AGENDA
2 December 2014
1:30 pm – 3:00 p.m.
Academic Senate Room A-211

I. Welcome

II. Order of the Agenda

III. Approval of Minutes
   A. 18 Nov. 2014

IV. Public Comments (2 minute limit per person)

V. AS Executive Board Reports (15 minutes)
   President, Vice President, Secretary/Treasurer, CIC Chair

VI. ASG Report (5 minutes)

VII. Summary Reports Discussion (5 minutes total)

VIII. Action (25 minutes)

First Reading
   A. Resolution F2014.13: Adoption of Fall 2014 Revised Curriculum & Instruction Council Governance Handbook Description

Second Reading
   B. Resolution F2014.10: Support of Adopting the Revised “Procedures and Requirements Attendant to BP6117”
   C. Resolution F2014.11: Support of Santiago Canyon College Curriculum & Instruction Council Recommendation on Determining Maximum Course Capacity
   D. Resolution F2014.12: Support of Planning & Institutional Effectiveness Committee Recommended Revisions to the “Request for Authorization to Apply for a Grant”

IX. Discussion Items (20 minutes)
A. **Academic Senate Committee Task Force Update**: Task Force Chair and Secretary/Treasurer Michael DeCarbo will provide an update regarding the task force’s progress on completing its charge. (1-10 +1) (10 minute discussion)

B. **RSCCD Branding Research Survey Results**: Discussion of the results from the RSCCD Branding Study last spring led by President Corinna Evett. (1-10 +1) (10 minute discussion)
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.
SCC Academic Senate Minutes – DRAFT
Senate Business Meeting November 18, 2014

Senators Present
Leonor Aguilera
Cari Cannon
Steve Deely
Lisa Dela-Cusack
Elizabeth Elchlepp
Alicia Frost
Scott Howell
Evangeline Matthews
Mary Mettler
Matthew Musselman
Craig Nance
Andrew Salcido
Jolene Shields
Mike Taylor
Christine Umali Kopp
Melinda Womack

Senators Absent
Phillip Crabill
Shawn Cummins
Leah Freidenrich
Eric Hovanitz

Senate Executive Board
President Corinna Evett
Vice President Craig Rutan
CIC Chair Joyce Wagner
Sec/Treas. Michael DeCarbo

ASG Representative
Nathan Underwood

Guests
Tiffany Gause
John Smith

I  Welcome

II  Order of the Agenda

III  Approval of Minutes
November 4, (Womack/Howell) approved without dissent.

IV  Public Comments
1  Professor John Smith announced that he will not continue to serve as a part of FACCC and let it be known that the Faculty should find a new representative.
2  Professor Smith lauded the work done at SCC regarding committees in light of information from the CCCI about issues at community colleges in the Bay area.
3  Professor Womack announced that Professor Tara Kubicka-Miller is facing serious health issues and if any would like to assist the family during this period they should investigate mealtrain.com.
4  Professor Mettler reported from the District HR committee that advertising for hiring is paid by the District and they are working on the administrative hiring regulation.
5  Professor Dela-Cusack reported that the child care center is raising rates by 40 to 50%.

V  AS Executive Board Reports
A  President
1  President Evett asked Professors Womack and Aguilar to investigate if and how the Senate could support the Kubicka-Miller family.
2  The Board positively acknowledged recent work done by the faculty.
3  There is still discussion regarding the Baccalaureate degree, and it has been agreed upon that it will be done collegially and in consultation.
4  Protests over increases at fees the UCs will occur November 19, across the state.
5  President Weispfenning has created a faculty hiring list that will be made public this week, the President’s list does not seem to be significantly different from the one offered by the faculty.

B  Vice President
No report

C  Secretary/Treasurer
Senate Business Meeting November 18, 2014

No report

D CIC

1 At the last meeting over 140 courses came through for review.
2 5 visitors from the Apprenticeship training trusts attended and answered questions about their programs and courses.

VI ASG Report - Senator of Innovation and Sustainability Nathan Underwood

A ASG supported the Mud Run to help raise over 100,000 for Multiple Sclerosis.
B ASG was pleased to host the Board meeting on October 27, 2014.
C ICC has listed 18 new clubs that will soon be trained to operate budgets and hold meetings.
D On Thursday November 30, Osmosis Jones will be screened outdoors in front of the Library.
E 16 students participated last weekend at the Student Senate for CCC in Los Angeles.
F ASG will still look to the Faculty to assist in the administration of sustainability survey.

VII Summary Reports Discussion

No discussion

VIII Action

First Reading:

A. Spring 2015 FLEX Calendar (Deeley/Womack)
Professor Gause explained that the schedule should reflect the Faculty request for more classroom specific instruction.
Professor Nance asked that the committee look into the mandatory department meeting dates and perhaps moving the adjunct meeting to Thursday.
Professor Nance moved to suspend the rules to consider the Flex schedule (Rutan); the motion passed without dissent.
The calendar is adopted without dissent.

B. Resolution F2014.10: (Musselman/Howell)
   Support of Adopting the Revised “Procedures and Requirements Attendant to BP6117”
Professor Wagner discussed the need to revise the policy so that a shared course have the same numbers, titles, hours, units, and repeatability. Requisites should match as much as possible.
In addition, shared courses should be in similar “family” groupings.

C. Resolution F2014.11: (Rutan/Womack)
   Support of Santiago Canyon College Curriculum and Instruction Council Recommendation on Determining Maximum Course Capacity
CIC Chair Wagner reported that upon multiple conversations within the CIC and CIC Technical, a blanket policy could not be adopted across the curricula.
While a specific policy could not be proposed, the CIC did send forth a series of considerations to be used in the setting of a course capacity.
The recommendation is that each department construct a memorandum of understanding regarding a course capacity cap with the respective dean for each course offered.
It was suggested that FARSCCD be included in the conversation regarding the policy.

D. Resolution F2014.12: (Mettler/Howell)
   Support of Planning & Institutional Effectiveness Committee Recommended Revisions to the “Request for Authorization to Apply for a Grant”
President Evett identified and explained the need for the changes; most changes reflect a clearer line between budget and planning.
Professor Rutan asked whether under the personnel section that faculty position requests should be noted as tenure or non-tenure track.
Discussion revolved around how the grant process does not operate in conjunction with the Senate Faculty Hiring Request.
It was suggested that the form stipulate if a faculty position (tenure or non-tenure track) is requested it must be approved by the senate.

Second Reading

A  Resolution F2014.8 (Mettler/Womack)
   Adoption of Fall 2014 Student Success and Equity Committee Governance Handbook Description.
   The resolution passes without dissent.

B  Resolution F2014.9 (DeCarbo/Nance)
   Adoption of the Santiago Canyon College “In the Spirit of Steve Kawa Day”
   The noted day, “October 30” was replaced with the “last Thursday of every October”.
   The resolution passes by acclimation (DeCarbo/Rutan)

VIII Discussion Items

A  Plenary Highlights
1  Professor Mathews expressed how she was impressed with the representation and dedication of the SCC AS Executive Board. She discussed changes to Career Development Career Placement and Adult Basic Education.
2  Professor Mettler discussed the exciting and successful passing of a resolution authored by President Evett and Vice President Rutan. She noted the prominent role Vice President Rutan has, and is, playing in the construction of the common assessment tool.
3  Professor Wagner discussed changes to curriculum and how the recent initiatives are dovetailing together. The State Chancellor’s Office is working on a common program review tool that she is investigating.
4  Professor DeCarbo discussed how SCC is ahead of the game regarding CDCP, adult education consortia and how the Faculty at SCC were much more informed about the accreditation process than faculty members from other colleges currently going through the process.
5  Professor Evett discussed how the need for child care came up in many of the student equity conversations.

IX Moved to adjourn (Deeley/Nance)
Committee: Enrollment Management Committee
Meeting Date: November 20, 2014

1. Discussion items:
   • The student representative asked about including notation on transcripts indicating service in associated student government. The EMC raised concerns and suggested other alternatives.
   • Past documents regarding the philosophy and mission of the EMC were reviewed.
   • Possible EM goals were presented.
   • Questions about what the final EM plan would look like and how it would affect the college were raised and discussed.
   • There was a presentation about grants and how they affect EM.
2. Duties met:
3. Actions proposed: An SCC survey asking for views about EM and current issues/problems that need to be addressed.
4. Events Planned:
Summary Report

Committee: Student Success

Meeting date: Monday, September 22, 2014

Discussion items:

- Student Success & Equity Committee
  - Approved by Senate and going to College Council
- Math – Student Success Seminars
  - Review of math concepts prior to start of classes
  - For students taking Math 105, 203, 140, 150, 160, 170, 180, 185, 280 or 287
  - Starting Flex Week 2015
  - Math faculty are volunteering their time. Thank you!
- Common Assessment Initiative Feedback
  - Administrator listserve is questioning the feasibility of obtaining a writing sample
- Student Equity Plan update
  - Approved by Senate going for second read at College Council. Need Board approval then reorganization prior to hiring positions.
  - Guidelines for funding requests need to be established

- Subcommittee established - Marilyn Flores, Diana Babayan and Tam Nguyen

- High School Family Night – Attended by 340 guests, 140 Students from 21 schools

Actions proposed:

- Equity subcommittee will bring draft for funding requests

Events Planned:

- High School Counselors’ Breakfast - December 5
- Crossroads Math – January 22
- Crossroads English – January 23

Resources needed/acquired/allocated: n/a
Summary Report

Committee: Professional development Committee
Meeting Date: November 25, 2014

Content

1 Discussion items:
   a. Status of flex calendar
   b. Resource requests
   c. Professional Development Conference and coggle

2 Duties met:
   a. Flex calendar is ready and was approved by the senate
   b. Classified staff survey was sent out

3 Actions proposed:
   a. Flex calendar to be sent to all faculty
   b. Resource requests will be sent to Aracely Mora

4 Events Planned:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 (September 22)</td>
<td>Send email for repeat sessions (Done)</td>
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<tr>
<td>7 (October 6)</td>
<td>First general call for proposals (Done)</td>
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<tr>
<td>9 (October 20)</td>
<td>Second general call for proposals (Done)</td>
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<td>11 (November 3)</td>
<td>All proposals are due and finalized</td>
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<td></td>
<td>Put calendar together(Done)</td>
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<tr>
<td>13 (November 17)</td>
<td>Senate approval (depends on meeting schedule) (Done)</td>
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<tr>
<td>14 (November 24)</td>
<td>Send an all faculty email with calendar</td>
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5 Resources needed/acquired/allocated:
The committee will request $5000 (for speakers) and $3000(for conference attendance) for professional development for the academic year 2015-2016
SAC SENATE SUMMARY REPORT
November 25, 2014

V Reports
A President
1 Rostrum with two articles by Faculty at SCC
2 SAC President Martinez has responded to some inaccuracies to a preliminary accreditation report.
3 ASCCC is looking for two members to sit on the Board of Governors.
4 Still looking at Occupational Therapy as a possible submission for the BA pilot program.
B Secretary/Treasurer
1 None
C Curriculum
1 Monday, December 1, will be the last meeting of the year, KUDOS to all that have been serving above and beyond.
D Facilities
1 Dunlop Hall construction is running three weeks behind schedule.
2 The H building will now be available to be scheduled for the Intersession.
3 Faculty and Staff Emergency guides will be posted in all of the classrooms.
4 A lot of concern was voiced about the hazards posed by current construction (for a long long time)
E Planning & Budget
1 An extra 56 FTES was found in the 2013-14 year and will be applied.
2 The need for market plans was brought up at the District Council and the Colleges have been charged to construct a plan.
F TAC
1 The new front page of the District ITS website was highlighted.
2 The Faculty at Home Adobe Suite process was discussed, do NOT auto-renew.
3 The Faculty at Home Office Suite process was discussed.
4 The process for Adobe suite for faculty computers on the college has yet to be established.
5 Sharepoint 13 is coming.
G Student Success/BSI
1 A Faculty and Professional Development committee is being created.
2 BSI will be voting on how to allocate $230,000.
H Teaching Learning Committee
1 All institutional learning outcomes must be assessed.
2 A step-by-step process was presented.
3 The Senate was made aware of the proposed process
I FARSCCD
1 If a Faculty member feels obligated to sign something by a dean and is uncomfortable with the request, ask for copies and time to review the documents before signing.
J SCC
1 The five resolutions at the last meeting were shared.
K ASG
1 Many members of ASG attended Student Senate Conference two weeks ago in LA.
Native American Heritage celebration was held last week.

VI Topics
A Omar Torres – New Vice President of Instruction
1 Omar Torres introduced himself to the Senate and entertained questions.
2 He is a former faculty member in Chemistry from Moorpark that became a dean at the College of the Canyons and is now at SAC.
3 He recognizes that department chairs are “frontline” managers and encourages conversation.
4 Dean’s meetings minutes are now posted and will be continued to be posted on the Academic Affairs website.
5 The Academic Affairs Advisory Council minutes are now available on the website.

VII Action Items
A Student Equity Plan – Sara Linquist
1 Highlighted sections of the proposed Santa Ana Student Equity Plan
2 Particular emphasis was made to the change in leadership, the expansion of the Student Success committee to include Student Equity and extended hours for learning centers.
3 Attendees of conferences that are funded for Student Success and/or Equity will be required to make their participation public on the Professional Development Page and be willing to share any information as requested by others on campus.
4 The Student Equity Plan was approved without dissent
Resolution F2014.13

Adoption of Fall 2014 Revised Curriculum & Instruction Council Governance Handbook Description

Moved:

Seconded:

Whereas, The Curriculum & Instruction Council (CIC) is part of the participatory governance structure at Santiago Canyon College; and

Whereas, There has been increased regulation and expectations for online and hybrid courses and the Distance Education Coordinator has the expertise to help the CIC ensure that SCC is in compliance; and

Whereas, several title changes were needed to maintain accuracy;

Resolved, That the Academic Senate of Santiago Canyon College support the adoption of the Fall 2014 revisions to the CIC Governance Handbook description.

Date Presented: 2 December 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)
CURRICULUM & INSTRUCTION COUNCIL

Mission
The Curriculum and Instruction Council fulfills the state-mandated role of certifying the academic integrity of all credit and non-credit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to rely primarily on the advice of the Academic Senate with regard to curriculum; for example, establishing prerequisites, degree and certificate requirements, and grading policies. The Council is also part of the college and district collegial governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy.

Responsibilities
- Approve, review, and modify all course outlines
- Approve all catalog and policy changes affecting curriculum, instruction, degree and certificate requirements, standards of student participation, etc.
- Approve and modify all college academic standards and policies

Chair
The Chair of the Curriculum and Instruction Council Academic Senate President or designee will serve as chair.

Membership
1 Co-Chair or At-Large Academic Senate Appointee
1 At-Large Academic Senate Appointee
1 Chief Instructional Officer or Designee
1 Student
Articulation Officer
Distance Education Coordinator

15 Faculty - one from each of the department curriculum committees:
  - ACE & Reading
  - Business & Computer Science
  - Career Technical Education
  - Child Development and Education Studies
  - Communication
  - Continuing Education
  - Counseling and Special Services
  - English
  - Exercise Science
  - Fine and Performing Arts
  - Library
  - Humanities
  - Mathematics
  - Sciences
  - Social Sciences
*Dean of Career Technical Education or Designee Director of Apprenticeship
*Dean (credit)
*Dean (non-credit)
*Curriculum Specialist Support Services Assistant
*Graduation Specialist

*Non-voting resource/not counted toward quorum

Modified/Approved by College Council
Resolution F2014.10

Support of Adopting the Revised “Procedures and Requirements Attendant to BP 4020”

Moved: Professor Musselman
Seconded: Professor Howell

Whereas, The curriculum chairs from Santa Ana College and Santiago Canyon College met and determined that the proposed revisions would help clarify the requirements for common/shared curriculum;

Whereas, The District Curriculum Council approved the revisions through an email vote; and

Whereas, The Santiago Canyon College Curriculum & Instruction Council discussed and approved the revisions;

Resolved, That the Academic Senate of Santiago Canyon College support the adoption of the revised “Procedures and Requirements Attendant to BP 4020”; and

Resolved, That the Academic Senate of Santiago Canyon College forward the revised “Procedures and Requirements Attendant to BP 4020” to the College Council for further approval.

Date Presented: 18 November 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)
Procedures and Requirements Attendant to BP61174020

Introduction

In the best interest of students, the colleges in the Rancho Santiago Community College District have agreed to maintain a common curriculum, i.e., shared curriculum. The Academic Senates at Santa Ana College and Santiago Canyon College have endorsed this principle, and as a result, the Curriculum and Instruction Councils at each college have cooperated and acted in concert in every possible instance. This means a continuing and ongoing commitment to a common, i.e., shared curriculum within general education and transfer requirements. Also, each college should have the flexibility to develop in ways that best suit the needs of students at each college.

Purpose

The clear and practical curriculum procedures explained in this document will provide maximum student access and faculty cooperation between the two colleges, while preserving academic freedom and encouraging innovation.

Courses

Courses with the same number will have the same title, the same number of units/hours, equivalent requisites, equivalent repeatability, and basically the same course content. As a result, revisions of common, i.e., shared curriculum must be communicated between the respective departments at each college. Course Outlines of Record may be structured to allow each college flexibility in approach and emphasis as long as the content is basically the same. If, after serious and due consideration, one of the colleges wishes to make a substantive change to the course content or any change in the number of units, and the other does not agree, the college making the change must invoke a number change and handle all state requirements and articulation changes. In addition, common curriculum or courses that are equated (viewed as equivalent) that are considered active participatory in physical education, visual arts, or performing arts, and that are related in content, should be grouped the same at both campuses unless one campus does not offer a particular course.

Note: Due to the fact that transferable courses are articulated primarily on course description and content and are also reviewed for course purpose/objectives, textbook/materials, instructional methods, outside assignments, and standards of achievement, even a slight variation in any of the areas listed above may result in a different articulation outcome for a common course.
Resolution F2014.11

Support of Santiago Canyon College Curriculum & Instruction Council Recommendation on Determining Maximum Course Capacity—Fall 2014

Moved: Professor Rutan
Seconded: Professor Womack

Whereas, The Santiago Canyon College Curriculum & Instruction Council (CIC) was tasked to determine how the information in a course outline of record could be used in setting maximum course capacity;

Whereas, The CIC had multiple discussions about issues that could affect the determination of maximum course capacity and came to the conclusion that these issues went well beyond what was in the course outline of record; and

Whereas, Program faculty and their division dean are the individuals most aware of the different issues that could affect the setting of maximum course capacity;

Resolved, That the Academic Senate of Santiago Canyon College support the CIC Recommendation on Determining Maximum Course Capacity Fall 2014; and

Resolved, That the Academic Senate of Santiago Canyon College recommend to the department chairs that, in conjunction with their faculty and their division dean, they develop a written memorandum of understanding for the ideal maximum course capacity for each of their courses.

Date Presented: 18 November 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 Curriculum & Instruction Council Recommendation on Determining Maximum Course Capacity—Fall 2014

After discussions at the September 8 and September 22 Curriculum Technical meetings and discussions at the September 29 and October 6 Curriculum & Instruction Council (CIC) meetings, the CIC forwards the following to the Senate:

Conclusion: Maximum course capacity (course cap) is best determined through discussions and agreements between departmental faculty and their dean.

Considerations:
- Student success is the overall goal.
- In determining course caps, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
- Safety, Health, and State/Accrediting Regulations, along with Career Technical Education Advisory Committee Recommendations, and Contractual Agreements must be complied with.
- Course caps should not be based primarily on classroom size and/or equipment availability.
- Different faculty teaching the same course may disagree on ideal course size because of different teaching styles.
- The course outline of record is a tool to help guide discussions about course caps.
- Some pedagogical factors include, but are not limited to:
  - required papers, presentations, and projects
  - time needed to grade assessments
  - individualized attention/supervision needed for students

Approved by the CIC: October 20, 2014
Resolution F2014.12

Support of Planning & Institutional Effectiveness Committee Recommended Revisions to the “Request for Authorization to Apply for a Grant”

Moved: Professor Mettler

Seconded: Professor Howell

Whereas, Per its description in the Santiago Canyon College (SCC) Governance Handbook, the Planning & Institutional Effectiveness (PIE) Committee has the responsibility to “Review all requests to ‘Apply for a Grant’ and assess short/long term implications including financial viability”;

Whereas, The PIE Committee has discussed its process for fulfilling its responsibilities related to grants and, in so doing, determined that the SCC “Request for Authorization to Apply for Grant” document needed slight revisions; and

Whereas, The PIE Committee made slight revisions to the SCC “Request for Authorization to Apply for Grant” document that reflect the committee’s involvement in the grant application process;

Resolved, That the Academic Senate of Santiago Canyon College support the PIE Committee recommended revisions to the SCC “Request for Authorization to Apply for Grant” document.

Date Presented: 18 November 2014

Date Approved:
Request for Authorization to Apply for a Grant  
College Council  
Santiago Canyon College  
Planning & Institutional Effectiveness Committee Recommended Revisions Fall 2014

1. GENERAL INFORMATION:

   Project Title: _____________________________________________________________
   Project Initiator: __________________________________________________________
   Project Administrator: _____________________________________________________
   Project Coordinator: _______________________________________________________
   Grantor Agency: ____________________________________________________________
   Grantor Agency Deadline for Proposal: _______________________________________
   Funding Period: ____________________________________________________________

2. PROJECT DESCRIPTION/PLAN:

   Estimated grant amount: _____________________________________________________
   Match required: Yes □  No □  
   Estimated match amount: ____________________________________________________
   In-kind/Cash match requirement: Yes □  No □  
   Where will funds for match originate? _________________________________________
   Comments about match: _____________________________________________________

3. WHAT ARE THE PROJECTED FACILITIES REQUIREMENTS, IF ANY, AND HOW WILL THEY BE MET? AS A REMINDER, IF THE GRANT CALLS FOR FACILITY REQUIREMENTS AND SHOULD THIS GRANT REQUEST BE APPROVED, YOU SHOULD FORWARD A FACILITY NEED FORM TO THE FACILITIES COMMITTEE.

4. ANTICIPATED PROJECT PERSONNEL:

<table>
<thead>
<tr>
<th>Position Needed</th>
<th>FTE</th>
<th>Hourly</th>
<th>Existing/New</th>
<th>Funded Match In-Kind</th>
<th>Stipend or Release Time</th>
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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?

5. CURRICULUM (PROGRAM/COURSE) IMPACT:

6. IMPLICATIONS FOR THE COLLEGE/DISTRICT:

- How does this project relate to the mission of the college?
- How does this project relate to the goals and objectives of the college?
- How does this project relate to the goals and objectives of the program to which the grant relates?
- Where is the need for this project identified in the related program’s/unit’s EMP/DPP/Program Review?
- Will this project impact other departments/programs/units? Yes ☐ No ☒
- If yes, identify which department/program/unit and explain how you plan to include them in the planning process.
- Please list each department, the chair(s) to whom you spoke and whether or not the faculty in the department are willing to participate in the proposed project.
  - Department ________________ Chair(s) ________________ Willing to Participate Yes ☐ No ☐
  - Department ________________ Chair(s) ________________ Willing to Participate Yes ☐ No ☐
  - Department ________________ Chair(s) ________________ Willing to Participate Yes ☐ No ☐
  - Department ________________ Chair(s) ________________ Willing to Participate Yes ☐ No ☐
- How will project facilities requirements, if any, be met?

7. LONG TERM IMPLICATIONS FOR THE COLLEGE/DISTRICT:

- When funding ends, will this project be institutionalized? Yes ☐ No ☒
- If so, what is the estimated cost to fund this project?
- If not, what will happen to this project and the personnel involved with it? [NOTE: Any personnel hired in accordance with the grant will have bumping rights [per contractual agreements] upon the conclusion of the grant. In addition, if any tenured or non-tenured track faculty are to be hired in accordance with the grant, the proposal should also be presented in the Academic Senate for Santiago Canyon College.]

8. HAVE THE FOLLOWING BEEN ADVISED OF THIS PROPOSAL?

- ☐ Academic Senate President  ☐ Curriculum Committee Chair  ☐ Department Chair(s) of Department Impacted by Project
- ☐ EMPC Chair  ☐ RSCCD Research & Grants office
- ☐ Planning & Institutional Effectiveness Co-chairs

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

__________________________________________________________________________

Project Initiator: Date
10. Recommendations:

Planning & Institutional Effectiveness Committee Recommendation: Yes ☐ No ☐

Date: ____________________________

College Council Recommendation: Yes ☐ No ☐ Date: ________________________________

Academic Senate President Recommendation: Yes ☐ No ☐

11. Final Approval:

College President: Date
Rancho Santiago Community College District (RSCCD) is comprised of Santa Ana College (SAC) and Santiago Canyon College (SCC). The ‘District’ is currently seeking to uncover the key differentiating attributes of its two community colleges and to develop a distinct brand position for each that will:

- Identify the optimal positioning for each college aligned with RSCCD strategy
- Clarify the strengths, capabilities and issues associated with each college
- Differentiate SAC and SCC colleges within its O.C. competitive set
- Identify the perceived level of value delivered by its product and services
- Clarify the range of opinions held by its internal and external stakeholders
Young Company conducted primary research among stakeholders on SAC and SCC brands, brand associations and perceived value of its educational programs and services.

Key stakeholders:

- Students
- Faculty
- Administrators
- Classified Staff
- Community Employers
The process entailed individual assessments with select faculty and community employers and a Web-based survey for students. The results of a thorough assessment identifies:

- Positive and negative attributes
- Key drivers that motivate brand engagement
- Trends, opportunities and barriers
- Competitive preferences
- Existing perceptual gaps between internal and external stakeholders
Fifty-one professionally managed and scheduled interviews were conducted between March 25 and May 30, 2014 at the convenience of each participant. The questions we scripted and the time spent on each interviewed ranged between 30 and 45 minutes.

<table>
<thead>
<tr>
<th></th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Administrators</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Classified Employees</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Employers in the area</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Student Government</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Online surveys were emailed to students at both schools on April 15, 2014. A second email was sent on May 7 to increase the number of male respondents. Based upon school statistics it appears that those students with a vocational emphasis are under-represented.

<table>
<thead>
<tr>
<th></th>
<th>Santa Ana College</th>
<th>Santiago Canyon College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invites Sent</td>
<td>20,647</td>
<td>8,783</td>
</tr>
<tr>
<td>Invites Received</td>
<td>20,082</td>
<td>8,739</td>
</tr>
<tr>
<td>Responses</td>
<td>1,307</td>
<td>677</td>
</tr>
<tr>
<td>Response Rate</td>
<td>6.5%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Bounce Rate</td>
<td>565 / 2.7%</td>
<td>44 / .05%</td>
</tr>
</tbody>
</table>
SAC is better known for its career and vocational training then for college transfer.

There is a clear opportunity to promote the success of the vocational programs.

The college trails other OC community colleges in transfer rates and completions.

There are a number of perceptual gaps, especially between the students and faculty/staff.

Some believe that the brand is tarnished by its association with the city of Santa Ana, especially from people outside the school.
Executive Summary – Santiago Canyon College

- A strong majority of respondents believe that the SCC brand name is favorable to very favorable.
- SCC is better known for its transfer program but there is still a strong positive perception for its vocational programs.
- Water Utilities and Robotics are clearly a promotional opportunity for the college.
- SCC is on par with the higher ranked OC community colleges.
Q1. Over time, a college can earn a good reputation and its brand name become synonymous with that reputation. How would you rate the brand name Santa Ana College/Santiago Canyon College?

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very favorable</td>
<td>35% / 38%</td>
<td>0% / 17%</td>
<td>30% / 40%</td>
</tr>
<tr>
<td>Favorable</td>
<td>45% / 48%</td>
<td>50% / 83%</td>
<td>42.6% / 47%</td>
</tr>
<tr>
<td>SW favorable</td>
<td>20% / 14%</td>
<td>50% / 0%</td>
<td>19.2% / 10%</td>
</tr>
<tr>
<td>Not favorable</td>
<td>0% / 0%</td>
<td>0% / 0%</td>
<td>6.1% / 2%</td>
</tr>
<tr>
<td>Do not know</td>
<td>0% / 0%</td>
<td>0% / 0%</td>
<td>2.1% / 1%</td>
</tr>
</tbody>
</table>
“Tarnished by the reputation of the city with its crime and poverty”

“Very favorable especially with internal faculty and students”

“Very favorable. I grew up in the community and am a SAC alumni”

“We are unique as a Community College because many of our students are a ‘first generation’ to attend college…so it’s a big deal”

“SAC is too associated with the city…a name change would benefit the reputation and the image”

“SAC has a huge branding problem while SCC has a great brand”
Q3. Over time, specific characteristics become associated with a brand name. How would you rate the following characteristics associated with the brand name Santa Ana College/Santiago Canyon College?

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of Classes &amp; Programs</td>
<td>85% / 30%</td>
<td>50% / 67%</td>
<td>60% / 57%</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>70% / 45%</td>
<td>100% / 83%</td>
<td>41% / 0%</td>
</tr>
<tr>
<td>Personalized Instruction</td>
<td>75% / 85%</td>
<td>50% / 50%</td>
<td>43% / 55%</td>
</tr>
<tr>
<td>Exceptional Academic Programs</td>
<td>50% / 75%</td>
<td>16.7% / 83%</td>
<td>0% / 57%</td>
</tr>
</tbody>
</table>
“…not as well-known as it needs to be, it’s the hidden gem in the hills”

“I live in <name> and when I go into the community, it (SCC) gets a positive response”

“The added value is in the passion in serving students”

“Did not know it existed until a couple of years ago and only now know it by the water utilities program”

“It is part of Santa Ana College, I think”
Q4. In your opinion, is Santa Ana College/Santiago Canyon College best known for preparing students for...

<table>
<thead>
<tr>
<th></th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAC / SCC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>45% / 72%</td>
<td>25% / 17%</td>
<td>50% / 74%</td>
</tr>
<tr>
<td>Career Training</td>
<td>40% / 10%</td>
<td>75% / 83%</td>
<td>30% / 12%</td>
</tr>
<tr>
<td>Personal Skill</td>
<td>10% / 14%</td>
<td>0% / 0%</td>
<td>19% / 14%</td>
</tr>
<tr>
<td>Do not know</td>
<td>5% / 5%</td>
<td>0% / 0%</td>
<td>0% / 0%</td>
</tr>
</tbody>
</table>
Santa Ana College
“Transfers first, then career training and personal skill development last”
“We are known for our student services”
“Lots of job training”
“Transferring and career training equally”

Santiago Canyon College
“I think we have an 85% transfer rate”
“Transfer, to Chapman and Fullerton”
“Limited vocational programs”
“Transfer, but really all three”
“Our goal must be to make sure the learning opportunities and skills get developed, no matter what path the student chooses”
Q5. Rate the positive personality traits that most reflect the culture of Santa Ana College/Santiago Canyon College.

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>100% / 100%</td>
<td>83% / 100%</td>
<td>69% / 66%</td>
</tr>
<tr>
<td>Dedicated</td>
<td>95% / 75%</td>
<td>83% / 83%</td>
<td>59% / 53%</td>
</tr>
<tr>
<td>Diverse</td>
<td>85% / 55%</td>
<td>83% / 50%</td>
<td>65% / 0%</td>
</tr>
<tr>
<td>Professional</td>
<td>70% / 80%</td>
<td>67% / 100%</td>
<td>0% / 57%</td>
</tr>
</tbody>
</table>
“Friendly Plus”

“We have a very nurturing culture. It is long standing. They can stay as long as they want as opposed to say ‘get on with it.’ But there are pockets of issues”

“A supportive environment”

“Caring! We have a reputation for being very embracing …they have a home – a mothering characteristic”
“Student driven, community oriented”

“I like dedicated to student success”

“A culture that is service oriented – someone cares”

“The common theme is nurturing”

“Dedicated to the trade, committed to education and placing students in businesses”
Q6. Rank the following competencies linked with the Santa Ana College/Santiago Canyon College brand.

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Vocational Programs</td>
<td>85% / 75%</td>
<td>67% / 100%</td>
<td>51% / 39%</td>
</tr>
<tr>
<td>High Quality Faculty</td>
<td>90% / 95%</td>
<td>50% / 100%</td>
<td>52% / 60%</td>
</tr>
<tr>
<td>Strong Community Partnerships</td>
<td>55% / 35%</td>
<td>100% / 100%</td>
<td>47% / 0%</td>
</tr>
<tr>
<td>Excellent Academic Programs</td>
<td>65% / 80%</td>
<td>33% / 100%</td>
<td>0% / 60%</td>
</tr>
</tbody>
</table>
“We are a national leader in program excellence in a number of programs throughout the college”

“Student support programs are another competency...when students come in they have some very basic but diverse needs and we listen to those needs and respond to them. Students made to feel valued”

“Known as a CTE school...that is where community partnerships are strong”
“Faculty (is) willing to give personal attention to students”

“Student centered – a dedicated and caring staff”

“They have taken a leadership role in vocational areas”

“A strong work ethic and support staff”
Q7. In your opinion, how does Santa Ana College/Santiago Canyon College rank overall against competing community colleges in the Orange County area?

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Better</td>
<td>30% / 33%</td>
<td>0% / 50%</td>
<td>34% / 50%</td>
</tr>
<tr>
<td>Somewhat Better</td>
<td>40% / 57%</td>
<td>50% / 50%</td>
<td>35% / 33%</td>
</tr>
<tr>
<td>The Same</td>
<td>25% / 10%</td>
<td>50% / 0%</td>
<td>22% / 14%</td>
</tr>
<tr>
<td>Somewhat Worse</td>
<td>5% / 0%</td>
<td>0% / 0%</td>
<td>8% / 3%</td>
</tr>
<tr>
<td>Much Worse</td>
<td>0% / 0%</td>
<td>0% / 0%</td>
<td>1% / 0.5%</td>
</tr>
</tbody>
</table>
“I am part of a regional officers program and see that many schools do not have the unique programs, faculty participation or contributions to scholarships that we do”

“Depends IVC and OCC have a strong transfer program. We have programmatically based skill training”

“Being in Santa Ana City is a challenge competitively”

“The college suffers from people’s impression of the city of Santa Ana”
“SCC has a good framework of structure balanced with innovation”

“Quality and dedication of faculty – students first”

“We are toe-to-toe (with others) on service and personalization”

“Students in Orange and Tustin who have experienced IVC and OCC come to see us and are really impressed – we need to get the word out, brand awareness”
Q8. Santa Ana College and Santiago Canyon College are both within Rancho Santiago Community College District. In your opinion, do the two colleges share any similarities in their brand reputation?

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5% / 19%</td>
<td>0% / 33%</td>
</tr>
<tr>
<td>Somewhat</td>
<td>30% / 38%</td>
<td>17% / 17%</td>
</tr>
<tr>
<td>No</td>
<td>50% / 38%</td>
<td>67% / 33%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>15% / 5%</td>
<td>17% / 17%</td>
</tr>
</tbody>
</table>

*Students not surveyed on this question*
Santa Ana College
“For incumbent students, 25%-30% attend both colleges. We try to cross-sell the colleges”
“People tend not to associate SAC with the RSCC District”
“Because of the same policies and transcripts and because we market to students in overlapping geographic regions. Our programs are different”
“Lots of people are unaware colleges are in the same district as the communities are so different”

Santiago Canyon College
“A lot in terms of students – our mission is closely aligned with the District in student success and access to the community”
“Both institutions provide excellent instruction”
“We are both part of the RSCCD”
“Students take courses at both, but they have different populations and different level of commitment”
“No, the majority of students at SAC are Latino”
Q9. Regarding the quality of academic divisions at Santa Ana College, rate the following divisions for its quality of academic programs.

<table>
<thead>
<tr>
<th>SANTA ANA COLLEGE - %Excellent</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>70%</td>
<td>33%</td>
<td>23%</td>
</tr>
<tr>
<td>Fine &amp; Performing Arts</td>
<td>55%</td>
<td>17%</td>
<td>26%</td>
</tr>
<tr>
<td>Human Services &amp; Technology</td>
<td>42%</td>
<td>0%</td>
<td>28%</td>
</tr>
<tr>
<td>Humanities &amp; Social Science</td>
<td>39%</td>
<td>0%</td>
<td>30%</td>
</tr>
<tr>
<td>Kinesiology and Athletics</td>
<td>50%</td>
<td>17%</td>
<td>27%</td>
</tr>
<tr>
<td>Science, Math and Health</td>
<td>60%</td>
<td>67%</td>
<td>39%</td>
</tr>
<tr>
<td>Career Education &amp; Workforce Development</td>
<td>20%</td>
<td>33%</td>
<td>42%</td>
</tr>
</tbody>
</table>
“Science and math are very good – biology has great promise”
“We are well known for our vocational programs”
“Academic programs are competitive with everyone else”
“Nursing and pre-nursing” “Welding” “Automotive Programs”
“Public Safety – Criminal Justice & Fire Fighting”
“Sherriff’s Program” “We Train all officers throughout SoCal”
“The International Business Program is known as being innovative – it’s the program and the talent”
Q9. Regarding the quality of academic divisions at Santiago Canyon College, rate the following divisions for its quality of academic programs.

<table>
<thead>
<tr>
<th>SANTIAGO CANYON COLLEGE - %Excellent</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics &amp; Science</td>
<td>81%</td>
<td>33%</td>
<td>46%</td>
</tr>
<tr>
<td>Arts, Humanities &amp; Social Sciences</td>
<td>67%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Business &amp; Career Technical Education</td>
<td>33%</td>
<td>50%</td>
<td>29%</td>
</tr>
</tbody>
</table>
“Math and Science have many programs that are excellent”

“Math is very strong – STEM program excellent”

“Business and Career Tech has good instruction, but it is not enough”

“Water Utilities Program is excellent”
Q10. In your opinion, what single outstanding academic program is Santa Ana College/Santiago Canyon College known for?

<table>
<thead>
<tr>
<th>SANTA ANA COLLEGE (SAC)</th>
<th>SANTIAGO CANYON COLLEGE (SCC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Sciences</td>
</tr>
<tr>
<td>International Business</td>
<td>Water Utilities</td>
</tr>
<tr>
<td>Welding</td>
<td>Math (STEM)</td>
</tr>
<tr>
<td>Fire Tech</td>
<td>Robotics</td>
</tr>
<tr>
<td>Automotive</td>
<td></td>
</tr>
</tbody>
</table>
Q11. Regarding the quality of support services, rate the performance of Santa Ana College/Santiago Canyon College on the following services. (% of Excellent)

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>FACULTY / STAFF</th>
<th>EMPLOYERS</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships &amp; Grants</td>
<td>80% / 60%</td>
<td>33% / 5%</td>
<td>31% / 32%</td>
</tr>
<tr>
<td>Veterans Services</td>
<td>50% / 0%</td>
<td>17% / 0%</td>
<td>18% / 0%</td>
</tr>
<tr>
<td>International Program</td>
<td>45% / 0%</td>
<td>17% / 0%</td>
<td>18% / 0%</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>40% / 60%</td>
<td>33% / 10%</td>
<td>40% / 53%</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>0% / 60%</td>
<td>0% / 10%</td>
<td>0% / 29%</td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>0% / 52%</td>
<td>0% / 14%</td>
<td>0% / 45%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>0% / 48%</td>
<td>0% / 0%</td>
<td>0% / 39%</td>
</tr>
</tbody>
</table>
Santa Ana College
“Computer Lab, Transfer Center and Veterans Services standout”
“Robust Student Services in both quantity and quality”
“Counseling has structural issues”
“Language Lab is tied to Learning Center and is improving”

Santiago Canyon College
“Admissions and Records (are) excellent due to its accessibility”
“International Program and Veterans Services are new, but I am impressed so far”
“Areas of high performance are STEM Counselors; STAR Center and MASH Program”
“(Need to) improve the quality of customer service – areas are siloes and lack leadership…bureaucratic”
Q12. Does Santa Ana College/Santiago Canyon College have the quality and quantity of student support services to ensure student success?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>DON’T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SANTA ANA COLLEGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Employers</td>
<td>33%</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td>Students</td>
<td>73%</td>
<td>8%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>SANTIAGO CANYON COLLEGE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty / Staff</td>
<td>62%</td>
<td>38%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Employers</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students</td>
<td>77%</td>
<td>7%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Santa Ana College

“Everything is here if they choose to take advantage of it”
“Students do not always take advantage of what we do have”
“Quality high, quantity low” I have to write grant to get money”
“The quality is excellent, but quantity is not enough”

Santiago Canyon College

“Yes, but we have done an amazing job with what we have…we do better with less than most by being innovative”
“We go above and beyond to offer things other colleges do not have in their area of student support services”
“No, we have the quality but not the quantity”
“Quality is excellent, quantity is lean”
Q13. Rate the performance of Santa Ana College/Santiago Canyon College on the following services’ contribution to completion.

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>POOR</th>
<th>DON’T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic &amp; Career Guidance</td>
<td>38% / 48%</td>
<td>15% / 41%</td>
<td>31% / 11%</td>
<td>8% / 0%</td>
<td>8% / 0%</td>
</tr>
<tr>
<td>Orientation Programs</td>
<td>27% / 33%</td>
<td>23% / 37%</td>
<td>23% / 7%</td>
<td>12% / 4%</td>
<td>15% / 19%</td>
</tr>
<tr>
<td>Support Counseling Groups</td>
<td>23% / 33%</td>
<td>23% / 22%</td>
<td>27% / 19%</td>
<td>4% / 0%</td>
<td>23% / 26%</td>
</tr>
<tr>
<td>Mentoring Programs</td>
<td>23% / 19%</td>
<td>19% / 30%</td>
<td>27% / 26%</td>
<td>8% / 7%</td>
<td>23% / 19%</td>
</tr>
<tr>
<td>Clubs/Activities</td>
<td>39% / 44%</td>
<td>31% / 26%</td>
<td>0% / 11%</td>
<td>12% / 4%</td>
<td>19% / 15%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>30% / 56%</td>
<td>30% / 19%</td>
<td>15% / 4%</td>
<td>8% / 0%</td>
<td>15% / 22%</td>
</tr>
</tbody>
</table>
Santa Ana College

“It’s not really about the programs we have but more about what level they come to us at. We have students at SAC who come to us needing 3rd grade math. These students need longer time ramping up. We try to shorten the ramping up period, but it just depends on where that student is at. Students come to us at many different levels”

“Social programs at Santa Ana are critical but we can still do a better job. We have a credit union that can help students with little to no money to buy the things they need like books, until they get paid”

“There are also special programs such as “Adelante and MESA that help students”

Santiago Canyon College

“Admissions works hand in hand with Financial Aid and Counseling”

“Mentoring is not a college-wide initiative but where they exist they are excellent”

“We have expanded our orientation programs to be very comprehensive. We have seen how students benefit from that. They need to know what is expected of them and what they need to do”
Q14. Rate the performance of Santa Ana College/Santiago Canyon College on the following services’ contribution to engagement & retention. (Faculty and Staff Only)

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>AVERAGE</th>
<th>POOR</th>
<th>DON’T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic &amp; Career Guidance</td>
<td>27% / 45%</td>
<td>35% / 45%</td>
<td>19% / 11%</td>
<td>12% / 0%</td>
<td>8% / 0%</td>
</tr>
<tr>
<td>Orientation Programs</td>
<td>27% / 30%</td>
<td>23% / 33%</td>
<td>27% / 11%</td>
<td>8% / 4%</td>
<td>15% / 22%</td>
</tr>
<tr>
<td>Support Counseling Groups</td>
<td>31% / 26%</td>
<td>12% / 41%</td>
<td>27% / 15%</td>
<td>8% / 0%</td>
<td>23% / 19%</td>
</tr>
<tr>
<td>Mentoring Programs</td>
<td>23% / 22%</td>
<td>4% / 15%</td>
<td>27% / 26%</td>
<td>15% / 15%</td>
<td>31% / 22%</td>
</tr>
<tr>
<td>Clubs &amp; Student Activities</td>
<td>31% / 37%</td>
<td>27% / 26%</td>
<td>15% / 11%</td>
<td>12% / 4%</td>
<td>15% / 22%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>36% / 52%</td>
<td>27% / 22%</td>
<td>19% / 4%</td>
<td>4% / 0%</td>
<td>12% / 22%</td>
</tr>
</tbody>
</table>
Santa Ana College

“Faculty contact and collaboration is the most important student support service to engage and retain a student”
“Facility upgrade in terms of infrastructure and equipment will help both student retention and completion rates”
“Math and Learning Centers are critical”
“Service learning... (Volunteer hours) – Exposure to the field”

Santiago Canyon College

“Honor’s Programs and the academic success at MASH, STEM and The Writing Lab”
“Include our library where we offer hands on tutoring and support sessions. We take a monthly survey of students to see what they need – we listen and respond. Students know about and utilize the library and its services”
“There is clear data that student athletes do better than regular students. Also supplemental instruction”
**Likely to Recommend**

Q15. How likely would you be to recommend Santa Ana College/Santiago Canyon College as a quality institution for a college education?

<table>
<thead>
<tr>
<th>SANTA ANA COLLEGE</th>
<th>HIGHLY LIKELY</th>
<th>SOMEWHAT LIKELY</th>
<th>NOT LIKELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / Staff</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Employers</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>64%</td>
<td>32%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SANTIAGO CANYON COLLEGE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / Staff</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Employer</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students</td>
<td>76%</td>
<td>22%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Q16. Rank the emotional descriptors that are most associated with the Santa Ana College/Santiago Canyon College brand.

<table>
<thead>
<tr>
<th>SAC / SCC</th>
<th>HIGHLY ASSOCIATED</th>
<th>SOMEWHAT ASSOCIATED</th>
<th>NOT ASSOCIATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustworthy</td>
<td>89% / 85%</td>
<td>9% / 15%</td>
<td>4% / 0%</td>
</tr>
<tr>
<td>Caring</td>
<td>81% / 93%</td>
<td>15% / 7%</td>
<td>4% / 0%</td>
</tr>
<tr>
<td>Vibrant</td>
<td>58% / 67%</td>
<td>39% / 33%</td>
<td>0% / 0%</td>
</tr>
<tr>
<td>Admirable</td>
<td>73% / 78%</td>
<td>27% / 22%</td>
<td>0% / 0%</td>
</tr>
<tr>
<td>Helpful</td>
<td>92% / 96%</td>
<td>8% / 0%</td>
<td>0% / 4%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>62% / 74%</td>
<td>35% / 26%</td>
<td>4% / 0%</td>
</tr>
<tr>
<td>Dedicated</td>
<td>89% / 96%</td>
<td>8% / 4%</td>
<td>4% / 0%</td>
</tr>
</tbody>
</table>
“Welcoming! Students need to know we care about them and their success”
“SAC has a strong challenge as OCC is a strong draw. We have a great following in town, but we need to attract from the surrounding areas”
“Home”
“I would say responsible and enabling”

“Compassionate and motivating”
“Excellence and Commitment…Students feel supported”
“A close knit community”
“Students are allowed to be innovative because they are supported. They are not afraid to soar or sit…they have access from the college President to custodial when they need support and help”
Credit for Community Partnerships linked to brand
- Staff & Employers 74%
- Students 41%

‘Highly likely’ to recommend college
- Staff 95%
- Students 64%

Scholarships & Grants Excellence
- Staff 80%
- Employers 33%
- Students 31%

Mathematics and Science Division Excellence
- Staff 80%
- Students 23%
Perceptual Gaps - SCC

- Variety of Classes and Programs as ‘highly associated’
  - Faculty 12%
  - Students 58%
- Health & Wellness Service Excellence
  - Staff 59%
  - Students 29%
- Highly associated with the brand Excellent Vocational Programs
  - Staff & Employers 78%
  - Students 39%
- Competency linked to brand: High Quality Faculty
  - Staff & Employers 93%
  - Students 60%
About “Sweet Spot” Brand Positioning

A brand’s sweet spot is typically not the vision statement or a tagline, although these should all be compatible. A Sweet Spot is essentially the optimal competitive positioning a brand can attain in the hearts and minds of its primary constituents. Sometimes it’s referred to as brand essence or a brand promise. To find it we organize our research findings into Customer Needs, Client Realities and Market Dynamics.

Ideal Sweet Spot Criteria:
- Provide something people want
- Something you can deliver on well
- Dependable for a long time
Many students come to SAC with poor educational skills
Many students live at home with parents and family
Majority of students come from Spanish speaking homes
Low academic scores, low % who graduate
Low transfer rate to 4 year schools
Many hospitals no longer accept ASN degrees
SAC brand lacks academic prestige
Santa Ana is perceived to be a dangerous destination

Devoted faculty and staff – well maintained campus
Many students are the 1st in family to attend any college
Well respected sports programs – baseball, football
Excellent vocation programs in Fire, Sheriff’s Academy, Auto Tech, Welding, Nursing
Employers in the area welcome many of the vocational graduates.
SAC is a sanctuary in a high crime area
State funded > Low tuition

http://collegemeasures.org/
- Accessible, affordable and flexible college education without risk, pressure or debt
- A job when they complete courses / program
- Career training in a growing field
- Potential to transfer to 4 year school
- Dedicated, friendly faculty that really cares
Inadequate number of jobs for graduates
College not a cost-effective investment for many
Debt can be more harmful than the educational benefit it buys
Careers in Nursing growing - 19%
Careers in Business growing - 12%
Careers in Accounting/Econ - 11%
Careers in Auto tech growing - 9%
Careers in Fire tech growing - 7%
Careers in Police growing - 5%

U.S. Department of Labor – Forecast 2012 - 2022
Transformative

Motivating ill prepared students to believe in themselves to achieve their academic and career goals.
Smaller School > Smaller class sizes
Devoted faculty > personalized attention
Low threshold for admittance
New, modern equipment and attractive campus
Many students live at home with parents and family
State funded > Low tuition
Average transfer rate to 4 year colleges
Average completion rate
Known for programs in Water Utility Sciences and Robotics
Solid math, science, business and economics programs

http://collegemeasures.org/
Customer Needs – Santiago Canyon College

- A low threshold to take that first step into college: accessible, affordable and flexible
- Stepping stone to a 4 year school
- Safe environment close to home
- Cost effective way to get private-like college education (cut high tuition by 2 years)
- Educational ROI > Career potential in a growing field
- Road to a better life without risk, pressure or debt
Inadequate number of jobs for graduates
College not a cost effective investment for many
Debt can be more harmful than the educational benefit
Growth location – new housing communities
Careers in Business growing 12%
Careers in Accounting/Econ growing 11%
Careers in Water tech 8%
Careers in Robotics growing 4%

U.S. Department of Labor – Forecast 2012 - 2022
Hidden Gem

Exhibiting the ideal model college community of the future. A small, safe private-like college setting with personalized instruction and modern amenities that provides economical path to a 4-year college education.
Next Steps

- Message hierarchy workshop
- Follow on survey to high school parents and counselors
- Campus specific communications plan for:
  - Faculty, Administration, Classified
  - Students / Prospective Students
  - Surrounding Communities
  - Local / Regional Employers
  - High School Counselors
  - Media (community at large)
Thank You!
Breakout Session 1: Equity and Accreditation

- A history of the SSSP and equity plans
  - The SSSP funds are the old matriculation funds, but they are now tied to services.
  - The money from the equity plan must be spent on ways to close the achievement gap.
  - Several sections of the new accreditation standards can be addressed directly by a college’s equity plan.
- A description of enrollment management
  - 525 hours = 1 FTES which is equivalent to about 35 students at census.
  - HR implications must also be considered
  - Systematic assessments need to be created.

Breakout Session 2: Update on C-ID, TMCs, and Messaging to Students

- Some courses on a TMC can be satisfied by either C-ID or articulation.
- Elementary education and computer science are two TMCs that are causing difficulty for colleges.
  - Wait to drop local degrees in problem areas until more information is received.
  - SB 440 may only apply to local degrees that are designated as transfer only (not CTE or CTE and Transfer).
- Students need information about whether a program’s local degree or the ADT is best for them.

Breakout Session 3: Program Review

- CTE programs need to do program review every two years.
  - Under Doing What Matters, click on LaunchBoard for data to help inform program review.
  - Under the LaunchBoard menu, there is a draft of a program review tool that potentially could be customized for each college and involves two components:
    - A “wizard” that allows users to select types of desired information and then see relevant data
    - Benchmarking data for the top ten colleges in the state, based on the highest outcomes
  - Employment data from self-employed students is very difficult to track.
- Several participants reported on how their colleges review/evaluate program reviews.

Breakout Session 4: Curriculum Hot Topics

- Units to Hours
  - 1 unit = 48 hours in our district.
  - Study time cannot be added to a class and be claimed for apportionment.
  - Homework is not an allowable activity even if an instructor is in class.
  - No more TBA except for clinical work.
The CCCC0 uses a worksheet that converts hours to units and will send back courses if units/hours do not fit in this worksheet.

If under 0.5 units, can use smaller intervals. If over 0.5 units, can’t use smaller intervals unless our BOT has a specific policy (e.g. 0.7 or 0.8 is not allowable though popular for some programs).

- The PCAH is being revised.
  - The technical pieces will be placed in a separate document.
  - A goal is to have a shorter, clearer document.

- CTE
  - There is allowable repetition for students due to industry needs or legal mandates.
  - Some A&Rs have denied such repetition due to fear of audits.
    - It needs to be clear what documentation students must provide.
    - Typically, the directive to repeat needs to come from an employer.
    - One of the resolutions addresses the need to educate A&Rs as to what repetition is allowable.

- GE pattern
  - The PCAH currently reads that programs designated as Transfer only cannot use a local GE pattern.
    - Colleges are being directed to use the Other designation for local, non-CTE degrees to avoid this constraint.
    - Theses local degree can later be designated as Transfer only using a non-substantive revision after the PCAH is revised.

- Baccalaureate degrees
  - 36 districts turned in letters of interest. The BOG will be reviewing next week and reporting back.

- Curriculum Inventory
  - Courses and programs that are inactivated stay in the inventory indefinitely and can be reactivated as a non-substantive change.
  - Colleges may be asked for documentation even on non-substantive changes because some documentation was lost when the inventory was updated.
    - Check for documentation every time something is sent to the inventory.

Breakout Session 5: Statewide Issues

- The presenters were David Morse, Pam Walker (VC Academic Affairs), and Theresa Tena (VC Institutional Effectiveness).
- The CTE initiatives and the system wide goals were mentioned as big issues.
- Cousin Bob brought forward some complaints about how our system is vulnerable to legislation.
- Another faculty member raised the difficulty some programs are having with the repeatability changes.

PowerPoint presentations can be found at http://asccc.org/events/2014/11/2014-fall-plenary-session
It’s the Students, Silly: Professional Development and Student Success

The discussion was focused on AB 2558 which was a “revival” of the 1988 state-funded professional development for community college employees and was approved by California State Governor Brown on September 19, 2014. Funding for this program was eliminated in 2002. The statute was revised in such a way that professional development opportunities become more inclusive (i.e., opportunities are provided not only to faculty, but also to classified and administrative staff, who are also key players in promoting and providing a positive experience for students through efficient and effective service). According to Education Code Section 81750, the Community College Professional Development Program must be administered by the board of governors who will allocate funds annually to a community college district, after submission of an affidavit to the chancellor by its chief executive officer. One of the most important provisions of the affidavit is “a statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.”

Different professional development activities were also covered: district-funded professional development activities (e.g. Flex workshops), discipline-specific (e.g., annual conferences, journal subscriptions, etc.), and Academic Senate (e.g., curriculum institute, leadership institute, etc.). Challenges and opportunities in implementing this statute were also discussed. As the title of this session implies, the bottom line is.... the students.

Adult Basic Education Course Development and New CDCP Funding: Hopes, Dreams, and Concerns

The focus of this session was noncredit instruction and its role in California Community College mission. Specifically, California Education Code Section 66010.4 (2) states: “(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges; (B) The provision of adult noncredit education curricula in are as defined as being in the state's interest is an essential and important function of the community colleges.”

Other relevant topics discussed were the opportunities and potential challenges of noncredit instruction for students, faculty, as well as colleges and communities.

Exploring New Possibilities for Student Success through Noncredit
Topics included in the discussions were California Education Code Section 84757(a) and “structure and funding game changers in 2014-15” which are AB 86 and SB 860.
A few years ago, the governor wanted to use MOOCs to meet the needs (inability to offer enough classes to meet student needs) of community colleges. Almost two years ago, MOOCs were not an option for our students. Still, today, they are not an option for our students. They are an option for people with degrees, with experience in education. We also have legislation that can't be met with MOOCs.

Then the shift focused to providing common online systems for the community college system so as to meet student needs statewide during fluctuating budget times.

Unlike MOOCs, we can make the common online education systems work. Although we're individual, we're loosely connected by the Chancellor's Office and by legislation. We're also connected by our heart for what we do. The UCs and CSUs “suck at online education.”

Our students have to be able to access classes, and sometimes they can while other times they can’t. This common initiative seeks to provide access to all students. (Average budget for community colleges spent on distance education is $2000 or less)

Goal of this initiative: Increase the ability of our student to complete their educational goals.

What do we need to increase student access to courses?

- Money
  - OEI gives the CCs money—they gave $16.9 million in December 2013, and it needed to be spent in June 2014. Couldn't do it.
  - Now have $10 million for July 2014 through June 2015 (and will get $10 million for the next five years).
- Classroom space or more quality online classes
- Culture shift
- Reduce technology resource costs
- Prepared faculty and staff
- Prepared courses
- Prepared students
Need resources for student success that include a blending of platforms for student tutoring, counseling, basic skills support, and streamlined access. This initiative should be able to provide effective platforms (that include privacy components) and will help to streamline access statewide.

Those involved with the initiative are revamping the @One training program, they are also providing assistance with course design that picks up where curriculum leaves off—it will not step into curriculum. It’s about students being able to find things—set up/design classes so that students know where to go for different information—does not tell faculty what we teach or what content should be included in the design. They also plan on providing instructional design support. The following website will be a good resource for folks to find more information about all of the aforementioned. [CCCOnlineed.org](http://CCCOnlineed.org)

They are also planning on providing course review that is formative and not evaluative. Let’s have others review courses and provide feedback to instructors to review how intuitive the online classes are and how well the courses meet the Online Education Initiative's standards.

We will not be required to use a course shell exactly as created by the Online Education Initiative. We will have the ability to customize the course shell and make it our own. In addition, the money invested into the shells allows for some creative and specialized features for the shell that we might not have had access to otherwise. This is the aspect of MOOCs that was attractive to faculty: The possibility of what could be done.

**Friday General Session**

**Patrick Perry**

**Impetus for Goals:**
- Student Success Scorecard in year two
- State of System report will have the list of goals
- Recommendation 7.2: statewide goals with sub-goals by race/ethnicity
- Department of Finance: trailer bill language for the 14-15 budget said that CCC would develop system wide goals and that local colleges/districts would also develop local goals
- Senator Liu/SB 195: improve access and success (scorecard does this). Our work with the salary surfer helps to meet some of this bill. Metrics determined—also met by the scorecard.

**Development of Goals**
- Goals have been approved by the BOG

**Nine metrics of goals that are in five areas:**
- Student success: 1-3 scorecard success rates, volume of AA/AS Transfer Degrees
- Equity: Completion rate among subgroups
- Student services (future): Percent with Education Plan
• Access: participation rate and participation rate among subgroups
  • Aligns with all three impetus for the goals

**Metrics: Scorecard success rates**

• Completion rate (completion)
• Math & English Remiedial Rates
• CTE Completion Rate

**Example: Completion Rate**

• Degree/Transfer Seeking Defined:
  o All first-time student in a given year who do the following within three years of starting:
    o Complete and six credit units and attempt any remedial, degree-applicable, or transferrable math or English course
• Outcomes tracked within six years:
  o Earned any degree, certificate in any CCC or

**Goal for Scorecard Success Rates**

• To permanently increase the completion rate for degree/transfer-seeking students to at least 50% so that we can say at least the majority of our students graduate.
• Starts with most current group of first-time freshman (13-14 class)

**Setting Goals with Rates**

• Cohorts tracked a full six years
• Next year’s rate is currently 5/6 (year) complete
• Bulk of outcomes come in years ¾
• Going to add 1% to the previous year cohorts
• Continued discussion of cohorts and metrics related to each of the aforementioned metrics

**Efficiency: FTES Generated Per Scorecard Success Outcome:**

• Provided definition of the metric and discussed the formula (that includes FTES and the number of outcomes attained) for the metric.

**One limitation with data:**

• Difficulties with some of the population data, so only four ethnicities will be considered: African American, Hispanic, White, and Asian.
• During financial crisis, the Hispanic group participation rate increased while others decreased.

**Summary:**

• Conduct annual review of **system** goals—they will not be altered for college/district
• Hope that districts and colleges take system goals into consideration when creating local goals
• Institutional Effectiveness Program will start collecting local goal docs before 15-16 year
Panel Discussion: Gender Equity on Campus
James Todd, EDAC
Katie Holton, San Diego Mesa College
Megan Seely, Sierra College
Pam Walker, Vice-chancellor of Academic Affairs, Chancellor’s Office
Mat Wetstein, Vice-president of Instruction at San Joaquin Delta College

How do we make ourselves similar or different? How do we come to see ourselves as similar or different? The answers can have deadly consequences and result material effects for our lives.

What material affects does gender have on our lives?
How is gender made on campus?
Overview of Title IX, SB 967, campus say back, and gender.

Pam Walker

Title IX
  • The concept says that no person should be excluded, denied, or discriminated against on the basis of sex.
  • Not a word about athletics, but it had a profound effect on athletics.
  • Prohibits sex discrimination in educational programs and requires equitable treatment for men and women in athletics.
  • Oversight by the Office of Civil Rights
  • Three prong OCR test determines compliance with Equitable Participation Opportunities (includes equitable proportion of males and females in athletic programs)
  • There are thirteen program components
  • In community colleges, we have an athletic association that created a self review manual, and it’s the first athletic entity in the US to include compliance with Title IX as part of its bylaws.
  • California Community College Gender Equity Committee
  • Equity in Athletics Disclosure Act (EADA) is a federal group
  • Many things happening today that speak to gender based violence and harassment and responds to survivors’ needs to ensure equal voice to all.
  • Colleges must provide equitable response to complaints of sexual harassment, sexual assault/violence or hostile environment
  • Violence Against Women Act (VAWA) added to the Cleary Act (Jeannie Cleary—woman who was raped and murder on her campus a number of years ago. Her parents helped to create this act.)
  • What can we do?
    o Do you know the Title IX Officer on your campus?
Title IX Officer should be the same person who handles sexual harassment and discrimination complaints.

Attend professional Development opportunities to learn about sexual harassment and domestic violence.

Academic senates play an important role in ranking full-time faculty resources requests and full-time coaches of women’s sports teams in student athlete recruitment and retention.

Contacts for more information related to this topic
- Zachary Pelchat, US Department of Education, Office of Civil Rights
- Ellen O’Conner, CCCAA Gender Equity Chair, Santa Barbara City College

Mathew Wetstein
A Status Report on Gender Equity: 40 Years After Title IX
The RP Group

Historical data on student success and access related to gender equity
- Going back to 1992, we can see a 53-55% range of increase of men attending community college—even line, but in last two years, males dipped a bit.
- Scorecard metrics by gender: Women are over represented in our classes in terms of classes. In the other scorecard metrics, women are out performing men in our educational system. In terms of equity index scores, things look good for women in our system at this time.
- Female course success rates looking at face-to-face traditional courses by ethnicity: Hispanics are just below average of completion.
- Access to child care centers available to women can create barriers to or promoters to success for women in college: study done showed that 48% community colleges nationwide, do a decent job to provide childcare services on campuses. (Child Care Centers are among the student support services that are critical for women who have children and need to bring them to campus—see 2013 study done by American Association of University Women (AAUW).

Staff, admin, and faculty equity data
- Decent equity in hiring practices for faculty and administrators
- This morning a report was done about world economic study that tracked pay equity across 142 countries—US ranked 65th out of 142 on equal pay for women. It would take 81 years to achieve pay equity at the current rate at which we move.

Gender and learning in US government
- Basic political knowledge questions on the pre/post test study
- Beginning = 50-54% of class had knowledge and end of class had 66%
- Highest increase of 13.4% was seen with women who had largest gain in improvement of political science knowledge across the semester

Avenues of New Research
- Gender equity by ethnicity and first generation status

Megan Seely, Sierra College
Gender Equity at Sierra College
How many senates have standing committees for gender equity?

Gender Equity Committee

- Standing committee of the academic senate
- Look at gender equity and the intersection of gender with sex, race, etc. (Gender is not just female)
- Core efforts: Title IX = foundation of what they do: Needed to explain the legislation and broaden the understanding—debunk myths
  - Education campaigns:
    - Posters, trainings, historical context, unconscious bias seminars (students and faculty—raises awareness and makes unconscious conscious), power or IX soccer team shirts, and web and social media presence
    - The Power of IX campaign
  - Broaden the understanding of Title IX
    - Athletics, pregnant and parenting students, sexual harassment & sexual violence, STEM/STEAM
    - Family care needs go beyond child care center—also care givers for parents and grand parents
    - Child center: any drop in? Hours? On campus? Affordable? Wait list? Unit requirement? Faculty and staff? Is the 48% available to students?
    - Do we have a safe, private space on campus for breastfeeding moms?
- Programs and projects at Sierra College
  - Address facility needs with athletics folks
  - Student campus climate survey
  - Campus events: Rise Up!—Love your body week—pride days—social justice week
  - Community partnerships: S. Placer/Roseville and AAUW
  - Feminist book sale
  - “Guys” challenge fundraisers (bucket in classroom—every time someone says “guys” when speaking to a mixed gender group, someone puts a dollar in the bucket.) How would people Raises the questions: What is the gender language we use, and how does it impact us?
  - Address athletic facilities and child development center needs in facilities master plan
- Feminist action club
- mseely@sierracollege.edu

Katie Holton, San Diego Mesa College

Personal experience gender diversity

Gender equity affecting transgender students

- Transgender student initiative that allowed K-12 students to use the appropriate facilities of their identified gender
Didn’t specify community colleges, but we are under the same rules
Transgender folks face the fact that someone else’s comfort trumps the transgender person’s rights.

Look at language we use around transgender students
Transgender is an umbrella term used to apply to those identifying as transsexual—those who perform in drag, cross dress—
No such thing as transgenders—transgender is an adjective not a noun—two tall and angry didn’t walk into a bar.
Transgender is not a verb: they aren’t transgendered—adjective describing people
Transgender people are those who are living in the gender other than the one that they were assigned at birth.
A population who identify as gender queer—people who do not identify as either end of the binary: feminine/masculine—bigender folks switch unconsciously—the psychology and physiology changes—people can identify in other ways than male/female—gender goes beyond two.

General ways we try to assist LGB students that relates to Trans students
Only about 25% of transgender people identify as heterosexual; the rest identify as gay, bisexual, pansexual, and other.
Trans and queer folk come to use underprepared because they were bullied in K-12 and missed a lot of classes, so we are guessing at LGBTQ needs because we don’t know how many of them are on our campus.
If kicked out of class at an early age because of transitioning process, they are disadvantaged—homelessness is a problem with LGBTQ folks.
Mental health issues because the society does not always accept LGBTQ folks
41% of LGBTQ have attempted suicide—those are the numbers for those who do not succeed.
Student health services are limited: a real need that needs to be addressed.

Trans specific issues
Name change can make getting records and identification access issues
Processes for changing records from male to female and female to male is difficult
Systemic problems in that we have never dealt with this before

Tips for how to act moving forward
When introduce selves or ask people’s names—ask them their preferred pronouns
Useful education for our students that the gender binary doesn’t apply to everyone
Let’s those who don’t identify along binary that we know that they exist
Not the transgender students’ job to educate us or our classes on what it means to be transgender—respectful, humble curiosity—respect and humility.

Roundtable Gender Equity Follow-Up
Dan Crump, At-Large Representative
Corinna Evett, Equity and Diversity Action Committee Member
Carolyn Holcraft, Equity and Diversity Action Committee Member
Linda Kama’ila, Equity and Diversity Action Committee Member

Facilitators raised questions to the members of the panel and led the attendees in a Q&A with the members of the panel. The following represents much of the conversation.
The American Association of University Women (AAUW) has reports related to women in community colleges that are free to those who request it. A lengthy discussion about community college child development centers ensued. There seem to be liability/licensing issues with allowing open drop in times for students to study in addition to take classes. Is it possible that student hours could be funded by the state since Children Development students use centers in relation to their classes? Should we let students come to class with kids? Many colleges have board policies that don’t allow children on campuses at all. Could this be a violation of Title 9? Many colleges lack policies or practices related to students with children—family centered policies. How do we create an environment to assist low-income students? Provide them more access with less barriers to services? If the student succeeds, the family succeeds. Currently, it looks like activism in early education is declining. We can address some of these issues in our Student Equity Plans.

We can build in gender equity into our technology initiatives, student success initiatives, education plan initiatives, etc. Even thought the Chancellor’s Office gets data related to the LGTBIQ student population, colleges don’t currently have access to said data. Sierra College has an Equity Center that houses a multicultural center, gender center, and LGBTIQ center. We need to provide on-going training in order to combat people’s anxiety related to the unknown as well as unconscious bias. Some colleges have “stop the hate” training. There needs to be openness and consciousness awareness raising. Rethink what student populations we focus on in our Student Equity Plans: What are our identifiers? Who are our student populations? What names do we use? Sierra College also has a Spectrum Committee that focuses on transgender issues and advocates on the behalf of transgender students. Much discussion was had related to student name preferences and rosters.
Fall 2014 Plenary Summaries

Professional Development and Student Success
• Clearinghouse, open to all colleges, coming soon . . .
• Student is the focus of Professional Development
• AB2558 - funding available for faculty, staff and admin.
  o Possibly $25 million across the state - (funding not here yet)
• Must have an advisory committee w. faculty, staff and admin, legislation per college not district,
• Get Started w/ integrated planning
• Examples - ACE academy FELY five day experiential learning
• Typical activities- SLOs, program review, health, safety, CESSI, part time faculty
day on a Saturday (paid), FTLA faculty teaching and learning academy West LA
college, Lunch and Learn

Common Assessment Initiative
• Will address deficiency areas for students to improve their skills
• Scores available between colleges
• Retesting is a local decision,
• Cut scores locally determined
• Will update validation on disproportionate impact after pilot
• Accessibility will be addressed
• Math still in development for higher level classes
• English and math 4 levels below its transfer,
• ESL 8 levels
• Multiple Measures locally determined and ongoing validation
• Pilot fall 2015, launch spring 2016 phased in, existing contracts can still be used,
rolled out, phase in

Educational Planning Initiative
• SB 1456 core services
• Student Portal via CCC Apply and college’s site
• Includes - Ed plan / degree audit - transcripts, articulation (CID, ASSIST),
curriculum inventory
• Phone access to message students - financial aid, EOPS, scholarship, tutoring
• Pilot colleges
• Feb. Ed plan demo, Release June for IT, every 3 weeks, changes/revisions
  January 2015 live!
• 5 year funding

Hiring Diverse Faculty
• Long Beach CC Staff Equity Committee, estab. after a Senate resolution
• Part timers develop pools, department head must interview 3 candidates, dean
  makes final decision and s/he knows policy/desire for diversity
Aim for change in campus culture
Activities - Flex -diversity day
Faculty Diversity Internship - mentor new potential faculty for 1 year, then with recommendation get 1 class next semester
Hiring Committees - senate president has the ability to change make up of committee
Must change the AR Change job description
Writing sample / Interview questions
- describe a specific event in your past with a person different from yourself that influenced your view of the world, (not a hypothetical)
- How do you integrate diversity into your teaching
- Tell us about a class strategy that you use that demonstrates sensitivity to diversity

Gender Equity
Title IX prohibits sex discrimination in educational programs
Oversight OCR
Violence or harassment must be responded to equitability
Access to childcare 4 yr public 57%, 2 yr. 48%, for profit 9%
Gender Equity Committee (senate Sierra College) - title IX foundation, safety, campaign (Power of IX) Understanding (athletics, pregnant and parenting students, sexual harassment, STAR/STEM), space for breastfeeding moms to pump
Flex activity - unconscious bias, "hey guys"
Transgender - language umbrella term used for transsexuals, cross dress, living in a gender other than birth,
- 41% attempted suicide
- students have the right to use whichever bathroom, locker room with their identified gender
- ask what gender pronoun the student prefers
- sisgender = non transgender LGBT
- gender queer - do not identify as either end,
- bi gender = switch genders w/in day or from day to day
- 25% identify has heterosexual, bullied in HS
- Social Issues include physical health, homelessness, mental health, poverty, instability
Locally, can you change name on roster to student’s preferred name
An overview of each of the sessions attended immediately follows, and then continues with the notes taken at the following:

Common Assessment, Educational Planning and Online Education Initiatives

Funding: Sacred Cows or Obstacles to Progress

I’m Just a Bill: The Legislative Agenda for 2015

Thriving Through Sanctions aka “Thank you, sir may I have another”

AB 86

Changes to funding in CDCP

Credit and Noncredit: Bridging the two

Common Assessment, Educational Planning and Online Education Initiatives

A brief description of each initiative is presented, followed by detailed notes of the presentation and key points of discussion.

I Common Assessment Initiative

The common assessment initiative is an attempt to construct a Math and English placement test that will be used throughout the entire state for both credit and noncredit. Use of the tool will be tied to SSSP funding.

II Educational Planning Initiative

The construction of programming that local community colleges can adapt to their particular needs in order to create education plans. The hope is that students will be able to track their educational plans across districts through one portal.

III Online Education Initiative

The creation of two things: a hub that will direct students to available online courses throughout the state and a common course management system. CCs may use either/neither/both. The online resources hope to be extensive including: tutoring, assessment and student readiness assessment.

SACRED COWS or OBSTACLES TO PROGRESS:

Legislation tied to community college funding was presented and explored. Most of the information that follows is common knowledge, but it does indicate that much of the legislation enacted has been done in isolation and not in consideration of prior legislation. Some of the contradictions were pointed out, as well as some of the myths dispelled. Particularly of note, is that the 75/25 is a goal and there is no penalty associated with it. A general discussion followed, with the question posed of how can the system be fixed. The general agreement was more frequent communication, such as the one taking place in the room, across the State, so as to get the stakeholders more involved in the legislative process.

I’M JUST A BILL: The Legislative Agenda for 2015

The following is a nice overview of how legislation comes into existence and the role of the State and local Academic Senate. Section 1 provides the background information of acronyms, a quick how a bill becomes a law and the parties involved. Section 2 discusses the State Chancellor’s role in the legislative process. Section 3 explores the role ASCCC plays in the construction of legislation and how the State Senate can help keep local senates informed, perhaps with the creation of a fact sheet of current legislation that can be accessed/sent to local Senate Presidents. Section 4 examines how local senates can stay informed, perhaps delegating a Senator to be “legislative liaison”.


**Thriving Through Sanctions aka “Thank you, sir may I have another”**
An overview of the types of sanctions was presented and then a general discussion took place among the participants. The general theme seems to be the anxiety of the unknown as a result of being told a college is deficient but does not explain how to resolve the deficiency.

**AB 86**
The following explores the new approach to Adult Education. There are approximately 700,000 adult learners across the State, many of them transient. This new approach attempts to provide pathways for these learners. A particular goal is to make the target audiences aware of all of the services they have access to.

**Changes to funding in CDCP**
The following discusses the change in funding in CDCP to be the same as the Credit rate. The advantages, disadvantages and challenges were discussed. It was repeated that this change is for one year only, with no guarantee it will be ongoing.

**Credit and Noncredit: Bridging the two**
Following is an exploration of the changes in funding to CDCP in conjunction with AB86 may allow for new opportunities for credit and noncredit to work together. Noncredit may be a forum for the trying out of new programs and innovative teaching mechanisms. It allows for a more flexible approach to accommodate student needs. It is possible that noncredit could be used to augment credit instruction.
Common Assessment, Educational Planning and Online Education Initiatives
A brief description of each initiative is presented, followed by detailed notes of the presentation and key points of discussion.

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I Common Assessment Initiative Overview
Create a web based fully adaptive assessment system for all community college students
System will support a multiple measures approach to local placement decisions
New assessment will provide diagnostic information about skills necessary for students to begin college level courses in math, English and ESL
SB1456 All colleges that use an assessment test must use the common test to receive SSSP funds.
CAI Today and the Next Steps
CAI has used the Common Core as a starting point, but is not integrally linked.
The mapping of the competencies are aligned, but not the proficiencies.
The Steering committee has 6 Faculty appointed representatives; vendors have not been involved at all in the creation of the assessment.
An advantage of adaptive testing allows the test to determine the skill level of the student rather than anticipating what test would best be appropriate for the student (particularly if the native English speaker does not want to take an ESL test but would benefit from remediation).
The intent is to create a neutral test platform that will assess credit and noncredit as one, rather than individually.
If one uses the test, you must use the common test.
There is the possibility of using the multiple measures, but there is much more entailed and you cannot use the test.
Multiple measures assessment project is an attempt to build mechanism to investigate a student’s totality of learning to determine appropriate placement.
II Educational Planning Initiative

The construction of programming that local community colleges can adapt to their particular needs in order to create education plans. The hope is that students will be able to track their educational plans across districts through one portal.

II Educational Planning Initiative

*Product outcomes and features*

- System-wide student portal
  - Local college branding
  - Integration options
- Educational Planning Tool (EPT)
  - Structured pathways
  - Learning as we go
- Degree Audit System to support EPT
  - The degree audit system will be specific to the college not the system.
  - CID allows for reciprocity across colleges.

Online Orientation

**Educational Planning Initiative**

- Federated ID
  - 70+ colleges currently use a Federated ID
- CCC Apply (portal)
- E-Transcripts
- Integration with Colleges SIS (EPT/Portal)
- Assist (EPT/DAS) & CID (EPT/DAS)
- Local Campus College Catalogs (10 year history)

III Online Education Initiative

Foothill-De Anza CCD the Fiscal Agent

Executive Director and permanent project management team in place

OEI Steering Committee constituent based, governance oversight body

Steering Committee workgroups: Academic Affairs, Student Services, professional development, CCMS, Pilot Consortium/Charter

Tutoring vendor to be selected and approved by March

Piloting of student readiness modules and student tutoring system January 2015

Full launch pilot with the new CCMS (Common Course Management System) summer/fall 2015

Completely voluntary

The O EI is a way to augment a current community colleges offerings, not replace them, nor become the 114th community college.

Expected benefits for students

Focus on student success in online course by providing students with well designed resources:

  - Tutoring, readiness, counseling/advising, basic skills support, streamlined access.
  - Possible Library Services and building into each modules external resources.

The exchange is to allow students to enroll in open online courses throughout the State
Colleges can offer students to: take course in the exchange, to allow others to take course at the home college, or both. Further, colleges can use the CCMS without participating in the exchange. Anticipating and investigating proctoring networks and plagiarism/cheating systems. A CC will have to make their own unique reasons for participating, particularly if that CC’s online courses are significantly waitlisted.
At the onset, there will not be a required amount of seats to be made available in the exchange. All courses in the exchange must be CID.
SACRED COWS or OBSTACLES TO PROGRESS:

Legislation tied to community college funding was presented and explored. Most of the information that follows is common knowledge, but it does indicate that much of the legislation enacted has been done in isolation and not in consideration of prior legislation. Some of the contradictions were pointed out, as well as some of the myths dispelled. Particularly of note, is that the 75/25 is a goal and there is no penalty associated with it. A general discussion followed, with the question posed of how can the system be fixed. The general agreement was more frequent communication, such as the one taking place in the room, across the State, so as to get the stakeholders more involved in the legislative process.

Reconsidering Statutory and Regulatory Restrictions on Budget Allocation – Can we do better?

The Sacred Cows

50% Law (1961)
AB 1725 (1988)
75/25% Ratio (1988)
Faculty Obligation Number (1989)
SB 361 (2006)
SB 1456 (2012)

Sacred Cows and Unintended Consequences

Laws and regulations were added one at a time to address specific issues.
No one studied the collective impact as new laws regulations and mandates (un/funded) were proposed and enacted.
Initial funding was sometimes provided when legislation was passed but funding was later cut.

50% Law definition

There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district 50 percent of the district’s current expense of education.”

Issues

50% law tends to be discussed address in isolation. It interacts with 75/25 and FON but this is often not acknowledged. However, bad decisions can be made because of pressure from the laws.
Enacted before collective bargaining was implemented in 1975.
Any release time to engage in collective bargaining counts against 50% law because it takes out of the classroom; thereby reducing instructional costs.
Expenditures for classroom technology, hardware, software needed to offer online/distance education, instructional designers and online tutors are not considered costs of instruction under 50% law model.

AB 1725I

A key component of the law was “program based funding ” and funding formula were included in the law for student services
10 plus1 were established to include minimum qualifications for local faculty hiring, faculty service areas, and set a goal of 75% of credit hours taught by full time faculty system wide along with other duties assigned to faculty
However these additional duties were outside of classroom instruction, therefore are on the wrong side of the 50% law calculation.
75/25 Ratio
A goal, not a mandate no real teeth, except for the FON penalty
Districts were required to spend a portion of improvement funds to improve full time to part time ratio
Program improvement funds were not included in the State’s budget after 1991 yet the goal remains
Progress towards the goal, as a system has not been made. As a system, full time to part time ratio declined from 62% in 2004 to 56% in 2013 system wide.

SB 361
Enacted in 2006 in order to equalize per FTES funding for all districts and replace Program Based Funding which was implemented with AB1725 but never fully funded.
Established a minimum per-credit and non-credit FTES funding rate with annual COLA Growth rates were proposed but never enacted because of the state’s economic down turn.
Growth funding actually became restoration funding as a result of the workload reduction to FTES targets and apportionment revenue funding imposed by the state on all districts.

SB 361
Enacted in 2006 in order to equalize per FTES funding for all districts and replace Program Based
Enacted in 2012 based upon recommendations from Student Success Task Force
Focuses on student services that assists students in identifying their educational goals and provided pathway for them to be achieved

COW TO HOW?
It there a better approach to funding CCC while still providing quality education?

What is the true cost of educating a student today and into the future?

What additional resources impacts a district’ ability support classroom instruction

What are our priorities?

What are we trying to achieve?

What are we trying to protect?
I  I’M JUST A BILL: The Legislative Agenda for 2015

The following is a nice overview of how legislation comes into existence and the role of the State and local Academic Senate. Section 1 provides the background information of acronyms, a quick how a bill becomes a law and the parties involved. Section 2 discusses the State Chancellor’s role in the legislative process. Section 3 explores the role ASCCC plays in the construction of legislation and how the State Senate can help keep local senates informed, perhaps with the creation of a fact sheet of current legislation that can be accessed/sent to local Senate Presidents. Section 4 examines how local senates can stay informed, perhaps delegating a Senator to be “legislative liaison”.

I  I’M JUST A BILL: The Legislative Agenda for 2015

Acronyms and other things
Title 5 = Regulation
Education Coded = legislation
SB Senate Bill
AB Assembly Bill
House Resolution
Senate Resolution
Assembly Concurrent Resolution
Senate Concurrent Resolution
Acronyms: http://assembly.ca.gov/glossary

How a bill becomes a law
Bill is introduced (in assembly or in senate)
Committee hearings
Floor action
Then sent to other house for the same process
If no changes, off to the governor
If there are changes, returned to house of origin for approval
If amendments agreed to, off to the governor.
If signed by governor, the law will typically go into effect January of the following year.

Legislation Sponsors
Chancellor’s Office
FACCC
Unions: CTA/CCA/CCCCI/CFT
Community College League of California
Others, such as the Campaign for College Opportunity

II  CHANCELLOR’S OFFICE LEGISLATIVE AGENDA

Process for Developing Legislative Agenda
Standing orders of the BOG and Legislative Principles (last updated January 2010)

Can be found at the Chancellor’s office BOG agenda for the Novembers’ meeting:
Legislative program task force
  Meets in the fall to: investigate issues that affect the entire system, vet the possible legislation.
Consultation council
  The council is comprised of the Academic Senate, Students, Unions, Classified, Administrative, HR, etc. is essentially the UN of all parties with a vested interest in the California Community College system.
  As a body reviews all suggestions/recommendations of the task force and provides a packet for the board of governors for a vote.

Board of Governors.

Impact of 2014 Election Results

CA State Legislature
  New senate and assembly leadership equals new priorities
  New committee chairs and membership
  Special elections.

U.S. Senate and House of Representatives
  GOP Majorities in Senate and House
  New Committee Chairs in Senate
  Changes in CA Congressional Delegation

What’s ahead in 2015

Dual Enrollment
Adult Education
Career Technical Education
Accreditation
Accountability and Affordability
Transfer
Implementation of BA degree.

III ASCCC ROLE IN LEGISLATION

ASCCC Role in Legislation Development
Normally we have not written or sponsored legislation
Participate on CCCCO (Ca. Comm. Coll. Chancellor’s Office) legislative Program Task Force
Suggest ideas for inclusion in legislation to other constituent groups (FACCC, CCLC, CCCCO)
Consult with other constituencies to refine legislative proposals.

ASSCCC Role in Legislative Process
Participation on CCLC Advisory Committee on legislation
Testify at Senate and Assembly Hearings
Write letter to Senate, Assembly and Governor as appropriate.
Lobby days – ICAS and BoG
Inter-segmental committee of Academic Senates, 5 from CC, UC, CSU meets 4 to 5 times a year and typically in the spring, will meet in the capitol and meet with legislators or break into teams and visit legislators.

A similar function is performed by the BoG
Consult individually with Senate and Assembly members.

IV LOCAL ROLE
How can your Senate Stay informed?
Track legislation with FACCC.ORG
   Click on the “track current legislation” link in the advocacy section of the apge
Chancellor’s Office Advocates Listserv
   listserv@listserv.cccnext.net
   put “subscribe advocates” in the body of a blank, non-html e-mail with no subject or signatures.
The Community College League of California (CCLC)
   www.ccleague.org
Consider creating a “legislation liaison” position
   Delegate to a dedicated faculty member to be the champion of current legislation
   This person could find local leaders that will create ongoing conversations about current legislation.

What can the ASCCC do to help your local Senate?
“Plug-n-play” Legislation reports
   Tracking current ASCCC Senate Positions regarding pending legislation.
   Formatted to be “user friendly” for local Senate Presidents.
   Working on a an easy drop in fact sheet of current legislation for Senate Presidents
What else can the ASCCC do to help?
   Looking for ways to improve ongoing conversations rather than the twice a year we currently have.
Thriving Through Sanctions aka “Thank you, sir may I have another”

An overview of the types of sanctions was presented and then a general discussion took place among the participants. The general theme seems to be the anxiety of the unknown as a result of being told a college is deficient but does not explain how to resolve the deficiency.

Thriving Through Sanctions aka “Thank you, sir may I have another”

Why we need accreditation:

Our students need financial aid and financial aid will only be given to students that attend an accredited institution.

Title V reads that “each community college within a district shall be an accredited institution the ACCJC shall determine accreditation”

The issue seems to be indiscriminate wielding of the sanctions, as there is no objective rubric by which they are wielded.

While there has been suggestion for change to title V but the chancellor has suggested quite strongly that all cc be evaluated by the same body. If there is a change in the body, what will that do to those that are currently on “show cause” and a new body takes over?

Panel discussion of successfully addressing accreditation sanctions

San Jose was reviewed and then sanctioned for not having a concrete planning process

Before the visit

A big challenge is ensuring that all members of the college are aware of what is expressed in the report.

The AS must train their faculty members that go to sit on teams to be prepared to counter the indoctrination of the ACCJC

When in conversation with the ACCJC, begin the conversation, allow them to see your processes through your lens rather than see them from theirs.

BE ASSERTIVE

After the visit

Line by line the report with a counter report, this is done at the Presidential level
If the letter is indeterminate call them, ask them, document the call and the process by which you will address it.

Attend the accreditation institute.
Go on the visits.
Have president address the issue of the report, and then when the commission meets, as an institution have the right to meet with the commission.
When the team comes out, do as much as you can at the commission level.
When there is a glaring issue, you need to work on that issue between the report and what you are doing ahead of it.
AB 86

The following explores the new approach to Adult Education. There are approximately 700,000 adult learners across the State, many of them transient. This new approach attempts to provide pathways for these learners. A particular goal is to make the target audiences aware of all of the services they have access to.

What is the goal of AB 86
The goal is to serve the students by aligning the systems.
It is challenging to bring two different systems together into collaboration
For the faculty the goal is to find pathways for the students
One of the goals may be to avoid duplication within the two systems
   One must be careful, for while the courses may be the same, they may not be duplicates
A goal that has emerged is the ability to understand one another better.
From a State perspective, the goals are access and transparent pathways
Identifying and addressing the needs of diverse adult populations.

AB 86 has brought all three together; what positive and negative discoveries have emerged?
Positive:
The noble need to create pathways for impoverished and underprivileged populations.
That funding is not properly routed to the sources
That people of equal training and ability exist among all three.
The colleagues involved are equally passionate, whether they call themselves teachers or faculty.
The work groups have come together in a tremendous culture of cooperation.
Learning how changes in one have tremendous impacts on the other.
Negative:
The creation of this pathway is late in coming.
The structural issues that prevent students from accessing education.
The realization that many of the suggestions emerging are costly and may not be funded.
The perception that community colleges are taking over the adult education programs; this is not the case, the funding is completely different but the mechanisms will remain the same

Many CC Faculty are learning about AB 86, what do you think ideal Faculty involvement would look like?
The plans coming into the State demonstrate a big shift from July to October representing more Faculty voice and input.
Faculty involvement at all levels of the steering committee, including at the local consortia level; this is clearly part of the 10 plus one.
When working as a consortia it is important that Faculty use their best intercultural skills, leave prejudices aside, and be very sensitive to the good works of others.

What is the likelihood of the December plans to be funded?
The department of finance has said that they are committed to funding this program.
There is a meeting this month, answers will be forthcoming.
What mechanisms are in place to ensure AS are involved at the consortia level?
The ASCCC is providing technical expertise. The AB 86 summit was empowering and enlightening to all faculty. There needs to be more sharing out of what is happening at the consortia.

**Pathways from what to what?**
You may have an adult ed program that might provide skills in one areas but in order to advance in a job you may need a certificate that exists only at the CC and the student must be made aware of those pathways. We cannot assume that our community members are aware of all services available, we need to ensure that whether they walk into the CE or ABE, they will be directed onto the right path, there can be “no wrong door”.

Funding for counselors at ABE have been cut, so there could be assistance from the CCs. The pathways are bidirectional: ABE may have more services than the CC.

**How does this integrated approach secure the position of some ESL and other programs?**
Department of finance has been looking at plans and the data that has been provided; there is a huge gap between the services needed and the amount of funds. The work that needs to be done at the local level is to determine what is needed.

**If there is only one year of guaranteed funding, is all of the substantive work worth it?**
AB 86 is likely to become categorical funding. The change in funding in CDCP is one time only, but most funding is year to year, and it is likely that the funding increase will continue, it is stipulated that in one year it is to be determined if there has been an increase in CDCP courses.
The choice should not be made from a fiscal perspective, but rather what is best for the students.

**What do you think AB 86 will mean for the future?**
This is an unprecedented opportunity to create a cohesive educational plan that will allow for flexibility. This is an opportunity for the community to identify what it needs and to then provide it. Adult learners are transient, this allows for access throughout state. This is a critical turning point onto a blank campus.
CHANGES TO FUNDING IN CDCP

The following discusses the change in funding in CDCP to be the same as the Credit rate. The advantages, disadvantages and challenges were discussed. It was repeated that this change is for one year only, with no guarantee it will be ongoing.

I. CHANGES TO FUNDING IN CDCP

CDCP Funding

SB 362 permanently increased noncredit funding
CDCP course must be sequenced and lead to certificates
Of the 10 CDCP funding categories, these 6 will be eligible for enhanced funding categories:
- ESL, Math and English Basic Skills
- Short term CTE with high employment potential
- High school diploma or high school equivalency certificates
- Workforce preparation courses
- Programs for apprentices

SB 860 ED Code

“Beginning in the 2015-16 fiscal year, career development and college preparation FTES shall be funded at the same level as the credit rate specified in paragraph (2). This rate shall be adjusted for the change in the cost of living or to mirror subsequent annual budget acts.

Noncredit vs Credit FTES

Noncredit
525 hours of instruction (positive attendance) equals 1 FTES

Credit
A full time student is considered to be in a class for 3 hours a day five days a week times 35 weeks = 525 hours, dividing by 525 yields 1 FTES

Changed to number of students enrolled at census times number of hours class meets per week times the number of weeks in term all divided by 525 hours

CDCP courses to be funded at credit rate

Current Credit Rate $4565
Current CDCP Rate $3232
Current Noncredit Rate $2745

Local decision on Allocation

Apportionment dollars not earmarked as credit or noncredit; local districts make that decision.

CDCP courses (as of Fall 2015) will receive credit rate. (While this is legislated for only one year, the expectation is that this will become ongoing and permanent.)

Conversations we’ve been having

Examining the crossover between credit and noncredit

- Particularly in basic skills
  Should it be allowable in both credit and noncredit?
  When does “duplication” make sense?
How do we accommodate different student populations?
CTE
Different focus?
Should lower level job training be in noncredit?
If the training is longer should that be placed in credit?

Advantages of noncredit instruction
The focus is on skill attainment, rather than grades or units
Repeatable multiple times
Accessible to all citizens
There are no fees for students
Focuses on life skills
Provides elementary level skills to pre-collegiate
Serves a bridge to other educational/career pathways
CTE: preparation, practice and certification

Potential challenges of noncredit instruction
Students do not receive financial aid.
Noncredit faculty have different minimum qualifications from credit. (The legislature is looking at seamless transition for faculty and this may change in the future).
Students must attend class for college to receive apportionment (positive attendance, the funds are allocated for the days students are actually in attendance)
Alignment with credit instruction
Noncredit course may not assist faculty in making load.

What does title 5 say? (55002)
Non credit courses are recommended by the college and or district curriculum council.
The curriculum must be approved by the State Chancellor
Methods of evaluation for determining whether the stated objectives have been met must be stipulated in the course outline of record.
The course must be taught in accordance with the set of objectives and other specifications defined in the course outline or record.
This indicates that faculty:
Have options as to how to let students know if they are successful.
Qualifications of the instructor can be written into the course outline of record.

New Conversations: AB86 – Game Changer:
AB86 calls for the creation of Adult Education consortia with at least on cc and one k_12 school district
Development of regional plans that serve community needs for adult education
$25 million to support 2-year planning and implemntation process across the state
70 regions have been formed

What to consider at the local level
How will the CDCP rate to be funded at Credit rate impact the college with noncredit being unchanged?
How will this change the conversations within the district? College? Consortia?
How will this change the way noncredit CDCP courses are viewed?
What will the impact be to basic skills?
Which curricular options are best for students in terms of basic skills and cte?
Do you have noncredit expertise? What faculty would you turn to help create these courses?
Credit and Noncredit: Bridging the two

Following is an exploration of the changes in funding to CDCP in conjunction with AB86 may allow for new opportunities for credit and noncredit to work together. Noncredit may be a forum for the trying out of new programs and innovative teaching mechanisms. It allows for a more flexible approach to accommodate student needs. It is possible that noncredit could be used to augment credit instruction.

Overview

What is noncredit? 9 clearly defined areas in CA ED Code 84757

Structure and funding

AB 86: education omnibus trailer bill
Regional consortia to plan the restructuring of adult education
SB860 education finance education omnibus trailer Bill
Career Development and college preparation funding equalization.
AB 86 refined the 9 defined areas into a 6 primary CDCP areas.
IN 2006, SB 361 permanently increased noncredit funding for CDPC
Course must be sequenced

SB 860
“Beginning in the 2013 fiscal year, career development and college preparation FTES shall be funded at the same level as the credit rated. This rate shall be adjusted for the change in the cost of living or as otherwise provided in subsequent annual budget acts.”

Opportunities

Student perspective
Multiple pathways for transfer and non-transfer students
Students have many options if they are not eligible for financial aid.
More flexible scheduling, most of noncredit is open entry, open exit.
Students can prepare and get ready for credit programs.

Faculty perspective
Create and innovate new course to meet student needs without the limitations of CID curriculum.
Different delivery methods can allow for flexibility of schedule and perhaps more time with students.
Courses have immediate positive impact on students’ lives and communities
More freedom to tailor course curriculum

Institutional and Community perspective
Noncredit can be a place to pilot and try out new curriculum.
Dual delivery system:
Similar course can cover the subjects for different skill levels.
Duplication is good as long as it’s not identical.
More freedom to tailor curriculum in response to community and occupational needs.

Curriculum perspective
No repeatability limits
More options for students who are struggling with passing credit course
Students can develop the requisite skills to be successful in credit courses
Successful completion of noncredit courses can be part of multiple measures assessments
Incentivize students to move into credit programs.
Potential Challenges

**Student perspective**
Access to information about new academic opportunities and career pathways
Ability to move freely between noncredit and credit classes if there are physical distances between facilities and campuses
Access to transportation assistance, childcare opportunities, book vouchers, etc.
Access to counseling and matriculation services.

**Faculty perspective**
Negotiate equitable compensation for noncredit and credit faculty
Negotiate equitable seniority and rehire rights for credit and noncredit faculty
Ensure equitable treatment of part-time and full-time noncredit faculty
Manage workload differences between noncredit and credit programs
Ensure effective and regular opportunities for communication and collaboration between noncredit and credit faculty

**Institutional and Community perspective**
Conduct accurate community needs assessments to make informed decisions about which courses should be offered
Schedule classes on campuses and in the community to meet a variety of needs while not duplicating services.
Collaborate with the Chancellor’s Office, State and county organizations to conduct effective community outreach to inform the public about new academic opportunities.

**Curriculum perspective**
Faculty should lead in the creation of a shared vision for curriculum development
Identify funding sources to support faculty in taking leading roles in curriculum changes and full participation the local level.
Ensure faculty oversight of all new curriculum collaborations
Ensure curriculum and program changes drive funding conversations.

**Things to consider and discuss**
Creating connections between noncredit and credit is fundamental for the success of many of our students.
Noncredit is a spring board for students into credit and a safety net for those who are already in credit
Developing implementing a successful bridging plan requires much thought and quality collaboration among many areas on our campuses.
Noncredit has become a vibrant part of our state.
Approximately 700,000 adult students are served with continuing education and cc.