

Santiago Canyon College Academic Senate

8045 East Chapman
Orange, CA 92869

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

SENATORS

Business and Career Education

Deeley, Steve 2016
Salcido, Andrew 2017

Continuing Education (OEC)

Quimzon, Eden 2017

Counseling & Student Services

Aguilera, Leonor 2017
Baldizon-Rios, Nena 2016
Crabill, Phillip 2016

Humanities and Social Sciences

Cannon, Cari 2017
Howell, Scott 2016
James, Scott for Dela-Cusack, Lisa 2017
Reed, Stephen 2017
Umali Kopp, Christine 2016

Fine & Performing Arts and Communication

Womack, Melinda 2016

Library

Freidenrich, Leah 2016

Mathematics and Sciences

Bailey, Denise 2017
Cummins, Shawn 2016
Hovanitz, Eric 2016
Taylor, Mike 2017
Frost, Alicia 2017

Adjunct

Mathews, Evangeline 2016
Lorton, Melinda 2016

EXECUTIVE BOARD MEMBERS

President

Evelt, Corinna 2016

Vice President

Mettler, Mary 2016

Secretary/Treasurer

DeCarbo, Michael 2016

Curriculum Chair

Wagner, Joyce 2016

AGENDA

17 November 2015

1:30 pm – 3:00 p.m.

Academic Senate Room A-211

I. Welcome

II. Approval of Minutes

A. 3 November 2015

III. Public Comments (2 minute limit per person)

IV. AS Executive Board Reports (15 minutes)

President, Vice President, Secretary/Treasurer, CIC Chair

V. ASG Report (5 minutes)

VI. Action (10 minutes)

First Reading

A. **Resolution F2015.8:** Support for Splitting the Department of Social Sciences

B. Approval of Spring 2016 FLEX Calendar

Second Reading

C. None

VII. Summary Reports Discussion (5 minutes total)

VIII. Discussion Items (40 minutes)

A. **Discussion of Faculty Identified SCC “Signature Programs”:** CIC Chair Wagner will continue a discussion of what faculty think constitutes a signature program and what faculty deem to be signature programs at SCC. (30 minute discussion)

B. **Discussion of ASCCC Fall Plenary:** An update on the spring plenary session provided by attendees: AS VP and RSCCD Delegate Mettler, Secretary/Treasurer DeCarbo, CIC Chair Wagner, Senator Taylor, and President Evelt. (10 minute discussion)

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

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

Adopted 03/17/97

Revised March 28, 2011

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

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

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

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

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

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

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

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

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

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

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

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

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

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Resolution F2015.8: Support of Splitting the Department of Social Sciences

Moved:

Seconded:

Whereas, The Department of Social Sciences brought together four distinct academic disciplines: History, Political Science, Geography, and Economics so that no department would consist of a single faculty member;

Whereas, These disciplines have flourished due to expansion into new classroom, lab, and research facilities and with the support of all faculty and administrators; and

Whereas, The Department Social Sciences met in spring of 2015 and agreed to split the department into three separate departments;

Resolved, That the Academic Senate of Santiago Canyon College supports separating the Department of Social Sciences into the following three departments to be effective immediately:

- Department of History
- Department of Political Science
- Department of Economics and Geography; and

Resolved, That the Academic Senate of Santiago Canyon College authorize the Academic Senate President, or her designees, to take the necessary actions to complete the reformation of these new departments.

Date Presented: 17 November 2015

Date Approved:

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Santiago Canyon College

Professional Development | Spring 2016

(Revised 11/10/15)

Friday, January 29, 2016

10:45-2:00
p.m.

Tour of the Hindu Mandir (with Leah Freidenrich at 15100 Fairfield Ranch Road, Chino Hills 91709--909-614-5000) A Mandir is a Hindu place of worship—a place of spirituality and peace. It is also a center for community social, cultural and spiritual activities. This Mandir was dedicated in 2012 and is built of Carrara marble and Indian pink sandstone. The individual pieces were carved by hand and shipped, then assembled in Chino Hills. Join us for a docent led tour of this astonishing architectural achievement; witness the rituals of Arti and Abhishek, the lighting of candles and bathing of the murti (sacred images) in oil, for inner peace. Enjoy lunch at the outdoor café and shop the gift and book shop. Expand your understanding of the Hindu faith and community. This session layers upon previous tours to an Islamic mosque and Buddhist temple. Meet in front of the Bookstore at the Mandir at 10:45 am. **RSVP to [freidenrich_leah@sccollege.edu](mailto:leah@sccollege.edu) by January 25th**. For more information: bapschinohills.org

Monday, February 1, 2016

9:00-3:00 p.m.

"Building an Equity Core" SCC's Equity Institute: For new attendees (with Dr. Veronica Neal in E-207) Staff, Faculty, and administrators who were not available for the Fall Equity Institute are invited to join us for a one-day training to explore how SCC can develop an ethos of equity—an equity mindset—across its instructional programs and services. By learning how we can infuse equity throughout the SCC campus culture, we can more readily identify and dismantle obstacles which have negatively affected specific student groups, in particular those identified in SCC's Student Equity Plan. This workshop will facilitate faculty and staff to explore the notion of cultural humility as a path to equity and prepare them with tools to encourage campus engagement and courageous conversation.

3:30-4:30 p.m.

All Things Emergency! (with Manny Pacheco in H-125) Learn about the campus threat assessment process and how to effectively respond to other emergency situations, such as an **active shooter** on campus. An active shooter is one situation where your behavior and the actions you take can have an impact on your survival. This training for faculty, staff, and administrators will include an overview of the emergency procedures for our campus.

Tuesday, February 2, 2016

9:00-noon

Courageous Conversations Reading Group (with Leah Freidenrich in E-207) Faculty, Staff, and administrators who participated in the Fall Equity Institute are invited to join the first equity focused reading group. The book being read is *Courageous Conversations* by Singleton and Linton. The group will be asked to read the book during the Fall (2015) and Spring (2016), with a training event during Spring 2016 Flex Week where Dr. Veronica Neal will provide guidance on how to take what is outlined in the book and apply it to the equity work being done here at SCC.

10:00-11:30 a.m.

Crowd-funding For Your Department, Program or Club: Getting Started with Blackbaud's *Friends-Asking-Friends* (with Karen Bustamante, Foundation Coordinator in H-117) This session for faculty and staff is an introduction to *Friends-Asking-Friends*, a new program offered by the Santiago Canyon College Foundation that puts the resources of the foundation AND the power of peer-to-peer crowd-funding to work for you so you can raise much-needed funds for your campus department, program or club.

11:30-12:30 p.m. Identifying and Addressing Affective Issues in the Classroom (with Chris Paquette in H-239) Instructors often overlook non-cognitive, affective issues that both students and instructors bring to the classroom. Regardless of previous experiences in courses, family and/or financial issues that students struggle with outside of the classroom, and the preconceptions instructors bring into the room about students at this level, learning to embrace affective strengths and address affective roadblocks improves both the quality of instruction and a student's ability to engage in course materials. Through drawing on classroom experience, responding to actual scenarios and brainstorming ideas, participants will share strategies for identifying and addressing affective issues (of both students and instructor) in the classroom. Topics include early intervention, ongoing communication, reading and writing assignments, class activities, and written feedback throughout the progression of the semester.

12:30-5:00 p.m. Safe Space Training (with Corinna Evett in E-204) Faculty and Student Services at Santiago Canyon College extend an invitation to faculty, classified staff, and administrators to participate in the Safe Space Program. The Safe Space Program is a Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex (LGBTQI) awareness and support program that is designed to improve the college climate for this underrepresented community. At SCC, our goal is to provide faculty, staff, and, eventually, student leaders with the necessary knowledge and tools to serve as allies to the LGBTQI community here at SCC. The half-day training session, conducted by trained Safe Space faculty, combines both informative sessions and experiential activities. A light lunch with other refreshments will be served. The training is limited to a total of 20 participants; therefore, spaces will be filled by those who RSVP first. Please RSVP to Corinna Evett with your name, department, and telephone number at evett_corinna@sccollege.edu no later than 19 January 2016.

1:00-2:00 p.m. Become a pro with Adobe Acrobat Pro (with Philip Tran and Amanda Carpenter in B-104) SCC has a campus license for Adobe Acrobat. This workshop is intended for faculty and staff who wish to create functional forms that are fillable. This workshop will focus on universal design. Participants will learn to create documents from scratch in Word and finalize them in Acrobat.

1:00-3:00 p.m. What Does "Emotionally Distressed" Look Like and What Can I do? (with Melissa Campitelli-Smith, Psy.D., Licensed Clinical Psychologist, and Rebecca Diercks, MA, Clinical Practicum Trainee, SCC Psychological Services in H-117) We all have the booklet titled "Assisting the Emotionally Distressed Student," however recognizing the signs and applying the recommended strategies can be challenging. We will give faculty the opportunity to bring in their own experiences and cases to discuss as a group in efforts to raise awareness and comfort when interacting with students who appear to be "stressed out," suicidal, depressed, or aggressive and effectively refer them for helpful services. Learning from our own and our colleagues' experiences can be a great way to improve our skills in these often complicated and distressing situations. **RSVP to campitelli_melissa@sccollege.edu and send any student scenarios ahead of time so that we may plan discussion items and helpful interventions.**

3:30-5:00 p.m. SCC Web Page Workshop (with Don Busché in B-104) This session is designed for faculty and staff members who have an SCC Website and wish to update their skill in using the page editor. The session will be conducted in a workshop environment and will not include a formal presentation. Participants will be able to ask questions and get personal assistance. Bring information about your courses or program in digital format for posting on your website. E-mail busche_don@sccollege.edu, if you need assistance in accessing your account at least 3-days prior to the session.

6:00-9:00 p.m. Business and Career Technical Division Meeting for all full-time and part-time Faculty members (in Room E-206). Includes breakout sessions by program.

6:00-9:00 p.m. Adjunct Counseling and Education Instructors Meeting (in Room E-107)

Wednesday, February 3, 2016

- 9:00-1:00 p.m.** **SCC Academic Senate Retreat (in E-203)** Please join the SCC Senators and Executive Board members with special guest Dr. Veronica Neal who will lead the Academic Senate in discussions and activities centered around equity and its relation to governance, as well as to academic and professional matters. All current Senators and interested faculty are invited to attend the retreat. Breakfast and lunch will be served compliments of the Office of Student Equity. If you plan on attending, please RSVP to AS President Corinna Evett via email at evett_corinna@scccollege.edu by Monday, January 25, 2016.
- 1:30-2:30 p.m.** **Faculty Forum (with Mary Mettler in E-203)** The Faculty Forum is an opportunity for faculty to gather and discuss the following topics: best practices; changes in federal, state, local policy; instructional resource allocation; innovative teaching methodologies; concerns with interference with academic freedom; and other items brought forth by faculty for faculty. If any faculty member has a topic of discussion, please email mettler_mary@scccollege.edu. An agenda will be sent to all faculty members prior to this event.
- 2:30-6:00 p.m.** **Acceleration Training (with John Hetts, Mayra Snell, and Katie HERNs in E-203)** Faculty, staff, and administrators are invited to attend this half day training on best-practices for creating accelerated classes in English and math. There will be an opening plenary from John Hetts who will discuss his recent research on assessment and placement within community colleges that can lead to evidence-based decisions on our campuses. This will be followed by two break-outs, one focused on math acceleration practices and one on English.
- 2:45-4:15 p.m.** **Jumpstart Your Quads (with Joyce Wagner and Tiffany Garbis in B-208)** This workshop is for faculty who will be creating or revising curriculum. We will answer questions about the course outline of record, state regulations, and CurricUNET.

Thursday, February 4, 2016 (Common Day)

- 8:00 a.m.-3:30 p.m.** **Department Meetings**
ACE, 10:00 a.m.-noon, Room H-309
Anthropology, Psychology & Sociology, 9:00-11:00 a.m., Room H-322
Astronomy, 10:00 a.m.-noon, Room SC-119
Biology/Life Science, Time TBD, Room SC-132
Business, 10:00 a.m.-noon, Room B-103
Chemistry, 10:00 a.m.-noon, Room SC-211??
Communication, 10 a.m.-noon, Room D-129
Counseling, 9:00 a.m.-1:00 p.m., Room E-107
DSPS, Time & Room TBD
Economics and Geography, 1:30-3:30 p.m., H-228
Geology, Time TBD, Room SC-211
History, 10:00-11:00 a.m., Room H-315
Kinesiology, 9:00 a.m., Room G-206-10
Library & Information Studies, 8:30 a.m.-2:00 p.m., Room L-108
Modern Languages, 1:00-3:00 p.m., Room H-318
Philosophy, 11:00 a.m.-1:00 p.m., Room H-215
Physics, Physical Science and Engineering, Time & Room TBD
Political Science, 10:00 a.m.-noon, Room H-316
- 10:00-11:00 a.m.** **Educational Master Plan Environmental Scan Information Sessions (with Aaron Voelcker, Roberta Tragarz, EMPC Members in E-206)** Please join the Educational Master Planning Committee and the Office of Institutional Effectiveness as we unveil the summary results of the Santiago Canyon College environmental scan, comprised of both internal data, gleaned from institutional program reviews and student achievement data, and external data of the local community and the population we serve. Come join the dialogue as we discuss data trends and estimates. Your feedback is a vital component to the development of SCC's next educational master plan and the identification of institutional priorities for years 2016 through 2022. Note: This session will be presented three separate times.
- or**
12:00-1:00 p.m.
or
2:00-3:00 p.m.

12:00-1:00 p.m.	Scholarship Committee Process Meeting (with Denise Donn and Andrea Garcia in a room that allows food but has at least 12 computers) This meeting will be about the new scholarship process. It is intended for all members of the Scholarship Committee only. We will discuss timelines and upcoming changes within the scholarship selection process. Lunch will be provided!
1:30-3:30 p.m.	Mathematics and Sciences Division Department Chair Meeting (in H-227)
3:30-4:00 p.m.	Arts, Humanities, and Social Sciences Division Department Chair Meeting (in Room H-206)
3:45-4:30 p.m.	New Teaching Resources for Faculty "Tasting" (with Leah Freidenrich, Linda Martin, and Alice Ho in H-H-125) Come try a "taste" of two new resources available through the SCC Library. Using Films on Demand, learn how to customize clips from this extensive database to embed in your lectures and PowerPoint presentations AND try our new BlackBoard tool-- Curriculum Builder-- which creates embedded reading lists in BlackBoard, searching the SCC Library collection. Tasting includes the newest vintage of reserve "Bookman's" Cider and assorted cheeses!
3:45-5:45 p.m.	Math Department Meeting (in D-206)
4:30-5:45 p.m.	Arts, Humanities, and Social Sciences Division Meeting for Full Time and Adjunct Faculty Members (in Room H-106)
5:45-7:00 p.m.	Arts, Humanities, & Social Sciences Division: Department Meetings for Adjunct Faculty Department meetings and locations will be announced at the Division meeting.
6:00-7:30 p.m.	Mathematics and Sciences Division Meeting for Full time and Adjunct Faculty Members (in Room SC-105) Department meetings and locations will be announced at the Division meeting.
7:30-9:00 p.m.	Math Department Adjunct Department Meeting (in SC-110)
Friday, February 5, 2016 (Common Day)	
8:30-10:00 a.m.	English Department Meeting: Room H-206
10:30 a.m.-noon	SCC Faculty and Staff Convocation (in Room H-106 with President John Weispenning)
12:30-2:00 p.m.	Culture Differences: Understanding What Is Acceptable in a Classroom of Students from Diverse Cultures (with Rosemary Touyanou at the Chapman Site (1937 West Chapman Avenue, 2nd Floor, Orange, CA 92868 in Room 210 is available, or room 272) This session will providing instructors and staff members with important details on this following: (1) Respecting cultural differences that impact a student's ability to successfully participate in classroom activities and (2) How to offer a student assistance without offending him/her.

Summary Report

Committee: Student Success and Equity

Meeting Date: Monday, October 26, 2015

Discussion Items:

- 2015-2016 Student Equity Plan—presented by Joseph Alonzo and Aaron Voelcker; SCC's new allocation is \$857,964 (27% of the district allocation of \$3,177,645).
- 2015-2016 Non-Credit SSSP Plan—presented by Imelda Perez.
- New Student Portal, called "Ellucian Portal"—presented by Syed Rizvi; Portal is expected to go live in Fall 2016 as a single point of access for students.

Actions Proposed: n/a

Events Planned: A Funding Request Review Meeting is scheduled for Friday, November 6, 12:30-1:30PM in E107 to discuss and determine eligible requests for equity dollars.

Resources needed/acquired/allocated: n/a

SAC SENATE SUMMARY REPORT

November 10, 2015

III Public Comments

- 1 Security Officer Lieutenant Colver shared the following:
 - New computerized dispatching system will be implemented.
 - Encouraged the faculty (and students) to continue to report suspicious activity.
 - Reminded the Faculty about the reporting system via Maxiant (the has appears on all faculty computers)
 - Locks are being changed on some buildings.
 - There is a monthly meeting with SAPD to maintain a good working relationship.
- 2 Distance Education is rolling out a new template to allow for students to find a more predictable environment from class to class.

V Topics

- A Low cost/No Coast Schedule Indicator
- 1 Faculty discussed the advantages/disadvantages of providing an icon on the schedule delineating courses with low cost text books.
 - 2 Disadvantages: enrollment issues, competition within departments, undermining the value of literature, students have other priorities that take precedence when scheduling and this will have little impact, redundancies.
 - 3 Advantages: students will be able to make more informed decisions, remove a barrier for equitable access.
- B ASCCC Plenary – Fall 2015 Session Highlights
- 1 Information from various break-outs was presented.
 - 2 The resolutions regarding the BA degree.
 - 3 Information regarding the common assessment was discussed.
- C One time money fund (Planning and Budget Committee)
- 1 Faculty should speak to their respective administrators and request funds for any onetime purchase.

VII Reports

A President

- 1 Hiring list was presented and discussed, the dean's list and the faculty's list are very closely aligned.
- 2 The Faculty voiced concerns that the AEBG funding of CE faculty must be made tenure-track.
- 3 A report at the Board meeting regarding OEC and the \$36 million restructuring price was discussed.

E SCC

- 1 The Senate will encourage the administration to make the CE hires with the AEBG funding to be tenure-track.
- 2 Passed the student equity plan.
- 3 Passed the credit student success and support program plan.
- 4 Passed the noncredit student success and support program plan.

- 5 Passed support of a dual enrollment agreement with Unity Middle College High School.
- 6 Seeking a method to identify signature programs.
- 7 Problems with OEC are a result of District mismanagement not SCC actions, SAC Senate members publicly agree with this position.

Attendee Notes from the Academic Senate of California Community Colleges Fall 2015 Plenary Session

Submitted by Joyce Wagner

What is the Standard for Baccalaureate Level Quantitative Reasoning? Starting the Intersegmental Conversation

- Math competency for an associate's degree is defined as Intermediate Algebra or another course with the same rigor and with Elementary Algebra as a prerequisite
- CSU Executive orders list Intermediate Algebra as the minimum prerequisite for a transfer level course
- CSUs allowed experimentation with alternative courses such as the Statway program
 - Data, so far, has shown that student using Statway have significantly lower ELM scores
 - CSUs are allowing further experimentation until 2019
- This year the CSU Academic Senate passed a resolution calling for an intersegmental dialog about what is expected from students earning a baccalaureate degree in terms of quantitative reasoning.
- CCCs have not taken any stand on alternative math pathways

This is mostly information for the Math department. The more general discussion on General Education will need to be taken up by the CIC and the Academic Senate at some point. <http://www.asccc.org/content/what-standard-baccalaureate-level-quantitative-reasoning-starting-intersegmental>

The Changing World of Assessment and Placement

- The new common assessment tool will generate skills profiles, not numbers. Colleges will have to decide how the profiles determine which courses students will be placed in.
- There is a mandatory writing sample which will be machine scored, though colleges can choose to also score by hand.
- The tool hasn't yet been piloted
- An implementation schedule (listing when each college will have the tool) should be out by the end of the year

The Academic Senate will need to have a part in developing policies for implementation <http://www.asccc.org/content/changing-world-assessment-and-placement>

Panel Discussion: Diversifying Our Faculty: From Conversation to Action

- The diversity of our student population is not matched by the composition of our faculty.
- The Chancellor's Office Equal Employment Opportunity and Diversity Advisory Committee is in the process of identifying new approaches that can help to recruit, hire, and retain a more diverse faculty.
 - Consider broadening desirable qualifications. (Do we need candidates to have CC experience?)
 - Ensure that hiring committees have thoughtful conversations on criteria for paper screening and interviews
 - Look for ways a candidate would contribute differently than the rest of the department
 - Hold longer interview to better know the candidates
 - Mentor future candidates
- Final decisions should still be based on quality; the conversation was more about casting a broader net and being open to quality that may be presented differently.

The Academic Senate may want to have a discussion and also a voice in how faculty on hiring committees should be trained

What's Next for the Strong Workforce TaskForce? Implementation!

- In November, the Board of Governors will take action on the 25 recommendations crafted by its Task Force on Workforce, Job Creation, and a Strong Economy
- Feedback has been collected from various regional meetings
 - Hire dedicated CTE counselors
 - Change funding model to categorical as opposed to grant-based
 - Adjust instructor compensation to include advisory boards, employer interaction, supervision of students

Once these recommendations are approved and implementation steps developed, the Academic Senate should be made aware of issues concerning faculty and curriculum (Much like the Student Success Taskforce) <http://www.asccc.org/content/changing-world-assessment-and-placement>

Statewide Curriculum Hot Topics: A Chancellor's Office Update

- Credit hour calculations were further discussed. There was a question about how to document total student hours for hybrid courses
- Non-substantial course revisions will have a more streamlined approval process
- PCAH (6th edition) may be ready for review next semester
- ADTS: Some colleges are having unit issues with the Computer Science, Music, and Chemistry degrees
- The Curriculum Inventory system upgrades will launch next July. Colleges should validate the integrity of their curriculum before that time.

The updated information will be presented to the CIC. <http://www.asccc.org/content/statewide-curriculum-hot-topics-chancellor%E2%80%99s-office-update>

Submitted by Corinna Evett

Board Policies and Academic Senates

- Overview of the Community College League of California Policies and Procedures (P&P) Service
 - Discussion of minimum language
 - Differentiations between policy and procedure
 - Differences between board policies and administrative regulations (procedures)
 - Definitions of legally required, legally advised, and suggested as good practices
- Discussion of how districts can meet the letter of the law while also maintaining collegial governance practices
- Discussion of local board of trustees role with template use
- Templates should be modified to fit local practices
- Reminder of faculty role in board policy and administrative regulation roles as related to 10 +1
 - Additional resources in the *Local Senates Handbook*
 - http://www.asccc.org/sites/default/files/local_senates_handbook2015-web.pdf
- Santiago Canyon College, the Rancho Santiago Community College District, and Mendocino College shared best practices with board policy and administrative regulation creation, revision, and deletion practices.
- CCCs have not taken any stand on alternative math pathways

As RSCCD was considered the model of best practices, the Academic Senate should continue to participate in and facilitate the good conversations taking place in RSCCD governance committees and in the Senate surrounding Board Policies and Administrative Regulations

The California Community College Baccalaureate Degree Task Force Recommendations and Resolution Review

- The presenters went through the resolutions that were up for a vote this fall session and provided feedback about how the task force came to the recommendations expressed in the resolution.
- The Task Force put forth a survey to the entire body to which 432 faculty members responded.
 - There was 73% and 80+% support from faculty surveyed for the degree parameters listed in the task force resolutions.
- The system has six months to make big changes fast: The 15 pilot colleges will offer upper division classes in fall 2016.
- From the resolutions adopted at this plenary session, the ASCCC will create guidelines to be sent to the consultation council the week following fall session.
- The guidelines will go to the Board of Governors in January.
- Typically, we have three plenary sessions before big changes are made—for this significant change, we only have one.
- Currently, the CSUs have a resolution that says that they do not have to accept upper division units from any other college/system—this is true for other CSUs as well—they don't all accept other CSU upper division units.

The Academic Senate will need to have a part in developing policies for implementation:

<http://www.asccc.org/content/california-community-college-baccalaureate-degree-task-force-recommendations-and-resolution>

Panel Discussion: Diversifying Our Faculty: From Conversation to Action

- Please see Joyce Wagner's excellent notes on this panel

State of the Senate by ASCCC President Morse

- Chancellor Harris is retiring
 - He has been the best administrative leader with whom President Morse has worked
 - Chancellor Harris will be attending the ASCCC spring plenary that will be held in Sacramento
 - Chancellor Harris has said that he will have a concrete recommendation related to accreditation before he leaves
- The ASCCC Exec Board took a vote to endorse the Accreditation Task Force Report until the body had a chance to take a formal position via resolution. (The resolution did pass.)
- Also poke to transparency in communication and Baccalaureate Degrees.

An update with items to keep in mind as resolutions pass and positions are taken.

Hey Bill! Now You Are a Law!—Legislation and Advocacy Update

- Discussed laws that have passed as well as those that have not
- Reviewed upcoming laws that were passed and will be implemented Jan. 1st: AB 288, AB 404, & AB 798
- Highlighted vetoed legislation: SB 42, AB 967, & AB 968
- Looks like we'll get more money to hire additional faculty with AB 626 & Part-time faculty office hour payment
- Encouraged to participate in the FACCC advocacy day, and the ASCCC is looking into have its own advocacy day

Local Academic Senate are encouraged to create a Legislative Liaison position or assignment for someone on the senate who will monitor legislation through ASCCC and FACCC: <http://www.asccc.org/content/hey-bill-now-you-are-law—legislation-and-advocacy-update>

Submitted by Michael DeCarbo

ASCCC Cultural Competency and Advocacy Plan

Members of Student Success and Equity should visit:

(Link not yet available)

Discussion of the work done towards the Cultural Competency Plan.

This is an internal ASCCC assessment of ASCCC diversity practices.

The Plan:

- 1 Survey members of the ASCCC (open-ended and Likert)
- 2 Provide an annual report of the survey findings
(Will include an action plan for addressing deficiencies)
- 3 Construct/maintain an on-line database of findings, research, and/or other studies to be made available at the local level.

Education Planning Initiative (EPI) Portal, Early Alert, and Education Planning Tools

Members of Student Success and Equity; Technology; TAG; and Enrollment Management should visit:

<http://www.asccc.org/content/educational-planning-initiative-epi-portal-early-alert-and-ed-planning-tools>

An overview of the work done thus far by the EPI and future intentions.

15 pilot schools are participating.

A free portal is now available to all colleges, the template is set but branding can be changed.

Free Early Alert software/programming is available.

Soon, free online degree planning (and possible auditing) tools will become available.

Effectively Implementing CDCP Noncredit

Members of Noncredit committees should visit:

<http://www.asccc.org/content/they-showed-us-money-now-give-them-non-credit-effectively-implementing-cdcp-noncredit>

An overview of how noncredit operates; given that most CCCs do not have noncredit, this information starts at the ground up.

The information reaffirms the hard work of our noncredit colleagues.

An example of how noncredit was used to streamline math sequencing was provided.

Goal Setting, Data Access, Professional Development and Technical Assistance – Update on Institutional Effectiveness

Members of Student Success and Equity and EMP should visit:

(Link not yet available)

There is a \$150,000.00 seed grant available to all colleges in the State to be used for a wide variety of proposals that address institutional effectiveness.

A college can request an assessment visit.

Not to be confused with accreditation.

Opportunity for an assessment of a general or specific area of institutional effectiveness.

230 differently skilled faculty/staff are available to make up a visiting team.

Submitted by Mike Taylor

New Attendee Orientation – Pointers for Faculty

- Meet and greet.
- Discussion of the resolution voting process.
- Discussion of what to do at plenary and why we are all here.

Hot Topics in Distance Education: Accreditation, Standards, the Online Education Initiative, Accessibility, and More

- Great breakout group for those involved in online education. I am brand new to it so much of this was over my head.
- Accreditation
 - Discussion of substantive change
 - Discussion on equal face-to-face and online interaction time, as well as times for student services and information and learning support services.
- Accessibility
 - Overview of an article in the latest Senate Rostrum
 - Discussion on AP 6365, Procurement of Accessible Technology
- Authorization
 - Discussion on the concerns of the out-of-state student and how some schools will not pay the authorization fees.
- Online Education Initiative

- Discussion on the increase in student completion by working together to increase access to quality online courses and support services for students.
- Link to the presentation:
 - http://www.asccc.org/sites/default/files/Online_Education_Hot_Topics_Plenary_F15.pptx

UC Transfer Pathways, ADTs, and Articulation: What are They and How Do We Advise our Students?

- Mostly attended by articulation officers and councilors.
- Overview of the current UC Transfer Pathways.
- Discussion on how and why the UC Transfer Pathway is not a TAG.
- ADT, or Associate Degree for Transfer, is for CSU admission.
- Discussion about how the ADT will guarantee the student admission to the CSU system, but not necessarily to their campus of choice.
- Link to presentation:
 - http://www.asccc.org/sites/default/files/UC_Pathways_ADTs_Articulation_Fall_Plenary_2015_final.pptx

Empowering Part Time Faculty

- As a department chair and a former part time faculty I found this session very informative.
- Discussion of practices at different community colleges.
 - Stipends for part timers serving on senate.
 - Whether part time senators get a vote.
 - Required and paid office hours for part timers.
- Discussion of the inclusion of part timers on departmental activities:
 - Required or invited to department meetings.
 - Participation with SLO assessment and results.
 - Creation of a Blackboard site to communicate with our part timers.
 - Lively discussion on whether the administration is on board with these practices and that a question about this should be included in the interview for new administrators.
- Discussion on the number of hours that part timers can have and the Affordable Care Act.
- Link to presentation:
 - http://www.asccc.org/sites/default/files/ASCCC_Fall_Plenary_PT_task_force_final_version.pptx

Signature Program Discussion Document

November 2015 SCC Academic Senate

What do you think are signature programs at SCC and why?

AB540/Safe Space

- Two incredible support programs for marginalized populations on our campus.

Apprenticeship

- Largest such program in the state of California

Art

- Growing program including studio art for transfer, as well as graphic design and digital media.
- Art displays and sales on campus - new art gallery in process.

Associated Student Government

Athletics

- Women's soccer has been very successful and one year were recognized as community college national women's soccer champions
- New athletics and aquatics complex
- Numerous athletic achievements in softball, women's soccer championships, and men's golf championships.
- The Soccer and Softball teams have several community projects that they do with the community
- Very high transfer rates

Biotechnology Program

- One of the few in the area to grant certificate and associate degrees in Biotechnology, making this a real draw.
- Mixes technical education with academics – hands-on bioscience experiments for what they will find in workplace in growing career areas as lab assistants and biomanufacturing technicians

College Chorale

- This was a signature program prior to major cuts in the Arts in 2008.

Continuing Education

- The comments and commendations made by the most recent accreditation team are valuable support.
- With respect to HSS/ABE, despite the multiple challenges of the recent years and the woefully insufficient number of f-t faculty in the department, graduation numbers have increased each of the past 2 years.
- The Bridge Program, a collaboration with OUSD, has grown from 12 classes in 2012-13 to 34 in 2015-16.
- This division is tenacious, resilient, hard-working, focused, determined, and fiercely proud of the successful programs we offer to the community.

Cosmetology

- Offers theory mixed with practical, hands-on instruction - preparing students for employment in these growing career areas.

Early Welcome

- Unique program to SCC (and SAC). Serves numerous students.
- Gives students an incredible advantage to get students' college careers off to a good start vs. taking a more traditional path.

EOPS

- Provides specialized assistance, counseling, and services to increase retention and graduation rates of students with financial and educational challenges. Many are first generation college students with low-income backgrounds.
- Includes **CARE program** for single parents.

Forensics

- Provides students with excellent growth opportunities, travel, and competition success.
- Builds valuable, transferrable skills

Honors Program

- Is a staple at SCC, with excellent support resources and transfer pathways for our students.

Learning Communities

- Our mission specifically mentions that we are an "*innovative learning community*."
- There are many benefits to purposefully supporting a learning community and there are many types of learning communities, from institution-wide to communities of practice in the classroom or in collegial governance committees.
- Supporting learning communities also supports the "sweet spot" mentioned in our marketing research of a "Hidden Gem. *Exhibiting the ideal model college community of the future.*"

MUN

- Provides students with excellent personal growth opportunities nationally.
- Fosters diverse learning, critical thinking, cultural awareness and effective communication while engaging students in an environment that focuses on global matters and concerns.
- 4 weeks of lectures will be included that reflect the growing body of research on disproportionately impacted groups. Students will learn about these groups both at the local and regional level with emphasis on comprehension, tolerance and conflict resolution.
- Prepares students for public presentations, group leadership, constructing and implementing written policy, conflict resolution, mediation and diplomatic tact.
- We have nationally ranked students. This gets our name out there. MUN is a huge program in many high schools and draws those students to SCC.

Pathways to Teaching

- Always a popular program at SCC, now with the securing of additional grant monies, has the potential to grow exponentially and offer a unique teacher preparation pathway not afforded at many other CC campuses.
- Growing program. Various services, workshops, events, and counseling for future teachers.

Public Works

- Offers theory mixed with practical, hands-on instruction - preparing students for employment in these growing career areas.

Robotics

STEM

- Has seen huge growth, with a wide array of support resources and scholarship monies for students on our campus
- An increase in the number of STEM graduates and successful transfers from SCC, as well as an increase in the number of underrepresented populations who are now finding success in STEM classes
- Academic support resources (SI, STAR Center, MaSH, etc.).
- New programs and courses (Organic Chemistry course, BioTech degree, etc) that many CC's can't offer.
- Strong STEM instruction, and four-year institutions recognize our amazing STEM students via scholarships, internship programs and other research opportunities
- Offers services, workshops, orientations, events, counseling, campus tours, STEM scholarships...
- Addresses our nations impending shortage of STEM professionals.

Student Leadership Institute:

SSSP/Student Equity

- Not sure if these are technically viewed as “Programs,” but SSSP and Student Equity are where we are seeing some dramatic shifts in terms of additional state funding to promote student success –exciting movements on our campus.

Surveying/Mapping Sciences

- Only one with full program in Orange County
- Prepares students for eligibility for certification with state of California agencies.

Transfer Center

- A large section of the community does not understand how well the transfer process works and how SCC can provide access to elite schools like CAL, UCLA, and UCI for a fraction of the price. Many students (some in difficult financial situations) choose to take on huge debt to go straight to a four year school because they believe their prospects are harmed by attending community college. Knowledge to the contrary could be a windfall for local families.
- We could better advertise our partnerships with universities. Let's put a giant sign out front "SCC :gateway to UC" or "Get UC credits here :Buy 1 get 10 free."
- Success in this would also benefit our retention, student success rate, MUN, and Honors Programs.
- Growing program offering numerous resources, services, events, and workshops to assist students in researching and completing their transfer plans – including tours, fairs, and advisement with representatives.

Veteran's/Guardian Scholars

- Tailored to serving populations that are largely underrepresented in higher education
- The state is paying a good deal of attention to our support of these student groups.

Water Utility Science

- An extremely popular CTE program, one of the only in the area
- Demonstrates real, tangible career preparation w/ certificate and degree options.
- Serves a large # of students; leads directly to jobs and promotions; huge future job needs in the industry; we're in a drought.
- Prepares students for eligibility for certification with state of California agencies.

2. *What characteristics deem a program, a “Signature Program”?*

Unique

- Not at every other community college, being one of a select few
- Uniquely successful in the local area—maybe among all Orange County CCs?
- A small subset of all programs. Some rough upper limit % of the program total can be signature (ie no more than 10% or 15% of all programs can be called signature). Someone needs to figure out where those limits should lie.

Attractive (to students and the community)

- Brings positive attention to the college
- Recruitment--enrollments are competitive—needs to pull students from area HS as well as throughout the county.
- Identifies the college as an exceptional place.
- Contributes to the positive, long-standing legacy of SCC.
- Attracts and retains a diverse audience of students (the program should strive for equity like our campus as a whole is attempting to do). When they show they are “closing the equity gap” then the program is important for the college as a whole.
- Noteworthy achievements that bring positive PR to SCC
- Work with the larger community. It is important that we serve the community that supports us. Have several community projects that they do with the community
- Vital to SCC’s growth within the community
- Size—affects a significant number of students
- Public visibility and representation of SCC beyond the on-campus community
- Focuses on underrepresented and marginalized populations

Enriching

- Provides students with personal growth opportunities beyond the classroom
- Significant extracurricular obligations
- Effective means to promote student growth and success.
- Students are engaged in activity that surpasses the “regular” classroom contact/content.
- Significantly extends the pedagogy, and educational opportunities generally
- Take education beyond the classroom and into experiential “life lessons”, while providing experiences that challenge the “whole person.”
- Innovative methods, materials, and technology – programs that create a positive college experience for students.

Beneficial

- Provides students with academic support and transfer opportunities that greatly increase student success and reach to the universities.
- Career connections and opportunities for students
- Eligible for an additional credential besides our SCC’s degree and/or certificate
- Additional guarantees, i.e. upon completion of such program, the student would be guaranteed admission to university of xyz to complete a higher level program.
- Students have a very good record of success after completing and leaving the program (get jobs, transfer to university or other defined measures of success)—so they need to collect some data!
- Provide opportunity to be competitive at the four-year college level.
- Afford participating students with increased university transfer opportunities (i.e., preferential or priority admission to universities, university scholarship opportunities, and/or fosters recruitment of students by university programs).

Successful/Recognized

- National recognized faculty/leaders in their field
- Has earned regular and consistent awards regionally/statewide
- Has excelled above other surrounding colleges
- Student engagement / persistence / success
- Students should have at least equal if not exceed course and program completion rates for the college as a whole—meaning the program does a good job supporting student success.

OTHER COMMENTS

Big Honorable Mention goes to EOPS/CARE/CalWORKS and DSPS programs – though these are programs readily available at most CCs, they deliver vital services for students most at risk and underrepresented in higher education; and we are lucky to have them!

Our sports teams? Are we going to honor only the winning ones?

Model United Nations is very expensive per student

A program may have to define their specialness and convince the campus that it is true if the campus does not already readily recognize that about the program

Other criteria could be determined by randomly surveying our student body and see what they say about the needs and strengths of SCC. Since caring for our students is a big feature of ours, we will have to create this program, in part, by starting with the people whom we care for and about. And by extending the signature program to most, if not all, of our incoming freshman, we can truly say that we care.

I think that highlighting programs that have proven themselves to be successful are our low-hanging fruit. The college can easily highlight these programs and rally around their success. However, I don't think that this excludes our ability, as an institution, to seed programs/services that fulfill our mission of innovation or of fostering learning communities that look to enrich our student and faculty/staff experience overall. SCC ought to reserve a spot for innovative approaches to promoting meaningful connections with our curriculum and with each other.

A vision of the "Signature Program"

- It is built upon what many have viewed as the strengths of our institution-forensics, math, science, water utilities, and robotics.
- We could have an interdisciplinary training for all of the incoming freshman (first-year).
- They will be required to take certain courses in these fields, as part of requirements to graduate from our institution, during their first year of study.
- Adding a unique touch to it, we could also bridge between these fields and the School of Arts/Humanities/Science, as well as the Business School, regardless of what students' majors are. Some of the top medical schools in our country (Harvard and Columbia for instance) have emerging programs that bridge across medicine and social science (hence "Social Medicine").
- We can have our "Signature Program" built around the leading program, complemented by business skills and spirits of arts/humanity/social science. This way, students are not only intellectually challenged and encouraged to connect with other fields or disciplines, they are also empowered to incorporate new, unique, and creative elements into their field of study and skill sets.
- Regardless if students aim to transfer to another 4 year institution or begin to work right after our program, they have acquired training that reflects not only depth (their major), but also breadth (familiarity with other fields).
- To set our students ahead the game (for an academics or career path), we could see what type of 4 year institutions most our students have transferred to or desire to go to-the type of undergraduate programs that they offer and the practical skills that students want to have (certificate programs or so on) and see how we can incorporate these courses/training in the interdisciplinary program so our students are prepared for whichever type of goal they are aiming at.
- We can even have guest lecturers series for these "Signature Program"-**such as inviting retired professors from CSU and UC systems, as well as from various industry professionals to speak and teach these "Signature Programs"** so that students can get a feel of what it is like to study or work at another institution.
- The kind of "Signature Program" we have at SCC is built on what we already have and stretched across other schools and programs we have on campus and other 4-year colleges in the area to make it our own kind of interdisciplinary program that is rare in the county or even in the region.