Santiago Canyon College
Academic Senate

SENATORS

Business and Career Education
Deeley, Steve   2018
Salcido, Andrew   2017

Continuing Education (OEC)
Quimzon, Eden   2017

Counseling & Student Services
Aguilera, Leonor   2017
Baldizon-Rios, Nena   2018
Crabill, Phillip   2018

Humanities and Social Sciences
Cannon, Cari   2017
Howell, Scott   2018
Dela-Cusack, Lisa   2017
Reed, Stephen   2017
Umali Kopp, Christine 2018

Fine & Performing Arts and Communication
Kubicka-Miller, Jared 2018

Library
Sproat, Barbara   2018

Mathematics and Sciences
Bailey, Denise   2017
Cummins, Shawn   2017
Frost, Alicia   2017
Scott, Randy   2018
Wada, Jeffrey   2018

Adjunct
Clatterbuck, Shelby   2017
Parent, Nancy   2017

EXECUTIVE BOARD MEMBERS

President
DeCarbo, Michael   2018

Vice President
Mettler, Mary   2017

Secretary/Treasurer
Taylor, Michael   2017

Curriculum Chair
Wagner, Joyce   2019

Agenda
2 May 2017
1:30 – 3:00 p.m.
Academic Senate Room A-211

I   **Welcome**

II   **Approval of the Minutes**

   A   18 April 2017

III   **Public Comments** (2 minute limit per person)

IV   **AS Executive Board Reports** (15 minutes)

V   **ASG Report** (5 minutes)

VI   **Summary Reports Discussion** (5 minutes)

VII   **Discussion Items**

   A   *SLO Assessment and Disaggregation* (20 minutes) Professor Rutan will provide an overview of the new accreditation standard and guide the Senate in creating a standards for preparation.

   B   *Signature Programs Follow-Up* (10 minutes) President DeCarbo will conduct the annual review of the Signature Programs.

   C   *Reports from Task Forces* (10 minutes) Academic Freedom and Tenure Review Process Task Force members will provide an update on progess.

   D   *Valedictorian Selection Process* (10 minutes) President DeCarbo will discuss proposals to change the current process.

   E   *Plenary Resolutions* (10 minutes) President DeCarbo and Secretary/Treasurer Taylor will report back from the Spring 2017 ASCCC Plenary Session.

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)

BP 2410 Board Policies and Administrative Regulations

Reference: Education Code Section 70902;
ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly IV.B.1.b & e)

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 vote. Any adoption and/or approval of new Board policies or changes to existing Board policies must take place as part of a two meeting approval process. The first meeting will be considered the "**FIRST READING, INFORMATION ONLY**" of the policy or change to existing policy for the purpose of review, questions and answers, and other considerations of the recommendation. At the second meeting, it will be considered the "**SECOND READING, ACTION ITEM**." The Board will consider the item for action, which may have been modified at either the first or second reading. If the modification at the second reading is major, as determined by the Board, such a reading will be termed a first reading and introduced at a subsequent Board meeting as a second reading. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

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 regulations should they, in the Board's judgment, be inconsistent with the Board's own policies.

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

Revised and Retitled: June 15, 2015 (Previously BP9001 and BP9023)

SCC Academic Senate Minutes - DRAFT
April 18, 2017 1:30 – 3:00   A-211

Senators Present
Denise Bailey
Cari Cannon
Shawn Cummins
Steven Deeley
Lisa Dela Cusack
Alicia Frost
Nancy Parent
Eden Quimzon
Stephen Reed
Andy Salcido
Randy Scott
Barbara Sproat
Christine Umali Kopp
Jeffrey Wada

Senate Executive Board
President Michael DeCarbo
Vice President Mary Mettler
CIC Chair Joyce Wagner
Secretary/Treasurer Mike Taylor

Senators Absent
Leonor Aguilera
Nena Baldizon-Rios
Shelby Clatterbuck
Phillip Crabill
Scott Howell
Jared Kubicka-Miller

Guests
Estella Cuellar
Abdul Isira
Daniel Oase

II. Approval of the Minutes
1. Approval of the minutes from the April 4, 2017 senate meeting (Frost/Sproat). Passed, no dissent.

III. Public Comments
1. No public comments

IV. AS Executive Board Reports
President:
1. The "no recording of classes" posters have been added to classrooms. If posters are missing from classrooms, please let the AS executive board know.
2. 20 applications for the senate scholarship were submitted, 4 were prioritized, and 1 was sent forward.
3. SAC was awarded the Guided Pathways grant.
4. The Board of Trustees asked the Chancellor to write a letter of invitation to the US Secretary of Education Betsy DeVos to come for a visit.
5. SCC Golf Tournament is this Friday, April 21.
6. May 4: there will be a soft opening for the Hawk's Nest (SCC food pantry).
7. May 22: commemoration for the Sally Ride bust, located outside the Science Center.
8. May 31: district staff recognition ceremony (2-3pm in H-106).
9. Budget P-2: SCC is 1.7% below FTES, SAC is close to 6% below FTES. SCC and SAC will borrow FTES from the summer semester to prevent stabilization from happening this year and stabilization will occur in the Fall.
10. The district may be in an $8M deficit for 2017-2018 and the Board has requested that a balancing strategy be presented. The District proposal is that $4M come from the stabilization fund and the other $4M come from the two colleges and district office. The district office will pay 18.83% of the $4M ($753,200). SAC will pay 69.93% ($2,270,487) and SCC will pay 30.07% ($976,000) of the residual. This step would be considered Phase 1, and also includes a hiring freeze, limit on short-term hires, and possible program discontinuance. Phase 2: Reduction in Force (RIF's). Discussion ensued.

SCC Academic Senate Minutes - DRAFT
April 18, 2017 1:30 – 3:00 A-211

Vice President:
1. RSCCD budget presentation
   A. Unrestricted General Fund: $158,684,332 gain for the 2016-2017 year.
   B. Where does our money come from? 38% from the state general fund, 14% education protection account, 40% local property tax, 3% lottery, 5% enrollment fees.
   C. State budget starts with just over $170 billion to divvy among multiple groups (higher education gets the 3rd largest amount, split among the UC, CSU, Student Aid Commission and the Board of Governors (community colleges)).
   D. 38% of the property taxes goes towards schools (K-14).

Secretary/Treasurer
1. No report

CIC
1. No report

V. ASG Report
   1. No report

VI. Summary Reports Discussion
   1. No report

VII. Signature Programs – Continuing Education Programs and Services: Vocational Education
   1. New home-based business certificate.
   2. Classes open to students 18 and over, and are open entry/open exit.
   3. Classes are offered at SCC, CHAP (Orange Education Center Provisional Education Facility) and CWPC (College and Workforce Prep Center).
   4. Courses offered in keyboarding, windows, word processing (Word), spreadsheets (Excel), electronic presentations (PowerPoint), workforce readiness, Adobe Acrobat, navigation of the internet, and Outlook.
   5. Faculty are asked to raise awareness of the noncredit offerings and encourage students to take classes that shore up deficient skills needed for success in the classroom (i.e. computer skills)

VIII. Discussion Items
   1. SLO Assessment and Disaggregation
      A. New accreditation standard where SLO's need to be tracked to individual students.
      B. Concern about how this can be used to compare faculty and misinterpreted by outside groups.
      C. More information is forthcoming at the next senate meetings.

   2. Annual Committee Self Evaluation
      A. The self-evaluation survey was completed.

   3. Plenary Resolutions
      A. The state resolutions dealing with "state" prisons apply only to State run correctional facilities, not the local facilities SCC operates within.

IX. Moved to adjourn (Frost/Deeley). Passed, no dissent.

Summary Report

Committee: Planning & Organizational Effectiveness Committee
Date: April 26, 2017

1   Discussion items:
District committee structures, roles and responsibilities.
District strategic plan.

2   Duties met:
Reviewed grant proposals (requested that an "approved by college" column be added)

3   Actions proposed:
None at this time
Created a survey to be send to all District committees to review roles and responsibilities.

4   Events Planned:
All District Committee Strategic Plan Review August 22, 2017. 9 - 12

5   Resources needed/acquired/allocated:
None at this time

SUMMARY REPORT
Committee: Student Success & Equity
Meeting Date: 24 April 2017

Discussion Items:

- Progress on constructing the Integrated Plan 2017-2019 for BSI, SE, and SSSP, with an overview of the sections of the template that call for each group to coordinate its plan's goals and activities
- Reports from individual initiatives, including a sharing of the BSI/Transformation grant quarterly report and an update on the first round of Early Welcome
- Review and discussion of a draft of the End-of-Year Committee Survey involving a look at the accomplishments for 2016-2017 and approval of responses to questions about how the mission of SSEC aligns with both the college and district mission statements
- Brief conversation about the reading for our "Theory & Practice Exchange" concerning why the California student success initiative has been slow to increase completion rates

Actions Proposed:

- Initiative leaders will receive an initiation to edit and contribute to a Google Doc of the Integrated Plan so that they can begin filling in their respective sections
- The student representative, Christian Vargas, mentioned the difficulty of getting students involved at SCC, and faculty are encouraged to advertise events on campus and encourage student participation

Events Planned:
Final Meeting of Spring 2017 is Monday, May 22 @ 1:30.

Resources Needed: None

Summary Report for Academic Senate
Honors Program Committee (HPC)
April 19, 2017

Reports
1. Chairs
    a. Approval of March 2017 minutes tabled
    b. PIE report
    c. HTCC TAP update: 15 TAP applications for 2017
    d. College Council Committee Follow-Up
2. Coordinators
    a. End of semester recognition: 6-7:30 pm, May 23, 2017 (SC105)

Discussion
1. Presentation by History Department for cycle of Honors History offerings
2. Final edits to Fall 2017 Honors schedule
3. Preliminary discussion of Spring 2018 Honors schedule
4. Scheduling Matrix (Fall 2017-Fall 2023)
5. Research Symposium, April 28, 2017, open to all students.
6. Berkeley Representative: April 25, 2017

Action Items
1. Valedictorian Process: approved request to become an Academic Senate responsibility. Resolution is forthcoming.

Summary Report

Committee: Meeting date:**Professional Development 3-28-17** Discussion items:

- Committee reviewed attendance and reviews of all flex opportunities offered during spring flex week.

- First general call for flex proposals was sent; handful of events have already been received.

- The professional development calendar has been updated through summer with continued additions as they are made available.

Actions proposed: None

Events Planned: Review 2nd round of proposals for fall 17 flex week

<u>Summary Report</u>

Committee: Enrollment Management

Meeting date: April 19, 2017

Discussion items: [limit to 3-4 bullets maximum]

- Work groups had begun to evaluating the progress on each of the Enrollment Management Plan goals. A full report will be given at the May meeting.

- The PT student survey results were presented and discussed. Students were asked why they were enrolled in less than 12 units.

- Completed annual committee evaluation.

-
  Looked at the geographic location of our students and discussed how we could extend our outreach.

Actions proposed: Ask the Senate to take the lead on requesting departments to continue to provide/update their proposed course offerings forms to help counselors help students plan. The forms are a tentative schedule for the next two years of

Events Planned:

Resources needed/acquired/allocated: More researchers for IE&R. The EMC requests a lot of data.

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Orange, CA 92869

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

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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

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

Faculty Identified Signature Programs & Services

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

Transfer Programs & Services

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

Career Technical Education Programs & Services

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

Continuing Education Programs & Services

1. Vocational Education
2. STARS
3. Adult High School Diploma
4. English as a Second Language
5. RS Adult Education Consortium
6. Communicators Club

Student Endeavors

1. Athletics
2. Forensics
3. Model United Nations
4. Student Leadership
5. Associated Student Government (Credit and Noncredit)
6. CAMP

Faculty Signature Programs & Services Review & Marketing Process

1. The banners and related programs & services 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 and/or services listed under each banner, following the numbered order of the programs and/or services.
3. Every three years, the Academic Senate of Santiago Canyon College will review and revise the banners and their signature programs & services, allowing for newly identified signature programs & services to be emphasized in a timely manner.

ASCCC Spring Plenary 2017 – San Mateo

1. **The Common Assessment: What to expect in the next six months and beyond**

   When the California Community College common assessment was delayed in August of 2016, many feared that the project would never be completed. Since that time, work has continued on the common assessment and the Chancellor's Office has announced that the first version will be released in Fall 2017. This session will outline what will be included in the initial release and what will still be under development. Please join us for an update on the progress of the common assessment and what it will mean for our students and colleges.

   A. The common assessment is a (platform) test for math, English, and ESL for placement recommendations at the colleges.

   B. Exam is still in the works and most likely will not be available for Fall 17 (hopefully by 2020).

   C. Built on competency maps, see how they align to local curriculum. Maps are on CCCassess.org for math, English, ESL, and reading.

   D. ESL exam had copyright issues with the reading passages, so new passages and questions are being generated.

   E. Pilot testing is currently scheduled for 5/15-6/9 at 12 pilot colleges (from 35 that applied).

   F. Tests cannot be used for student placement until that test has been provisionally, probationary, or fully approved by the Chancellor's Office.

   G. The test will not be timed and can presented in different formats for accessibility (guidelines will be available in the future).

   H. An ESL listening test may or may not be included in the initial release of the common assessment.

   I. Section level reports will be created giving faculty information about the overall skills of their class. Student level diagnostics will not be provided.

   J. Colleges are required to use more than one measure to place students into courses, an approved assessment test is one possible measure. (Multiple measures)

   K. Multiple Measure Assessment Project (MMAP) – use of high school transcript data to place students into English and math courses. **MMAP placements still require colleges to collect placement data.**

   L. Colleges can use any evidence based measures to help with student placement, including using high school transcript data in ways other than MMAP. Colleges are required to collect data for all multiple measures they currently use.

   M. Presentation Link: http://www.asccc.org/content/common-assessment-what-expect-next-six-months-and-beyond

2. **Educational Program Development, AB 1985, and the QRTF: What are They, What has been done, and What's next?**

   Participants will be updated about the latest work of the ASCCC Educational Policies Committee and will have an opportunity to join their colleagues in an informed discussion on what lies ahead. Topics will include the state of the paper Effective Practices for Educational Program Development (Resolution 9.02 S16), Advanced Placement Examination General Education Credit Policy (AB 1985, Williams, 2016), and the Academic Senate of the California State University Quantitative Reasoning Task Force Report and Recommendations (Resolution 15.01 F16).

   A. Paper on Effective Practices for Educational Program Development was written by recommendation of the ASCCC body and the Strong Workforce Taskforce. Draft writing has begun but more committee members are needed. To be completed in the 2017/2018 year.

   B. Question as to what defines a program – this seems to be a question that is asked a lot!!

   C. AP Credit – AB 1985: all CCC must begin to adopt and implement a uniform policy regarding AP credit for GE (scores of 3-5). Each CC is required to post the most recent AP policy on the college website by Fall 17, otherwise the AP policy adopted by the CSU must be used. Does not apply to courses that meet major requirements, only GE.

D. If the college does not have a course similar to content to the AP Exam, then the college shall award credit for the indicated GE Area as shown on the California Community College GE AP List. If there is no GE Area that fits the AP Exam, the college may award elective credit. This policy does not address course-to-course awarding of AP credit as that is a local decision made by the appropriate discipline faculty.

E. Colleges **must** allow students GE certification according to the CCC GE AP list and **may** allow certification using the CSU GE AP and IEGTC AP lists.

F. Presentation Link: http://www.asccc.org/content/educational-program-development-ab-1985-and-grtf-what-are-they-what-has-been-done-and-what%E2%80%99s

3. **Legislative Update**

   The new term of the California Legislature began in December, and legislators wasted no time in generating 170 bills that could impact the California community colleges. Join us for a look at the bills that are most related to the academic and professional matters important to academic senates.

   A. Budget
      - Trailer bill: $150M for Guided Pathways, $94M for COLA (1.48%), $79M enrollment growth, $24M base increase, $10M Online Education (Canvas for colleges), $6M integrated library system, Prop 98 split (10.87%, down from 10.93% - $43M loss).

   B. Legislation to fix us
      - AB705: must use high school transcripts for placement, complete remediation in 1 year, and units of support classes.
      - SB319: inform students of remedial work (unclear).
      - SB478: auto-award degrees and keep a registry accessible to CSU & UC.

   C. Legislations about baccalaureate degrees
      - AB405: bachelors in cyber security.
      - SB577: Teaching credentials, more for rural communities that do not have a local CSU.
      - SB769: Baccalaureate pilot expansion, extending the time and number of pilot schools.

   D. Legislation and college affordability
      - AB 19: reduces student demonstration of need from $1104 to $1 to qualify. Based on California Promise.
      - AB204: Due process for revocation of fee waiver, loss of BoG waiver due to low grades.
      - AB1382: STEM fee waiver (for 2 years), for high school graduates to increase STEM majors.

   E. Legislation about access
      - AB21: access for every student, protecting undocumented students (prohibits CCC and CSU from working/dealing with immigration officers).
      - SB25: non-resident tuition exemption.

   F. Legislation about everything else
      - AB847: academic senates, requires the release of gender/race ethnicity of senate memberships.
      - SB77: electronic recording. If a student feels a law is being broken that student can record and report. There is a very strong effort to shoot this down.

   G. Presentation Link: http://www.asccc.org/content/legislative-update-1

4. **The Disciplines List - What Works and What Could be Improved.**

   The Disciplines List was established following the passage of AB 1725 (1988, Vasconcellos), with the ASCCC given the responsibility for leading the process for revising it. Over time, changes to the Disciplines List Revision Process have taken place, but the constant evolution of degree names at four-year institutions and of career and technical education may require consideration of more significant changes to the way the Disciplines List is revised. Come and join the discussion about what works well with the Disciplines list and the revision process and what could be improved to better serve the needs of our colleges and students.

   A. Minimum Qualifications in the disciplines list defines the field of study or professional experience required to fit within a discipline.
   B. Basic MQ: Masters, Bachelors + 2-years of experience, AA + 6 years of experience.
   C. Local MQ's cannot be LESS rigorous than the state established MQ's.
   D. Local decisions to exceed state MQ's should be made based on sound pedagogical and curricular decisions, not "just because". Specializations would be under "desirable qualifications".
   E. Minimum Qualifications for Faculty and Admin in CCC document:
      http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf
   F. Discipline is not the same as local departments or subject areas, they are perspective of faculty preparation.
   G. Presentation Link: http://www.asccc.org/content/disciplines-list-%E2%80%93-what-works-and-what-could-be-improved

5. **Dual Enrollment: Where are we now?**

   With the passage of AB288 (Holden, 2015) and subsequent legislation, many colleges became interested in expanding their dual enrollment offerings as a pathway for students. While these changes were occurring, several groups, including the ASCCC and the Chancellor's Office, participated in workgroups designed to create effective practices and work with colleges to assist in developing dual enrollment opportunities. This breakout will update participants on the status of both CCAP and non-CCAP dual enrollment programs around the state and offer advice for colleges considering jumping into dual enrollment.

   A. High school students taking classes at the community college while still in high school.
   B. Offerings: on college campus, satellite, online; on high school campus (during or after school); on high school campus during the school day (open vs closed).
   C. Credits can be applied at both systems.
   D. College and Career Access Partnerships (CCAP) - a new option for dual enrollment.
   - Limit enrollment in college courses taught on HS campuses to HS students.
   - Raise max units per term off special HS admits to 15 college credits (but no more than 4 courses).
   - Provide CCAP students same enrollment priority as middle college HS students.
   E. Presentation Link: http://www.asccc.org/content/dual-enrollment-%E2%80%93-where-are-we-now