I Welcome

II Approval of Minutes
August 25, 2014 (Womack/Mettler) approved without dissent.
September 2, 2014 (Rutan/Howell) approved without dissent.

MOTION from the floor to change the Agenda (Mettler/Aguilar)
Discussion item A Student Equity Plan Update was moved after public comments without dissent.

III Public Comments
1 Professor Mettler, representative on the district HR committee reported that input is needed on the new ARs (Administrative Regulations) for full time and administration recruitment; please review the ARs that will be forwarded from AS President Evett and prepare for future discussion.
2 Professor Smith will be attending the FACC conference next week to discuss the Board of Governors’ Legislative agenda, please send him any feedback or concerns.
3 Professor Smith will be attending the CCC Independent annual Fall Fest on October 23-25, there are two available spots, if interested, contact him.

IV AS Executive Board Reports
A President
1 A letter of thanks from the 2013-14 Senate Scholarship was circulated.
2 Gratitude was expressed for the kind words students shared with the Board at the last meeting.
3 The senate website was reviewed and commented upon, indicating where resources can be found.
4 Particular attention was given to the PIE (Planning and Institutional Effectiveness) link that contains:
   a The prioritization rubric and timeline
   b A request form for resources
   c A facilities request form
   d A year at a glance (reminder, requests must be in by end of October).
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5 A prioritized list from PIE has been passed in College Council.
6 Hiring process timeline was reviewed:
   a All hiring requests must be in by October 10th
   b All packets will be distributed by October 14
   c Senator Rankings will be due 11 a.m. October 28
   d Rankings results will be reported November 4

B Vice President
1 The board approved the tentative budget, with an assumed 2.75% growth across the District.
   The budget assumes this growth can be reached without spending additional funds.
   This budget does not address the ongoing structural deficit yet somehow expects more to be done
   with less.
2 Faculty committee assignments are now complete.

C Secretary/Treasurer
1 Regarding the data for hiring packets, all current requests were announced and Senators were asked to
   ensure if there were any members from their respective discipline groupings that planned on submitting a
   packet that had not yet asked for the necessary data.

D CIC
1 There will be an informal meeting with SAC to discuss shared curriculum.

V ASG Report Peter Martin Vice President of the Senate
A Hosted a 9/11 Remembrance Day by sending condolences letters to families of the fallen.
B Club Rush will be held September 23-24 in Strenger Plaza
C September 25 at 7:30 will be an outside screening of the movie Up.

VI Summary Reports Discussion
None

VII Action
First Reading:
A Resolution F2014.3 (Umali Kopp/DeCarbo)
1 Professor Umali Kopp presented the resolution and the proposed criteria.
2 Typos and updates were noted.
Discussion:
1 Kudos to Professor Umali Kopp for taking the initiative as a new Senator to create the criteria and
   assist in writing the resolution.

Second Reading:
A Resolution F2014.1 (Dela-Cusack/Rutan)
1 The resolution was modified from the previous to express the Senate’s support of the efforts of the
   BSI tasks rather than to specifically institutionalize them.
Discussion:
None
The resolution passed without dissent.
A Resolution F2014.2 (DeCarbo/Freidenrich) (Umali Kopp abstentions)
1 Sec/Treas. DeCarbo announced that Profs. Shields, Freidenrich, Tragarz and Taylor agreed to serve
   on the task force.
Discussion:
1 Professor Umali Kopp reported that some faculty asked that moving into new buildings should be
   considered by the Task Force but she believes (and was assured) that this was outside of the governance
   structure.
The resolution passes without dissent (1 abstention – Umali Kopp)

VIII Discussion Items

A Student Equity Plan Update

1 Associate Dean of Student Development, Lorrie Jordan, explained that every Community College must have a student equity plan, that addresses Access, Course Completion, ESL and Basic Skills Completion, Degrees and Certificates Completion and Transfer.

The purpose of the plan is to discover if there are any disparities present within this data amongst unique classifications of students based on such things as ethnicity and socio-economic class.

The plan was extended to include foster youth and veterans.

In 2005 SCC submitted a plan to address some of the noted disparities.

This will now need to be done every three to five years.

Our next Plan is due January 2015.

For the specifics visit: Student Equity Plan Template - California Community ...

2 Research specialist, Rudy Tjiptahadi, explained portions of the current data.

a For instance, are degrees and certificates awarded in proportion to the various groups seeking them.

b Looking back at the past two years of those seeking transfer and compare those various groups to those that actually transferred.

c Basic skills looks to the metrics established and accomplishment by various groups.

3 Professor Carr-Rollitt discussed that this is the first time money is attached to the Student Equity Plan.

All of the activities that are part of the plan need to be tied to allowable allotments.

This money can be spent on outreach, student services and programs, research and evaluation, student equity coordinator, student equity planning process, profession development, adapting courses, and assist programs that do not generate FTES.

The money must be spent this year.

There has to be an annual report filed on all activities and outcome assessment of the plans.

75 million was distributed to the Community College districts this year based on FTES, Pell Grants, Education Attainment by Zip Code, College District participation rate looks to number of eligible 18 to 21 year olds and poverty rate (a combination of less than $25,000 a year and unemployment rate).

a RSCCD was awarded $1,611,247.00

b The money is given to the district and the colleges must determine how they will be divided.

c The conversation between the colleges is happening between VPs of Student Services.

d The current proposal is three of these factors be considered: FTES, Pell and poverty rate.

e For SCC this would probably equate to 26.2% and may go to 28%. (approx. $422,378.00)

B Common Core:

1 Overview

A list of what students should know in English Language Arts and math from grades K – 12

It will replace existing state standards in 45+ states

While it seems to originate in the states, there is a definite role being played by the Gates foundation and federal government.

There was a strong incentive from the Federal government to join Common Core

The goal is to have a comprehensive learning environment.

An environment that uses discovery rather than lecture.

Conceptual understanding seems to be key.

2 California

California joined and is now at the point of assessment.

California has strongly avoided having common core assessment be connected with teacher evaluation.
California is now joining the science portion.
California has added 15% more to the common core.

3 Shift in English Arts Literacy
The focus will be more on text complexity.
Shifting from literature to informational content.
Students are asking to defend answers rather than just bubbling in responses.
Striving to use vocabulary across curriculum
Writing expects students to compose arguments
Other strands include speaking and listening.

4 How does this affect the community colleges?
Students will be used to a different approach
Teacher training will need to reflect the new standards.
It is unknown when the common core will impact the community colleges as it is just beginning.
Students may have different math course sequencing
There is talk that students will be able to enter the community college without need for placement testing.

5 Assessments
Exams will be administered regularly.
Question types move away from multiple choice and include performance assessment.
For samples and more information visit: http://www.smarterbalanced.org/

6 Pros of common core
Internationally benchmarked
States can compare with one another and students can move
Scoring will be done at a national level
Increase higher thinking skills
Collaboration can be done

7 Cons of common core
Federalism
Textbooks have to be rewritten quickly
Technology must be updated
States will not be able to experiment
100% of schools population will be assessed and perhaps be held back.

8 President Evett encourages the faculty to assist our K-12 colleagues by offering our experience in different teaching methodologies.

C SB 850 Baccalaureate Degree Update:
1 May 27th SCC reported to the board an informal recommendation that they were not in favor of pursuing the Pilot program.
2 September 8th BP 4026 appeared on the Board docket.
3 President Evett summarized the legal power of the Senate as granted in Title V section 53200, Education Code section 70902 (b)(7), Title V Section 53202 A, B, C Title V Section 53200 (d), and AB 1725
4 BP 2510 states that the Board will consult collegially with the Senate as specified in BP 2410.
5 During our last Accreditation the District recommendation number 3 was to establish a policy for conversation between the Board and employees, SOME BOARD POLICY acts in accordance with its own bylaws
6 The conversation about the lack of process is in progress, particularly regarding how the BP made it to the agenda without consultation; neither AS President Evett or Zarske believe the posting of an agenda constitutes a collegial consultation.
7 AB 1785 has not yet even passed legislation yet there is Board policy being created to enact it.
8 The Faculty at SCC has done their due diligence and investigated if there may be a need for BA in Water Utility Science and the Dean of IE&A is investigating the possibility.
9 At SAC automotive and welding/engineering are looking into the possibility.
10 Once reminded of the past events, President Evett asked if the Senate whether SCC should participate in the pilot.

Discussion:
The Senate is concerned that process is not being followed and is cautious about proceeding.
The Senate is concerned that there is a lack of infrastructure, facilities and resources.
If SCC is currently in deficit spending, then spending money without any certainty is unwise.
There is no particularly unique reason to participate in the pilot program and by waiting, if and when SCC is prepared to act, it will be from a much more informed place.
The Faculty is not opposed to investigating offering a Bachelor’s program but wants to proceed with the students’ best interest in mind.
What if there is no market for the degree?
What of upper division general education courses?
Would these 30 students take every class together for the next four years?
How will all of the required classes be offered by one non-tenured faculty member?
Where would additional faculty come to teach unstaffed courses?
Current math requirements for Water Utilities is N60, for a student to be BA degree ready, the math sequencing may take a considerable amount of time
Doesn’t the bill state that not only must the college show there is a need, but then track that student’s success as a result of the program?

Upon completion of discussion, the senators were polled to see if any were in favor of pursuing the pilot program, of all members present, not one was interested.

IX Moved to adjourn (Rutan/Deeley)