CUYAMACA · COLLEGE ·

ACADEMIC SENATE MEETING MINUTES
Thursday, November 12, 2009

Present: Dan Curtis, Gregg Differding, Nicole Keeley, Jesus Miranda, Brad Monroe, Alicia Munoz, Angela Nesta, Barbara Pescar, Jodi Reed, Patricia Santana, Pat Setzer, Glenn Thurman, Michael Wangler, Elisabeth Wiering

Absent: Donna Hajj, Nancy Jennings, Donna Riley, Patrick Thiss

Guests: Dr. Kay M. McClenney, Co-Director of the CLASS Initiative

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
Senate President Michael Wangler called the meeting to order at 2:05 p.m. He announced that Greg Differding would be the official note taker for the faculty.

I. Approval of Minutes – Meetings of September 24 and October 8, 2009
The meeting minutes for September 24 and October 8, 2009 will be presented for approval at the next scheduled meeting.

II. President's Report

   A. Announcements
M. Wangler announced that Dr. Kay McClenney, co-director of the CLASS Initiative, would be joining them for the second half of the Senate meeting to lead a conversation on student success. He reminded the Senate of the pre-board workshops that are intended to continue and expand on the conversations about student success.

M. Wangler also indicated that the Governing Board was going to announce the name of the new college president at their regular meeting on November 17th.

III. Vice President's Report

   A. SOC Committee Appointments
Michael announced that Vice President Nancy Jennings was at the ASCCC Plenary Session and that he would be joining her later that day. He then went on to report new faculty appointments to Committees as follows:

- Basic Skills Committee DSP&S Rep – Beth Viersen
- Vice President of Instruction Search & Interview Committee
    - Administrative Co-Chair Sunny Cooke
    - Faculty Co-Chair Michael Wangler
    - 2 Senate Reps – Greg Differding & Teresa McNeil
    - AFT Rep – Alicia Munoz
- Sabbatical Leave Committee
    3   Faculty Members: Gloria Ensey, Kathy McWilliams, Peter Utgaard

IV. Action

A. Hayward Award Nomination
M/S/U (Differding/Santana) to nominate Pat Setzer for the Statewide Academic Senate's 2010 Hayward Award for Excellence in Education.

B. College Mission Statement
M/S/U (Setzer/Monroe) to endorse the revised College Mission Statement to align with the College Strategic Plan 2010-2016. (Attachment A)

C. Strategic Plan Key Performance Indicators
M/S/U (Setzer/Differding) to endorse the key performance indicators for each of the four focus areas contained within the college's 2010-2016 Strategic Plan. (Attachment B)

D. Environmental Sustainability Committee
M/S/U (Setzer/Santana) to endorse the revised charge and membership of the Environmental Sustainability Committee. (Attachment C)

E. ASCCC Fall Plenary Resolutions
M/S/U (Monroe/Santana) to endorse Resolution 4.01- Support for Descriptor-Based Articulation, as amended. (Attachment D)

V. Information

A. California Leadership Alliance for Student Success (CLASS) Initiative
Dr. Kay M. McClenney, co-director of the CLASS Initiative, introduced the CLASS Initiative and led the Senate in a conversation about student success and the use of data for enhancing efforts to improve student success.

Dr. McClenney reviewed the student cohort tracking project for the district, in which a group of students will be tracked longitudinally across time and assessed for key success indicators. She then opened the floor for questions and engaged the faculty in a discussion on the importance of using data to track student success.

VI. Announcements/Public Comment
No announcements or comments were made.

Adjournment - President Michael Wangler adjourned the meeting at 4:15 p.m.

Recorded by: Joy Tapscott

Attachment A

<h1 style="text-align:center">Cuyamaca College Mission Statement (Revised)</h1>

Vision:
Learning for the Future

Mission:
The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the college's wide range of educational programs and services.

In order to fulfill its commitment to student learning, the college provides:

- Instructional programs that meet student needs for transfer education, career technical education, general education and basic skills courses
- Community education programs and services
- Programs that promote economic, civic and cultural development

To facilitate this mission, Cuyamaca College provides a comprehensive range of support services including: outreach and access initiatives, academic and learning resources, student development programs, and multicultural and co-curricular activities.

In support of its mission, Cuyamaca College structures its planning processes and engages the college community by pursuing the following areas of focus, which form the foundation of the 2010-2016 Strategic Plan:

- Student Access
- Learning and Student Success
- Robust Fiscal and Physical Resources
- Economic and Community Development
- Value and Support of Employees

Values:
Our Mission is reflected in the college's six core values:
- Academic Excellence
- Student Access and Success
- Environmental Stewardship
- Strong Community Relations
- Innovation and Creativity
- Diversity and Social Harmony

Attachment B

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CUYAMACA COLLEGE
STRATEGIC PLAN 2010-2016
KEY PERFORMANCE INDICATORS

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<u>**STUDENT ACCESS**</u>
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:	Key Performance Indicators*:
• Ensure and facilitate student access to college instruction and Student Development and Success services.	❧ Breadth and depth of student services offered. ❧ Number of students entering classes. ❧ Number of students served by categorical programs. ❧ Number of students accessing online services. ❧ Number of students applying for financial aid.
• Increase early awareness of the community college as an option, and the need for K-12 students and parents to prepare for college success.	❧ Number and type of marketing and outreach activities to high schools and the community. ❧ Number of students contacted and entering college. ❧ Number of outreach events and activities.
• Increase awareness of Cuyamaca College as a lifelong learning option to all demographic groups in the post-high school age population ("hidden tidal wave").	❧ Number and type of marketing and outreach activities for credit, non-credit, and workforce training courses and programs. ❧ Number of outreach events and activities focused on adults and post-high school age population. ❧ Demographic trends of entering student populations.

* Specific evaluation measures for Student Access will be developed annually by the Innovation and Planning Council (IPC), the college's principal shared governance structure, during the development of each year's Annual Implementation Plan (AIP).

Attachment B

<u>LEARNING AND STUDENT SUCCESS</u>
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:	Key Performance Indicators*:
• Identify and support "at-risk" students.	❧ Number of comprehensive programs, services and resources for "at-risk" students. ❧ Number of at-risk students participating in student support programs and services. ❧ Retention rates. ❧ Persistence rates. ❧ Success rates (both transfer- and basic skills-level courses).
• Develop effective practices for enhancing students' ability to attain degrees and certificates.	❧ Number of students participating in programs specifically designed to enhance success. ❧ Success rates in sequential courses. ❧ Retention rates. ❧ Persistence rates. ❧ Number of certificates and degrees offered.
• Continue to explore new technologies for student learning and to promote its effective use.	❧ Number of professional development events related to new technologies. ❧ Number of courses or programs utilizing new technologies. ❧ Number of faculty participating in professional development activities related to new technologies. ❧ Number of students taking courses or programs utilizing new technologies. ❧ Number of students utilizing online and/or computer lab services.

* Specific evaluation measures for Learning and Student Success will be developed annually by the Innovation and Planning Council (IPC), the college's principal shared governance structure, during the development of each year's Annual Implementation Plan (AIP).

Attachment B

<u>**ROBUST FISCAL AND PHYSICAL RESOURCES**</u>
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:	**Key Performance Indicators*:**
<u>FACILITIES (Physical)</u>	
• Develop Educational Facilities Master Plan II that maintains a commitment to a beautiful college environment.	❧ Complete the Educational Facilities Master Plan II. ❧ Preservation of a beautiful college environment. ❧ Number of instructional programs that incorporate the preserve into its activities.
• Promote and develop sustainability initiative.	❧ Development of a college-wide Sustainability Master Plan. ❧ Resources spent/saved on water and electricity. ❧ Number of instructional programs and activities related to sustainability.
<u>FISCAL</u>	
• Develop alternative sources of revenue to reduce overall reliance on state funding.	❧ Number of faculty and staff participating in grant writing. ❧ Number of grants received. ❧ Amount of funds received through the Foundation. ❧ Number of special revenue-generating events. ❧ Revenue generated from green and sustainability activities and technologies (recycling, solar energy, wind energy).

* Specific evaluation measures for Robust Fiscal and Physical Resources will be developed annually by the Innovation and Planning Council (IPC), the college's principal shared governance structure, during the development of each year's Annual Implementation Plan (AIP).

Attachment B

<u>**ECONOMIC AND COMMUNITY DEVELOPMENT**</u>
To anticipate and respond effectively to the economic and development needs of the community through strategic partnerships, community activities and innovative educational programs.

Goals:	Key Performance Indicators*:
• Provide leadership in the area of economic and workforce development.	❧ Faculty and staff participation in CTE community activities. ❧ Number of CTE courses and programs. ❧ Number of students enrolled in CTE courses and programs. ❧ Number of partnerships.
• Become the Gateway to the Health Professions.	❧ Number of Gateway courses offered. ❧ Number of students enrolled in Gateway courses. ❧ Diversity of students enrolled in Gateway students. ❧ Number of students transferring into health professions programs.
• Establish the college as the center of arts, science and culture in East County.	❧ Policies and practices which facilitate community participation. ❧ Number of artistic, scientific and cultural events and activities hosted by the college. ❧ Number of partnerships with arts, science and cultural organizations.
• Enhance college-community relationships.	❧ Participation in activities which link the college and the community. ❧ Number of college-community partnerships. ❧ Resources gained from community partnerships. ❧ Number of community members and/or organizations serving on college advisory committees.
• Identify appropriate college niche to respond to "green"/sustainable needs.	❧ Number of 'green' / sustainable programs and activities. ❧ Number of partnerships related to 'green' and sustainable technologies. ❧ Number of students enrolled in 'green and sustainable technology programs. ❧ Number of events related to 'green' / sustainable initiatives hosted by the college. ❧ Participation by college faculty and staff on 'green' / sustainable initiatives.

* Specific evaluation measures for Economic and Community Development will be developed annually by the Innovation and Planning Council (IPC), the college's principal shared governance structure, during the development of each year's Annual Implementation Plan (AIP).

Attachment B

<u>**VALUE AND SUPPORT OF EMPLOYEES**</u>
To value and support our employees in their efforts to provide leadership in response to the growing needs of the college and community, by ensuring sufficient resources and promoting a healthy and nurturing work environment.

Goals:	Key Performance Indicators*:
• Increase professional development for faculty, staff, and administration.	❦ Number and diversity of professional development events. ❦ Number of faculty participating in professional development events. ❦ Number of staff participating in professional development events. ❦ Number of administrators participating in professional development events.
• Increase college staffing to support facilities and departments.	❦ Number and distribution of appropriate college staff to support facilities. ❦ Number and diversity of faculty to support departments and programs. ❦ Full-time/Part-time faculty ratio.

* Specific evaluation measures for Value and Support of Activities will be developed annually by the Innovation and Planning Council (IPC), the college's principal shared governance structure, during the development of each year's Annual Implementation Plan (AIP).

Attachment C

COMMITTEE/COUNCIL REQUEST

Person Submitting Request **Arleen Satele**	Date **April 9, 2008** **October 13, 2009** **November 12, 2009**

Name of Committee
Environmental Sustainability Committee (ESC)

	Council	X	Committee		Task Force

Action Requested:		Add		Delete	X	Change

Charge of Council/Committee: ~~To~~ The Environmental Sustainability Committee promotes college events, activities, and initiatives that support efforts to improve environmental stewardship and sustainability ~~in facility planning and operations.~~ This advisory committee encourages making sustainability a part of ongoing education, operations, and outreach activities, and is responsible for the development and support of the college sustainability plan. ~~The committee defines 'sustainability' as the ability to support present ecosystems without compromising future generations ability to meet their own needs.~~ The committee reports to the ~~Vice President of Administrative Services~~ Innovation & Planning Council and to the College Facilities Master Plan Council.

Meeting Schedule:
Third Friday, 12:00- 1:00 pm

Co-Chairs: *(Example: Vice President, Instruction)*
Vice President, Administrative Services
Faculty Member selected from committee composition

Composition: *(Example: Faculty Representative)*
Vice President, Administrative Services
Director, Campus Facilities, Operations, and Maintenance
Classified Representatives (3): Grounds, Operations, and At-Large
Faculty Representatives (~~3~~ 4)
Student Representative
District Representative

If change is requested, attach current structure and list proposed changes.

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Reviewed by: Comments:

	First Reading
	Second Reading
	Approved

Attachment D

4.0 TRANSFER AND ARTICULATION
4.01 F09 Support for Descriptor-Based Articulation
Michelle Pilati, Rio Hondo Committee, Executive Committee

Whereas, The Academic Senate continues to work with the Chancellor's Office and with our intersegmental partners through the Intersegmental Committee of Academic Senates (ICAS) to implement the Course Identification Numbering System (C-ID) that would accomplish these major objectives: (1)Respond to legislative mandates to create a course numbering system for individual courses, course sequences, and patterns of courses to serve intersegmental needs; (2) Rely upon intersegmental, disciplinary faculty from University of California (UC), California State University (CSU) and the California Community Colleges (CCCs) to determine descriptors, evaluate and qualify courses for a course identification number, and provide that information to articulation officers and faculty to sustain and increase existing articulation efforts; (3) Create an online system to provide information to articulation officers, faculty, and students about the nature and comparability of these courses;
Whereas, The C-ID Advisory Committee, upon consultation with a committee of articulation officers, has determined that the most efficient way to fully implement C-ID in a meaningful and effective manner is by using the intersegmentally developed descriptors as the basis for articulation, such that courses that receive a C-ID designation would be awarded the articulation conferred upon the associated descriptor; and

Whereas, The Transfer CSU (TCSU) number system of the CSU's Lower Division Transfer Project (LDTP) provided such descriptor-based articulation and there is now a unique opportunity following review and potential modification by community college faculty to integrate the CSU-developed descriptors into C-ID's intersegmental statewide vetting process;

Resolved, That the Academic Senate for California Community Colleges support the concept of articulation by C-ID descriptors that are developed through an intersegmental faculty review process in addition to other methods of articulation;

Resolved, That the Academic Senate for California Community Colleges work to develop a memorandum of understanding with its intersegmental partners to ensure full participation of disciplinary faculty from the University of California (UC), California State University (CSU) and the California Community Colleges (CCCs) in the development and implementation of C-ID;

Resolved, That the Academic Senate for California Community Colleges continue its work on C-ID and encourage active local participation in C-ID, including faculty review of draft descriptors, participation in Faculty Discipline Review Groups, review of finalized descriptors for articulation, and submission of course outlines of record for C-ID qualification.

See Appendix C for background information.