

Academic Senate Grossmont College

Monday, August 29, 2011
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 May 16, 2011

II. PRESIDENT’S REPORT

20 minutes

Introduction of Diane Glow, Interim Dean of Counseling, Student Development and Matriculation; Senate Orientation materials; new Divisions (and division reps); Updates on the Districtwide Coordinating Educational Council (DCEC) – composition, curriculum alignment & Student Success Enrollment Priorities; examining terms of service for committee members – getting input from the committees.

III. COMMITTEES

10 minutes

- A. New Committee Member confirmations (**Attachment A**)

IV. ACTION ITEMS

None.

V. INFORMATION ITEMS*

35 minutes

- A. SLO Assistant – Devon Atchison (**Attachment B**)
- B. Collegewide Diversity, Equity & Inclusion Committee – Janet Castaños (**Attachment C**)
- C. Accreditation Teams – Chris Hill
- D. Federal Legislative Program (**Attachment D**)

*The Academic Senate may move information items to action upon a 2/3 vote.

Attachment A (8/29/2011)

New Committee Members for Confirmation at Senate, 8/29/2011

Disciplinary Hearing Committee

Jim Tolbert, Student Svcs
Jane Nolan, Student Svcs
Scott Therkalsen, MNSESW
Michele Perchez, MNSESW
Victoria Curran, ALC

Enrollment Strategies

Bonnie Schmiege, Student Svcs
Gwenyth Mapes, ALC

Faculty Staffing Committee

Scott Therkalsen, MNSESW

Grievance Hearing Committee

Tom Olmstead, MNSESW
John Oakes, MNSESW
Craig Milgrim, MNSESW
Sheri Strothers, ALC

Planning and Resources Council

Jane Nolan, Student Svcs

TTLIC

Adele Schmidt, ESBS

Student Affairs Advisory Committee

Amy Ramos, ESBS

World Arts and Cultures

Karl Sherlock, ESBS
Sydney Brown, ESBS
Barbara Loveless, ESBS
Shina Alagio, MNSESW

Attachment B (8/29/2011)

The SLO Assistant will assist the SLO Coordinator in the following areas:

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| <p>Accreditation Steering Committee meetings: The SLO Coordinator and Assistant will serve on the Accreditation Steering Committee and take a leadership role on all SLO-related Accreditation tasks.</p> |
| <p>Prepare Accreditation Reports: The SLO Coordinator and Assistant will prepare all necessary Accreditation Reports and gather all necessary documentation and evidence for the Reports.</p> |
| <p>Maintaining Databases: The SLO Coordinator and Assistant maintain, via weekly updates, the following databases:</p> <ul style="list-style-type: none">• www.grossmont.edu/student_learning_outcomes• www.grossmont.edu/devonatchison• Chairs & Coordinators Blackboard site |
| <p>Maintaining Spreadsheets: The SLO Coordinator and Assistant maintain, via weekly updates, the following templates and spreadsheets: the Annual SLO Report Template, the GE/ISLO Mapping Document, and Department SLO Spreadsheets (which include the 6-Year Plans (6YPs)). The bulk of this work is done when departments submit Annual Reports, submit mapping information or make changes to their SLOs and/or 6-Year SLO Plans (6YPs).</p> |
| <p>Workshop creation: Each semester, the SLO Coordinator and Assistant put together at least one Workshop for Flex Week, based on the semester's goals/needs. During the semester, the plan is also to hold at least one additional SLO Workshop for people based on needs.</p> |
| <p>One-on-one meetings, SLOs: During Spring 2011, we will continue to meet with every department to discuss status, potentially re-writing SLOs if needed, offer assistance in any way, provide guidance on assessment strategies, etc. The SLO Coordinator and Assistant will document this process to also use as Accreditation evidence.</p> |
| <p>FPDC Representative: The SLO Assistant serves on the Faculty Professional Development Committee (there is a designated spot in the FPDC Academic Senate committee charge for the SLO Coordinator).</p> |
| <p>Rapid Response Team: The SLO Assistant will help to design assessment workshops, building up the Rapid Response Team (RRT), making sure their goals and roles are clearly defined and that each member of the RRT is knowledgeable and comfortable with the process.</p> |
| <p>Program Review: During the Program Review process, each department is asked to look at all of their collected Course SLO assessment data and use that to make some commentary on how successful their Program SLOs are. The questions in the Program Review document should help structure departments' conversations, but the SLO Coordinator, SLO Assistant and Institutional Research should also serve as resources to help departments.</p> |
| <p>SSOs and ASOs: Every October, a Student Survey goes out to measure many of our SSOs and ASOs; that survey data is collected and analyzed over the Fall semester and improvements are made to SSOs/ASOs every Spring semester. The SLO Coordinator and Assistant meet annually with the SSO and ASO areas, individually, to discuss progress, make changes, provide assistance, etc.</p> |
| <p>Digitizing Annual Reporting process: The SLO Coordinator and Assistant are a part of the conversation regarding digitizing (making available online) the Annual Reporting process and will provide input and assistance if/when Grossmont is able to digitize this process.</p> |
| <p>GE Mapping Project: The SLO Assistant will facilitate the collection of General Education assessment data and discuss/implement ideas on using GE Assessment data.</p> |
| <p>Meeting With The VPAA: The SLO Coordinator and/or the SLO Assistant will renew meeting with the new Vice President of Academic Affairs and others regarding progress for the college's SLOs, ASOs and SSOs.</p> |
| <p>Conferences/Meetings: The SLO Assistant will attend conferences and regional meetings as approved by the college President.</p> |

Grossmont College Diversity, Equity, and Inclusion Committee

Charge:

The charge of the Grossmont College Diversity Equity and Inclusion Committee (DEIC) is to build a culture of inclusivity that promotes a global consciousness at Grossmont College and its community. Our objective is to provide a welcoming environment that fosters cultural competence, equity and respect for all employees and students.

The committee is responsible for assessing progress and disseminating information regarding diversity and equity; recommending meaningful strategies for improvement; overseeing the implementation of the charge college-wide; and ensuring compliance with relevant laws and regulations.

The committee is also responsible for overseeing the development, implementation, and evaluation of all college-wide diversity/equity plans in accordance with Title 5, other federal and state regulations, and GCCCD Diversity Vision and Mission statements (<http://www.gcccd.edu/hr/diversity/es-diversity-vision-test.asp>).

The Diversity, Equity, and Inclusion Committee promotes acceptance of people of diverse age, ancestry, color, disability, ethnicity, perspective, national origin, religion, gender, sexual orientation, education and socioeconomic status. The goal of the Diversity, Equity, and Inclusion Committee is to create a welcoming and inclusive educational environment conducive to student success, where all feel safe, valued and respected.

Structure:

The Grossmont College Diversity, Equity, and Inclusion Committee is overseen by the Leadership Council and the District-wide Diversity, Equity, and Inclusion Committee, and makes regular reports to the Academic Senate, the Classified Senate and the Planning and Resource Council (PRC).

Composition:

Administrative Tri-Chair - Selected from and elected by the DEI committee membership

Faculty Tri-Chair - Selected from and elected by the DEI committee membership

Classified Tri-Chair – Selected from and elected by the DEI committee membership

3 Classified Staff - appointed by the Classified Senate (classified tri-chair selected from this group)

3 Full-time Faculty – appointed by the Academic Senate (faculty tri-chair selected from this group)

1 Student Success Committee rep – appointed by the Student Success Committee

1 Part-time Faculty – appointed by the Academic Senate Part-time Issues Committee

3 Administrators – at least one from AA and one from SS (administrative tri-chair selected from this group)

2 ASGC Representatives

Additional resource people as needed

Meeting schedule:

Once a month, 2nd Thursday, 2:00-3:30 p.m.



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

DRAFT 2011-2012 Federal Legislative Program

Financial Aid and Workforce Preparation

Summary

Federal priorities for the Grossmont-Cuyamaca Community College District focus on access to community college through financial aid and on workforce preparation programs that are key to students and the community. Grossmont and Cuyamaca are part of a vast network of 112 colleges in California and almost 1,200 nationwide that serve as primary gateways to higher education for 44% of the nation's undergraduates and, in the East County, for 30,000 students – a number that has begun to decline as revenue cuts force the reduction of courses and services.

The Grossmont-Cuyamaca Community College District supports:

1. Preserving maximum access to the Pell Grant program for all eligible low-income community college students.
2. Maintaining the Pell Grant maximum award at \$5,550.
3. Reauthorization of the Workforce Investment Act and prioritizing the role of community colleges in delivering education and training.
4. Recognition by local workforce investment boards of community colleges as “preferred partners.”
5. Continued funding of the Carl Perkins Act Streamlined reporting requirements for Federal programs.

Background

Financial Aid

Federal programs provide significant financial aid for community college students, supporting their access to career/technical, general education, and transfer programs. **Pell Grants** are widely recognized as the largest and most important federal higher education program. With the help of Pell Grants to assist with the costs of tuition, books and supplies, and living expenses, approximately 3 million low-income students are able to attend community college each year. The economic downturn has made these grants even more essential, as both the overall number of community college students and those with financial need have surged. The maximum grants, with their increase to \$5,550 in 2010, have been particularly important to San Diego region's residents because of the high cost of living. Efforts to reduce this level would penalize the most financially needy students.

For the 2009-10 school year, more than 6,500 GCCCD students received a Pell Grant, a 78 percent increase from 2007-08. The average income of Pell Grant Recipients classified as independent students (not living with a parent or guardian and reliant on their own income) is \$13,413. The average income of dependent students is \$25,685. The majority of independent and dependent students are employed either part- or full-time. Need-based grants provide essential support for students who come from the lowest-income households.

The Grossmont-Cuyamaca Community College District supports:

- 1. Preserving maximum access to the Pell Grant program for all eligible low-income community college students..*
- 2. Maintaining the Pell Grant maximum award level at \$5,500.*

Workforce Preparation

The Grossmont-Cuyamaca Community College District plays a major role in helping the economy recover and is committed to increased attainment by our students of high quality degrees and certificates to meet the need for an increasingly skilled and knowledgeable workforce.

The Bureau of Labor Statistics projects that occupations which require an associate degree will grow the fastest of any occupations from 2008-2018, at about 19 percent. Middle-skill jobs represent 49 percent of the jobs in California, including health care workers, police, and firefighters. Middle-skill jobs are also essential to the energy efficiency, wind, solar, and bio-fuels industry.

A Grossmont College student in the cardiovascular technician program has been selected to work on a NASA-sponsored research program studying space medicine in zero gravity.

Federal career/technical policies and funding support preparation for specific occupations and industries.

Cuyamaca College has been at the forefront of green jobs training, housing the Environmental Training Center, working on the Border Area Development and Growth of Environmental Responsibility (BADGER) Project for the Environmental Protection Agency, and developing new solar energy training programs.

Grossmont College's forensic program has been praised as being one of the best in the nation.

Many of the federally supported workforce programs carry with them onerous reporting requirements which are in need of streamlining. In addition, public institutions of higher education, whose programs are monitored for quality through accreditation, state licensure and other state and federal programs, should be deemed automatically eligible to provide services to WIA participants.

The Grossmont-Cuyamaca Community College District supports:

- 1. Streamlined reporting requirements for Federal programs.*

The **Carl D. Perkins Career and Technical Education Act** is one of the largest and most established sources of federal institutional support for community college career/technical programs, helping improve all aspects of cutting edge educational programs. The Perkins Act gives postsecondary institutions the flexibility to identify local priorities and use the basic State Grants to fund innovation in career/technical education programs.

Community colleges use these funds for a variety of purposes, including training first responders and other public safety officers; helping students meet challenging academic, vocational, and technical standards; improving curricula; purchasing equipment; integrating career/technical and academic instruction; and fostering better links between colleges and the business community.

The Grossmont-Cuyamaca Community College District received \$1.6 million in federal Perkins funds in 2009-10, using those monies for supplies, equipment and training in a variety of program. Expenditures included simulation supplies for the health professions; fingerprinting and crime scene processing equipment for administration of justice programs; irrigation supplies and equipment leases for the ornamental horticulture program; and engine performance and repair equipment for the automotive program. Funds are also used for some staffing, including tutors and student aides. The District's Tech-Prep program works closely with East County high schools to align curriculum and support seamless progression from high school through community college career/technical workforce preparation.

The Grossmont-Cuyamaca Community College District supports:

- 1. Continued funding of the Carl Perkins Act, including the Tech Prep Program*

A source of support for unemployed and underemployed adults is the **Workforce Investment Act (WIA)**, which has been due for re-authorization since 2004. The WIA governs the federal workforce development system administered by the United States Department of Labor and the adult education program administered by the United States Department of Education. Both are vital to community colleges. The WIA should be reauthorized in 2011. The role of community colleges in delivering education and training programs and services should be prioritized. Job training and adult basic education must be better integrated and emphasize the attainment of postsecondary credentials.

The Grossmont-Cuyamaca Community College District supports:

- 1. Reauthorization of the Workforce Investment Act, prioritizing the role of community colleges in delivering education and training*
- 2. Recognition by local workforce investment boards of community colleges as "preferred partners"*