

Academic Senate Grossmont College

Monday, March 31, 2008
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

- A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*
- B. Approval of Agenda
- C. Approval of Minutes from March 3 and 10, 2008

II. PRESIDENT'S REPORT

- A. Announcements 5 minutes
- B. Discussion on Commencement 10 minutes

III. COMMITTEE REPORTS

None

IV. ACTION ITEMS

None

V. INFORMATION ITEMS *

- A. Resolution supporting work-to-contract (Attachment #1) 30 minutes
- B. BSI draft plan and agenda items (Attachment #2) 10 minutes
- C. State Academic Senate resolutions (Attachment #3) 20 minutes

*The Academic Senate may move information items to action upon a majority vote.

Academic Senate Grossmont College

Minutes of the Meeting – March 3, 2008

PRESENT: Chris Hill (President); Sue Gonda (Vice President); Laura Burger (Senate Officer at Large); P.J. Ortmeier, (AOJ); Jennifer Bennett, Marion deKoning (Art); Israel Cardona (Behavioral Science) Virginia Dudley, Michele Perchez, Allison Shearer (Biological Sciences); Rick Kirby, Don Ridgway (Cardiovascular Technology); Martin Larter, Diana Vance (Chemistry); Sheridan DeWolf, Amy Obegi (Child Development); Jill Carleton, Victoria Howitt, Joel Castellaw (Communication); Janet Gelb, Diane Mayne-Stafford (Computer Science); Donne Leigh, Mary Rider, Debbie Lim (Counseling) Jane Nolan, Carl Fielden (Disabled Student Services); Scott Therkalsen (Earth Sciences); Scott McGann (Economics); Oralee Holder, Micah Jendian, Lisa Ledri-Aguilar (English); Pat Bennett, Barbara Loveless, Nancy Herzfeld-Pipkin (ESL); Sylvia Montejano, Pearl Lopez (EOPS); Jim Symington, Jamie Ivers (Exercise Science and Wellness); Paul Vincent (Foreign Language), Devon Atchison (History); Priscilla Rogers (International Business); Pat Morrison (Library); Jenny Vanden Eynden, Susan Working, Ray Funk, Corey Manchester, Shirley Pereira, (Math); William Snead, Evan Wirig (Media Communications); Derek Cannon (Music) Joy Zozuk (nursing); Christine Vicino (Occupational Therapy); David Milroy (Part-Time Representatives); Zoe Close, Bill Hoaglin (Philosophy, Humanities & Religious Studies); Ross Cohen (Physics, Astronomy, & Physical Sciences); Brian Jennings, Scott McGann (Political Economy); Lorenda Seibold-Phalan (Respiratory Therapy; Craig Everett (Theatre Arts).

ABSENT: Scott Barr (Senate Officer at Large); Jeff Lehman (Senate Officer at Large); Raul Sandelin (Senate Officer at Large); Lance Parr, Tina Young (AOJ); Jennifer Carmean (ASL); Jim Wilsterman (Art); Amy Ramos, Gregg Robinson, (Behavioral Sciences); Michael Golden (Biological Sciences); Judith Zander, Evan Enowitz (Business Administration); Linda Snider, Barb Gillespie (Business Office Technology); Tom Gamboa (Cross Cultural Studies); Joe Orate (Culinary Arts); Kathy Meyers (Dance); Jenny Duncan (Earth Science); Joan Ahrens, Tony Ding, Adelle Schmitt, Tate Hurvitz, (English); Randy Abshier, Larry Larsen (Exercise Science and Wellness); Yolanda Guerrero, Carmen Hernandez, Edda Temoche-Wedele (Foreign Language); Shawn Hicks (Math), Paul Kurokawa, Steve Baker, (Music); Lee Johnson (Part-time Representative); Joseph Braunwarth (Political Economy); Barry Winn (Respiratory Therapy); Beth Duggan (Theatre Arts).

GUESTS:

- Beth Smith - Grossmont, Faculty & State Academic Senate Representative
- Tina Pitt - Vice President Academic Affairs
- Marsha Raybourn - Instructional Operation Supervisor
- Crystal Sudano - Governing Board Student Trustee

RECORDER: Andrea Whitney

I. CALL TO ORDER (11:03am)

A. Public Comment

There was one public comment presented by Crystal Sudano, Governing Board Student Trustee for Grossmont College. Crystal advised the group that it would be helpful as a student if the catalog or class schedule would also make a note of any computer/internet access that is required for a particular class. This is an issue for students who do not have computers or internet access at home. It would save a lot of trouble for everyone involved if this information was given up front prior to the student enrolling in the class. Chris thanked Crystal for pointing out this issue and advised her and the group that she will work with Diane Mayne-Stafford to find a resolution for this issue.

B. Approval of Agenda

A motion was made to approve the day's agenda.

M/S/U Wirig/Morrison

The motion passed

C. Approval of Minutes from February 4, 2008

A motion was made to approve the minutes from the February 4, 2008 meeting.

M/S/U Mayne-Stafford/Morrison

The motion passed

II. PRESIDENT'S REPORT

A. Announcements

B. College wide Professional Development

Chris welcomed Victoria Howitt to the floor to give an announcement regarding "College-wide Professional Development". Victoria announced she is one of the faculty members on the "College-wide Professional Development Committee". She advised the group that everyone should have received an email with information about the "vision quest". The idea is to spend some time with the faculty, staff, administrators, and students getting to know one another and to come up with a vision for the campus. The vision quest activities are planned for three separate Fridays in April. The committee is asking everyone to choose one Friday that works for you and select your top three activity choices. The majority vote will decide the activities and the participants will then be arranged into groups.

C. Accreditation Report

Chris presented a summary of the Accreditation Report. She noted that the summary is not the entire report and if anyone would like to view the report in its entirety they can visit the campus website for that information. The attachment shows seven recommendations from the accrediting committee. Chris outlined the information from the attachment with the group and shared some important dates. She advised the group that every March 15th there is an annual academic report for Students Learning Outcomes (SLOs). The report details the progress on SLO development and assessment cycles. By October 15th, 2008 a progress report addressing four of the seven recommendations is due. Once the report is submitted it will be followed up by a visit to the campus, likely sometime in November. The areas that the ACCJC Visiting Team will be looking at are recommendations 1, 2, 3 and 7. By 15 October 2009, there is a second report due for recommendations 5 and 6. By 15 October 2010 all the information must be rolled together and put into the mid-term report. It has been decided that a faculty member and an administrator will be assigned as a writing pair for each recommendation. The reports need to be completed by the end of the spring semester in order to get it edited and compiled over the summer and ready for the constituent bodies to review it in September.

Chris thanked everyone for their hard work with SLOs during flex week. However, there are a couple key items that still need to be done. She asked the departments to fill out a green sheet that detailed their plans for developing SLOs and assessments during the spring 2008 semester and return it to Chuck Passentino's mailbox by 11 March 2008. Chris also stated she will email everyone the form so it can be done electronically. There was a Q/A/Comment discussion between the group and Chris.

Chris announced that Chuck Passentino will become a department chair in Fall 2008 and a replacement will need to be selected for SLO Coordinator. The senate needs to select a new replacement as soon as possible to work with Chuck to get up to speed quickly.

A motion was made to follow the previously-established procedure to have interested individuals respond to a questionnaire and provide biographical information. The senate officers were charged with reviewing the applications and selecting a replacement.

M/S Gonda/Bennett

A Q/A/Comment discussion occurred. Some key points that were discussed were:

- Bill Hoaglin suggested that the senate officers first think about which colleagues are qualified and then asking those colleagues if they would be willing to take over the position.
- Another comment was made to ask Chuck for his opinion with regard to who would be a good replacement.

A vote was taken by Chris to move forward with the motion.

The motion passed unanimously.

III.COMMITTEE REPORTS

A. Curriculum – Report on University Transfer Studies Degree Conversion

Chris asked Sue Gonda to give a report with regard to the Transfer Studies Degree Conversion. Sue passed out a handout with information which she reviewed with the group. She reported that there are new Title 5 changes that require us to eliminate our general studies and transfer studies degrees and replace them with degrees that have an 18-unit emphasis. The G.E. transfer patterns do not by themselves satisfy the requirements of the Title 5 language. The statewide academic senate has voted and advised the colleges not to use the word “transfer” or “university” in the degrees. Sue stated that the degree conversion needs to be in the catalog for next year. Janice Johnson, the articulation officer here at Grossmont, has prepared a draft. Beverly Wight, Evaluations Advisor, will prepare drafts for the General AA and AS degrees. The curriculum committee would like to send out the drafts immediately to all the department chairs showing the list of courses of each divisional general studies degree for their review. Sue also made it clear to everyone that these first converted versions are not written in stone and they can always be changed later. With regard to university transfer degrees Sue distributed and reviewed another handout with examples given by the systems office. Chris thanked Sue for working very hard to move this issue forward and advised the group to contact Sue with any questions or concerns.

IV. ACTION ITEMS

None

V. INFORMATION ITEMS

A. Equivalency Process

Chris explained equivalency to the "Minimum Qualifications" and discussed the Disciplines list where those qualifications can be found. Chris stated that we have been out of compliance in our application of equivalency and need to establish clear and documented criteria for granting discipline, not course, equivalencies. The District Human Resources office has been requesting updated information for the files of those

faculty that had apparently been granted course equivalencies. At the joint senate meeting in Fall 2007, the senate presidents introduced a proposal outlining a process for documenting district equivalencies. In addition, Chris reviewed the yellow handout with the group and stated this handout was the philosophy that was adopted by both senates. One of the recommendations states:

“Recognize that an equivalency granted by either college constitutes an equivalency for that part-time faculty member as an employee of the district, and each college retains the right of assignment of any part-time faculty member”.

The proposed process called for working with counterpart departments at each college to establish mutually agreeable criteria for granting discipline equivalencies, documenting those criteria, and placing them on file in the Offices of Instruction. Once the criteria are in place they can be used for evaluating any new prospective faculty hires. There was a Q/A/Comment discussion that occurred between the group and Chris. Chris addressed the timeline issue with the group and passed out two handouts. One called “FAQ’s on Minimum Qualifications” and “Equivalence to the Minimum Qualifications”. Most people agreed that a timeline is very important.

A motion was made to work with the proposed process.

M/S/U Atchinson/Montejano
The motion passed

Chris thanked everyone for coming to the meeting.

I. OTHER

Meeting adjourned at 12:25 p.m.

***The next meeting will be on March 31, 2008.**

CH:aw

Academic Senate Grossmont College

Minutes of Special Meeting – March 10, 2008

PRESENT: Chris Hill (President); Sue Gonda (Vice President); Scott Barr (Senate Officer at Large); Laura Burger (Senate Officer at Large); Jeff Lehman (Senate Officer at Large); Raul Sandelin (Senate Officer at Large); (AOJ); Jennifer Carmean (ASL) Jennifer Bennett, Jim Wilsterman (Art); Israel Cardona (Behavioral Science) Michael Golden, Virginia Dudley, Michele Perchez (Biological Sciences); Evan Enowitz (Business Administration); Rick Kirby (Cardiovascular Technology); Martin Larter, Diana Vance (Chemistry); Sheridan DeWolf, Amy Obegi (Child Development); Jill Carleton, Victoria Howitt, Joel Castellaw (Communication); Diane Mayne-Stafford (Computer Science); Donne Leigh, Debbie Lim (Counseling) Jane Nolan, Carl Fielden (Disabled Student Services); Scott Therkalsen (Earth Sciences); Oralee Holder, Micah Jendian, Lisa Ledri-Aguilar (English); Pat Bennett, Barbara Loveless, Nancy Herzfeld-Pipkin (ESL); Sylvia Montejano (EOPS); Jim Symington (Exercise Science and Wellness); Paul Vincent (Foreign Language), Devon Atchison (History); Priscilla Rogers (International Business); Pat Morrison (Library); Jenny Vanden Eynden, Susan Working, Ray Funk, Corey Manchester, Shirley Pereira, (Math); William Snead, Evan Wirig (Media Communications); (Music); (Nursing); Christine Vicino (Occupational Therapy); (Part-Time Representatives); Zoe Close, Bill Hoaglin (Philosophy, Humanities & Religious Studies); Ross Cohen (Physics, Astronomy, & Physical Sciences); Joseph Braunwarth, Brian Jennings, Scott McGann (Political Economy); Lorenda Seibold-Phalan (Respiratory Therapy); Craig Everett (Theatre Arts).

ABSENT: P.J. Ortmeier, Lance Parr, Tina Young (AOJ); Marion DeKoning (Art); Amy Ramos, Gregg Robinson (Behavioral Sciences); Allison Shearer (Biological Sciences); Judith Zander (Business Administration); Linda Snider, Barb Gillespie (Business Office Technology); Don Ridgway (Cardiovascular Technology); Janet Gelb (Computer Science); Mary Rider (Counseling); Tom Gamboa (Cross Cultural Studies); Joe Orate (Culinary Arts); Kathy Meyers (Dance); Jenny Duncan (Earth Science); Joan Ahrens, Tony Ding, Adelle Schmitt, Tate Hurvitz, (English); Pearl Lopez (EOPS); Randy Abshier, Jamie Ivers, Larry Larsen (Exercise Science and Wellness); Yolanda Guerrero, Carmen Hernandez, Edda Temoche-Wedele (Foreign Language); Shawn Hicks (Math), Derek Cannon, Paul Kurokawa, Steve Baker, (Music); Joy Zozuk (Nursing); David Milroy, Lee Johnson (Part-time Representatives); (Political Economy); Barry Winn (Respiratory Therapy); Beth Duggan (Theatre Arts).

GUESTS:

- Beth Smith - Grossmont, Faculty & State Academic Senate Representative
- Crystal Sudano - Governing Board Student Trustee
- Jean Christensen - ASGC Board of Directors
- Toku Hankow - ASGC
- Wayne Beach - ASGC VP/ICC President
- Della Elliott - Public Information Assistant

RECORDER: Andrea Whitney

I. CALL TO ORDER (11:09am)

D. Public Comment

None

E. Approval of Agenda

A motion was made to approve the day's agenda.

M/S/U Montegano/Morrison

The motion passed

II. INFORMATION ITEMS *

A. Work-to-Contract

Chris advised the group that the special meeting address the work-to-contract action and the implications for senate activities on academic and professional matters. Chris stated that the senate members need to decide if they would like to continue to meet during the work action and would also need to give the faculty some direction on how to proceed with senate activities. Any questions or concerns about working conditions could be answered by Zoe Close after the meeting. Chris opened the floor for discussion. There was a lengthy Q/A/Comment discussion that occurred between the group and Chris. The following topics were discussed:

- Hiring committee issues
- Impact regarding accreditation and possible consequences (i.e. probation)
- Defending your profession and protecting the students
- Overall “good” of both colleges serving both current and future students
- Impact of and on SLOs
- Program Review
- Equivalencies
- Part-time issues committee continuance
- Basic Skills Plan
- Degree Conversions
- Individual Choice
- Unity (all or nothing)

A motion was made to meet as a senate for informational purposes only during the “work-to-contract” action.

There was a group discussion about the motion.

M/S/F Wirig/Snead
2 abstentions
Motion failed

Bill Hoaglin asked to make a friendly amendment that we also support the “United Faculty” work to contract.

No objections were made by the group.

Chris took a vote from only the voting senators to attach the “friendly amendment”
M/S/F Hoaglin/Working
4 abstentions
Motion failed

A motion was made that the Academic Senate of Grossmont College will support the United Faculty call for work-to-action and that the senate officers committee draft a document outlining the reasons.

There was a group discussion about the “support of Work-to-Contract” motion.

A separate motion to suspend the rules to move the "support of Work-to-Contract" motion to an action item on the agenda was made.

M/S/U Castellaw/Montejano

Motion passed

Chris took a hand vote from all senate members in favor of the "support of Work-to-Contract" motion.

There were 45 "YES" votes.

There was zero "NO" votes.

There was 1 abstention.

M/S/P DeWolf/Howitt

The motion passed.

Meeting adjourned at 12:20 p.m.

***The next meeting will be on March 31, 2008.**

CH:aw

Cuyamaca College Academic Senate & Grossmont College Academic Senate

Joint Resolution in Support of Work-to-Contract

Whereas, the Academic Senate for California Community Colleges encourages local Academic Senates to work with their local bargaining groups on issues of shared concern;

Whereas, United Faculty (UF) and the Board of Trustees of the Grossmont-Cuyamaca Community College District have failed to reach a negotiated agreement for the 2006-07 and 2007-08 faculty contracts;

Whereas, the lack of a negotiated settlement adversely impacts the academic and professional environment;

Whereas, UF recommends that faculty withdraw from all work except primary duties (those with an "*" in faculty job descriptions) which may cause faculty to temporarily resign from shared governance committees, senate committees, and accreditation-related activities; and

Whereas, the local Academic Senates are the bodies that oversee the appointment of faculty to committees pursuing academic and professional matters;

Resolved, the Academic Senate of Cuyamaca College and the Academic Senate of Grossmont College support UF's call for faculty to work to contract;

Resolved, the Academic Senate of Cuyamaca College and the Academic Senate of Grossmont College will not appoint faculty to serve on committees during work-to-contract;

Resolved, the Academic Senate of Cuyamaca College and the Academic Senate of Grossmont College will honor faculty requests to temporarily stop committee service during work-to-contract, and will hold committee seats for current appointees until UF rescinds its call for work-to-contract.

Planning Matrix for Section A - Organizational and Administrative Practices

Please state your college's Long-Term Goals (5 yrs.) for Section A (Organizational and Administrative Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section A:

Institutionalization of Basic Skills programs to include inclusion in the college strategic plan as well as the planning and budget cycles, and hiring of basic skills tenure-track faculty. Place an emphasis on completing basic skills coursework early in a student's academic career. Designation and enforcement of appropriate course prerequisites. Promotion of support services available to students. Incorporate diversity across the institution.

Action Plan for Section A:
Academic Year 2008-09

District: Grossmont-Cuyamaca Community College District
College: Grossmont College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Section A Organizational/ Administrative Practices	Develop Basic Skills Council	A.1.3 Developmental educators are systematically included in broader college planning activities	October 2008	Basic Skills Task Force, Chief Executive Officer
	Explore the hiring of a basic skills grant writer	A.1.4 Developmental education is adequately funded and staffed.	November 2008	Basic Skills Council, VPAA, VPSS
	Begin incorporating basic skills SLOs throughout the curriculum	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	1 st drafts – Spring 2009	Discipline faculty, SLO Coordinator, Curriculum Committee
	Develop better methods to promote and communicate about the support services available to developmental education students.	A.5.1 Course-related learning assistance (e.g., supplemental instruction, course-based tutoring exists). A.5.3 A comprehensive learning assistance center provides support to developmental education students.	May 2009	Basic Skills Council, VPAA, VPSS
	Initiate discussion of designation and enforcement of course prerequisites with college constituency groups and Cuyamaca College	A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	December 2008	VPAA, Curriculum co-chair, Articulation officer
	Reassess matriculation requirements	A.4.1 Students are required to receive early assessment and advisement for sound educational planning	December 2008	Matriculation Dean, Students Success Comm.

 Signature, Chief Executive Officer

 Date

 Signature, Academic Senate President

 Date

Planning Matrix for Section B - Program Components

Please state your college's Long-Term Goals (5 yrs.) for Section B (Program Components) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section B:

Implementation of mandatory assessment and orientation for all new students. Better integration of counseling and other support services with academic programs (such as study skills module).

Action Plan for Section B

Academic Year 2008-09

District: Grossmont Cuyamaca Community College District

College: Grossmont College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Section B Program Components	Initiate discussion of mandatory assessment for all new students with 1) Grossmont College constituency groups; 2) Cuyamaca College; 3) Regional colleges (i.e. SDICCCA)	B.1.1 Mandatory orientation exists for all new students B.1.2 Mandatory assessment exists for all new students	December 2008	VPSS, Counseling Dept., VPAA, President, ADSOC
	Conduct comprehensive research study on topics including assessment, orientation effectiveness, and the relationship of diversity to student success.	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	May 2009	Basic Skills Council, Institutional Research and Planning
	Begin developing K-16 partnerships	n/a	May 2009	VPAA, VPSS, Faculty rep
	Explore targeting of student support services to basic skills students	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	April 2009	VPSS, Student Services Council

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Planning Matrix for Section C - Faculty and Staff Development

Please state your college's Long-Term Goals (5 yrs.) for Section C (Faculty and Staff Development) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section C:

Develop more opportunities for professional development in basic skills areas. Explore faculty incentives to become involved in basic skills development and enhance recognition of those faculty. Enhance part-time training for teaching basic skills. Increase basic skills conference attendance to "train the trainers". Expand intercultural competence.

Action Plan for Section C
Academic Year 2008-09

District: Grossmont Cuyamaca Community College District
College: Grossmont College

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Section C Faculty and Staff Development	Establish basic skills representation in professional development planning process	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education.	October 2008	Senate Officers
	Conduct a needs assessment and develop a flex week strand focusing on basic skills.	C.2.3 Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff.	Nov. 2008	VPAA, Fac. Prof. Dev. (FPD) Committee
	Conduct a pilot project to explore faculty incentives for engaging in basic skills staff development.	C.5.3 The institution expresses value for staff development activities through provision of extrinsic rewards where appropriate (i.e. funding, time, salary advancement, formal recognition).	May 2009	VPAA, FPD Committee
	Begin discussions on the development of part-time faculty training tools	C.3.2 Developmental education staff development activities are not based around "one-shot" workshops; rather staff development activities are comprehensive and ongoing.	May 2009	VPAA, FPD committee, Teaching and Technology Learning Committee
	Identify basic skills conference opportunities and select attendees	C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.	Sept. 2008	ADSOC
	Identify opportunities for increasing intercultural competence.	n/a	March 2009	FPD, interested faculty
	Provide information on basic skills resources and projects	n/a	May 2009	Basic Skills Council, FPD comm., webmaster

 Signature, Chief Executive Officer

 Date

 Signature, Academic Senate President

 Date

Planning Matrix for Section D - Instructional Practices

Please state your college's Long-Term Goals (5 yrs.) for Section D (Instructional Practices) and develop a related Action Plan for the next year (1 yr.) Include planned actions that require new funds and those that will not rely on new funds; also, reference the related effective practice(s), identify targeted completion dates, and identify persons responsible for each activity.

Long-Term Goals (5 yrs.) for Section D:

Develop a "First Year Experience" program. Develop course alternatives for accelerated progress through basic skills. Improve communication between instructional areas and support services. Develop content-based basic skills curriculum and study skills courses. Expand tutoring services. Infuse diversity into the curriculum where appropriate. Integrated fundamental skills across the curriculum.

Action Plan for Section D
Academic Year **2008-09**

District: **Grossmont Cuyamaca Community College District**
College: **Grossmont College**

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Section D Instructional Practices	Develop alternative course options for acceleration option through developmental education coursework.	D.10.7 An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	May 2009	Discipline faculty, Curriculum Committee
	Examine models for developing a "First-Year Experience"	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	March 2009	Basic Skills Council, VPSS, VPAA
	Develop content-based basic skills curriculum and study skills courses.	n/a	1 st courses by May 2009	Discipline faculty, PDC instructors, curriculum comm..
	Improve communication between instructional areas and support services by refining Early Alert system	D.9.2 Faculty and advising staff provide early intervention and support to students experiencing academic and/or personal difficulties.	March 2009	VPSS, counseling dept.
	Reassess tutoring services with an emphasis on addressing basic skills student needs.	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	May 2009	VPAA, Dean of Learning and Technology Resources
	Develop process for integrating fundamental skills across the curriculum	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed.	May 2009	Discipline faculty, Basic Skill Council

 Signature, Chief Executive Officer Date

 Signature, Academic Senate President Date

Information Item - March 31, 2008

Attachment #3

1.0	ACADEMIC SENATE		
1.01	S08	Process to Withdraw a Resolution	1
2.0	ACCREDITATION		
2.01	S08	Updating the Budget and Planning Paper	2
4.0	ARTICULATION AND TRANSFER		
4.01	S08	Concurrent Enrollment	2
4.02	S08	Standardized Template for Advanced Placement Exam Information.....	2
4.03	S08	Standardized Procedures for Determining Advanced Placement Exam Equivalencies	3
4.04	S08	CCC GE Advance Placement (AP) Equivalency	3
8.0	COUNSELING		
8.01	S08	Support for Online Counseling Services	4
9.0	CURRICULUM		
9.01	S08	Support for Updated IGETC Standards Document	5
9.02	S08	Common Title for Career Oriented Low-Unit Certificates	5
9.03	S08	Adoption of the Paper <i>The Course Outline of Record: A Curriculum Reference Guide</i>	6
10.0	DISCIPLINES LIST		
10.01	S08	Non-Master's Degrees in the Disciplines List	6
10.02	S08	Reformatting of the Disciplines List	7
11.0	TECHNOLOGY		
11.01	S08	Adoption of the Paper <i>Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates</i>	7
13.0	GENERAL CONCERNS		
13.01	S08	Noncredit Accountability Measures	8
13.02	S08	The Impact of Increasing Class Size on Learning and Safety in Lab Courses	8
14.0	GRADING		
14.01	S08	Adoption of the Paper <i>Promoting Thoughtful Faculty Conversations about Grade Distributions</i>	9
14.02	S08	The Value of Grades.....	9
17.0	LOCAL SENATES		
17.01	S08	Faculty Involvement in Noncredit Issues	10
19.0	PROFESSIONAL STANDARDS		
19.01	S08	Adoption of the Paper <i>Sabbaticals: Effective Practices for Proposals, Implementation and Follow-Up</i>	10
20.0	STUDENTS		
20.01	S08	Reducing Textbook Costs.....	11
21.0	VOCATIONAL EDUCATION		
21.01	S08	The Effect of Expanding Nursing Programs	11
21.02	S08	Setting Accountability Targets for Perkins IV	12

1.0 ACADEMIC SENATE

1.01 S08 Process to Withdraw a Resolution Beth Smith, Grossmont College, Resolutions Committee

Whereas, The current resolution process as published in the Plenary Session materials says that resolutions may be authored in one of five ways:

1. Resolutions created by the Executive Committee, its individual members, or by the standing committees of the Academic Senate
2. Resolutions brought by individual faculty to an Area meeting
3. Resolutions adopted by local senates
4. Resolutions developed during the Area meetings by those in attendance
5. Resolutions developed at the Plenary Session; and

Whereas, The current resolution process published in the Plenary Session materials indicates that the author as maker of the motion may withdraw the resolution and no seconder is needed;

Resolved, That the Academic Senate for California Community Colleges modify its process to require seconders to make the motion to withdraw a resolution per the resolution form used at the Plenary Sessions.

2.0 ACCREDITATION

2.01 S08 Updating the Budget and Planning Paper Tom Rosdahl, Los Angeles Pierce College, Relations with Local Senates Committee

Whereas, The Accreditation Standards adopted in 2002 require community colleges to demonstrate the linkages between planning and budgets, and we recognize that student learning outcomes and program review are an integral part of the planning and budget process under the accreditation standards;

Whereas, A college and its students benefit from building their budget and planning based upon their mission, values and student learning;

Whereas, The planning and budget process drives the effective use of the human, physical, technology and financial resources to achieve educational goals and achieve student learning outcomes; and

Whereas, The Academic Senate adopted paper *The Faculty Role in Planning and Budgeting* was approved in Fall 2001 before the new Accreditation Standards, and these standards greatly impact the discussions around this process;

Resolved, That the Academic Senate for California Community Colleges review its paper *The Faculty Role in Planning and Budgeting* to determine whether any update or further action is warranted in light of the 2002 Accreditation standards.

4.0 ARTICULATION AND TRANSFER

4.01 S08 Concurrent Enrollment

Ian Walton, Mission College, Educational Policies Committee

Whereas, The Academic Senate for California Community Colleges passed two resolutions in the Fall 2007 about Concurrent Enrollment (4.01 and 4.02) calling for local and statewide discussions about expanding the opportunities for secondary students to be concurrently enrolled in college courses;

Whereas, There are legislative policy discussions underway to permit more opportunities for concurrent enrollment; and

Whereas, Faculty have raised various concerns such as the need to: maintain a college climate in each classroom, ensure academic freedom is not compromised with the enrollment of more secondary students, and ensure colleges have policies in place about minors on campus;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and Legislators to ensure that any legislation regarding concurrent enrollment is consistent with the recommendations in the Academic Senate's Fall 2006 paper, *Minors on Campus*, specifically recognizing that: 1) minor students are entering an adult environment; 2) curriculum and college processes will not be changed to accommodate minor students, for example in areas of course content and academic freedom; 3) local board policies agreed to through collegial consultation with the academic senate may limit the number of secondary students college-wide and in an individual class; and 4) faculty should be informed prior to enrollment of minors in their classes and retain the right to deny enrollment on educational grounds.

4.02 S08 Standardized Template for Advanced Placement Exam Information Dave DeGroot, Allan Hancock College, Articulation and Transfer Ad Hoc Committee

Whereas, 1.2 million, or 21%, of students in the Class of 2004 took at least one Advanced Placement course (Epstein, David. *A New AP*, Inside Higher Education, May 26, 2005);

Whereas, There are 37 Advanced Placement Subject examinations, and an ever-increasing number of students with Advance Placement scores are enrolling at California Community Colleges; and

Whereas, There is wide variation among the California Community Colleges in the dissemination of Advanced Placement course equivalency information;

Resolved, That the Academic Senate for California Community Colleges facilitate the provision of Advanced Placement information to students by developing a standardized template for the dissemination of Advanced Placement Equivalency information that includes a listing of all Advanced Placement examinations and any corresponding "course" and general education "area" equivalencies, including AA/AS GE, CSU GE and IGETC, for local senates to consider for adoption; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to publish in their catalog and schedule of classes a listing of all Advanced Placement examinations and any corresponding "course" and general education "area" equivalencies, including AA/AS GE, CSU GE and IGETC.

**4.03 S08 Standardized Procedures for Determining Advanced Placement Exam
Equivalencies
Dave DeGroot, Allan Hancock College, Articulation and Transfer Ad Hoc
Committee**

Whereas, 1.2 million, or 21%, of students in the Class of 2004 took at least one Advanced Placement course (Epstein, David. *A New AP*, Inside Higher Education, May 26, 2005);

Whereas, Title 5 requires that it be discipline faculty that determine Advanced Placement course equivalency, that the curriculum committee approve Advanced Placement course equivalency, and that publication of the course equivalency be included on transcripts (Title 5 § 55052);

Whereas, Many California community college faculty are unfamiliar with Advanced Placement course content and practices, and with Advanced Placement examination criteria and scoring; and

Whereas, California community colleges may have outdated or unpublished Advanced Placement course equivalency guidelines;

Resolved, That the Academic Senate for California Community Colleges develop a recommended procedure for determining Advanced Placement Course Equivalency; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to develop and implement standardized procedures for determining Advanced Placement Course Equivalency.

**4.04 S08 CCC GE Advance Placement (AP) Equivalency
Dave DeGroot, Allan Hancock College, Articulation and Transfer Ad Hoc
Committee**

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree outlines specific general education area requirements that each college must include for the associate degree;

Whereas, The only way for a California community college student to receive associate degree general education area credit for an AP score is if an equivalency has been locally established;