

Santiago Canyon College

Academic Senate

8045 E Chapman Ave
Orange, CA 92869-4512

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

Minutes-Approved

Senate Business Meeting

February 18, 2014

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

Present:

Senators

Aguilera, Leonor
Cannon, Cari
Carrion, Rudy
Dela-Cusack, Lisa
Deeley, Steve
Elchlepp, Elizabeth
Frost, Alicia
Hovanitz, Eric
Matthews, Evangeline
Mettler, Mary

Nance, Craig

Salcido, Andrew
Shekarabi, Nooshan
Shields, Jolene
Sproat, Barbara
Taylor, Michael
Volz, Matt

Officers

Evett, Corinna (President)
DeCarbo, Michael (Vice President)
Wagner, Joyce (Sec/Treasurer)

Rutan, Craig (Curriculum Chair)

Guests:

James, Scott
Johnston, Kevin (ASG)
Smith, John

Absent:

Cummins, Shawn
Deaver, Doug
Freidenrich, Leah

- I. Order of the Agenda: (no changes)
- II. Approval of Minutes
 - A. The minutes of December 3, 2013, were approved (moved by Prof. Deeley and seconded by Prof. Carrion).
- III. Public Comments
 - A. Prof. Smith: The FACCC Advocacy and Policy Conference will be held in Sacramento, on March 2-3, in conjunction with the March in March for students. There will be various speakers and a chance to lobby legislators. If you are interested, let Prof. Smith know; your travel expenses will be covered. Prof. Barembaum is also planning to attend.
 - B. Prof. Cannon: A significant number of students buy books online. Instructors are being asked an increasing number of questions about whether a book is acceptable and whether it is the right edition. Is there a way the bookstore could have a role in helping students find the best deal for books? (This issue will be placed on a future agenda for further discussion).
 - C. Prof. Evett: Questions have been brought forward about the ethics and legalities of faculty selling books to textbook buyers. The issue will be placed on a future agenda for further discussion.
 - D. Prof. Taylor: Do faculty have to provide printed syllabi for each student at the first class meeting or can faculty refer to a copy on screen and allow students to print out their own copies as desired? (Yes. Faculty aren't even required to go over the syllabus in class if a copy is available. DSPS does appreciate faculty verbally pointing out the DSPS announcement that is required in syllabi).
- IV. AS Executive Board Reports
 - A. President (Prof. Evett):
 1. Thanks to Prof. DeCarbo for stepping in for Prof. Evett who was unable to attend various meetings at the end of last semester due to the injury of her foot.
 2. Thanks to the Executive Board for helping with the end-of-semester Senate dinner. Thanks also to Prof. Gause for helping and to Prof. Isbell for hosting.
 3. Professional development:
 - a. Business and Career Technical Education Dean Doughty was able to find funds for seven faculty to attend the Online Teaching Conference 2014 in June at San Diego.
 - b. Pres. Vazquez was able to advocate for funds from the Chancellor to send five faculty to the Teaching Professor Technology Conference which will be held in Denver in October 2014. Prof. Frost, Prof. Diaz, and Prof. Lamourelle are planning to attend and present at that conference.
 - c. The Faculty Development Committee (FDC) wants to expand and become the Professional Development Committee.
 - d. Faculty who receive college funds to attend conferences should be required to submit a report of what they learned for the edification of the rest of the faculty. The FDC working out the details.

- e. The FDC will need to create a policy on determining which faculty receive professional development funds.
 - f. The District has stated in the past its support for professional development. It is nice to see funding demonstrating this support.
 - g. Prof. Smith mentioned an annual T³ International Conference regarding technology that could be put on a list of possible conferences to fund in the future.
4. Faculty hires:
 - a. SCC is currently planning to hire two positions: Water Utility Science and Mathematics.
 - b. Two other positions, English and Sign Language, are being flown. Applicants are being informed that these two positions are pending funding.
 5. Naming of facilities:
 - a. A request was made to name the SCC Library after the late Lorenzo Ramirez, who worked for desegregation in Orange County education.
 - b. A task force was created to discuss this request.
 - i. The task force includes 2 librarians, a faculty and classified member of the facilities committee, the dean from that area, a student, and the SCC foundation president or designee.
 - ii. The task force will bring forward a recommendation on this request to College Council.
 - iii. The District policies on naming buildings need to be updated and revised.
 6. Future meetings:
 - a. The division deans will be visiting the Senate this semester. The first visit will be from Dean Babeshoff at the March 18 Senate meeting. Forward questions for any of the deans to Prof. Evett.
 - b. There are two "as necessary" Senate meetings, one on April 29 and one on June 3. Prof. Evett will provide advance notice if these meeting need to be held.
 7. Encourage faculty to send updates and success stories to Prof. Evett to include in her Board reports.
 8. The K-12 system is transitioning to the Common Core State Standards (CCSS). Even though the K-12 system will be responsible for the implementation, community colleges can offer input and support. Community colleges also need to be aware of how incoming high school students will have been affected.

B. Vice President (Prof. DeCarbo):

1. Prof. DeCarbo is not planning to run for Senate Vice President next year, but may run for Secretary/Treasurer.

C. Secretary/Treasurer (Prof. Wagner):

1. Prof. Wagner is not planning to run for Senate Secretary/Treasurer next year.

D. CIC Chair (Prof. Rutan):

1. The Kinesiology and Geography transfer degrees were approved effective for Fall 2014. SCC has a total of 17 transfer degrees. SCC is the only college in Orange County which has met its target (and beyond) for transfer degrees.
2. Business Administration is the most popular transfer degree at SCC with over 50 issued last year. The Psychology transfer degree is the second most popular.
3. Governet is behind on the CurricUNET upgrade. Our District pays Governet \$20,000 each year to maintain our CurricUNET systems. The upgrade will hopefully be in place for Fall 2014.
4. The next CIC meeting will be on Monday, February 24, at 2:00 in B-208.
5. If faculty miss the June deadline to submit curriculum, they run the risk that their course may not be offered next year.
6. Prof. Rutan may run for Senate Vice President next year.

V. ASG Report (none)

VI. Action

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

1. Moved by Prof. Nance and seconded by Prof. Shekarabi.
2. The Senate broke into groups and discussed pros and cons.
3. Information:
 - a. In the past, the SCC Academic Senate contributed \$500 each year to a scholarship.
 - b. A few years ago, the OSHER Foundation offered the possibility of a perpetually funded scholarship if the Senate was able to raise \$13,000.
 - i. The possibility went to the faculty for a vote and was overwhelmingly passed.
 - ii. Through donations and a contribution of \$4000 of Senate funds, the money was raised.
 - iii. The new scholarship is \$1000 each year and requires no further Senate funds.
 - c. The Senate later learned that the scholarship needed to have a BOG waiver requirement.
 - d. Of the 68 applicants last year, 34 had at least a 3.5 GPA, and only 15 of those received BOG waivers and were eligible for the Senate scholarship.
 - e. About 4.2% of the \$165,000 available in SCC scholarships comes with a BOG waiver requirement.
 - f. The SCC Foundation is willing to buy back our scholarship.

4. Pros:
 - a. If the Senate is not contributing to a scholarship, Senate money will be available for other activities.
 - b. Individuals can decide which scholarships, if any, they wish to contribute to.
 - c. If the Senate does decide to offer a different scholarship, we can determine whatever criteria we want.
 - d. Because the Foundation is willing to buy the scholarship, the scholarship would still be available to students, just under a different name.
 5. Cons:
 - a. Logistical difficulties:
 - i. Since a vote of the entire faculty was taken to purchase this scholarship, a vote of the entire faculty would be needed to discontinue it.
 - ii. Money would need to be returned to all those individuals who made additional contributions to purchase this scholarship.
 - b. The current scholarship is funded in perpetuity. The Senate would either have to contribute annually, as in the past, or not participate in a scholarship.
 - c. The Senate would be unlike many of our sister colleges and no longer have a scholarship for students.
- 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—First reading
1. Moved by Prof. Nance and seconded by Prof. Rutan.
 2. The policy details how a student may be able to use coursework from other colleges toward an SCC transfer degree.
 - a. A transfer degree can vary between colleges in regards to the specific courses required. The policy would allow students to get credit even if SCC doesn't offer the specific course in question.
 - b. If the course from another college has an appropriate CID number, SCC must accept it.
 - c. If there is no CID number for a course, students would need to petition the appropriate discipline at SCC.
 - d. Students would still need to take at least 12 units at SCC in order to be eligible for an SCC transfer degree, but these 12 units need not be in the major.
 3. How do the CSUs view reciprocity agreements?
 - a. Once a community college grants a transfer degree, the CSUs must accept it.
 - b. If a student has more than 60 units, the CSUs can determine which 60 units to accept.
 4. Prof. Aguilera wrote the policy; it is similar to other reciprocity agreements across the state.
 5. Accepting military credits is still an ongoing discussion.
- C. Resolution SP2014.3:** Adoption of Strategic Enrollment Management Implementation Plan—First reading
1. Moved by Prof. Nance and seconded by Prof. Shekarabi.
 2. The plan details four phases on the way to implementing an enrollment management plan at SCC.
 - a. SCC is currently between phase I and phase II.
 - b. The Enrollment Management Committee (EMC) has been looking at data elements and reports that would help department chairs to analyze enrollment information.
 - c. The EMC is also working to determine what SCC is as an institution and to establish a baseline regarding our student population and the courses we offer. This information is necessary to determine our intentions for expansion or contraction of the college.
 - d. The information will be presented to the campus community for discussion and feedback.
 - e. A possible goal is to have multiyear scheduling.
 3. Comments:
 - a. It feels like scheduling decisions have been based on FTES. Hopefully the new plan will encourage us to also look at other factors when determining how our college will grow or contract.
 - b. There is discussion about eliminating the current board policy about the twenty student minimum number for most sections to be offered. Instead, programs could be told the number of FTES they are expected to generate and given a certain amount of funding. Each program can then determine how they wish to allocate their money.
 4. Some typos were corrected.
- D. Resolution SP2014.4:** Accelerated One-Year Degree—First reading
1. Moved by Prof. Shekarabi and seconded by Prof. Elchlepp.
 2. Background:
 - a. The accelerated one-year degree was discussed in some depth in the Senate in previous semesters, but no formal position was ever documented.
 - b. The issue was also discussed at the recent Faculty Forum.
 - c. Comments/questions:
 - i. The number of units needed at any one time will be difficult for many students to satisfactorily complete.

- ii. Will students in an accelerated one-year degree be guaranteed to get into classes? Will the summer and intersession be expanded enough to guarantee class availability?
- 3. Comments on the resolution:
 - a. The second resolve supports the possibility of other alternate program/degrees offerings to meet the needs of students.
 - b. The CTE possibility mentioned at the Faculty Forum was not really an accelerated one-year degree and would fit within the second resolve.
 - c. The first resolve could be changed to read “Resolved, That the Academic Senate of Santiago Canyon College rejects the offering of an accelerated *one-year program* or degree at this time;”
- E. **Resolution F2013.13:** Affirmation of Enrollment Management Committee Governance Handbook Description—Second reading

The motion to approve resolution F2013.13 was passed without dissent (moved by Prof. Rutan and seconded by Prof. Freidenrich).
- F. **Resolution F2013.14:** Addition of a Standardized Schedule for Committees and Meetings at SCC—Second reading
 - 1. Not all committees are on the schedule. Some committees don’t meet as regularly and can work around other meetings.
 - 2. A block schedule was utilized to make it easier for student representatives to attend committee meetings.
 - 3. The schedule will allow for predictability so that faculty can plan their class schedules around meeting times.
 - 4. The Enrollment Management Committee was moved to Thursday from Tuesday.
 - 5. The Budget Committee is still first and third Tuesdays, but the “as needed” will be the first Tuesday.
 - 6. College Council is scheduled to start thirty minutes earlier.
 - 7. The schedule is just a recommendation which needs to be brought to College Council and would not go into effect until Fall 2014.
 - 8. **The motion to approve resolution F2013.14 was passed without dissent** (moved by Prof. Nance and seconded by Prof. Taylor).

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

VII. Discussion Items

- A. Request to Apply for a California Career Pathways Trust Grant:
 - 1. The request was presented at College Council last week.
 - 2. It is a new opportunity in teacher preparation.
 - a. The new state standards in science will require interconnections across multiple disciplines.
 - b. Technology and engineering concepts would also be linked into the education of science.
 - c. Many K-12 science teachers would need to be trained differently in order to implement these standards.
 - d. A group of colleges would work together to improve the science education in the future teacher pathway.
 - 3. There are significant personnel and facilities requirements, as well as the need to institutionalize in the fifth year of the grant.
 - a. Hopefully, after the program is running for four years, it will pay for itself in the fifth year.
 - b. It is possible to have a non-tenured full-time faculty position, which doesn’t interfere with our current hiring process.
 - c. There is some overlap with the current Bio-Tech program. Money is available for curriculum development.
 - d. The grant/project group would like to have a dedicated space.
 - 4. Comments/questions:
 - a. Will mathematics classes be impacted because of additional science students needing prerequisites?
 - b. Prof. Perry did a lot of work and a great job in positioning SCC to go for this grant. The money is available and if SCC doesn’t jump on board, someone else will.
 - c. When we agree to grants, we are not just accepting free money for the duration of the grant, but we are making some level of commitment to continue in a particular direction in the future.
 - 5. Ideally, grants will run through both the Planning and the Enrollment Management Committees.
 - 6. Faculty should let the College Council representatives know how you would like them to vote.
- B. Senate Representative Faculty Groups:
 - 1. Senators were reminded about their responsibility to contact their faculty groups, give them a brief update of this meeting, and ask for input for future votes.

VIII. Summary Reports Discussion (no reports)

Meeting Adjourned at 3:00 p.m.

Respectfully submitted,

Joyce Wagner SCC-AS Secretary/Treasurer

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Salcido, Andrew 2015

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Shields, Jolene 2015

Counseling & Student Services

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Matthews, Evangeline
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Secretary/Treasurer

Wagner, Joyce 2014

Curriculum

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:

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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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.'

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

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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)

**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 | |

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.