

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
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Fine & Performing Arts and Communication

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Bailey, Denise 2017
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Adjunct

Parent, Nancy 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

15 March 2016

1:30 pm – 3:00 p.m.

Academic Senate Room A-211

I. Welcome

II. Approval of Minutes

A. 1 March 2016

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 (30 minutes)

First Reading

- A. **Resolution S2016.6:** Adoption of the Procedures for Providing Academic Adjustments to Students with Disabilities
- B. **Resolution S2016.7:** Adoption of the Academic Senate of Santiago Canyon College Generated List of Signature Programs and Related Process
- C. **Resolution S2016.8:** Declaration of an Annual Date & Time for the Faculty Excellence Presentation

Second Reading

- D. **Resolution S2016.3:** Support for the Creation of an Office of Nighttime and Weekend Instruction

VII. Summary Reports Discussion (5 minutes total)

VIII. Discussion Items (30 minutes)

- A. **Equal Employment Opportunity & Equity in Faculty Hiring Regional Training Update:** Senator Crabill with share highlights about equity in faculty hiring from the half-day training he attended in January. (15 minute presentation)
- B. **A Look at Modern Open Educational Resources (OER):** Distance Education Coordinator James will present details about how current OER texts have improved in quality while also maintaining affordability for students. (10 minute presentation with 5 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.

Senators Present

Leonor Aguilera
Shawn Cummins
Steve Deeley
Lisa Dela Cusack
Leah Freidenrich
Alicia Frost
Scott Howell
Eric Hovanitz
Melinda Lorton
Nancy Parent
Stephen Reed
Andrew Salcido
Mike Taylor
Melinda Womack

Absent

Denise Bailey
Nena Baldizon-Rios
Cari Cannon
Phillip Crabill
Eden Quimzon

Christine Umali Kopp

Senate Executive Board

President Corinna Evett
Vice President Mary Mettler
CIC Chair Joyce Wagner
Sec/Treas. Michael DeCarbo

ASG Representative

Seham Nabils

Guests

Joseph Alonzo
Rosa Salazar de la Torre
Marilyn Flores
Tiffany Gause
Beth Hoffman
Maureen Roe
Rebecca Ruiz
John Smith

II Approval of Minutes

February 16, 2016 (Reed/Hovanitz) approved without dissent.

III Public Comments

- 1 Professor John Smith urged faculty to sign the petition to extend the proposition 30 education and health tax.
- 2 Professor John Smith explained the “point and click” function of the FACCC website, so as to participate in advocacy for higher education sponsored bills.

IV AS Executive Board Reports

A President

- 1 The Saudi Arabian government announced two weeks ago that in 30 days, a start date will be announced for the project with RSCCD.
- 2 The Chancellor announced that both SAC and SCC are eligible to apply for the ASPEN award that recognizes excellence in Student Learning Outcomes.
- 3 RSCCD Board report:
 - a The Strategic Master Plan Update Report was reviewed at the Board’s planning meeting and is available for your review online.
 - b The presidents of both colleges presented reports on Institutional Effectiveness
 - c The administrators overseeing the International Student Program at both colleges also presented.

SCC Academic Senate Minutes – DRAFT
Senate Business Meeting March 1, 2016

d The Board approved the SCC Accreditation Follow up Report at their 22 Feb. 2016 meeting.

4 College Council

a The Governor's budget addition to the community college funds is not enough to cover new expenses at the District.

b The budget assumptions may prevent any anticipated reserve, and may lead to an actual deficit.

5 The marketing team for the SCC branding and advertising efforts will be reaching out across the college, please participate promptly if contacted.

6 Any facilities concerns should be sent to Irma Dela Torre.

7 The Office of Civil Rights will visit all CCCs, and SCC was randomly selected to be visited this year. SCC's visit will occur on April 11-13, 2016. The following are the team members from the Office of Civil Rights: Jeri Mahon, Rose Mein, and Anne-Marie Tipton. The team outlined some folks with whom they'd like to meet: president, facilities folks, dean of BCTE, DSPS, Counseling, and ESL. There will be an exit report where the group will provide their impressions. Then we will get a more formal report from the Office of Civil Rights later.

8 PIE update:

A 76 requested items have been ranked

B March 3, 2016, the PIE committee will finalize the list and forward it to the Budget Committee for analysis.

C After the Budget Committee conducts an analysis, the PIE Committee will review and finalize the list before forwarding a formal recommendation to College Council for implementation.

9 A \$50,000 grant is available for Open Education Resources (through the CA College Textbook Affordability Program) that requires a Senate resolution; anyone interested should contact her/his respective senator.

B Vice President

1 Academic Senate Executive Board elections are underway, division Senator elections should proceed upon completion of the Executive Board elections in a few weeks.

C Secretary/Treasurer

No report

D CIC

No report

V ASG Report – Vice President Seham Nabili

1 A revised Constitution and Bylaws was approved.

2 There are five resolutions forthcoming:

a Requesting faculty to post text book information two weeks prior to a class's start.

b Voicing concern over lack of parking.

c Request for electric car charging stations

d Design a Geotag for Snapchat.

e Require all ASG senators to put forth two resolutions annually.

VI Action

First Reading:

A Resolution S2016.3: *Support for the Creation of an Office of Nighttime and Weekend Instruction* (Reed/Freidenrich)

Upon suggestion that this be combined with including extended Library hour a group will meet and return with revisions.

B Resolution S2016.4: *Adoption of Faculty Recognition Committee Nomination Process for Orange County Teacher of the Year* (DeCarbo/Deeley)

Discussion

Last Tuesday, the OC Teacher of the Year practice changed back to one nominee from each college rather than one from each community college district.

The resolution was written prior to Faculty Recognition meeting, so it does not reflect the many options created by the committee:

- 1 Continue to randomly draw a name.
- 2 Return to past practice of nominating chronologically.
- 3 A hybrid of the two that would allow nominees to have the option to decline a particular year.

Upon much discussion, it was determined that it best to resolve the pressing need of forwarding a nominee this year and allowing the committee to reconsider various options.

Thus, the best course of action was to adopt the current resolution, pending the typographical correction to the resolved:

Resolved, the Academic Senate should direct the Faculty Recognition Committee to keep in place the process of *annually* selecting by random one of the eligible nominees and maintain a list of those still eligible for future annual random selections.

A motion to suspend the rules (Dela Cusack/Womack) to consider the resolution passed without dissent.

The resolution passed without dissent.

C Resolution S2016.5: *Support for Request for Authorization to Apply for a Grant for the Basic Skills and Student Outcomes Transformation Program* [(Womack/Aguilar) Appendix 1]

Discussion

Additional staff will not be hired, so there is no foreseeable funding needed to sustain the grant. The release time awarded in the grant will not be needed upon depletion of the grant's funding. Faculty asked that the sustainability portions be more clearly articulated and that the authors agreed to the following addition to item 7:

Practices will be institutionalized with little, to no cost.

A motion to suspend the rules (Cummins/Womack) to consider the resolution passed without dissent.

The resolution passed without dissent.

Second Reading:

A Resolution S2016.1: *Adoption of Revised Academic Senate Bylaws* (Womack/DeCarbo)

Discussion

One missing item was added (without dissent) to the Vice President’s responsibilities:
M to collect and distribute the Senate Summary Reports prior to the next business meeting
The resolution passed without dissent.

B Resolution S2016.2: *Support of Splitting the Department of Social Sciences (Canon/U mali Kopp)*

Discussion

None

The resolution passed without dissent.

VII Summary Reports Discussion

Professor DeCarbo brought attention to the SSSP policies that suspend a student’s BOG should their G.P.A. fall below 2.0 for two consecutive semesters.

VIII Discussion Items

A Discussion of Faculty Identified SCC “Signature Programs”

CIC Chair Wagner presented the comments sent prior to the meeting (Appendix 2)

President Evett polled the Senators to determine which of the five options was preferred:

Option 1 – 2 votes

Option 2 – 0 votes

Option 3 – 3 votes

Option 4 – 2 votes

Option 5 – 9 votes

Upon discussion it was determined that a fourth banner be included titled “Continuing Education”

Members of OEC were instructed to compile a list of the 6 programs that should be included under that banner.

CIC Chair Wagner will send the four banners out with their attending 6 programs to the faculty and direct them to rank order all six, under each of the four banners.

CIC Chair Wagner will tabulate the rankings and present the results at a future meeting.

A motion to replace STEM with the STAR center failed.

A motion to add Humanities to the Transfer banner failed after much robust discussion.

CIC Chair Wagner moved that rather than accepting this as a six year permanent decision, that it be a starting place for three years and that it should be regularly reviewed, the Senate unanimously agreed.

B SCC’s Participation in the National College Health Assessment: (Appendix 3)

Professor Hoffman asked the Senate to support the survey that will be forthcoming to assess the health needs of SCC students.

The survey will take 45 to 60 minutes of class time.

90 classes have been randomly selected to participate.

It is voluntary, but faculty have been asked to support this worthwhile assessment; past results have led to the formation of alcohol abuse programs, suicide assessment training and healthier safe sex programs.

Students that participate in the survey will be entered in a drawing for 5, \$100.00 BestBuy gift cards.

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In addition to the national questionnaire, five items have been included to assess SCC student's nutritional needs.

Professor Gause spoke about the intention of creating a food bank to serve the RSCCD students modeled after those emerging in the CSU system, more information can be found at:

<http://news.calstate.edu/csu-chancellor-extends-research-study-into-student-hunger-homelessness-issues/>

Professor Gause stressed the need for this data so as to solicit the funds necessary to create a sustainable program.

A motion of support (Womack/Cummins) passed without dissent.

IX Moved to adjourn (Hovanitz/Salcido) passed without dissent.

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Resolution S2016.6

Adoption of the Procedures for Providing Academic Adjustments to Students with Disabilities

Moved: Professor Mettler

Seconded:

Whereas, Santiago Canyon College is committed to providing qualified students with disabilities equal access to all college programs, services, and activities;

Whereas, Santiago Canyon College will provide academic adjustments to qualified students with disabilities that do not fundamentally alter any course, educational program, or degree; and

Whereas, Disabled Students Programs and Services (DSPS) at Santiago Canyon College recommends that the Academic Senate of Santiago Canyon College adopt the Santiago Canyon College Procedures for Providing Academic Adjustments to Students with Disabilities (See attached) to ensure due process when academic adjustments are in dispute;

Resolved, That the Academic Senate of Santiago Canyon College adopt the Procedures for Providing Academic Adjustments for Students with Disabilities.

Date Presented: 15 March 2016

Date Approved:

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Santiago Canyon College

Procedures For Providing Academic Adjustments To Students with Disabilities

The procedures outlined below have been developed in compliance with state and federal laws in order to create an educational environment where students with disabilities have equal access to instruction without fundamentally altering any course, educational program or degree.

ACADEMIC ADJUSTMENT PROCEDURES

A. Accommodation Request

1. Students are responsible for requesting accommodations from Disabled Students Programs and Services (DSPS) and for providing disability verification from a qualified professional.
2. A DSPS certificated professional will individually assess and document the extent and the effects of the student's current disability. Through a collaborative process between the student and DSPS certificated professional, individualized academic accommodations will be authorized to mitigate the educational limitations that are identified. The student will be responsible for submitting an Academic Accommodations Authorization from DSPS to his instructors.

B. Course Substitution Request

1. To request a course substitution, a student must meet with a DSPS certificated professional for an assessment of the disability-related need for a course substitution. After consultation with the DSPS professional, students who want to proceed with a course substitution must follow the steps outlined in the DSPS Course Substitution Procedures. DSPS faculty will evaluate all documentation supporting the substitution request and then consult with the chair of the department responsible for the course being substituted. Then both the DSPS certificated professional and department chair will sign the Petition for Exception to Academic Regulation with comments indicating support or non-support of the request.
2. The student will submit the petition to the SCC Academic Senate Committee Exception to Academic Regulations (EAR).
3. The EAR Committee will consider the request and either approve or deny it.
4. If the student disagrees with the decision of the EAR Committee, she may refer the matter to the 504/ADA Coordinator to review and begin the Academic Adjustment Hearing Process (see page 3) within 5 instruction days.*

5. Any course substitution should guarantee comparable concept mastery to that of the course being replaced.
6. If the substituted course is required for transfer, and the student plans to transfer, the student is responsible for contacting the transferring institution regarding the acceptability of the substitution. Students will be informed in writing that substitutions granted by Santiago Canyon College may not be recognized by a subsequent educational institution.

COMPLAINT RESOLUTION PROCEDURES:

Informal Resolution

1. The College is charged with determining and providing what it believes to be appropriate academic adjustments for students. A **student** who disagrees with the academic accommodation(s) prescribed by DSPS should discuss his concern with the DSPS certificated professional recommending the adjustment. If the student's concern continues to be unresolved, the student should discuss his concern with the DSPS Coordinator. If the concern continues to be unresolved, the next step is to contact the 504/ADA Coordinator.
2. If an **instructor** has questions about an accommodation requested by a student with a verified disability, the instructor should immediately contact the DSPS certificated professional who authorized the accommodation(s). Informal meetings and discussions will take place with the instructor and DSPS certificated professional. Meetings and discussions may also occur with the Department Chair or designee, the student, other DSPS faculty and staff and/or other appropriate members of the college community. All meetings will be completed within five (5) instruction days following the request for the accommodation.
3. If no informal resolution can be found within five (5) instruction days and the accommodation is not allowed, the DSPS certificated professional, student or the instructor will refer the matter to the 504/ADA Coordinator who will make a decision regarding the accommodation within five (5) instruction days of having received the matter.
4. If either the instructor or the student disagrees with the 504/ADA Coordinator's decision, they will notify the 504/ADA Coordinator in writing within five (5) instruction days. The 504/ADA Coordinator will then proceed with the Academic Adjustment Hearing process.
5. The accommodation originally authorized by DSPS will be allowed for a maximum of three (3) instruction weeks during which time a resolution will be achieved. If the decision of the Academic Adjustment Hearing Committee (see page 3) is that the accommodation is not reasonable, the accommodation will either be modified or rescinded depending upon the Committee's recommendations.

Hearing Process

Students or instructors seeking to appeal a decision made by the 504/ADA Coordinator at the conclusion of the informal resolution process, or a decision by the EAR Committee on course substitutions, will file a formal written request for a hearing with the College's 504/ADA Coordinator. The 504/ADA Coordinator is John Didion, Vice Chancellor of Human Resources located at the District Office, 2323 North Broadway, Santa Ana, CA 92706-1640. (714) 480-7489.

1. The 504/ADA Coordinator is responsible for informing the complainant of her rights, responsibilities and procedures.
2. An Academic Adjustment Hearing Committee will be convened by the 504/ADA Coordinator to review the complaint. The committee will be comprised of the following voting members:
 - a. The Vice President of Student Services or designee
 - b. The DSPS Coordinator or designee
 - c. The appropriate Department Chair or Non-Instructional Manager
 - d. Academic Senate President or designee.
 - e. Student representative appointed by the Associated Students
3. The 504/ADA Coordinator shall serve as Chairperson and will only vote in case of a tie and will be responsible for audio recording and written minutes of the hearing.
4. Four (4) members, including the 504/ADA Coordinator, shall constitute a quorum by which the hearing may proceed.
5. Both parties have the right to present witnesses, testimony, and evidence, but only as related to the case.
6. Both parties have the right to be accompanied by an advocate in the formal appeal hearing. Attorneys are not permitted unless the Committee finds that complex legal issues are raised by the case.
7. The hearing shall be closed to the public.
8. The Committee shall judge the evidence presented and shall render a written decision within five (5) instruction days following the commencement of the hearing; copies of the findings shall be sent to the College President. The College President will review the decision of the Committee and will either accept or modify it.
9. The College President shall inform the complainant and the committee of his final action by certified mail within ten (10) instruction days of the receipt of the Committee's findings.
10. Written minutes and an audio recording of the proceedings shall be kept in a confidential file by the College President and shall be available to the parties. All documents shall be filed separately from the personnel file of the participants.

11. The President's decision shall be the final decision rendered and shall be implemented within ten (10) instruction days.

General Provisions

1. The time limits specified herein shall be considered maximum and every effort shall be made to expedite the process. Time limits may be extended only by mutual consent, in writing.
2. The complainant may withdraw the appeal at any time. However, the same appeal shall not be filed again by the same complainant.
3. The 504/ADA Coordinator may be consulted by any party regarding these procedures at any point in the process.

Other Complaints

Students wishing to file complaints or grievances based upon discrimination on the basis of physical or mental disability should contact the College's 504/ADA Coordinator: John Didion, Executive Vice Chancellor of Human Resources, located at the district office, 2323 North Broadway, Santa Ana, CA 92706-1640, (714) 480-7489.

If these processes yield an unsatisfactory result, the Office for Civil Rights may be contacted regarding their complaint resolution processes:

United States Department of Education
Office for Civil Rights
Region IX
Old Federal Building
50 United Nations Plaza, Room 239
San Francisco, CA 94102

The Santiago Canyon College Catalog contains the most recent information regarding services available for students with disabilities. This document is updated annually for currency and correctness

*An instruction day is Monday through Friday.

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Resolution S2016.7

Support for the Academic Senate of Santiago Canyon College Generated List of Signature Programs and Related Process

Moved:

Seconded:

Whereas, The Academic Senate of Santiago Canyon College was tasked in the 2012-2016 Educational Master Plan (EMP) to "Identify signature programs that support achievement of student academic goals" in an effort to "Promote a college identity of high quality, academic excellence, and personalized education";

Whereas, The Academic Senate of Santiago Canyon College engaged in a number of inclusive conversations centered around defining and identifying signature programs at Santiago Canyon College; and

Whereas, Through a vote of the entire faculty, the Academic Senate of Santiago Canyon College completed the EMP directed task by generating a list of signature program banners and related programs;

Resolved, That the Academic Senate of Santiago Canyon College adopt the attached list of signature program banners and related programs and that the Academic Senate President forward the faculty list to College Council and to administration; and

Resolved, That the Academic Senate of Santiago Canyon College adopt the attached signature program review and marketing process and that the Academic Senate President forward the review and marketing process to College Council and to administration.

Date Presented: 15 March 2016

Date Approved:

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Characteristics of a Signature/Highlighted Program—12/2015

Unique

- Not at every other community college, being one of a select few
- Uniquely successful in the local area
- A small subset of all programs at SCC

Attractive (to students and the community)

- Increases positive public visibility and representation of SCC beyond the on-campus community
- Brings positive attention to the college through noteworthy achievements
- Contributes to the positive, long-standing legacy of SCC as being an exceptional place
- Helps with recruitment—pulls students from area HS as well as throughout the county
- 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.
- Serves the community that supports us—perhaps has several community projects

Successful/Recognized

- Nationally recognized faculty/leaders in their field
- Earns regular and consistent awards regionally/statewide
- Excels above other surrounding colleges
- Results in strong course and program completion rates

Enriching

- Takes education beyond the classroom and provides opportunities for personal growth
- Utilizes innovative methods, materials, and technology – programs that create a positive college experience for students
- Supports student success

Beneficial

- Provides academic support and transfer opportunities that greatly increase student success and reach to the universities such as preferential or priority admission, scholarship opportunities, and recruitment.
- Leads to career connections and opportunities
- May result in additional credentials besides an SCC’s degree or certificate
- Results in a strong record of success after completion (get jobs, transfer to university or other defined measures of success)

Sustainable

- Facilities/Equipment/Supplies—in place or easily acquired/modified

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Academic Senate of Santiago Canyon College Generated List of Signature Programs and Related Process

Faculty Identified Signature Programs

The **banners** (domains/titles) delineate the areas to be highlighted (on the SCC website and elsewhere). The programs listed under each banner signify faculty identified signature programs.

Transfer Program

1. Transfer Success Center
2. Honors Program
3. Pathways to Teaching
4. STEAM
5. MaSH
6. Writing Center

Career Technical Education Program

1. Water Utility
2. Robotics
3. Apprenticeship
4. Survey/Mapping
5. Gemology
6. Cosmetology

Continuing Education Program

1. Career Technical Education
2. STARS
3. Adult High School Diploma
4. English as a Second Language
5. RS Adult Education Consortium
6. Associate Student Government
7. Communicator's Club

Student Endeavors Program

1. Athletics
2. Forensics
3. Model United Nations
4. Student Leadership
5. Associated Student Government
6. CAMP

Faculty Signature Program Review and Marketing Process

1. The banners and related programs are to be highlighted on campus, on the SCC website, and in the community on a six-year basis, following the SCC Educational Master Plan cycle.
2. The intention is to annually rotate through the programs listed under each banner, following the numbered order of the programs.
3. Every three years, the Academic Senate of Santiago Canyon College will review and revise the banners and their signature programs, allowing for newly identified signature programs to be emphasized in a timely manner.

COMMENTS ABOUT RANKINGS

Dear senate,

Thank you for trying to put together this difficult task.

Here you go.

1. I'm concerned that by having a simple vote for every faculty member that the division are not equal. For example, there are 3 times as many faculty in the humanities versus sciences, versus CTE, etc.
2. We don't have a STEAM program, we have a STEM 2 Program. Is this a new grant that I haven't heard about?
3. Is Mash, and the writing center a transfer program or student support program? Maybe we should add a student support section
4. I don't know about have the programs on the list so how am I supposed to rank them...especially the CTE and CED programs

-
- I have many issues with these "banners" and "programs" as well as the time allotted for response to this email.
 - I will focus my email though on what I believe to be the biggest issue, which is the "Transfer Programs":
 - The Writing Center and MASH are not transfer programs, they are support centers that lead to success in many programs, but do not qualify on their own.
 - Why was "STEM" turned in to "STEAM"? The reason that STEM is so robust here at SCC is due to our support systems (STEM counselors, MASH, STAR, SI, summer research programs, STEM2, etc.) and funding (Title V, STEM grants, etc.). These programs and funding do not support art and therefore do not support STEAM. This title should be switched back to STEM.
 - I have to run to class, but will try to rank the other banners at a later time, after having more time to look into the individual programs so I'm not arbitrarily ranking.

-
- First, I'd like to extend my gratitude to the Senators and Executive Board of the Academic Senate for tackling this difficult topic. The banners and lists have caused me to think about signature programs and their purpose and place at our College.
 - I don't think learning and student support services should be considered signature programs. I think one quality that makes our campus truly unique is the supportive, encouraging philosophy that is focused on student success. It is not the result of one particular learning or student support service, but the combined excellence of all services. Rather than calling them signature programs, I'd rather the College be marketed as supportive, encouraging and student success centered with our excellent services supporting this assertion in their totality.
 - I also think it's a mistake to hold up services as signature programs when our neighboring colleges offered greater accessibility to those same services. For example, the Library and Writing Center at SCC are excellent. IVC offers the same services with greater accessibility. Our Transfer Center is amazing and yet IVC has a higher transfer rate. I don't mean to diminish the tremendous contributions that these services make to student success, but do we really want to advertise them as signature programs?
 - Continuing Education is vital to our community and to the College. If we are trying to attract students to the College as an option to a four-year institution does making Continuing Education a signature program help to achieve that goal or does it feed the perception that community college is where you go for remediation? Again, Continuing Education is vital to our community and our College. I am in no way trying to diminish the contribution that our Continuing Education faculty and staff make to our College. But, do we want to make it a signature program? Wouldn't it be more effective to market our Continuing Education program separately? They could have their own signature programs.

- What is a signature program at our College? Often, we say Forensics and MUN. Through no fault of their own, Forensics and MUN were severely cut in the recession. They have, at best, been brought back at a minimal level and are not supported with general funds. Can we still call them signature programs? What if there is a hiccup in the budget and the Foundation and SCE don't support these programs next year? Is there an institutional commitment to continue these programs? If I was a student and I chose SCC because of its Forensics program, which has been promoted as a signature program, and it is cut due to a lack of funding, I'm upset at the very least.
- The only programs that I would consider signature programs, right now, are those that are incredibly successful (as perceived by our community) or completely unique, such as Women's Soccer/Softball, Water Utility Science, or Biotechnology. That doesn't mean that we shouldn't strive to bring Forensics and MUN back to a level where we could promote them as signature programs. I think it's vital to create signature programs that represent the excellence of our College. That excellence will drive enrollment, which will result in capturing growth money from the State, and ultimately results in more general fund dollars that will benefit all areas of our College.

This is just my interpretation of signature programs.

1. Right now, signature programs should be limited to very successful (as known in our community) or unique programs for which there is general fund support.
2. Learning and student support services should not be signature programs but marketed as the areas of our College that collectively create an encouraging, supportive student success centered atmosphere.
3. Continuing Education should be marketed separately. Perhaps, they could have their own signature programs.
4. We should strive to restore programs as well as develop new signature programs as they greatly benefit the entire College.

Good afternoon,

Please find my rankings below. They are incomplete, as I am not familiar enough with some of the programs/resources to be able to adequately rank them, particularly in a way that is in keeping with the stated criteria. I also had a hard time with the "Transfer Program" category, since some of the options are student service centers while others are academic programs, and some have elements of both. To me, categories as listed on the attachment sent with the original message made more sense for comparative ranking.

But I also wonder about this ranking method, which implies that there should be a top selection in each category. It could well be that there could be two deserving choices in one category and none in another, but I don't see a method for such priorities to be reflected here. I'd have rather seen a poll in which I could rank the "value" (for lack of a better word) of each resource on a scale of 1-10.

Since most colleges have an 'honors program,' 'transfer center' and some of the other programs, I would have trouble explaining to someone just how are OUR programs different or superior to what other colleges offer. It seems odd to designate a 'standard program' as being a 'signature program'

I think our Water Utility Science program is not only outstanding but unique enough that it has gotten notice by water education organizations in Europe, suggesting our program as an alternative to some of the outstanding degree programs offered over there. I also think our Gemology and Robotics programs are exceptional so it was difficult for me to choose between them - I would rank them all as tied for #1, perhaps more of a 'signature program' than some of the other things mentioned that are offered by all or nearly all other community colleges. Shouldn't a 'signature program' be something that sets us apart?

I am not sure how to rank STEAM as we do not have a STEAM program here.
The program we have is STEM.

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
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

Parent, Nancy 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

Resolution S2016.8

Declaration of an Annual Date & Time for the Faculty Excellence Presentation

Moved:

Seconded:

Whereas, Faculty recognition plays a vital role in creating culture and standards of excellence and the Faculty Excellence Presentation should be scheduled so that as many as possible may participate in this culture building tradition; and

Whereas, The Faculty Recognition Committee has investigated various options and has determined that the third Thursday of October, from 1:30 p.m. to 3:00 p.m. is the best ongoing date;

Resolved, That the Academic Senate of Santiago Canyon College declare that the third Thursday of October from 1:30 p.m. to 3:00 p.m. shall henceforth be designated as the annual date and time for the Faculty Excellence Presentation.

Date Presented: 15 March 2016

Date Approved:

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

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Resolution S2016.3

Support for the Creation of an Office of Nighttime and Weekend Instruction

Moved: Professor Reed

Seconded: Professor Freidenrich

Whereas, Adjunct and evening instructors do not receive the same support services as instructors who teach during regular daytime hours;

Whereas, Adjunct and Part-time Instructors are vital to the mission of Santiago Canyon College; and

Whereas, An Office of Nighttime and Weekend Instruction would aid adjunct and part-time instructors with the basic support services available during the weekday hours, such as reprographic, liaison with facilities and security personnel, etc.;

Resolved, That the Academic Senate of Santiago Canyon College work with the Administration to establish an Office of Nighttime and Weekend Instruction that will operate during all hours of the evening and weekends when classes are being conducted at Santiago Canyon College.

Date Presented: 1 March 2016

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)

Summary Reports

Faculty Recognition Committee: February 25, 2016 – Summary Report

Old Items:

1 2015-16 Faculty Excellence selection process

Lisa Dela Cusack presented the deadline, upon discussion, some modifications were made and the revision will be electronically distributed.

Lisa Dela Cusack discussed the nomination ballot, modifications were suggested and a revision will be electronically distributed for revision/approval.

2 Committee description

Michael DeCarbo presented the previous discussed changes to the committee description and the accompanying resolution to forward to the Senate; the committee unanimously agreed to the revisions and resolution.

3 Website

Song Graham discussed that she had made changes to the website that were somehow supplanted; as there are current changes to the OC Teacher of the Year award, she explained that she will wait for resolution to those changes before making any more changes.

4 Date for the Faculty Excellence Presentation

Michael DeCarbo presented the resolution to have the Senate permanently set the date for the Faculty Excellence Presentation (3rd Thursday of October). The committee unanimously agreed to the revisions and resolution.

New Items:

Orange County Teacher of the Year change of process

1 The OCTOY has returned back to awarding every community college, rather than one per district. The committee had a lengthy discussion about what a future process would look like.

Michael DeCarbo introduced a resolution to maintain the current system of drawing a name from random.

A name was drawn from random to move forward for this year's OCTOY nomination.

Professional Development Committee: Minutes from February 23, 2016 meeting

1. Discussion of FLEX proposal timeline. The committee agrees with the timeline proposed for calls to go out.

2. Discussion of classified PD activities. Martin shared that requests are being sent to administrators to address requests and suggestions.

3. Cecilia created a general application form for inquiry/funding of conference attendance.

4. Joseph Alonzo shared his thoughts on the application form and brought another version for the committee to review. Specifically, Joseph wonders if there is redundancy with the PDC form and the Office of Student Equity and Success (OSES) form.

5. Additionally, should PDC focus on finding events to bring to campus and allow the OSES to focus on finding events and conferences which are relevant? Joseph thinks that it would be perhaps more

beneficial for PDC to find events which can be campus wide with funds available. Joseph would like for OSES to deal with conferences, and PDC handle events.

6. Martin still feels there should be a centralized location where information is disseminated to the campus.

7. Jacque suggested that there be a paper trail created which would track the number of denied events due to lack of funds.

8. Martin proposed we still submit for funding requests which are distinct from equity.

9. On the application, what is it that needs to be included? Committee suggestions are: event title & description, date & location, purpose, who is served by the event, how will it be funded, and who will be attending.

10. The committee discussed how funding outside of equity determine who gets to attend. Committee is not comfortable designating priority for particular events.

11. The committee discussed the fate of FLEX week calendar and its likely evolution from what it historically has been. FLEX week has always tended to favor faculty.

12. The committee agreed that the way PD is reported, and who attends opportunities needs to be recorded.

13. The FLEX eval forms were discussed. Jacque will create an excel spreadsheet and detail #, who attended, and any other pertinent information. Joesph suggested there be a campus wide standard for sign ins and evaluations.

14. The committee is still engaging in an ongoing call for conference opportunities for faculty and classified.

15. Lynnette sought clarification on the equity event with Jane Elliott as a FLEX event. The committee and Martin all agreed that this was FLEX credit.

Honors Program Committee (HPC): February 17, 2016

Reports

1. Chair
 - a. Approval of Nov. 2015 minutes
 - b. No PIE report
2. Co-Coordination Report
 - a. HTCC update:
 - i. 6 SCC Students will present at the Research Conference at UCI
 - ii. Next HTCC meeting will be hosted by SCC
 - b. Laptop cart now available for Honors classrooms and housed in H-209-4
 - c. Geography 100H being revised this semester

Discussion

1. Spring 2017 Schedule being revised
2. Formation of STEM Task Force to make recommendations increasing for STEM Task Force still gathering research for recommendation at next HPC meeting
3. Student Research Committee will have a room on Community Science Night

Action Items

1. Approved Fall 2016 Honors Schedule

2. Honors Syllabi Addendum approved and revised
3. Approved changes is requirements for Waltmar Scholarships

SAC SENATE SUMMARY REPORT

March 8, 2016

III Public Comments

- 1 None

V Topics Items

- A Non-credit faculty presented information regarding Centennial Education and the need for full time faculty; it was explained that all courses were moved to CDCP years ago.
- B Board of Governors (BOG) Fee Waiver
 - 1 Discussed the new SSSP requirement that students that drop over 50% of their class for two consecutive semesters or have a g.p.a. that falls below 2.0 will lose their BOG funding.
 - 2 This could impact 10% of SAC students and \$2,000,000.00 in FTES funding.
 - 3 There are triggers built into Early Alert that if two or more instructors send a warning, that student's name is then sent to the Counselors.

VII Reports

A President

- 1 The Board Policy regarding gifts is still under discussion; outside expertise is being sought.
- 2 The tentative budget assumptions were approved;
 - a The projected growth of 1.35% was discussed as unrealistic
 - b Peter Hardash reports that the 4.5% COLA may be cut in half
 - c The compromise regarding the marketing money is indicative of productive shared governance.

B ASG

- 1 The advisor's leadership retreat occurred and the students club retreat is forthcoming.
- 2 There will be Women's history week activities and St. Partick's day.

C SCC

- 1 Professor Smith petition to extend prop 30 taxes
- 2 Saudi will be announcing a start date.
- 3 Revisions to Bylaws passed.
- 4 Support for participation in the National College Health Assessment; including a survey to assess students' nutritional needs.
Professors Gause and Hoffman are developing a Food bank modeled after the one at CSUF.
- 5 Continued conversation about designating signature programs; a final version is close.