summary Report for the Senate
Planning & Institutional Effectiveness (PIE) Committee
19 March 2014**

Actions Taken:

- Modified 2014/2015 prioritization rubric
- Modified 2015/2016 prioritization rubric

Events Planned: None

Items for Recommendation: None

Other Resources needed/acquired/allocated: None

Useful Information:

- April 16th at noon: Vice Presidents submit resource requests from their area to PIE.
- The committee is engaging in a practice prioritization process to test out the rubric for the actual 2014/2015 planning process.
- If there are any unmet requests from last year's planning process that units would like considered for the current 2014/2015 planning process, the resource requests should be forwarded to the Vice Presidents per the 2014/2015 planning process.
- The PIE committee will begin discussions of a facilities space request process to be implemented in the fall.
- To view SCC planning documents, check out the Planning & Institutional Effectiveness Committee's website at <http://sccollege.edu/Departments/AcademicSenate/PIEC/Pages/default.aspx>