

Academic Senate Agenda
May 25, 2006
3:00 p.m. I-330

I. ROUTINE MATTERS

1. Approval of Academic Senate summary for May 11, 2006 (page 2)
2. Diversity List Paragraph, Curriculum summary of May 4 (tabled from May 11 meeting)

II. REPORTS/UPDATES

3. Diversity classes from last meeting
4. Commencement Committee

III. ACTION ITEMS

5. Program Review template – (pgs 3 - 6)
6. Establishing time for Academic Senate/Curriculum meetings 2006-07 (from 3:00 to 2:00)

IV. DISCUSSION ITEMS

7. Emeriti Scholarship
8. Commencement
9. Ad hoc committee updates:
 - a. Chair Evaluation
 - b. Efficiency
 - c. Stipends
10. Possible final Senate meeting, 2005-06

V. Open Forum/adjournment

Time blocks:

Approximate Starting Times for afternoon classes

1 unit 1 x week 12:00	2 unit 1 x week 12:00	2 unit 2 x week 12:00	3 unit 1 x week	3 unit 2 x week 12:40	4 unit 1 x week 12:00	4 unit 2 x week 12:00	5 unit 1 x week	5 unit 2 x week	5 unit 3 x week	5 unit 4 x week 1:15
1:00		1:00					1:00	1:00	1:00	
2:00	2:00	2:00	2:15	2:00		2:05				
3:00		3:00							2:45	2:45
	4:00			3:40	4:15	4:15		3:40		3:55
			5:15	5:10					4:15	

Academic Senate Summary May 11, 2006

Attendance: Cindy Stephens, Pamela Borrelli, Chelley Maple, Sherrill Pennington, Miriam Golbert, Stephen Branch, Phil Marcellin, Lea Templer, Beth Asmus, Fred D'Astoli, Jim Urbanovich, Deanna Davis, Michael Dermody, Edel Alonso and Stan Wright

Welcome to everyone!

The consent calendar was approved. This included the 2006-07 calendar (with the addition of a Curriculum Meeting for August 10), the Senate summary for April 27, 2006; as well as the Curriculum report for April 20 (with the exception of the diversity list courses).

Approval of the diversity courses was tabled. A member raised some concerns about the process used for approvals to the Diversity List. This issue will be brought to the Senate at the next meeting.

Department Chair election for Math (Ana Palmer), and PE (Chuck Lyon) confirmed.

Report on the Statewide Academic Senate Spring session was provided by y Michael Dermody and Deanna Davis. The efforts to raise the English and Math graduation requirements is moving forward, albeit slowly, on the statewide level. In adjunct issues, the Statewide Senate did not seem likely to support an increase of the adjunct teaching limit from 60% to 80%. Also, it appears that we will need to revisit our equivalency policies.

A brief overview of the visit by Chancellor Mark Drummond and Statewide Senate President Ian Walton was provided. Overall, they both had complimentary remarks on the College staff and facilities (especially our trees).

Commencement Ceremonies are rapidly approaching. We were reminded of the importance of professionalism at these ceremonies. There was a brief discussion in the pros and cons of listing faculty names in the commencement book. Due to the rapid approach of graduation, it was decided to revisit this issue next year in the Fall.

The Efficiency Committee had its first meeting. After having made some shared definitions and visions, it is awaiting information from the Research Office.

The proposed Academic Freedom Policy was confirmed by the Senate. It will now begin the process of campus-wide consultation prior to being presented to the Board. Thanks are due to the entire committee that was chaired by Steve Branch: Fred D'Astoli, Jim Kelleher, Majid Moseh, Sherrill Pennington, Carol Primson-Reid, and Diane Sionko.

An opportunity was provided for discussion of the new Program Review template. The comments, although sparse, seemed to be generally favorable. The Senate will be asked to approve the template at the next meeting.

The possibility of expanding the Emeriti Scholarship was discussed. Initially funded by a faculty reception/party for retirees, it is currently funded by donations and book sales. We will be asking the entire campus community to help support this program.

The Scholarship Awards Ceremony will be held on May 22. Faculty members were encouraged to participate and attend.

PROGRAM REVIEW

Proposed New template

Under Board Policy 345, the Academic Senate has a responsibility to develop the policies and procedures for Program Review. Earlier in the Fall, the Comprehensive Planning Team developed a pilot program for the Senate to consider. At the April 27 Senate Meeting, the Senate heard reports from those departments that used the proposed template for Program Review.

In general, the comments and reports from those who were involved in the Pilot Program were very favorable toward this template. The new format, which will be conducted every three years instead of annually, will provide faculty members a chance to thoroughly review and plan for their departments. Of course, the participants also expressed a hope that the results will be reviewed by PAC-B, Staffing, and other campus bodies that provide recommendations and/or decisions.

If approved, the following template will replace the current annual template. It is expected that additional details on implementation of the new program review format will be developed and refined during the upcoming year.

Below is a copy of the proposed Program Review Template. (There have been formatting changes to reduce the total number of pages for this agenda).

PROGRAM NAME

Program Description

Describe the primary goal or mission of the program

List degrees and certificates awarded by the program

External Factors

Economic Trends. What economic factors will impact the development of the program? (e.g. job market, local business needs, new business start-ups in Santa Clarita or the region, etc.) What are emerging trends in related industries?

Similar Programs. How does the program compare to those offered at surrounding community colleges? (e.g. What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?) Is it competitive? Why will students choose this program rather than one at another nearby college?

Externally Imposed Regulations. Please describe any externally imposed regulations or external reviews of your program that have implications for the program review.

External Relationships/Partnerships. Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community.

Processes. Describe the processes and data sources you used for the analyses in this section, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program review.

Internal Factors

Data Trends. Describe department trends, including growth/decline in: a) number of students served (measured by headcount and FTES), b) instructional load (measured by instructional load and average class size), c) student achievement and success. How do these changes compare to the College as a whole?

Review of Previous Objectives. Summarize progress in achieving goals and objectives identified on the last program review.

Challenges. Please indicate any challenges your department or program has faced which may affect the program or service for the current academic year. Also, please indicate how you plan to address these challenges.

New facilities. Please indicate any plans your department has for the new facilities on campus (e.g., Vital Express Center, Hi-Tech Building, Music/Dance Building, etc.)

Canyon Country Educational Center. Please indicate any plans your department has for offering courses or new curriculum at the Canyon Country Educational Center.

Support Staffing and Faculty. What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

Interdisciplinary Collaboration. Describe any relationships and course offerings with other departments/programs.

Department/Program Changes. Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

Technology. How is technology being used for curriculum delivery (e.g., online courses, CTV, etc.)? Do you plan to increase the use of technology for curriculum delivery? What plans do you have for adding curriculum to the college's 100% online Associate Degree?

Use of Data. How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

Connection to Strategic Plan. How is the department/program progressing in meeting the goals outlined in the current strategic plan?

Strengths/Weaknesses/Objectives

Departmental Strengths. Describe departmental/programmatic strengths or unique features. This should principally include information from the External and Internal Trends sections.

Departmental Weaknesses. Describe departmental/programmatic weaknesses. This should principally include information from the External and Internal Trends sections.

Three-year Objectives. List program objectives for the coming three-year period. These should follow from the needs listed above. Also, they should include targets for FTES, instructional load, and student achievement.

Annual Objectives. List those objectives that will be accomplished in the coming year. These should be a challenging, yet attainable component of the three-year objectives. They should also include targets for FTES, instructional load, and student achievement.

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

- Budget (This is where we'll put a link to Donna's forms)
- Curriculum Development
- Supplies & Services
- Equipment
- Facilities and facility modification
- Personnel
- Where do classes need to be offered?
- What curriculum do you need to have offered in other departments to make your program viable?
- Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)

Student Learning Outcomes

The new WASC accreditation standards require colleges to identify student learning outcomes for courses, programs, degrees, certificates, assess progress towards achievement of the identified student learning outcomes, and use assessment results to make improvements (Standard II: Section A 1.c). Student learning outcomes (SLO) are written statements that represent what a student is expected to know or be able to do as a result of a learning process. Refer to the Student Learning Outcome examples enclosed with your disk. Additional Student Learning Outcomes training will be provided during Flex workshops.

Please indicate student learning outcomes for your department.

Please describe the process your department is using to develop student learning outcomes (both course and program levels), measurements of the outcomes, and applying the measurement to planning. Include a timeline for the completion of processes not already completed.

ADDENDUM FOR OCCUPATIONAL PROGRAMS

Occupational Program Outlook

How is the program responding with regard to labor market demand?

What sources of information do you have to support your conclusions?

Comment on any placement rate information you may have.

Useful Websites For Program Planning
September 12, 2005

1. American Association of Community Colleges www.aacc.nche.edu
2. American Management Association www.amanet.org
3. Bureau of Labor Statistics www.bls.gov
4. California Community Colleges Association of Occupational Education www.cccaoc.org
5. California Dept. of Education www.cde.ca.gov
6. California Interstate Training Resource and Information <http://i-train.org>
7. California Legislative Information www.leginfo.ca.gov
8. California Local Economic Development Association www.caled.org
9. California Manufacturer's Association www.calmfg.com
10. California Manufacturing Technology Center www.cmtc.com
11. California Workforce Association www.calworkforce.org
12. Community College League of California www.ccleague.org
13. Economic and Workforce Development Program www.cccewd.net
14. EDD Eligible Training Provider List <http://etpl.edd.ca.gov>
15. Employment Development Division www.edd.cahwnet.gov
16. Employment Training Panel www.etp.ca.gov
17. International Economic Development Council www.iedconline.org
18. LA County Workforce Investment Board <http://wib.co.la.ca.us>
19. League for Innovation in Community Colleges www.league.org
20. Los Angeles County Economic Development Corporation www.laedc.org
21. National Alliance of Business www.nab.com
22. National Association of Manufacturers www.nam.org
23. National Business Incubation Association www.nbia.org
24. National Commission on Entrepreneurship www.ncoe.org
25. National Council on Occupational Education www.ncwe.org
26. The Council for Adult and Experiential Learning www.cael.org
27. UCLA Business Forecasts www.anderson.ucla.edu/research/forecast
28. US Dept. of Commerce EDA www.osec.doc.gov/eda
29. US Dept. of Education Office of Higher Education www.ed.gov/offices/OPE/OHEP
30. US Dept. of Labor Employment and Training Division www.doleta.gov/comm.asp
31. Worknet/One Stop www.sjtcc.cahwnet.gov