

# Academic Senate Grossmont College

Monday, October 20, 2014  
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 of October 6

## II. PRESIDENT'S REPORT

30 minutes

Updates from College and District meetings: wireless assessment; all Faculty getting a gcccd.edu email; Blackboard outage; DARS coming for Students; call for an SLO Coordinator (.80) coming; 40 cap for online; Leadership transition update; Staffing Plan Task Force; Tutoring Task Force

## III. COMMITTEES

None

## IV. ACTION ITEMS

## V. INFORMATION ITEMS\*

- A. Pathways/Enrollment Strategies/Equity – Converging College-wide Initiatives for student success – Beth Smith 15 minutes
- B. Evaluation Forms- Cont'd: Online Evaluation (Attachment A) 20 minutes
- C. Chart of District and College Functions: See <http://www.grossmont.edu/accreditation/6.2%20-%20Functional%20Mapping%20Supplement%20%28updated%2010-7-14%29.pdf> 10 minutes
- D. Senate President election update and timeline – Lehman/deKoning 3 minutes

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

{Section 5. Quorum

“A simple majority of Senators including Senator designees recognized by the Chair at the openings of meetings shall constitute a quorum. Senator positions not filled by departments will not be included in quorum determination.” Average number of senators attending the first three Senate meetings, Fall, 2011: 54}

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

PEER/MANAGER  
ONLINE INSTRUCTOR EVALUATION

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation statement prepared by: \_\_\_\_\_

Categories for evaluation are based on the official *Job Description* and include the following:

- A. Subject Matter Mastery**
  - Command of subject matter
  - Communication of subject matter
- B. Organizational Skills**
  - Preparation for class
  - Relationship of content to course objectives
- C. Teaching Skills \*Online Examples Attached**
  - Teaching methods used
  - Responsiveness to students
  - Availability to students
  - Classroom climate created
  - Awareness of student differences
  - All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant
- D. Professional Skills**
  - Evidence of professional growth
  - Quality of professional relationships
  - Department, Division, College and District requirements are followed
  - Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

\_\_\_\_\_

The instructor meets the standards for employment at this institution.

Strongly Agree 5  4.5  4  3.5  3  2.5  2  1.5  1  Strongly Disagree

**RECOMMENDATIONS:** The Collective Bargaining Agreement (sections 5.6.2.14, 5.7.5.1, 5.8.5.1) states that IF recommendations are made by the evaluator(s), a written response to these recommendations is required by the evaluatee and that response must be submitted to the appropriate dean within ten working days of receipt of the Summary Report.

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

### **C. Examples of Online Teaching Skills**

- The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course. EXAMPLES:
  - The instructor can cogently discuss barriers to and support of student success within the online environment;
  - The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and effective contact;
  - The instructor incorporates tools and/or strategies to assist student readiness for online success.
  
- The instructor effectively uses a range of technologies tools both within and outside of the Learning Management System that support student learning and engagement to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor incorporates tools that meet the content demands of the course;
  - The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
  - The instructor incorporates a variety of tools to meet various learning needs of his/her students.
  
- The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course. EXAMPLES:
  - The instructor incorporates a variety of tools that support interaction and community;
  - The instructor promotes active learning through collaborative activities;
  - The instructor facilitates and monitors appropriate student-student interactions;
  - The instructor fosters an environment that welcomes and engages each individual learner
  
- The instructor knows and understands the importance of teacher student communication, and applies this knowledge in various ways within the course environment to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor uses a variety of tools for contacting students;
  - The instructor models and facilitates appropriate communication;
  - The instructor sets clear expectations through course policies and well written assignments with rubrics;
  - The instructor provides timely and useful feedback.
  
- The instructor knows, understands, and facilitates legal, ethical, and safe technology use. EXAMPLES:
  - The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
  - The content, grading, and feedback comply with FERPA guidelines;
  - The instructor discusses and incorporates Netiquette within the course.
  
- The instructor knows and understands the implications of the Americans with Disabilities Act and Sect. 508 of the Federal Rehabilitation Act, and ensures that course material is accessible. EXAMPLES:
  - The instructor provides a link to campus services, and/or discusses available services with the course;
  - The instructor includes accessible material, including multi-media;
  - The instructor is aware of accessibility issues with the Learning Management System (LMS).
  
- The instructor is able to arrange media and content that supports student learning, success, and progression through the course and to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
  - The instructor explains to students how they should proceed through the course;
  - The instructor appropriately and effectively uses tools within the LMS;
  - The instructor can create and modify content within the LMS

**MINUTES OF THE ACADEMIC SENATE**

**Grossmont College**

**Monday, October 6, 2014 in Griffin Gate, 11:05 – 12:15**

**Attendance:** Randy Abshier, Shina Alagia, Marlene Barr, Liz Barrow, James Canady, Derek Cannon, Jennifer Carmean, Brian Carter, Joel Castellaw, Cruz Cerda, Zoe Close, Ross Cohen, Gareth Davies-Morris, Marion de Koning, Nadra Farina-Hess, Claudia Flores, George Gastil, Janet Gelb, Oralee Holder, Tate Hurvitz, Brain Keliher, Cheryl Kerns-Campbell, Michael Lambe, Helen Liesberg, Barbara Loveless, Lisa Maloy, Kathy Meyer, David Milroy, Todd Myers, John Oakes, Michele Perchez, Shirley Pereira, Terry Reilly, John Scholte, Denise Schulmeyer, Robin Sepulveda, Linda Snider, Jade Solan, Scott Therkalsen, Christi Vicino, Peggy Wells, Evan Wirig, Jessica Woods, Susan Working, Memorie Yasuda. **Guests:** Roxanne BenVau, Victoria Curran, Micah Jendian, Michael Reese, Beth Smith. **RECORDER:** Tyler Dranguet

**I. President's Report – Sue Gonda**

A new organizational chart of District and College Functions will be available soon to help everyone identify and understand the differences in work between these two groups. It will be disseminated as soon as it is available.

**II. Scheduling and Enrollment Strategies – Pam Deegan**

VPAA Katrina VanderWoude introduced Pam Deegan, who helped present the September 15 and 16 Enrollment Strategies workshops at Grossmont and Cuyamaca Colleges. Pam was essential at the workshops to help educate attendees and provide clarification on enrollment strategies for both Colleges. Her presentation at Academic Senate was the first step in series of strategies to improve strategies enrollment planning – to education in as many venues as possible about the essentials of best practices and the implications of planning schedules to serve as many students as possible while also supporting all departments to maximize their enrollments. The idea is to give everyone both the “big picture” of effective enrollment for the College as well as for their divisions and departments.

Changes in funding, including the Student Success Act, have had major impacts on enrollment planning. In order to assist students to get classes they need and move on to complete their education, enrollment must be strategically planned. Enrollment also generates the largest source of funds that the College receives, so planning must regularly be examined and updated.

**FTES:** One full-time equivalent student (1 FTES) equals one student enrolled in 15 hours per week of instruction for two semesters. Since many students only attend courses part-time, their class hours are added together to generate the College's total FTES number after Census day.

**The 50-Minute Hour & Academic Calendar:** Classes are based upon a 50 minute contact hour, allowing for ten minutes of break or passing. The number of Daily Contact Hours (DCH) that a class meets can be determined by taking the number of minutes that a class meets and dividing by fifty. Example: a 75 minute class equals 1.5 DCH. Weekly Contact Hours (WCH) are determined by multiplying DCH by the number of times a class meets per week.

It is important to note that the minimum standards of the Education Code and Title V must be adhered to when determining the length and number of meeting times for a class. The academic calendar is shifted each year to ensure that there is enough time for classes that meet on the same days as holidays. During the

fall semester, special attention is paid to classes that occur on Thursdays. During the spring semester, attention is focused on classes that occur on Mondays.

**DSCH, WSCH, and Efficiency:** As a college, it is important to counterbalance classes that must have low enrollment classes (e.g., English, ESL, allied health) with high enrollment classes. By examining Weekly Student Contact Hours (WSCH) and dividing by Full-Time Equivalent Faculty (FTEF), the College can determine its level of effectiveness campus-wide.

WSCH and FTEF can be used to help determine the College's efficiency. When WSCH/FTEF reaches 525, the College is at a financial break-even point. The number 525 comes from FTES. 1 FTES equals 15WCH, for two-17.5 week semesters. ( $15WCH \times 17.5weeks \times 2semesters = 525$ .) It is common for some programs to have less than 525 WSCH/FTEF, so it is important for the College to be aware of these differences and make up for them elsewhere. Programs that have a number greater than or equal to 525 typically break even or generate help balance out other areas of instruction that are below 525. It is the College's responsibility to make up these differences strategically, not necessarily a Division's.

**Maximizing Efficiency:** If possible, courses should be at least 80% enrolled. If enrollment levels for a course are below 80%, the reasons should be investigated. (e.g., Does the time conflict with students' other courses? Is the room too large for the course's needs?) It is important to offer the classes that students need and equally important for the College to regularly update scheduling and plan a two-year schedule. Planning courses out is good for both students and faculty and allows for both groups to plan ahead. There are plans for departments to each map out the two year sequences for their majors.

Meeting adjourned at 12:15pm.

Next Meeting: Monday, October 20, 2014 at 11:00-12:20 in Griffin Gate