

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

Matthews, Evangeline
2016
Lorton, Melinda 2016

EXECUTIVE BOARD MEMBERS

President

Evett, Corinna 2016

Vice President

Mettler, Mary 2016

Secretary/Treasurer

DeCarbo, Michael 2016

Curriculum Chair

Wagner, Joyce 2016

AGENDA

15 September 2015

1:30 pm – 3:00 p.m.

Academic Senate Room A-211

I. Welcome

II. Approval of Minutes

A. 1 September 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 (20 minutes)

First Reading

- A. **Resolution F2015.1:** Approval of the ESL/Basic Skills 2015-2016 Online Submission Expenditure Plan Report
- B. **Resolution F2015.2:** Recommendation for the Creation of the Santiago Canyon College Commencement Committee
- C. Draft of RSCCD Credit Instructional Calendar 2016-17

Second Reading

D. None

VII. Summary Reports Discussion (5 minutes total)

VIII. Discussion Items (30 minutes)

- A. **Continuing Education Update:** Discussion of Continuing Education happenings and needs presented by Senator Quimzon. (5 minute presentation and 5 minute discussion)
- B. **Faculty Committee Assignment and Workload Task Force Update:** A report on the Faculty Committee Assignment and Workload Task Force findings by AS Secretary/Treasurer and Task Force Chair DeCarbo. (5 minute presentation and 5 minute discussion)
- C. **Unity Middle High School Partnership Discussion:** Discussion of Unity Middle High School charter school and the proposed partnership with SCC led by AS President Evett. (1-10 +1) (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.

SCC Academic Senate Minutes – DRAFT
Senate Business Meeting September 1, 2015

Senators Present

Nena Baldizon-Rios
Denise Bailey
Cari Cannon
Phillip Crabill
Steve Deeley
Alicia Frost
Scott Howell
Melinda Lorton
Evangeline Matthews
Eden Quimzon
Andrew Salcido
Mike Taylor
Christine Umali Kopp

Absent

Shawn Cummins
Leah Freidenrich
Eric Hovanitz
Melinda Womack

Senate Executive Board

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

ASG Representative

Tamara Nabils

Guests

John Smith

I Welcome

II Approval of Minutes

June 2, 2014 (Deeley/Aguiar) approved without dissent pending one correction regarding attendance.
AS Retreat, August 19, 2015 (Howell/Umali Kopp) approved without dissent.

III Public Comments

1 Professor John Smith, Vice President of FACC asked Faculty members to go to www.FACCC.org and use the point and click column to support bill 8404; allowing changes to how the State Chancellor will report the Federal Government about CCC's accreditation body.

The State Chancellor's office has released a report on accreditation; all but 37 colleges have been sanctioned by ACCJC; the ACCJC averages over 50% sanctions compared to other regions that average 12%. The report states that the ACCJC "has consistently failed to meet expectations" regarding change. The report can be found with a link to the Chancellor's office at www.FACCC.org.

IV AS Executive Board Reports

A President

1 Per the recent District Council meeting: The District will be getting one time only 16 million dollars. AS President Evett requested that the entire sum go through the Budget Allocation Model, which met resistance from the Chancellor. President Weispfenning requested that the money should be used to remove the college's deficit, which was more palatable to the Chancellor; if accepted, 1.6 million could be given to SCC and 4 million to SAC to do so.

Another chunk sum will given to the colleges for marketing.

The remaining 10 million or so will stay at the District for increasing STRS and PRS costs, and/or money needed as a result of the ADA law suit, and/or OEC and other unforeseen costs.

The Chancellor expressed that the Colleges have not recognized the importance of marketing.

2 The Cesar Chavez bust will be placed in a planter by the E building.

The Lorenzo Ramirez bust will be placed in a planter near the Library.

If another bust is funded it will be recommended that it be selected from the list forwarded by the Faculty.

3 District Senate met last week and drafted a change in the BAM to return unfunded positions.

SCC Academic Senate Minutes – DRAFT
Senate Business Meeting September 1, 2015

This was rejected by the District Council.

The District Senate will propose that if a balance of over 1% exists at the District it should be returned to the Colleges.

B Vice President

1 An interim Senator for the Fall is needed to serve for the AHSS division; any full time Faculty member is eligible to serve an election will soon follow.

C Secretary/Treasurer

No report

D CIC

No report

V ASG Report – Senator at Large Tamara Nabili

No report

VI Action

First Reading:

None

Second Reading:

None

VII Summary Reports Discussion

None

VIII Discussion Items

A Unity Middle High School Partnership Presentation - Dr. Erin Craig (Appendix 1)

- 1 Middle College is a blend of high school and college.
- 2 Traditionally designed for students historically disadvantaged at academic success.
- 3 Unity Middle College is free and public.
- 4 Charter school is a public school, non-profit and small business.
 - a Publicly funded
 - b independently run
 - c same accountability as traditional public schools
 - d renewal usually occurs every five years
- 5 Mission: Unity Middle College High School prepares all students, especially those who are at-risk and underserved for four-year university success, leading to professional careers through a blended high school and college curriculum.
- 6 If students attend SCC all tuition costs will be covered by Unity.
- 7 Transportation to and from SCC during the day will be provided for by Unity.
- 8 Books and materials will be supplied by Unity.

Discussion:

- 1 Faculty asked if a Memorandum of Understanding would be created between Unity and DSPS and was reassured that there would be.
- 2 Faculty asked if the parents of the Unity students would be trained to understand that their dually enrolled children will be treated as adults and was reassured that there would be training.
- 3 Will students be given priority registration over other enrolled students? There does not seem to be a definitive answer to this yet; it seems that the students will have the same registration priorities given to other dually enrolled CAP students.

SCC Academic Senate Minutes – DRAFT
Senate Business Meeting September 1, 2015

4 If students are not able to get classes at SCC what happens? Students will attempt to waitlist and then attend the first week and try to add, if this is not successful the student will take an elective class back at Unity.

B Governance Handbook

1 Changes to the handbook have been implemented, all Faculty are asked to review and ensure changes are accurate and /or have been made.

2 Senators were reminded the only recommending body is the Senate and that suggestions for recommendations are made in all other committees and forwarded to the Senate.

3 The Faculty recognize that the flow chart is the hard work of many years adapting to evolving needs and is now working with great efficiency and predictability.

4 Professor Bailey raised the point that staffing committees in the Spring may need to be reconsidered in light that some of the positions are elected and membership is not guaranteed.

C Faculty Service on Governance Committees (Appendix 2)

1 Vice President Mettler asked the Senate to reconsider what committee assignments should be monitored by the Academic Senate.

2 Faculty agree that Faculty should not be monitoring other Faculty not directly expressed in policy (as is the case with shared governance).

3 Vice President Mettler said we want all voices heard from all areas regardless of service in other places; other Faculty agreed that service in a specific department is valuable but that should not preclude service to the larger community.

4 The Faculty present agreed that non-senate related should not be monitored by the Senate. It was moved that from here on, the Senate Vice President will only monitor Faculty assigned to governance/senate committees.

Moved and second (DeCarbo/Quimzon) passed without dissent.

5 The Senate directed President Evett to request that page 4 of the Governance Handbook, under Staffing of councils and committees, “By the end of the Spring semester” be changed to “At the beginning of the Spring semester”

IX Moved to adjourn (Deeley/Frost)

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Resolution F2015.1

Approval of the ESL/Basic Skills 2015-2016 Online Submission Expenditure Plan Report

Moved:

Seconded:

Whereas, The Santiago Canyon College Basic Skills Task Force must submit an ESL/Basic Skills 2015-2016 Online Submission Expenditure Plan Report to the state per Title V grant requirements; and

Whereas, The Basic Skills Task Force has performed its due diligence by creating the ESL/Basic Skills 2015-2016 Online Submission Expenditure Plan Report;

Resolved, That the Academic Senate of Santiago Canyon College approve the ESL/Basic Skills 2015-2016 Online Submission Expenditure Plan Report.

Date Presented: 15 September 2015

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)

ESL/Basic Skills 2015-16 Online Submission Expenditure Plan Form

1. California Community Colleges 2015-16 ESL/Basic Skills Initiative Program

1. Enter Today's Date

09/08/2015

2. Basic Skills Coordinator Contact Information

2. Please fill out the form below to update the college's Basic Skills coordinator.

First Name

Maureen

Name

Roe

Title

BSI Coordinator

District

Rancho Santiago Community College District

College

Santiago Canyon College

Email Address

roe_maureen@sccollege.edu

Phone Number

714-628-4746

Fax Number

Mobile Phone

949-322-8470

3. How do you prefer to be contacted?

Email

3. The California Community Colleges 2015-16 ESL/Basic Skills Initiative Plan Instructions

2015-2016 ESL/Basic Skills Allocation Goals/Action and Expenditure Plans

Submission Deadline: October 1, 2015

Below are the instructions for submission of your 2015-2016 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be submitted in this online form on or before October 1, 2015.

You will complete this information online. You should have access to a word and PDF versions of this form. It is recommended that you gather the required information first using these versions as guides. This will facilitate an easier process of completing the online form.

INSTRUCTIONS

1. Please provide succinct narrative in text boxes. Please do not attach additional pages. There are no maximum words or characters for the narrative responses.
2. Please ensure each item is completed.
3. Please follow the instructions on page 1 regarding how to submit signatures.
4. Please mail the completed certification form to Eric L. Nelson, Ph.D., enelson@cccoco.edu.
5. Please do not print the online 2015-16 BSI Expenditure Plan and send to the Chancellor's Office.

Contact: If you have any questions regarding program expenditures or the submission of the online form, please send your questions to basicskills@cccoco.edu.

4. Basic Skills Program for 2015-16 narrative response.
Respond to the following 5 questions:

What specific steps is your college taking to institutionalize your basic skills funded programs and projects?

a. Both math and English faculty, in the construction of their yearly Department Planning Portfolios (DPPs), have noted the need for the college to support coordination for basic skills programs and services, such as those associated with the Math Study Hall and Writing Center. Unfortunately, given shortfalls in the Santiago Canyon College budget, there has been no extensive institutionalization in terms of major projects, such as the staffing, coordination, and operations of these centers. In an effort to work toward institutionalization, however, these goals will remain in the DPPs. In addition, through the resource allocation process, the English Department has been requesting a full-time support staff person for the Writing Center since 2008. Just this year, that request has moved up the priority list, now being filled with BSI dollars on a 19-hour per week basis by a permanent, ongoing Center Technician.

b. Although institutionalization has not occurred on a widespread level, specific curriculum has been created to support programs and activities that will continue to serve basic skills students for years to come:

i. CROSSroads (College Readiness Optimizes Student Success)—a free placement test preparation program has been constructed to provide workshops and online instruction in the spring to increase high school students' chances of placement into transfer-level courses in the fall of their first semester.

ii. SOAR (Strategies of Algebra Readiness)—a summer bridge program has been developed to help prepare students who test into basic skills math, Math 080, even after the CROSSroads intervention, to increase the likelihood that they will pass this course in a single attempt and then persist into transfer-level math.

iii. ACE Lab Manuals—special curriculum and instruction has been launched for American College English/ESL students for use in the college language lab.

iv. Accelerated Learning--the English Department is currently redesigning its course sequence to promote acceleration of basic skills students into transfer-level classes with the support of supplemental instruction.

c. Santiago Canyon College faculty from various disciplines, all serving basic skills students in their classrooms, have participated in several BSI-funded professional development opportunities to promote higher success and retention rates:

i. April 2015—Twenty faculty members attended the On Course National Conference to gain strategies/best practices to better engage students. Ideas from the conference were then shared with other faculty members during a professional development panel discussion.

ii. May 2015—Greg Hinckley and Emily Lardner from Evergreen State College visited SCC to present a workshop on Coordinated Studies and Learning Communities. Faculty who attended regrouped in August to begin generating ideas for future curriculum development.

iii. June 2015—Faculty from reading, math, English, as well as deans from Arts, Humanities and Social Sciences and Math and Sciences participated in the Conference on Acceleration in Developmental Education (CADE); both the math and English departments have begun to draft proposals for implementing accelerated learning into their course sequences.

d. The activities, presentations, and materials for SCC's Annual Family Night have been developed and used since 2012. Of course, refinement occurs each year, but, overall, the program has been established and received with exceptionally positive feedback.

What are the obstacles to doing so?

a. The obstacles in institutionalizing our basic skills efforts have not been based on any philosophical or cultural opposition to the support of basic skills students. On the contrary, the college is committed to locating funding through alternate sources (such as student equity) to promote best practices, such as acceleration and learning communities. Indeed, SCC's current Educational Master Plan describes a deep commitment to offering a comprehensive curriculum that provides "community services, career education, and basic skills development."

b. The SCC Academic Senate, whose primary function is to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters, passed a resolution last year vowing support for Basic Skills ventures as the funds and resources become available.

c. BSI projects do have administrative buy-in as evidenced by the division deans who actively support professional development opportunities. Additionally, the dean of Arts, Humanities, and Social Sciences is currently the co-chair of the Basic Skills Task Force, working closely to coordinate the budgetary matters alongside the other co-chair, an English faculty member, who is in charge of program development.

d. Even the current Board of Directors for the Rancho Santiago Community College District has expressed interest in our basic skills ventures by asking for a brief presentation at the October meeting to highlight our signature programs, SOAR and CROSSroads, and to hear from student participants who have benefitted from their involvement.

What projects and programs have you been able to successfully expand from a small program to a larger and more comprehensive program within your college? (Please list the projects/programs)

The following represents promising expansion and growth for our basic skills activities:

- a. SCC Family Night, an annual event that began in 2012 to invite local high school students and their parents to the campus for an introduction to programs and services, such as Early Welcome, Matriculation, and CROSSroads, has been increasing each year, beginning with 175 guests and now serving over 320—even to the point where we have just about outgrown our venue.
 - i. This year, for the first time, we will also offer a Family Night for Spanish-speakers on the same evening in an adjacent room in order to determine if there is a need for this format.
- b. CROSSroads (College Readiness Optimizes Student Success), our free placement test preparation program for incoming high school students, has expanded for both math and English—with advertising launched at Family Night followed by brochures/fliers disseminated at local high schools through SCC Outreach Specialists and student ambassadors. Approximately, 40-50 students expressed interest in the program in 2013. Those numbers have now doubled and program completion rates are higher by 20%.
- c. SOAR (Strategies of Algebra Readiness), a program designed to prepare students placing into Math 080, one level below transfer, to pass in one attempt by providing a two-week series of summer workshops emphasizing study skills, math review and strategies has resulted in an initial increase in the program by double and participation quadrupling in just two years; every student who began SOAR this summer finished the curriculum, resulting in a 100% completion rate.
- d. Free campus-wide workshops in the SCC Writing Center, 45-minute review sessions--emphasizing grammar and punctuation concepts from basic skills curriculum--are currently offered thirteen times each semester. However, the BSI coordinator, who is also the Writing Center coordinator and an English faculty member specializing in basic skills instruction, has begun creating a liaison with the Chapman University School of Education director, arranging for Chapman graduate students who plan to teach college English to volunteer to run these workshops as part of their studies. By the spring semester, this will allow us to double the number of free workshops available for SCC students—with the hope of eventually using these graduate students as possible SI leaders in foundational classrooms.
- e. Professional development and best practices research have been strengthened with faculty participation in OnCourse and other conferences designed to promote student success.
 - i. BSI funds were used to purchase the innovative tools of classroom scratchers and clickers to encourage interactive instruction and learning; ongoing training for faculty interested in implementing these tools will occur throughout the year.

How were you able to successfully accomplish the process of expanding or “ scaling up” these successful projects and programs? (Please provide descriptions for each project/program).

- a. Family Night—we have expanded advertisement to local high schools through our High School and Community Outreach Directors, through contact with local high school counselors using email and phone calls, and through the annual High School Counselors Breakfast. Several high schools included the Family Night invitation flier on their homepage and placed copies in the counseling office.
- b. CROSSroads—we introduce the program at Family Night which keeps growing each year, and we generate strong interest by asking students to sign up that evening; we then follow-up through email with those students who attend Family Night but do not sign up. Moreover, we work closely with our own High School Outreach to highlight the program on their campus webpage along with a link to the online registration process. Finally, we present the program information and materials (fliers/handouts/brochures) to high school counselors when they attend the Counselors Breakfast in December and prepare them to inform their students of this opportunity.
- c. SOAR—following placement testing for Early Welcome students, especially those who completed the CROSSroads curriculum, we contact those students who place into Math 080 by sending an email that congratulates them on being eligible to participate in the summer SOAR; then, after the second batch of placement testing occurs for non-Early Welcome students, the Testing Center identifies those students who placed into Math 080 and a mass email is sent to them, inviting them to join the SOAR workshops.
- d. Campus-wide Basic Skills Workshops—through use of interns from the Chapman University graduate program, we will double the number of workshops we offer to students each semester.

How are you integrating your basic skills efforts with your college's SSSP plans?

Coordination and communication are continuous between SCC counselors and Basic Skills representatives. In fact, an SSSP specialist and the Counseling Department co-chair has served on the Basic Skills Task Force since its inception in 2008. Furthermore, the Basic Skills Coordinator was a contributing member of the SSSP report planning and writing group.

The several references to Basic Skills activities in the 2014-2015 Student Success and Support Program Plan illustrate attempts to integrate our efforts to support student success:

- The SSSP plan's "Core Services" section describes SCC's commitment to preparing high school students for the transition to college by
 - a. maintaining viable partnerships with local unified school districts--at an annual High School Counselor Conference at SCC, the BSI coordinator informs educational partners about our academic support programs and services, such as CROSSroads and SOAR.
 - b. supporting SCC Family Night--SCC's Outreach Department and the BSI Task Force organize Family Night every November to invite all local high school seniors and their parents to visit SCC for an introduction to the campus, the Early Welcome and SSSP/Matriculation process, the placement test procedures, the diverse campus services, and the bridge programs to increase student preparedness (CROSSroads and SOAR). Average annual attendance is 325.
- The SSSP plan's "Improving Assessment & Placement" section highlights the CROSSroads program which was born out of the Basic Skills Task Force. SCC counselors, the SSSP Coordinator (also the dean of counseling and student support services), High School and Community Outreach Specialists, Student Services Specialists, and members of the BSI Task Force all collaborate to promote the CROSSroads program through Family Night, high school campus visits, and the High School Counselors Breakfast with a joint goal of increasing students' chances of being placed into a college-level math and English class with a review of fundamental skills in math and English. Specifically, the SSSP plan mentions a goal of granting students pre-assessment test practice which is exactly the objective of the CROSSroads English workshops and math online review modules.
- The SSSP plan further expresses a commitment to provide services for basic skills English N60 students—those two levels below transfer. The Individual Success Program for English N60 is designed to assist them in acquiring the information and support needed to create educational and career goals. Within the first month of the fall and spring semesters, the program counselor contacts English N60 faculty to schedule time for a classroom presentation. During the presentation, the counselor covers "The Rules of College Success." Students receive handouts on college resources and success strategies. At midterm, eight weeks in, students receive a personal letter from the counselor encouraging them to make a follow-up appointment for individual follow-up counseling.
- The SSSP highlights the SOAR program (Strategies of Algebra Readiness)—offered to students who complete our math CROSSroads program but still place into Math 080. In order to best prepare these students to pass Math 080 during their first attempt in the fall semester, counselors assist in advertising and directing students to this two-week bridge program which provides them with study skills/learning strategies and a review of algebraic formulas and functions.

Clearly, in myriad ways, the goals of the SSSP and the Basic Skills Task Initiative are parallel and our efforts complementary. Each semester, a special meeting is called, an Initiatives Integration Meeting, with representatives from BSI, SSSP, Equity, Continuing Ed (AB 86), and Student Services, to promote awareness of SCC's various plans, programs, and initiatives and provide mutual support.

How are you integrating your basic skills efforts with your college's Student Equity plans?

Last semester, the Student Success Committee officially changed its name to the Student Success and Equity Committee and clearly defined its mission as to "recommend, coordinate, and initiate strategies which enhance student success and student equity at Santiago Canyon College...serv[ing] as a 'hub' for student success initiatives such as the Student Success Support Program (SSSP), Basic Skills, and Student Equity."

In order to effectively coordinate the SSSP plan and Basic Skills Initiative with the Student Equity Plan, a full-time faculty member of the SSSP work group, the dean of counseling, the Director of Student Equity, and the two co-chairs for the Basic Skills Task Force all serve on the Student Success and Equity Committee. These members are also responsible for providing standing reports to the committee, thereby enabling a discussion of activities, progress, and issues and ensuring that planning processes are synchronized to foster student equity and success.

The several references to Basic Skills activities in the 2014 Student Equity Plan illustrate attempts to integrate our efforts to support student success:

- Goal 3 relates to Basic Skills Completion with a plan to develop and implement educational strategies that increase student success in basic skills math and English courses by providing faculty, staff and administrators with "professional development training opportunities related to equity-mindedness, cultural competence and universal design for enhancing student success and increasing equitable outcomes." Additionally, the Equity Plan strives to provide professional development opportunities to basic skills faculty "with the outcome of implementing various instructional methods to accommodate student diversity and support the development of equity-based curriculum."
 - a. To this end, during the fall 2015 flex week, Student Equity dollars sponsored the Santiago Canyon College Equity Summit entitled "Student Equity. Cultural Humility. The Achievement Gap"--an event developed and facilitated by Dr. Veronica Neal, Educational Equity & Cultural Humility Consultant and Director in the Office of Equity, Social Justice, and Multicultural Education at De Anza College. The event was attended by more than 150 faculty, staff, and administrators, including the co-chairs of the BSI Task Force, several members of the English and math departments, the Student Equity Director, and members of the Student Success and Equity Committee.
 - Goal 3 further emphasizes the commitment to exploring and advancing "Best Practices" in classrooms serving basic skills students.
 - a. To meet that goal, Student Equity funds have been set aside to send faculty to conferences on Accelerated Learning, Coordinated Studies and Learning Communities as well as to bring speakers to SCC who specialize in these areas.
 - b. An additional best practice has been identified as implementing incentives for students to reach milestones in their movement along the basic skills to transfer-level pathway. As a joint effort of Student Equity, SSSP, and BSI, under the direction of the Student Success and Equity Committee, a Milestone Letter was drafted to disseminate to all students who successfully completed the basic skills coursework in math, English, and ESL. The purpose of the letter is to congratulate each student on his or her accomplishment and encourage immediate enrollment into a transfer-level class. It also reminds students of the importance of meeting with their counselors and monitoring their progress with their educational plan.

Clearly, in myriad ways, the goals of the Student Equity Plan and the Basic Skills Task Initiative are parallel and our efforts complementary. Each semester, a special meeting is called, an Initiatives Integration Meeting, with representatives from BSI, SSSP, Student Equity, Continuing Ed (AB 86), and Student Services, to promote awareness of SCC's various plans, programs, and initiatives and provide mutual support. During the first Integration meeting of the fall semester, the group approved a Crosswalk chart to clarify purpose, duties and overlap among Equity, BSI, SSSP, and AB86, addressing the specific areas of focus; students served; plan content, coordination, and approval; allowable and unallowable expenditures; and allocation formulas. The information on this chart will act as a guideline for representatives of each group to provide a yearly report to the Student Success and Equity Committee and to the Academic Senate.

4. Basic Skills / English as a Second Language Expenditure Plan

Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering question #5 below, you need to access the [Basic Skills Cohort Progress Tracking Tool](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx) on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>.

In addition to the above written instructions the Academic Affairs Division has prepared a YouTube video to describe how to use the Basic Skills Progress Tracker. The video is located at the following link. <https://www.youtube.com/watch?v=opNNhlizi1o>. The video is closed captioned for disabled hearing access.

Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

This requires a statistical calculation between cohort years. The Academic Affairs Division has prepared an Excel Spreadsheet that will automatically calculate the statistical differences based on the data derived from the Basic Skills Progress Tracker Tool. The calculation tool is located at the following URL . https://sites.google.com/site/ccccoipsu/Question_5_worksheet%28for_release%29.xlsx?attredirects=0&d=1
The Academic Affairs Division has also produced an instructional YouTube video on how to use the Excel spreadsheet to do the calculations for the Basic Skills data. You can access that You Tube video by following this link: <https://www.youtube.com/watch?v=n7Dx8yAqfbM>

You may also choose to use data gathered through local efforts in addition to the Basic Skills Cohort Progress Tracking Tool.

5. To what extent did your college's basic skills program demonstrate more progress in 2013-2015 than in 2011-2013?

Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

English-Writing Discipline

According to the Basic Skills Cohort Progress Tracking Tool, the success rates in English 061, one level below transfer and our most populated basic skills course, have had a significant decrease from 2011-2013 to 2013-2015 with a reduction of 2.92% (70.67% to 67.75%)--although our attempt numbers have remained almost identical (1,357 and 1,358). While these numbers are somewhat discouraging, they are also revealing and challenging us to do better. Our fundamental intervention strategies for these students have not changed since 2009; we have continuously provided supplemental instruction through the required Writing Center curriculum. In fact, as of the summer of 2014, students have had a new Writing Center space that is triple the size of the previous one with more access to technology, newly designed Directed Learning Activities, and other instructional materials. However, based on our data, we are being prompted to completely rethink our placement criteria, course sequencing, and overall curriculum. The English Department is embarking on a three-year implementation process for Accelerated Learning where English 061 students will be placed into the transfer-level English 101 course with an attached two-unit ALP class housed in the Writing Center. Partial implementation will begin in the fall of 2016 when we will convert 20% of our 061 sections into English 101 with ALP. If that restructure proves to be effective, then we will expand to include more 061 sections by the spring of 2017. The next stage of our curriculum redesign would involve our two lowest levels, English N60 and N50, collapsing those so that there would eventually be just two developmental English courses. Under the ALP model, these students would be progressing through the sequence more quickly, with fewer exit points, extensive support services and supplemental instruction. It should be noted, too, that in the fall of 2011, SCC did pilot an ALP program like the one described above where a small number of students who placed into 061 were put into a 101 with a supplemental ALP course. Even though it involved just two course sections and only 15 students, the pilot yielded an 86% success rate. Budget shortfalls at the time kept the program from continuing. However, now, with joint efforts from both Student Equity and basic skills funding, the SCC English Department can begin to adopt these models and improve our success rates.

Another alternate model of instruction under consideration is the development of learning communities where two basic skills classes (Math 080 and English 061) or a transfer-level introductory content course (history, sociology, philosophy) and an English 061 would be coordinated to share topics, concepts, ideas, and readings.

In terms of serving our Hispanic students, a group comprising 49% of our population in comparison to a 29% white population, data show that double the number of Hispanics to whites were enrolled in an English 061 course from Fall 2011-2013 (488 to 240) and more than double from Fall 2013-Spring 2015 (507 to 208). Although the success rates for these groups were virtually identical in the earlier time period (70% for whites and 69% for Hispanics), they were 3% different in the recent cohort with whites fairing better at 65.4% and Hispanics at 62.3%. Interestingly, both groups' success rates declined by 5% and 7% respectively. Again, while these decreases are disappointing, they are also directive, assuring the department that alternate strategies, such as acceleration and learning communities, are warranted to strengthen students' pathways into transfer-level courses.

English-Reading Discipline

According to the Basic Skills Cohort Progress Tracking Tool, the success rates in basic skills reading courses have had a significant increase from 2011-2013 to 2013-2015 with an incline of 14.63% (66.67% to 81.30%) although our attempt numbers have decreased from 243 to 123 students.

The reading faculty continue to monitor the Student Learning Outcome (SLO) results, carefully reviewing and streamlining course content to focus on reading skills and strategies that truly make a difference in student comprehension. Department members have tried to identify weak skills and strategies and emphasize those, and SLO results are monitored on a yearly basis.

For Hispanic students, success rates have been strong since Fall 2011. From Fall 2011 to Spring 2013, success rates in Reading 097, one level below transfer, were 71.6% for Hispanics (68/95) and 59% for Whites (10/17). For the following four semesters, this course was offered only in the fall of 2013 and 2014, so the number of Hispanic students served decreased by more than half; however, the success rate rose to 77.5% (31/41). These percentages represent the Reading Department's commitment to reviewing and refining curriculum as the need arises.

Mathematics-Discipline

According to the Basic Skills Cohort Progress Tracking Tool, the success rates in Math 080, one level below transfer and our most populated basic skills course, have had no significant increase or decrease from 2011-2013 to 2013-2015 with a decline of just 1.25% (57.39% to 56.14%) although our attempt numbers have increased from 3,267 to 3,518. While these rates are not ideal, they are stable and in line with or higher than the average success rates in similar courses at other community colleges. The measures taken to assist basic skills math students, especially in the form of support services and supplemental instruction in the Math Study Hall (MaSH), have contributed to maintaining these numbers.

Title III and Title V do an analysis every semester of success rates for students who participate in Supplemental Instruction (SI) and those who do not. Based on data from Math 080, when students participate in SI, their success rate is significantly higher.

In Fall 2013, for example, 474 Math 080 students were tracked to see whether receiving supplemental instruction in the Math Study Hall resulted in greater success. Those who participated in two SI sessions passed at a rate of 39.2% as compared to the 60.8% who did not participate in SI and did not pass. For the 146 students who participated in three or more SI sessions, 57.5% were successful. Similar numbers were seen last fall in 2014 when, of the 457 Math 080 students who received SI twice, 41.6% passed while those who received no SI earned not passing grades at a rate of 58.4%

Based on this data, the college is moving in the direction of providing more support services such as SI in order to achieve greater student success.

Also, when we disaggregate the data for Hispanic students in math courses, it is clear that SI promotes both success and retention rates. For a non-basic skills course like Math 180, for example, in fall 2014, success rates were 6% higher among Hispanic students with SI (36% compared to 30%) and retention rates were 5% higher (42% compared to 37%). Even though this is a higher level course, it demonstrates the fact that providing support services, such as SI, makes a difference in student success.

To move toward increasing overall rates rather than just stabilizing them, the math department has put together a Math Acceleration Committee made up of seven faculty members, including the department co-chairs. The purpose of the committee will be the following: to research curriculum that supports two Math 80 (Intermediate Algebra) courses--one for our STEM students and one for our Liberal Arts/Statistics students; to research curriculum of a mandatory support class in Intermediate Algebra for students who have low placement scores; and (based on information acquired from Common Assessment Initiative meetings about the statewide movement and upcoming changes in placement tests) to research adjusting cutoff scores for placement tests that place students into algebra courses.

ESL-Integrated Discipline

At SCC, ACE 102 represents an integrated discipline, incorporating both reading and writing. Unfortunately, the BSI Tracking Tool has no data for Fall 2011, Spring 2012, and Fall 2012. However, data from instructors' final grade sheets reveal the following:

Fall 2011 10/20 (50%)

Spring 2012 14/20 (70%)

Fall 2012 15/20 (75%)

Including the Spring 2013 success rate of 11/14 (78%), the total success rate over these four semesters is 68%.

For the Fall 2013-Spring 2015 semesters, the rate increased by 2% to reach 70%. Likewise, for Hispanic students, 70.6% were successful although just 30 students were served. ACE faculty members are committed to maintaining success rates for all students regardless of their population size.

ESL Writing-Discipline

At SCC, the Writing ESL course is ACE 116, one level below college-level English.

In terms of data, the BSI Tracking Tool does not reflect the actual ACE 116 enrollment in each semester. Instead, based on instructors' final grade sheets, a more accurate snapshot of progress is available.

The following reveals the disparity in the data--between SCC's numbers and the Tracker Tool's (TT) numbers :

Spring 2012

SCC 8/14 (57%)

TT 4/10 (40%)

Fall 2012

SCC 18/21 (85%)

TT No data

Fall 2013

SCC 12/21 (62%)

TT 8/8 (100%)

Spring 2014

SCC 6/13 (57%)

TT 1/2 (50%)

Fall 2014

SCC 26/28 (92%)

TT 13/17 (76.4%)

Spring 2015

SCC 11/18 (61%)

TT 3/8 (37.5%)

Going by our own data, the overall success rate is just under 70% (81/115) which is a solid average.

ACE 116 has undergone significant demographic changes in the past four years--a precipitous decline in the number of Spanish-speaking students accompanied by a huge increase in the number of Asian and White non-Hispanic students. While the latter are succeeding at high rates, the numbers have been small, so the success rate could be misleading. With the influx of Asian-language students, ACE faculty members are seeing exceptionally strong ability with grammar which does not generally translate into strong writing skills--hence the lower success rates in groups. Again, the numbers are small. For interventions, in the fall of 2014, ACE 116 implemented a half-lecture, half-lab instructional format so that students can work independently during lab time on areas of weakness and have an opportunity to conference with the instructor on a near-weekly basis; in the fall of 2015, students in ACE 116 received lab manuals designed to help individuals focus on specific writing weaknesses. The ACE Department will evaluate the effectiveness of these manuals over the next two years to see if student success rates among lower-performing groups will rise.

The ultimate plan for strengthening success is to continue tracking enrollment changes and trends to determine if curriculum changes are warranted and or if modalities such as supplemental instruction and the use of lab manuals would increase success rates.

ESL Reading-Discipline

Please see previous responses. At Santiago Canyon College, reading and writing is integrated into our ACE (American College English) courses so there is no separate data to report.

6. Did your college use any noncredit courses for basic skills and/or ESL improvement during 2011-13 and 2013-15?

If you answer yes to this question, please indicate the areas below and indicate how you tracked your cohort data for the areas and if there was demonstrated improvement. Explain your answer for each discipline of English, ESL and mathematics separately. Include quantitative results in the narrative.

If you did not use any noncredit courses for the specified area please enter “Did not use any noncredit courses for this area)

Used noncredit courses for ESL or basic skills improvement.

English-Writing Discipline

English-Reading Discipline

Mathematics-Discipline

ESL-Integrated Discipline

ESL Writing-Discipline

ESL Reading-Discipline

5. Long-Term Goals (5 yrs.) for ESL/Basic Skills

7. Identify the 5-year long term goals from 2015-16 through 2019-20 for your college's Basic Skills Program.

A. The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Writing Center, will result in a 2% annual increase in student success rates for English 061, the course one level below transfer.

B. The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Math Study Hall (MaSH), will result in a 1% annual increase in student success rates for Math 080, the course one level below transfer.

C. The strengthened educational pathways for basic skills students in both the credit and non-credit areas-- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring--will result in a 1% annual reduction of incoming credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring.

D. The redesign of English course sequencing to shorten the pathway for students into transfer-level classes using an accelerated learning model that will place basic skills students into Freshman Composition and provide them with supplemental instruction, resulting in a 25% reduction of need for English courses one level below transfer and a 2% increased course completion rate for students participating in the accelerated curriculum.

E. The exploration of alternative pathways in the math course sequencing to increase student success rates in the basic skills math courses by 2%, with an emphasis on accelerated learning models and specialized course options for students with STEM and liberal arts majors.

8. Long Term Goals for 2015-16

	Goal ID (The goal ID is determined by the college)	Long Term Goal	2015-16 Funds Allocated to this Goal
Long Term Goal #1	A	The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Writing Center, will result in a 2% annual increase in student success rates for English 061, the course one level below transfer.	28,896
Long Term Goal #2	B	The supplemental instructional delivery models in the campus learning centers that serve our basic skills students, specifically the Math Study Hall (MaSH), will result in a 1% annual increase in student success rates for Math 080, the course one level below transfer.	28,895
Long Term Goal #3	C	The strengthened educational pathways for basic skills students in both the credit and non-credit areas-- comprised of mandatory orientation during early decision, effective placement test preparation, and comprehensive Continuing Education tutoring--will result in a 1% annual reduction of incoming credit students who need basic skills math and English courses and a 1% increased course completion rate for Continuing Education students receiving tutoring.	15,448
Long Term Goal #4	D	The redesign of English course sequencing to shorten the pathway for students into transfer-level classes using an accelerated learning model that will place basic skills students into Freshman Composition and provide them with supplemental instruction will result in a 20% reduction of need for English courses one level below transfer and a 2% increased course completion rate for students participating in the accelerated curriculum.	52,300
Long Term Goal #5	E	The exploration of alternative pathways in the math course sequencing will increase student success rates in the basic skills math courses by 2%, with an emphasis on accelerated learning models and specialized course options for students with STEM and liberal arts majors.	52,300

Long Term Goal Total

Long Term Goal #1 Amount : 28,896
 Long Term Goal #2 Amount : 28,895
 Long Term Goal #3 Amount : 15,448
 Long Term Goal #4 Amount : 52,300
 Long Term Goal #5 Amount : 52,300
 Total : 177839

9. Please insert the planned expenditure amount for the 2015-16 ESL/Basic Skills Initiative Program by category.

Program and Curriculum Planning and Development : 86,205
 Student Assessment : 1,000
 Advisement and Counseling Services : 0
 Supplemental Instruction and Tutoring : 72,239
 Coordination & Research : 0
 Professional Development : 18,395
 Total : 177839

Comments:

6. Action Plan Template

10. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #1	Continue support for the coordination and operation of the college's Writing Center as it provides weekly supplemental curriculum required for basic skills English courses	A	6/30/2016	Writing Center coordinator and staff	English Department	Percentage of English 061 students attending the Writing Center as a mandatory complement to their class will be 2% higher than the successful completion rate for English 061 students in 2014-2016.	28,896
Activity #2	Continue support for the coordination and operation of the college's Math Study Hall (MaSH) as it provides supplemental curriculum for basic skills math courses	B	6/30/2016	MaSH coordinator and staff	Math Department	Percentage of Math 080 students attending the MaSH as a complement to their class will be 1% higher than the successful completion rate for Math 080 students in 2014-2016.	28,895
Activity #3	Strengthen pathways into transfer-level math and English courses for incoming freshmen with a continuation of SCC Family Night where local high school seniors and their parents are invited each November to learn of our testing and registration	C	12/30/2015	BSI Task Force members	Counseling, English, and Math Departments	The number of participants in Family Night will increase by 10% from the previous	250

	processes along with remediation avoidance strategies, our core curriculum, and our campus support services					previous year.	
Activity #4	Expand the audience of the annual SCC Family Night by offering a concurrently-run Spanish-speaking session	C	12/30/2015	BSI Task Force members	Spanish-speaking members of Counseling Department	The successful offering of this Spanish-speaking option will have at least 10 participants.	50
Activity #5	Strengthen pathways into transfer-level math and English courses for incoming freshmen with the expansion and refinement of the SCC CROSSroads program (College Readiness Optimizes Student Success) which offers a series of free brush up workshops to incoming freshmen prior to their placement tests as well as extra opportunities to pass the placement tests and thereby avoid remediation	C	6/30/2016	Math and English professors, counselors	Math and English Department	The number of students placing into basic skills math and English will be reduced by 1% due to this intervention; the number of CROSSroads participants will increase by 10%.	2,000

11. Do you want to add an additional page to enter more activities? If yes check the Yes button.

Yes

7. Action Plan Template (Additional Activities)

12. Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Strengthen pathways						

Activity #6	into transfer-level math courses for incoming freshmen with continued coordination, refinement and improvement of the SOAR program (Strategies of Algebra Readiness), a series of summer workshops to help prepare new SCC students to pass Math 080 in one attempt and then move directly into a college-level mathematics course	C	9/30/2016	SOAR instructor	Math Department	The number of students participating in SOAR will increase by 25% and maintain an 80% program completion rate.	4,550
Activity #7	Increase participation in the SOAR program with counselor advisement during the Early Welcome process along with a counselor-generated email sent to all non-Early Welcome students placing into Math 080	C	9/30/2016	SOAR instructor, counselors	Math and Counseling Department	The number of students participating in SOAR will increase by 20% with a goal to add an afternoon session, 1:00-5PM, to follow the 8AM-Noon session.	0
Activity #8	Continue Early Welcome orientation and advisement into first semester foundations courses, including reading, English, math, and counseling	C	6/30/2016	Early Welcome Counselors	Counseling Department	Early Welcome students, if their placement test dictates, will enroll in at least one basic skills course during their first semester at a rate of 80%.	0
Activity #9	Strengthen the support staff for basic skills students participating in the SOAR summer bridge program	C	12/30/2016	SOAR instructional assistant, SOAR instructor	Math Department	An instructional assistant, who is also working in the Math Study Hall, will be hired to work 5-7 hours per month during the fall semester to	350

	program					semester to follow-up with SOAR students, checking their progress and goal-setting.	
Activity #10	Support staff development for full-time and adjunct faculty in basic skills courses as a means to strengthen pedagogy in English and math courses, thereby sending a team of faculty to the National On Course Convention	D, E	6/30/2016	Math & English faculty	Math and English Departments	At least twenty faculty members will attend the conference with 50% of them participating in a follow-up fall flex session where they will share their experiences and explain how they plan to use the best practices in their classrooms.	13,600

13. Do you want to add another (second) additional page to enter more activities? If yes check the Yes button.

Yes

8. Action Plan Template (Additional Activities)

14. Action Plan Activity Grid/Table

Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Support staff development with a variety of professors					A team of at least	

Activity #11	Professors attending conferences emphasizing best practices in basic skills courses, such as Reading Apprenticeship, Habits of Mind, Contextualized Learning, Acceleration, and Coordinated Studies/Learning Communities	D,E	6/30/2016	Math, Reading, ESL, and English faculty	Math, Reading, ESL, and English Departments	A team of at least ten basic skills faculty will attend the National Association of Developmental Education (NADE) conference and present the materials/strategies they gained to their respective departments.	1,000
Activity #12	Promote best practices in the classroom with the purchase of innovative engagement tools such as electronic response systems (clickers) and scratch-off cards (scratchers) and with several training sessions on how to effectively use these devices in basic skills classrooms	D,E	6/30/2016	BSI coordinators, BSI Task Force	All Basic Skills Departments	Twenty-three faculty members have already been trained on these devices; the goal is to increase this number to thirty-five and include more adjunct faculty members.	20,000
Activity #13	Expand the impact of professional development by having all basic skills instructors who participated in conferences complete a Basic Skills Task Force-developed questionnaire at the end of each semester that asks them to document which strategies were used, what results they produced, how the lessons might be improved with future uses, and what qualitative responses they received from	D,E	6/30/2016	BSI coordinators & Task Force, attendees of conferences	All Basic Skills Departments	The materials acquired from these questionnaires will be compiled and disseminated to all faculty, as a catalog of best practices.	0

	received from students						
Activity #14	Continue to offer tutoring to Adult Basic Education (ABE) and High School Subjects (HSS) students in Continuing Education	C	6/30/2016	Continuing education department chairs and faculty	Continuing Education	The percentage of ABE/Continuing Education students receiving tutoring in 2014-2016 will be 1% higher than the successful completion rates of Continuing Education students who are not receiving tutoring.	8,248
Activity #15	Increase student retention and success in English classes by redesigning course sequencing, shortening pathways into transfer-level classes through effective acceleration models such as the Baltimore ALP paradigm where a small group of students (8-10) who test into English 061 will be placed into sections of English 101 but receive additional support in a two-unit ALP course conducted in the Writing Center by the same instructor and providing supplemental instruction focusing on English 101 writing prompts and readings and allowing students to ask questions and refine sentence skills	D	6/30/2016	English faculty, English Department chair, Writing Center coordinator, Dean of Arts, Humanities, & Social Sciences	English Department	The expected goal would be a reduction in the need for English 061 courses by 20% the first year and at least a 78% success rate among ALP participants.	35,000

15. Do you want to add another (third) additional page to enter more activities? If yes check the Yes button.

Yes

9. Action Plan Template (Additional Activities)

16. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #16	Explore alternative pathways for math courses to increase student success rates with an emphasis on accelerated learning models and specialized course options for students with STEM and liberal arts majors	E	6/30/2016	Math faculty, Math and Sciences dean	Math Department	Success rates in basic skills math courses within the new pathway will increase by 2%.	35,000
Activity #17							
Activity #18							
Activity #19							
Activity #20							

17. Do you want to add another (fourth) additional page to enter more activities? If yes check the Yes button.

No

10. Action Plan Template (Additional Activities)

18. Action Plan Activity Grid/Table

	Activity Description Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.	Associated Long-Term Goal ID	Target Date for Completion (mm/dd/yyyy)	Responsible Person	Responsible Department	Measurable Outcomes	Funds
Activity #21							
Activity #22							
Activity #23							
Activity #24							
Activity #25							

Santiago Canyon College Academic Senate

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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

Matthews, Evangeline 2016
Lorton, Melinda 2016

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Evet, Corinna 2016

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Mettler, Mary 2016

Secretary/Treasurer

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Curriculum Chair

Wagner, Joyce 2016

Resolution F2015.2

Recommendation for the Creation of a Formal Participatory Governance Santiago Canyon College Commencement Committee

Moved:

Seconded:

Whereas, Commencement includes all Santiago Canyon College members and is planned by representatives from each constituency group: students, faculty, classified staff, and administration;

Whereas, The good work of these representatives is stored in the memories of the members of the current planning group and is not housed institutionally; and

Whereas, In order to provide greater predictability, inclusivity, and transparency, the meeting times, mission, responsibilities, and membership of this group should be codified;

Resolved, That the Academic Senate of Santiago Canyon College recommend that the Commencement Committee be created as a formal Santiago Canyon College participatory governance Committee.

Resolved, That the Academic Senate of Santiago Canyon College recommend that College Council consider the attached "Recommended Information for the Commencement Committee Description in the SCC Collegial Governance Handbook."

Date Presented: 15 September 2015

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)

Recommended Information for the Commencement Committee Description in the SCC *Collegial Governance Handbook*

Mission

The mission of the Santiago Canyon College Commencement Committee is to plan and hold the annual commencement ceremony so that it may successfully follow past practice and meet current needs.

Responsibilities

- Hold regularly scheduled meetings.
- Coordinate all facilities, staffing, materials and logistical needs for a successful commencement ceremony.
- Recommend significant changes to current commencement activities to College Council.
- Keep record of all activities to ensure continuity, long term planning and effective assessment.

Chair:

One Administrator and one Faculty member will serve as co-chairs.

Membership:

One Administrator

Two Faculty Members

One representative from the Bookstore

The Graduation Specialist

One student member

One member from Student Services (preferably ASG advisor)

One staff member from facilities

RSCCD Credit Instructional Calendar 2016-17

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	14	15	16	17	18	19	20	
AUGUST	21	22	23	24	25	26	27	Faculty Projects: August 22 - 24; Common Days 25 & 26
	28	29	30	31	1	2	3	Start Fall 2016 Semester Labor Day: September 5
	4	5	6	7	8	9	10	
SEPTEMBER	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	1	
	2	3	4	5	6	7	8	
OCTOBER	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	End of 8th week
	23	24	25	26	27	28	29	
	30	31	1	2	3	4	5	
	6	7	8	9	10	11	12	Veterans Day: November 11
NOVEMBER	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	Thanksgiving: November 24-26
	27	28	29	30	1	2	3	
DECEMBER	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	End Fall 2016 Semester
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	Christmas Day (Observed): December 26
	1	2	3	4	5	6	7	New Years Day (Observed): January 2
JANUARY	8	9	10	11	12	13	14	Four-week Intersession
	15	16	17	18	19	20	21	Martin Luther King Holiday: January 16
	22	23	24	25	26	27	28	
	29	30	31	1	2	3	4	
	5	6	7	8	9	10	11	Faculty Projects: Feb 6 -9; Common Days 9 & 10
FEBRUARY	12	13	14	15	16	17	18	Start Spring 2017 Semester
	19	20	21	22	23	24	25	Lincoln's Birthday: February 17
	26	27	28	1	2	3	4	President's Day: February 20
	5	6	7	8	9	10	11	
MARCH	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31	1	Cesar Chavez Day: March 31
	2	3	4	5	6	7	8	End of 8th week
APRIL	9	10	11	12	13	14	15	Spring Break
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	1	2	3	4	5	6	
MAY	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	Memorial Day: May 29
	21	22	23	24	25	26	27	Santa Ana College Commencement: June 8
	28	29	30	31	1	2	3	Santiago Canyon College Commencement: June 9
	4	5	6	7	8C	9C	10	End Spring 2017 Semester
JUNE	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	Start Summer 2017
	25	26	27	28	29	30	1	
JULY	2	3	4	5	6	7	8	Independence Day: July 4
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31	1	2	3	4	5	
AUGUST	6	7	8	9	10	11	12	End Summer 2017

Approved by Board of Trustees:

**RSCCD Credit Instructional Calendar
2016-17**

Summary Report

Committee: Budget

Meeting Date: Tuesday, September 1, 2015

Content

1 Discussion items:

Review, correct, and approve minutes (6/2/2015)

Updated committee responsibilities and membership and submitted to College Council for approval.

1. Reviewed 2014-15 Actuals – SCC Budget Report 6-30-2015

2. Reviewed RSCCD Budget Assumptions (documents)

3. Discussed College Budget Assumptions for 2015-16

- The SCC Budget Committee is making progress towards addressing the structural deficit. When applicable, categorical funding and other sources will be used in all instances before general funds expenditures, and such action will be proposed to College Council to help address the general funds deficit.

- Fully funding adjunct budget

- Fully funding operations expenses (Tentative Budget: 38% level Adopted Budget: 100% level)

- In accordance with Budget Allocation Model, Budget Committee will explore ideas for creating a college contingency fund. A 1% reserve is appx. \$300,000.

2 Duties met:

Throughout FY 2015-16 Budget Committee will review expenditures to ensure college expenses are aligned with adopted budget

3 Actions proposed:

Updated committee responsibilities and membership and submitted to College Council for approval.

4 Events Planned:

Next meeting: Tuesday, October 20, 2015, 3:30 p.m., Room E-107

5 Resources needed/acquired/allocated:

None

Summary Report 9/3/15

Committee: TAG

1 Discussion items:

List the general topic areas, provide detail arguments ONLY if needed

- A Lab & Web Attendance System has been created.
Replace current system.
A demo will take place 4th week of September
A pilot program will occur during intersession and rolled out in Spring
- B A/V Standards update
A prototype is up and running in D-101
Will now use an ADA compliant cart
- C Virtual Desktop has been tabled until technology improves.
- D Ellucian Mobile Update
There was a soft roll out this Fall
Students can download the Ellucian app to access SCC (and SAC) on hand held devices
Currently students can register; get grades, schedule, map and announcements
In the works is pay option
Add code registration will likely never be an option
One concern is that it bypasses the Perkins/Vitea survey
- E Ellucian Portal
One website to rule them all; webadvisor, blackboard, library, etc
One log-on for students to all services
Degree audit and education plan in the works
- F Student Email & Microsoft 365 Cloud
In Spring students will have an SCC or SAC email address and 1 gig access to the Cloud
Address will be webadvisor@student.edu