



C U Y A M A C A
· C O L L E G E ·

ACADEMIC SENATE MEETING MINUTES

Thursday, October 8, 2009

Present: Dan Curtis, Gregg Differding, Donna Hajj, Nancy Jennings, Nicole Keeley, Jesus Miranda, Angela Nesta, Barbara Pescar, Jodi Reed, Patricia Santana, Pat Setzer, Patrick Thiss, Glenn Thurman, Michael Wangler, Elisabeth Wiering

Absent: Brad Monroe, Alicia Munoz, Donna Riley

Guests: Ted Chandler, Co-Chair of the Instructional Program Review Committee
Dave Raney, Computer and Information Science

The senate minutes are recorded and published in summary form. Readers of these minutes must understand that recorded comments in these minutes do not represent the official position of the Academic Senate. The Academic Senate expresses its official positions only through votes noted under "Action."

Call to Order

President Michael Wangler called the meeting to order at 2:03 p.m. He welcomed the Senate to their new 'home' in Room I-209. He noted that I-209 has much more space and that future meetings will be held in I-209 with the exception of March 11, 2010 which will be held in I-104.

Michael announced that Donna Hajj would be the note taker.

I. Approval of Minutes – Meetings of September 10 & 24, 2009

M/S/P (Thiss/Differding; one abstention) to approve the Minutes of September 10th, 2009. The September 24th Minutes will be presented at a future meeting.

II. President's Report

A. CLASS Initiative

M. Wangler provided information about the California Leadership Alliance for Student Success (CLASS), Initiative, including upcoming college and district activities related to this initiative. The GCCCD is one of 12 districts participating in the CLASS Initiative, which will provide 2 years of training and support for using data to improve student success. As part of this initiative, there will be a series of workshops held before each month's Governing Board meeting that will focus on looking at GCCCD data, and having a conversation on how to improve student success. The pre-board workshops will kick off with a Cal-PASS presentation at the October 20th Board meeting, with subsequent meetings each month for the next year. All faculty are welcome to attend.

Dr. Kay McClenney, co-director of the CLASS Initiative will be attending the November 12 Academic Senate meeting to provide an overview of the CLASS Initiative, and engage faculty in a conversation about using data to improve student success.

B. Conserving Resources – Instructional Section

This item was postponed to a future meeting.

C. Accreditation Update

M. Wangler provided an update on the college's recently submitted Accreditation Follow-up Report (endorsed by the Senate on April 2, 2009) and the College's Accreditation focused Mid-term Report (due to ACCJC by October 2010).

He reviewed the Follow-up Report on the College Accreditation Website and said it addressed recommendations that the college had to respond to within 2 years of the original site visit, such as the evaluation and selection process for College Presidents.

D. Transfer Fair Update

M. Wangler provided an update on the upcoming Transfer Fair scheduled for October 21, 2009.

E. Part-Time Officer Election

M. Wangler announced that Barbara Pescar will resign her position as Part-Time Officer-at-Large at the end of the Fall 2009 Semester and noted that the Senate needs to elect a Part-Time Officer to fill the remainder of her term.

He explained the two options for this election:

- A special election can be held this semester to fill the position starting in January, with a new election in February for the next term.
- The special election can be combined with the regular election in February. The newly elected Part-Time Officer-at-Large would then serve an 18-month term, which would include the remainder of B. Pescar's term.

After some discussion, the Senate agreed to use the second option, which will combine the two elections in early February. He asked for a volunteer for the position of Election Coordinator and reviewed the duties. A. Nesta volunteered, and was appointed to be the Election Coordinator for the 2009-10 academic year.

III. Vice President's Report

A. SOC Committee Appointments

Nancy Jennings reported on new faculty appointments to committees:

- Kathy Kotowski – Curriculum Committee
- Jesus Miranda – Innovation and Planning Council
- Teresa McNeil – SDICCCA Study Abroad Committee

IV. Committee Reports

A. Professional Development Committee

Jodi Reed, Professional Development Coordinator, provided an update on recent committee work, including the committee's priorities for the year and the proposed theme for January flex week, 'Getting to know you' in honor of the new college president.

The committee has only about \$4,000 left in the travel fund. In order to make the funds go further, the committee decided to limit the maximum award amount to \$200/year for full-time faculty and \$100/year for part-time faculty. She noted that the Professional Development Committee will not be getting any more funds in the near future. The guidelines for

Professional Development funds specify that activities should meet the needs of the individual's department or fill a campus need. Activities that meet a critical campus need, such as Health and Safety, Accreditation, etc. can be funded at a higher level.

J. Reed explained that a Professional Development Committee priority is to update the web site so that proposals to present workshops and completed forms can be submitted online.

B. Instructional Program Review Report

Ted Chandler, Co-Chair of the Instructional Program Review Committee, provided an update on recent committee work, including the completion of last year's reports, and the beginning of this year's review cycle.

A handout that summarized the 2009 program review reports, along with the committee's commendations and recommendations, was distributed and discussed. T. Chandler reminded the Senate that the Program Review process is data driven and outcomes based.

M. Wangler thanked the committee for their hard work and said the summary reports would be coming back to the Senate as an action item at the next meeting.

C. Calendar Committee Report

M. Wangler, Academic Senate representative on the District Calendar Committee, provided an update on the development of the 2010-11 Academic Calendar.

He presented the calendar for the 2010/11 academic year that was approved by the committee. One unresolved issue was the date for the final drop deadline in Spring 2011, which coincides with Spring Break. The Senate discussed options for the final drop deadline with the majority opinion being to have the drop deadline the Friday before Spring Break.

M. Wangler also reported that the summer 2010 calendars for both Grossmont and Cuyamaca would be aligned with a start date of June 14th. The issue of standardizing or eliminating Spring Break was also discussed, and will be brought to the committee at their next meeting in February 2010.

V. Action

A. Basic Skills Action Plan for 2009-2010

M/S/U (Thiss/Setzer) to approve the 2009-2010 Basic Skills Action Plan. (Attachment A)

B. Revised Basic Skills Committee Membership

M/S/U (Thiss/Differding) to endorse the revised membership of the Basic Skills Committee. (Attachment B)

C. AMP Faculty Slate

M/S (Jennings/Differding) to endorse the 2009-2010 priority list for hiring new full-time instructional faculty and request that the Academic Master Plan (AMP) Committee develop clear criteria for dealing with exceptions to the normal slate development process.

The Senate debated this motion, with several Senators expressing concerns about setting a precedent for allowing exceptions to the normal slate development process. There were also concerns raised about the Senate micromanaging the work of a committee.

M/S (Hajj/Santana) to amend the motion to endorse the 2009-2010 priority list for hiring new full-time instructional faculty minus the exceptions approved by AMP.

There was further debate and M. Wangler asked if the Senate would like to table this item to provide time to gather more information about the committee's regular process and past practice in dealing with exceptions to the normal slate development process.

M/S/U (Thiss/Differding) to table this item until more information can be provided.

D. Facilities Use Recommendations

This item was postponed to a future meeting.

E. Annual Implementation Plan Final Report 2008-09

M/S/U (Setzer/Differding) to endorse the college's Annual Implementation Plan Final Report for 2008-09. (Attachment C)

F. Strategic Plan Activities 2010-2016

M/S/U (Differding/Setzer) to endorse the college's Strategic Plan Activities for 2010-2016. (Attachment D)

G. Academic Senate Voluntary Fund

M/S/U (Pescar/Differding) to approve the annual request for faculty donations to the 2009-10 Academic Senate Voluntary Fund.

VI. Information

A. AP 4045 - Educational Resources - Cost Reduction

This item was postponed to a future meeting.

VII. Announcements/Public Comment

No announcements or comments were made.

Adjournment - President Michael Wangler adjourned meeting at 3:45 p.m.

Recorded by: Joy Tapscott

Attachment A

Action Plan for Section A:
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Mathematical Sciences Research and develop or enhance courses, workshops and other student-centered activities to promote success, retention and persistence of Basic Skills math students (also in Section D)</p>	<p>A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program A.3 The developmental education program is centralized or highly coordinated. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program</p>	6/2010	Division I Dean Chair, Math Appropriate Basic Skills Faculty
	<p>PDC-Counseling Hire adjunct faculty for counseling; going to high schools to register Basic Skills PDC students, outreach for Cuyamaca Link, Summer Bridge, coordination of Summer Bridge, and counseling for linked classes with English and Math (also in Section B)</p>	<p>A.1 Developmental education is a clearly stated institutional priority A.3 The developmental education program is centralized or highly coordinated. A.5 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence A.7 Institutions manage faculty and student expectations regarding developmental education</p>	6/2010	Acting Dean of Counseling & Matriculation Chair, Counseling Coordinator , PDC

Attachment A

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	ESL/Library Integrating library skills into the ESL curriculum; explore & implement the most effective staff development practices to bridge gap between ESL and Library faculty (also in Sections D)	A.1 Developmental education is a clearly stated institutional priority A.5 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence	6/2010	Dean, Division II Chair, Comm Arts Dean, Learning & Technology Resources Chair, Library Appropriate Basic Skills Faculty
	Student Services – DSP&S Hire a DSPS Basic Skills adjunct counselor 12 hrs per week to run BS reports from Datatel, prepare individualized student educational plans and facilitate DSPS tutors, thereby providing access, retention and success for students with disabilities (also in Sections B, D)	A.1 Developmental education is a clearly stated institutional priority A.3 The developmental education program is centralized or highly coordinated. A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence A.5 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence A.7 Institutions manage faculty and student expectations regarding developmental education	6/2010	Acting Dean of Counseling & Matriculation DSP&S Coordinator
	Comm Arts-Writing Center Embedded tutors in English 90 and 98 classes to help students in the Writing Center and to assist in classes (also in Section B, D)	A.1 Developmental education is a clearly stated institutional priority. A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence	6/2010	Dean, Division II Chair, Comm Arts Coordinator, Writing Center

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Attachment A

Action Plan for Section B
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	PDC-Counseling Hire a Basic Skills Adjunct Counselor. Establish joint counselor/instructor teams and conduct classroom presentations in all Basic Skills classes	B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice	6/2010	Acting Dean, Counseling & Matriculation Chair, PDC Counseling Basic Skills Counselor Appropriate Basic Skills Faculty
	Student Services- Financial Aid Outreach materials to help Basic Skills students be aware of financial aid resources available to them in a language they can understand	B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid	6/2010	Acting Dean of Counseling & Matriculation Director, Financial Aid Appropriate Basic Skills Faculty
	Student Services – DSP&S Hire a DSPS Basic Skills adjunct counselor 12 hrs per week to run BS reports from Datatel, prepare individualized student educational plans and facilitate DSPS tutors, thereby providing access, retention and success for students with disabilities (also in Sections A,D)	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	6/2010	Acting Dean of Counseling & Matriculation DSP&S Coordinator

Attachment A

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	PDC – Counseling Hire adjunct faculty for counseling; going to high schools to register Basic Skills PDC students, outreach for Cuyamaca Link, Summer Bridge, coordination of Summer Bridge, and counseling for linked classes with English and Math (Also in Section A)	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	6/2010	Acting Dean of Counseling & Matriculation Chair, Counseling Coordinator - PDC
	Comm Arts-Writing Center Embedded tutors in English 90 and 98 classes to help students in the Writing Center and to assist in classes (also in Section A,D)	B.2 Regular program evaluations are conducted, Results are disseminated widely, and data are used to improve practice	6/2010	Dean, Division II Chair, Comm Arts Coordinator, Writing Center
	Hire short-term hourly to assist with assessment testing.	B.1 Orientation, assessment, and placement are mandatory for all new students.	6/2010	Acting Dean of Counseling & Matriculation Chair, Counseling
	Hire short-term hourly to assist with assessment testing.	B.1 Orientation, assessment, and placement are mandatory for all new students.	6/2010	Acting Dean of Counseling & Matriculation Chair, Counseling

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Attachment A

Action Plan for Section C
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-English/Math Conduct English and Math workshops on Basic Skills students, <u>On Course</u> principles and Basic Skills level SLO's. Provide stipends for adjunct participation (also in Section D)</p>	<p>C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures</p>	6/2010	<p>Dean, Division I Chair, Math Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty</p>
	<p>Comm Arts-English/ESL ESL and Reading Workshops – Trainers, Tutors or Presenters (Also in Section D)</p>	<p>C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p>	6/2010	<p>Dean, Division II Chair, Comm Arts Lead Faculty in Reading Lead Faculty in ESL Appropriate Basic Skills Faculty</p>
	<p>Comm Arts-English/Math Trainers for English Workshops Trainers for Math Workshops</p>	<p>C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.</p>	6/2010	<p>Dean, Division I Chair, Math Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty</p>

Attachment A

Action Plan for Section C
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-ESL Compensate and support the development of interactive teaching methodology and new curriculum for use in ESL core reading, listen-speaking and elective classes (also in Section D)</p>	<p>C.2 The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning. C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.</p>	<p>6/2010</p>	<p>Dean, Division II Chair, Comm Arts Lead Faculty in ESL</p>

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Comm Arts-English/ESL Reading, Writing, ESL Supplies	D.2 Curricula and practices that have proven to be effective within specific disciplines are employed D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty
	Mathematical Sciences Math Tutors	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division I Chair, Math Appropriate Basic Skills Faculty
	Comm Arts-English/ESL English, ESL & Writing Tutors (Writing Center)	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty
	Comm Arts-ESL ESL Consultants for Curriculum Development and Technology	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division II Chair, Comm Arts Lead Faculty in ESL

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Science & Engineering Basic Skills Science Tutors and Tutoring Center (Center for Excellence)	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division I Chair, Science & Engineering
	Mathematical Sciences Math Classroom Upgrade (SMART) – Tutor	D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity D.8 Developmental education faculty routinely share instructional strategies	6/2010	Dean, Division I Chair, Math
	Mathematical Sciences Math Tutor Training: Expand and improve math tutoring program by improving hiring, training, monitoring and retraining of tutors	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program D.8 Developmental education faculty routinely share instructional strategies D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division I Chair, Math

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-English/Math Conduct English and Math workshops on Basic Skills students, <u>On Course</u> principles and Basic Skills level SLO's. Provide stipends for adjunct participation (also in Section C)</p>	<p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services. D.5 A high degree of structure is provided in developmental education courses. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.8 Developmental education faculty routinely share instructional strategies</p>	<p>6/2010</p>	<p>Dean, Division I Chair, Math Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty</p>

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Student Services-DSP&S Hire a DSPS Basic Skills adjunct counselor 12 hrs per week to run BS reports from Datatel, prepare individualized student educational plans and facilitate DSPS tutors, thereby providing access, retention and success for students with disabilities (also in Sections A,B)</p>	<p>D.4 Culturally responsive teaching theory and practices are applied to all aspects of the developmental instructional programs and services. D.9 Faculty and advisors closely monitor student performance D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors</p>	6/2010	Acting Dean of Counseling & Matriculation DSP&S Coordinator
	<p>Mathematical Sciences Research and develop or enhance courses, workshops and other student-centered activities to promote success, retention and persistence of Basic Skills math students (also in Section A)</p>	<p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements</p>	6/2010	Division I Dean Chair, Math Appropriate Basic Skills Faculty

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-Writing Center Embedded tutors in English 90 and 98 classes to help students in the Writing Center and to assist in classes (also in Section B)</p>	<p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.5 A high degree of structure is provided developmental education courses D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors</p>	6/2010	Dean, Division II Chair, Comm Arts
	<p>ESL/Library Skills Integrating library skills into the ESL curriculum; explore & implement the most effective staff development practices to bridge gap between ESL and Library faculty (also in Sections A,)</p>	<p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements</p>	6/2010	Dean, Division II Chair, Comm Arts Dean, Learning & Technology Resources Coordinator, Library Appropriate Basic Skills Faculty

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Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-ESL Compensate and support the development of interactive teaching methodology and new curriculum for use in ESL core reading, listen-speaking and elective classes (also in Section C)</p>	<p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.5 A high degree of structure is provided in developmental education courses.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.8 Developmental education faculty routinely share instructional strategies</p>	6/2010	Dean, Division II Chair, Comm Arts Lead Faculty in ESL

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Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	Comm Arts-Reading Develop and implement curriculum for two tutor training workshops in reading strategies	D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth D.8 Developmental education faculty routinely share instructional strategies D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	6/2010	Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-Reading Build on phase one of Reading Lab materials expansion, completed for ENG90R (Title III Grant), by expanding Reading Lab materials for the next level, ENG 98R</p>	<p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.5 A high degree of structure is provided in developmental education courses.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements</p>	6/2010	Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty

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Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-English/ESL ESL and Reading Workshops – Trainers, Tutors or Presenters (Also in Section C)</p>	<p>D1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.</p> <p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.</p> <p>D.5 A high degree of structure is provided in developmental education courses.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>D.8 Developmental education faculty routinely share instructional strategies</p>	6/2010	<p>Dean, Division II Chair, Comm Arts Lead Faculty in Reading Lead Faculty in ESL Appropriate Basic Skills Faculty</p>

Attachment A

Action Plan for Section D
Academic Year 2009-2010

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

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
	<p>Comm Arts-English/Math Trainers for English Workshops Trainers for Math Workshops (Also in Section C)</p>	<p>D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program. D.2 Curricula and practices that have proven to be effective within specific disciplines are employed. D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth. D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services. D.5 A high degree of structure is provided in developmental education courses. D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity. D.8 Developmental education faculty routinely share instructional strategies</p>	6/2010	<p>Dean, Division I Chair, Math Dean, Division II Chair, Comm Arts Appropriate Basic Skills Faculty</p>

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Attachment B



COMMITTEE/COUNCIL REQUEST

Person Submitting Request Michael Wangler, Cristina Chiriboga-Mary Graham, Tim O'Hare		Date January 21, 2008 Rev: February 12, 2008 Rev: February 26, 2008 Rev: September 9, 2008 Rev:		
Name of Committee Basic Skills Committee				
	Council	<input checked="" type="checkbox"/>	Committee	
		<input type="checkbox"/>	Delete	<input checked="" type="checkbox"/> Change*
Action Requested:				
Charge of Council/Committee: Established in response to the statewide Basic Skills Initiative and growing need for the establishment of an integrated college program to assist underprepared students to attain the basic skills needed to succeed in college-level work, this committee will coordinate the college's Basic Skills activities in the areas of organizational and administrative practices, program components, staff development, and instructional practices.				
Meeting Schedule: Monthly – TBD by Committee 1st Friday, 9:00a-11:00a				
Chair: <i>(Example: Vice President, Instruction)</i> Co-Chairs – Vice President, Instruction OR Vice President of Student Development & Services, and Faculty member from the Basic Skills Committee				
Composition: <i>(Example: Faculty Representative)</i> Vice President of Instruction Vice President of Student Services 1 Instructional Administrator 1 Student Services Administrator Basic Skills Coordinator SLO Coordinator Faculty Co-Chair of Curriculum Committee 1 Community Learning Representative 1 DSP&S Administrator or Faculty Member 2 At-Large Faculty Members 7 Faculty – one each from English, ESL, reading, mathematics, counseling, PDC, vocational/technical education (Total 10 or 11 faculty)				
Resource: Staff from District Institutional Research Other resource persons as needed				

Reviewed by:	Comments

Attachment C

	Strategic Plan	Description	Primary Contact	Specific Activities	Activities Update
1	Academic Excellence and Program Development	1.A. Promote universal assessments in basic skills (reading, writing and math) for entering students.	VPSS Basic Skills Initiative Committee Chair	1.A.1. The BSI committee will explore the feasibility of promoting universal assessment in Basic Skills within the District.	The BSI Committee has implemented the 08-09 Basic Skills Initiative which links websites, marketing materials, the counseling department, the PDC department, the basic skills counselor and the coordinator of assessment. Recommendation: Carry-over item to FY 2009-2010, with a commitment to schedule at least one joint resource-sharing meeting with the Grossmont College BSI Committee in Fall 2009 to identify possible shared priorities.
			VPSS Basic Skills Initiative Committee Chair	1.A.2. The BSI committee will develop an action plan as appropriate, to strengthen student assessment in Basic Skills.	The BSI Committee has implemented the action plan that was submitted to the State (October 8, 2008) that outlines specific activities designed to strengthen assessment in Basic Skills. 2009/10 Action Plan to be submitted by 10/15/09. Recommendation: Completed
2	Student Success	2.A. Create an institutional transfer system including counseling, instruction curriculum development and	VPSS Transfer Center Director	2.A.1. The Transfer Center Director, in collaboration with the Student Services Advisory Committee, (SSAC), will review transfer trend data in order to establish appropriate institutional transfer goals.	The Transfer Center Director, in collaboration with the Student Services Advisory Board, is constantly receiving and reviewing transfer data and transfer policies to constantly make appropriate adjustments to yearly and by semester transfer goals. Recommendation: Ongoing and Institutionalized

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		faculty mentoring.	VPSS VPI Transfer Center Director	2.A.2. Based on research (2.A.1.), an appropriate action plan will be developed to strengthen transfer rates.	The Transfer Center successfully implemented the activities approved in the '08-'09 Student Services Master Plan specifically designed to improve transfer rates. An action plan for '09-'10 is outlined in the Student Services '09-'10 Master Plan and will be implemented by the Transfer Center accordingly. The Transfer Center is also continually monitoring the policies and external circumstances affecting transfer opportunities, primarily to UC, CSU and private institutions, to properly advise students and enhance student transfer services. Additionally, the Transfer Center is constantly taking advantage of emerging opportunities, such as partnering with GUHSD's Got Plans? to improve transfer rates. Recommendation: Completed and institutionalized.
3	Facilities and Physical Environment	3.A. Upgrade all classrooms to "smart classrooms."	VPASDean Connie Elder	3.A.1. Identify classrooms yet to be upgraded.	At the beginning of Fall 2008, seven classrooms that are identified as appropriate for 'smart technology' did not have it. By June 2009, all seven of these classrooms now have smart technology. In addition, dozens of classrooms with older technology have received upgrades of new computers and new data projectors. Recommendation: Completed
			VPAS Dean Connie Elder	3.A.2. Identify resources to upgrade remaining classrooms.	Resources have been identified through the State Block Grants, Physical Plant, to upgrade the remaining classrooms. Recommendation: Completed

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		<p>3.B. Incorporate the nature preserve into the campus environment. (Carry-over from 07-08 AI:)</p>	<p>Dean, Div I Executive Dean (ExD)</p>	<p>3.B.1. Integrate the preserve into the curriculum where appropriate.</p>	<p>Initial discussions have been held with the science department to integrate the preserve into the college curriculum, and to identify possible funding sources for such efforts. A full-time Biology instructor has been hired and will lead the development of this and other Botany-related projects. A part-time geography instructor has also expressed interest in working on this effort. Activity to complete the preserve project were delayed because of competing obligations. Activity will resume in Fall 2009 with the submissin of a plan for integrating the preserve into the curriculum by the Botany faculty member.</p> <p>Recommendation: Carry-over</p>
			<p>Executive Dean (ExD)</p>	<p>3.B.2 Develop the preserve as a community resource.</p>	<p>Initial discussions have been held with the science department regarding developing the preserve as a community resource, and to identify possible funding sources for such efforts. A full-time Biology instructor has been hired and will lead the development of this and other Botany-related projects. A part-time geography instructor has also expressed interest in working on this effort. Activity to complete the preserve project were delayed because of competing obligations. Activity will resume in Fall 2009.</p> <p>Recommendation: Carry-over</p>

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4	Community Relations(No new AIP plans for 08-09, carry-over from 07-08)	4.A. Develop programs that are responsive to the changing demographics in our district.	ExD	4.A.1. Develop and implement community survey with District research office.	The Executive Dean of Institutional Advancement and the Vice President of Student Development and Services are serving as liaisons with the District Research Office to develop a thorough and detailed community survey. Two drafts of the survey have been completed but the project was put on indefinite hold due to lack of funding.Recommendation: Table initiative until funding becomes available.
			ExD	4.A.2. Assess results to identify potential program development areas.	Pending revision and implementation of community survey with the District Research Office. Recommendation: Table accordingly.
			ExD	4.A.3. Develop instructional and/or student services programs as appropriate and feasible.	Pending assessment of community survey. Recommendation: Table accordingly.
5	Resource Development (No new AIP plans for 08-09 from Strategic Plan)	5.A. Maximize the use of the Foundation in terms of raising funds for the college and the distribution of those funds.	ExD	5.A.1. Conduct at Strategic Planning process to re-examine the mission of the Foundation and increase funding opportunities.	The Cuyamaca College Foundation, with facilitation from the District Research Office, has undergone and completed a thorough Strategic Planning process during the summer and Fall of 2008. A totally new committee structure has been developed with a committee dedicated to identifying new funding opportunities. 2008 and 2009 Foundation Celebrations exceedingly all previous fundraising records for the event. Foundation also provided seed funds to help specific departments generate own funding, such as music and art. Recommendation: Completed, institutionalized and ongoing

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		<p>5.B. Pursue and secure external grants and funds. (Carry over from 07-08)</p>	<p>ExD</p>	<p>5.B.1. Work with faculty and administrators to generate and pursue fundable projects to further the mission of the college.</p>	<p>The Office of Institutional Advancement actively and continually monitors and researches grant opportunities for the college as well as individual departments by both subscribing to grant listserves and actively searching grant databases. These grant opportunities include federal, state and private (foundation) funding sources. For information received through listserves, grant opportunities are identified, the information is forwarded to administrators, faculty and staff who may be interested in the funding opportunity. Additionally, the Executive Dean meets individually with faculty interested in pursuing grant funding for specific projects. Grants secured through these efforts have resulted in the creation of the Center of Innovation (made up of all grant funded programs). Grants submitted during the '08-'09 FY:</p> <ul style="list-style-type: none"> Calsense Irrigation: \$10,000 Center of Excellence: \$1,025,000 Workplace Learning: \$1,025,000 IDRC VESL (OH, auto): \$587,689 Career Tech Ed: \$224,526 Growing Green Collar CTE: \$90,000 IDRC Wastewater: \$486,728 Solar thermal and PV: \$400,000 Water Conservation: \$400,000 Foster Youth: \$2,500 <p>Recommendation: Complete, institutionalized and ongoing</p>
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Attachment D

CUYAMACA COLLEGE STRATEGIC PLAN 2010-2016 SURVEY OF ACTIVITIES

(includes all activities receiving = or > 70% responses for “4” and “5”)

STUDENT ACCESS

To develop and implement systems and services that promotes access, equity and opportunities for academic success, professional development, and individual growth that serve the diverse needs of the community.

Goals:

- Ensure and facilitate student access to college instruction and Student Development and Success services.
- Increase early awareness of the community college as an option, and the need for K-12 students and parents to prepare for college success.
- Increase awareness of Cuyamaca College as a lifelong learning option to all demographic groups in the post high school age population (“hidden tidal wave”).

Planned Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Provide students with an email confirmation of their successful application and registration and a reminder of when classes begin (86.40%)	√					
Use email alert or pop ups to communicate course information to students when they register for a course with “notes”. Such as “you have registered for a class with a lab”; “you have registered for a class that has an orientation (and give time and date of orientation)” (84.60%)		√				
Provide a greater presence in our feeder district such as instructors at Cuyamaca communicating with the same department in the high schools; better communication with colleagues in same program in the high schools (76.30%)			√			
Develop an adult re-entry program (72.90%)				√		
Provide clearly defined career pathways that encourage and support lifetime of educational career opportunities (72.00%)					√	

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LEARNING AND STUDENT SUCCESS

To support student learning and success by strengthening academic programs and services to facilitate student transfer, degree/certificate completion, professional opportunities and personal growth.

Goals:

- Identify and support “at-risk” students.
- Develop effective practices for enhancing students’ ability to attain degrees and certificates.
- Continue to explore new technologies for student learning and to promote its effective use.

Planned Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Offer ongoing training to faculty and staff to keep up with new internet and software technologies (86.90%)					√	
Provide technical support and training to help incorporate technology in instruction (86.80%)				√		
Continue to build relationships with 4-year institutions to facilitate articulation and transfer, including field trips to transfer institutions (85.40%)				√		
Develop methods to more effectively assess student preparedness levels and to place students in appropriate courses, including online assessment services in English and Math (82.00%)	√					
Enhance counselor outreach – early outreach to students to help them know what they need to transfer (81.30%)		√				
Research effective textbook options (including ‘open source’ and online options) (79.20%)					√	
Maintain basic skills as a major focus. (77.90%)	√					
Enhance and expand student tutoring programs (including investigating nation-wide programs for tutoring, collaborative learning inside and outside class, training tutors, multi-lingual tutors and recruiting tutors from 4-year institutions) (76.80%)			√			
Analyze the need for prerequisites for content classes (Math, English, Reading, Writing) (75.00%)		√				
Offer counseling services more specialized according to academic disciplines (74.60%)				√		
Improve collaboration between Financial Aid and Counseling (74.30%)	√					

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Provide technical help for 508 compliance (72.40%)		√				
Develop and offer "Return to College" refresher courses in technology and basic study skills (Math, English, Study Skills...) (72.40%)			√			

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HUMAN, FISCAL AND PHYSICAL RESOURCES

To enhance human, fiscal and physical resources through professional development and diversity, cultivating and securing new funding sources and continuing to create a more prestigious, beautiful, and 21st century learning environment.

Goals:

FACILITIES (Physical)

- Develop Educational Facilities Master Plan II that maintains a commitment to a beautiful college environment.
- Promote and develop sustainability initiative.

HUMAN

- Increase professional development for faculty, staff, and administration.
- Increase college staffing to support facilities and departments.

FISCAL

- Develop alternative sources of revenue to reduce overall reliance on state funding.

Planned Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Promote a culture that values energy conservation (91.80%)	√					
Model the Water Conservation Garden on campus (to reduce water usage and foster conservation (85.20%)		√				
Support continuing education opportunities for administrators, faculty and classified staff (82.40%)			√			
Explore ways to make the college more pedestrian friendly (more sidewalks, especially to/from CDC), adding more picnic-like areas, outdoor study areas, making the Grand Lawn sidewalks safer, and creating dedicated pathway to/from Student Center (to protect the landscaping) (81.60%)				√		
Utilize green technology on campus (facilities), such as solar panels on roofs and parking lots. (81.50%)			√			
Increase full-time/part-time faculty ratio (80.20%)					√	
Develop program(s), including a Blackboard course, and a faculty study group, an annual summer teaching conference, that promote more effective teaching (75.30%)				√		
Provide support to faculty and staff to enhance department websites (75.20%)				√		
Maintain the college preserve as an educational resource for the college and the		√				

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community (73.80%)						
Hire the grants specialist to assist faculty and staff in identifying, pursuing and securing external funding, and assisting in post-award program coordination (73.50%)			√			
Commit ourselves to developing and maintaining facilities and resources that would support innovative CTE programs (primarily in response to developing technologies) (72.40%)	√					

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ECONOMIC AND COMMUNITY DEVELOPMENT

To anticipate and respond effectively to the economic and development needs of the community through strategic partnerships, community activities and innovative educational programs.

Goals:

- Provide leadership in the area of economic and workforce development.
- Become the gateway to the Health Professions.
- Establish the college as the center of arts, science and culture in East County.
- Enhance college-community relationships.
- Identify appropriate college niche to respond to “green”/sustainable needs.

Planned Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Work with industry and other partners to identify workforce development needs to develop new programs, create classes/programs and be current in the programs (maintain certification) (85.40%)	√					
Explore various ways of making all college divisions and departments more “green” (reducing waste) (81.30%)	√					
Facilitate interactions, including internships, apprenticeships and off-campus work study, between students and professionals in their field in interest (79.20%)			√			
Build and expand community and corporate partnerships (78.00%)		√				
Become the model site for best practices (proactive in establishing best practices) (76.40%)		√				
Increase outreach for CTE programs and include Career Technical Education information in all outreach efforts (76.40%)		√				
Develop more instructional programs and career paths for green technologies and green-related industries and issues (76.20%)			√			
Explore establishing an Energy Conservation Center to discover, implement and champion better energy conservation measures for the college and community (75.70%)			√			
Encourage more interaction between CTE programs, general education and industries and businesses to coordinate learning experiences (guest lectures, offer on-site classes, hands-on training and site visits) (75.00%)				√		
Explore the development of a green car			√			

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technology training program (74.80%)						
Increase CEU's for all the certifications for our CTE programs (74.40%)				√		
Host more community events, such as youth camps, farmer's market, summer science fairs, youth theatre, writer's camps, concerts, film festivals, Native American events, annual Earth Day (74.30%)				√		
Host an annual "green collar" industry job fair to promote green occupational paths and career opportunities (73.80%)		√				
Explore developing appropriate credit, non-credit and fee-based health care/health professions training, degree, certificate programs (73.60%)					√	
Partner more closely and actively with the Water Conservation Garden, museum and college programs and facilities to enhance the overall educational experience offered by the college and to become the center of arts, culture and science in East County (70.00%)			√			