

SCC Academic Senate Minutes – Approved October 18, 2011
Senate Business Meeting October 4, 2011, 2011

Senators present:

Morrie Barembaum
Shawn Cummins
Doug Deaver
Michael DeCarbo
Corinna Evett
Jim Granitto
Danielle Martino
Evangeline Mathews
Mary Mettler
Craig Nance
Randy Scott
Nooshan Shekarabi

Jolene Shields
Barbara Sproat
Melinda Womack

Non-Voting Members

CIC

Craig Rutan

ASG Representatives

Ryan Ahari

Guest(s):

Monica Collins (SAC representative)

Call to Order

I Order of the Agenda

A Professor DeCarbo asked to move the Senate Communication for Senators from Senate Communication for Senators and Committees and to move it before the approval of the minutes.

VI Discussion Items (moved during Order of the Agenda)

B Senate Communication for Senators – Professor DeCarbo

- 1 Reminded the Senators that it was their obligation to report to their constituency during the same week of the Business meeting.
- 2 He provided an agenda with room to record notes of the meeting.
- 3 He asked that the discipline groupings determine which Senator shall be reporting to their constituency for that session and determine a manner by which to report.

II Approval of the September 20, 2011 Minutes

Postponed

III Public Comments

A Professor Martino requested Faculty whom teach online to contact her with any concerns they may have as she is the liaison for the Chancellor's Office Online Materials Advisory Committee.

IV ASG Report

- A Chief of Sustainability Jonathon Finley, is seeking to create a sustainable recycling program.
- B Town Hall and voter registration October 18 and 19, 11 – 2 in Strenger Plaza.
- C Second ASG workshop was held September 30, over 60 members attended.
- D A subcommittee has been formed to celebrate Dios De Las Muertes.
- E An International Film Festival will be coming.
- F There will soon be a college wide canned food drive.
- G Inter-club Council Octoberfest will be held October 27 from 10 to 3.

V Action Item – Professor DeCarbo

A Basic Skills Plan (Appendix 1 – Basic Skills Plan)

Professor Evett moves to approve

Professor Womack provides the second.

During discussion

Professor Womack applauded the hard work evident in the plan.

The plan is approved without dissent.

B Resolution F2011.1: Transition to Resolution Based Structure (Appendix 2 – F11 10.1)

Professor Martino moves to adopt.

Professor Evett provides the second.

During discussion

- 1 Professor Nance asked whether this will prevent motions from the floor.
- 2 Professor Martino responded that we can still suspend the rules.
- 3 Professor Evett asked whether the distinction should be made between actions in house and actions the Senate is asking others to perform.
- 4 Professor DeCarbo said that unless we codify that, if we suspend the rules we can do whatever we wish.
- 4 Professor Sproat asked if a resolution holds more weight than a motion from the floor.
- 5 Professor Martino responded that it allows for a more systematic method for discourse to occur.
- 6 Professor Rutan offered that we should not take actions lightly, we are a deciding body and there must be a systematic and deliberate process to follow.

The resolution passes 12 to 3; abstention 1

C Resolution F2011.2: Formation and Guidelines of Task Forces (Appendix 3 – F11 10.2)

Professor Martino moves to adopt

Professor Evett provides the second.

During discussion

- 1 Professor Martino spoke in regards to the second resolution and the language of “require” the taskforces to report; this is a statement of expected practice.
- 2 Professor Evett said that we do ask the committees to report, but “require” may seem authoritarian.
- 3 Professor Nance said codifying the Goals of Task Forces may be difficult as they may need to change Goals and need more flexible.

Professor Evett moves that we send this back to the proposer to be presented at the next Business Meeting.

Professor DeCarbo seconds the motion

The motion is sent back to the proposer without dissent.

VI Discussion Items

A Faculty Hire Requests – President Barembaum

- 1 Stated he will consolidate the requests and send them forth.
- 2 Professor DeCarbo asked that he do this electronically.

B Senate Communication for Committees – Professor Evett

- 1 Informed the Senate that not all committees are sending their minutes to the Senate.

- 2 She asked if the Senate would like the minutes from committees to be sent out before the business meeting.
 - a Professor Sproat asked if the minutes could just be placed on the web site.
 - b Professor Scott posited that people are more likely to read the minutes sent to them rather than go to the website.
 - c Professor Evett said perhaps a combo would be better.
 - d President Barembaum said that perhaps the minutes could be posted on the Senate website.
 - e Professor Nance asked if all committees have websites.
 - i Professor Evett responded that she is working towards that.

C Honor’s Program Advisory Committee request to become a committee under the senate. (Appendix 4 – HPAC proposal)

- 1 Professor Evett presented the initial proposal for the Honor’s Program to become a committee under the Senate governance.
- 2 Upon much discussion, it was determined that more information and investigation was needed.

D Setting Committee Meeting Dates and Times – Professor Evett

- 1 Reminded the Senate they were asked whether a grid should be created for some meetings, all meetings and if so what would that grid look like.
 - a Professor Nance said that a grid for major committees allowed for predictability and the ability to prepare for future service and semester.
- 2 Professor Evett asked what would be considered a major committee.
- 3 The Senate decided that EMP, SLOARC, ACCRED, Student Success, CIC, Senate, Assessment, Basic Skills, College Council and Budget.
- 4 Professor Evett will take this information to V.P. Mora and report back to the Senate.

E Faculty Vision – Professor Evett (Appendix 5 – Vision Statement)

- 1 Presented the Vision statement produced by the Educational Vision Task Force.
- 2 Professor DeCarbo said that the vision statement was a synthesis of the Faculty Survey from last Spring and represents the core beliefs from that survey.
- 3 Professor Evett said that the next step is to identify core values that will reflect how the vision will manifest itself.
- 4 President Barembaum said that this does not meet his vision of the Educational Vision Task Force as it does not identify what programs will come into existence
- 5 Professor Evett said that this does do that, it does show that there are concentric circles and how we would fund and create when money returns.
- 6 Professor DeCarbo said that this is not a mission statement, a mission statement is what you will do, and a vision statement is how you will do it.
- 7 Professor Scott argued that while this demonstrates excellent professional behavior; almost any program could argue that they fall within the Vision.
- 8 Professor Evett said that perhaps the EVTF should return to the Senate with what they believe to be the next steps before any other action/discussion be taken.

F Budget Presentation Questions

- 1 Ask the Senators to ask their constituents for any questions they may have for Vice Chancellor of Fiscal Services Peter Hardash when he attends the next Senate Business Meeting.
- 2 Professor Nance said to ask questions, that VC Hardash will answer them.

G Board of Trustees Meeting

- 1 Professor Martino said that she applauds the Faculty that spoke.
- 2 Professor Evett echoed the kudos to the Faculty who spoke and extended applause to the Faculty that attended but did not speak.
- 3 Professor Martino said that we are asked to take on more students and that perhaps we need to more strictly enforce our caps.
- 4 Professor Evett said that yes, we do need to look at this: how are we generating more FTES with less class?
- 5 Professor Salcido said we should remind the Board that it takes different strategies to run a marathon as opposed to a sprint; currently we can take on more students, but to maintain that amount of effort will be impossible.

VII Reports Discussion

A Curriculum - Professor Rutan

B SAC Senate Report – Monica Collins

- 1 SAC has embedded Faculty Development into the Senate meetings; primarily Basic Skills.
- 2 A new Senate Newsletter has been created and distributed.
- 3 A Task Force is working on the framework for committees, chairs, and governance.

C Technology – Professor Scott

No report given

D Facilities

- 1 Professor Scott asked if there was something going to be done about the knock in the Science Center.

Professor Cummins moved to adjourn.

Professor Shekarabi provided the second.

The meeting is adjourned without dissent.

**[1a] 2008-09 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Santiago Canyon College

Basic Skills funds allocated in 2008-2009 expire as of June 30, 2011, and cannot be expended beyond that date. All unexpended funds as of July 1, 2011, revert back to the State Budget. Enter from the 2008-09 allocation the total expenditures from 7/1/2008 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2008-09 funds (refer to the final 2008-2009 allocation posted on the Chancellor’s Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2008-2009	Total Expenditures by Category from 7/1/08 through 6/30/11	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		\$153,725	
B. Student Assessment		\$ 1,464	
C. Advisement and Counseling Services		\$ 110,975	
D. Supplemental Instruction and Tutoring		\$ 34,042	
E. Course Articulation/ Alignment of the Curriculum		\$ 8,061	
F. Instructional Materials and Equipment		\$ 5,055	
G.1 Coordination		\$ 0	
G.2 Research		\$ 0	
G.3 Professional Development		\$ 2,285	
TOTAL:	\$315,607	\$315,607	\$ 0

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1b] 2009-2010 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011**

Santiago Canyon College

Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, will revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures and encumbered amounts from 7/1/2009 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development		\$104,839	\$ 5,408
B. Student Assessment		\$ 14,206	\$ 0
C. Advisement and Counseling Services		\$ 31,837	\$ 0
D. Supplemental Instruction and Tutoring		\$35,356	\$ 0
E. Course Articulation/ Alignment of the Curriculum		\$ 0	\$ 0
F. Instructional Materials and Equipment		\$ 0	\$ 0
G.1 Coordination		\$ 0	\$ 0
G.2 Research		\$ 0	\$ 0
G.3 Professional Development		\$ 0	\$ 0
TOTAL:	\$191,645	\$186,237	\$ 5,408

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2010-2011 Basic Skills Allocation End-of-Year Expenditure Report
for FY 2010-11 and Signature Page
Due October 10, 2011
Santiago Canyon College**

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2011, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/11	Total Encumbered Amounts by Category as of 6/30/11
A. Program, Curriculum Planning and Development		\$ 3,039	\$ 59,616
B. Student Assessment		\$ 3,268	\$ 6,731
C. Advisement and Counseling Services		\$ 9,517	\$ 60,483
D. Supplemental Instruction and Tutoring		\$ 2,589	\$ 23,165
E. Course Articulation/ Alignment of the Curriculum		\$ 0	\$ 5,000
F. Instructional Materials and Equipment		\$ 0	\$ 5,000
G.1 Coordination		\$ 465	\$ 3,415
G.2 Research		\$ 0	\$ 0
G.3 Professional Development		\$ 0	\$ 1,000
TOTAL:	\$183,289	\$ 18,878	\$164,411

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[2]2007-2010 Basic Skills Completion and Improvement Rates for Credit Courses
Santiago Canyon College: Narrative Response

Below, you have been provided with your college's basic skills credit course completion and improvement rates for 2007-2010, the same data that is used in the ARCC Basic Skills Supplemental Report in Tables E2/E3.

Annual Successful Course Completion Rate for Credit Basic Skills Courses (in percent)

	2007-2008	2008-2009	2009-2010
Mathematics	55.5	49.8	54.1
Writing	62.3	55.5	61.0
Reading	53.0	54.7	63.2
ESL	72.4	80.6	76.2
All Basic Skills	60.5	58.0	59.9

Improvement Rates for ESL and Credit Basic Skills Courses over three years (in percent)

	2005/06 to 2007/08	2006/07 to 2008/09	2007/08 to 2009/10
Mathematics	55.4	64.6	67.2
Writing	65.3	67.9	62.2
Reading	56.3	52.3	67.9
ESL	46.2	82.3	59.2
All Basic Skills	58.4	63.2	65.6

Questions from Section 2

1. In terms of expenditure from the basic skills allocation, what were the top five basic skills activities/interventions for your college during the last year?

Activity/Intervention	Effective Practices ID
Support facilitation and coordination of the campus writing center	D.2.1,4
Support facilitation and coordination of the campus Math Study Hall (MaSH)	D.2.2,4
Support mandatory orientation for Basic Skills matriculated students in credit and non-credit	A.4.1,2 B.1.1,4 B.3.1 D.9.2
Offer academic probation workshops to remove students from probationary status	A.4.1,2 B.1.1,4 B.3.1 D.9.2
Support English/ESL faculty and staff's efforts to review and develop more effective placement procedures with the use of a writing sample	B.1.3,5

2. In what way do you think these five activities/interventions impacted your basic skills improvement and completion rates? Please explain.

Santiago Canyon College's five interventions provide an effective holistic approach for assisting basic skills students, through the collaborative efforts of the English, math, ESL, and counseling departments. From the onset of matriculation, more than 600 basic skills students participate in mandatory orientation where they are exposed to college expectations, study skills, and a recommended schedule exclusively comprised of foundations courses: developmental English/ESL, math, reading, and counseling. Furthermore, their placement into English or ESL is validated by the joint efforts of faculty members from both departments who determine course level based on normative writing samples and multiple measures rather than a multiple-choice placement test. Once advised into the appropriate courses, approximately 2,500 basic skills math and English students receive supplemental instruction and guidance in our Writing Center and Math Study Hall (MaSH) which directly align with their regular classroom curriculum. If a basic skills student begins to struggle academically and is placed on academic probation, SCC counselors offer workshops to get these students back on the course to success. Ultimately, SCC's individual activities/interventions collectively demonstrate slow but steady progress as evidenced by the 7% increase in our improvement rates for basic skills students over the identified years.

3. What activity/intervention worked particularly well for your college/center? Please explain.

Although there is progress associated with each one of our activities, Early Decision orientation and registration for basic skills students seem to be especially effective. Early Decision is a program that entitles high school seniors from four high schools in the Orange Unified School District to go through the matriculation and registration process for fall semester while also providing critical information on SCC programs and services. Each fall, approximately 625 basic skills students participate in an orientation with a counselor, receive their mandatory placement test results for English and math, and are advised into their fall schedules, with the intent to encourage them to take their basic skills classes immediately. SCC counselors present students with a variety of fixed offerings/course pairings which guarantee a full-time schedule designed specifically for basic skills learners. Before the Early Decision program was implemented, students would often enroll in transfer-level psychology, political science, and history classes while taking developmental writing, thereby lowering their chances of passing. Specifically, SCC research data from Fall 2008 show that students who were placed into remedial math and or English but chose to enroll in Political Science 101 had only a 60% success rate; however, students who had completed their pre-collegiate coursework before taking Political Science 101 had a 72% success rate. In essence, the Early Decision orientation with SCC

counselors along with the course pairings for matriculating students are effectively promoting success within the basic skills population.

4. What activity/intervention didn't work well for your college/center? Please explain.

According to the ARCC report, the activities in the campus Writing Center over the last three years do not reflect observable differences in success rates. However, those numbers do not accurately depict our impact on basic skills students. Informal data collected at the end of the semester indicates improvement in students' perception of their writing abilities even though that perception may not be directly translating to their successful completion of English courses. Of the 387 basic skills respondents to a short survey given in the Writing Center during the fall of 2009, for example, 86% (332) reported that the Writing Center better prepared them for English 101 and assisted them in writing essays for courses in other disciplines, such as Human Development and History, specifically by giving them a stronger understanding of grammar. What has not worked well is determining what additional activities to address in the Writing Center curriculum that will more extensively support and align with the objectives of the basic skills courses. Although grammar instruction is a strong Writing Center component and an integral part of our developmental education courses' student learning outcomes, it is just one component, and one of our major planned action items for the coming year is to explore what other elements need to be included in the core Writing Center curriculum to better link it to course success rates.

5. What challenges did you face in engaging in these activities/interventions?

SCC has been challenged in terms of our facilities, funding, and staffing. Although the Basic Skills Initiative has helped to support funding for our Writing Center and MaSH, external economic factors have impacted these programs, resulting in cuts to the college's general funds and a reduction in sections and offerings. In 2007-2008, when the Writing Center became an extension of the classroom curriculum, student success rates increased by 9%. The following year (2008-2009) that number declined by 6%. That was the same year when the lean budget dictated a 21% cut to the Writing Center's hours of operation—from 738 total hours for fall, spring, and summer down to 592 hours. Another challenge is the struggle to staff thirty-four basic skills courses and Writing Center hours each semester with full-time faculty or veteran adjuncts. Instead, we typically have more than 40% staffed by adjuncts and some even brand new to our campus. Prior to BSI funding, both the Writing Center and MaSH did not have permanent locations which limited their accessibility to students. Although they now have allocated spaces, the rooms are insufficient to serve all basic skills students, housing only one or two classes at a time. Moreover, during early decision, our counselors are faced with the high demands of basic skills students needing orientation but the decreased counseling staff

contracted during the summer. Likewise, given our lack of support staff in the testing center, our writing sample project to more accurately place basic skills students into appropriate-level English courses has been limited to a sample of students too small to indicate effectiveness.

6. What type of support, financial and otherwise, do you need to engage more deeply in these activities/interventions?

It is clear from the evaluation of our programs that we need continued financial and administrative support to increase the success of our basic skills students as they work their way into transfer-level courses. Specifically, we hope that the college recognizes the importance of all of our basic skills projects and prioritizes them as institutional commitments. In doing so, we could expand our Early Decision program beyond just one school district and offer more workshops to students on academic probation; we could permanently alter our English placement testing procedures to include a writing sample and further scrutinize our assessment tools with respect to student learning outcomes. We could strengthen campus-wide access to our learning centers and add Instructional Assistants to both MaSH and the Writing Center. Furthermore, we could broaden the Accelerated Learning Program (ALP) implemented by the English Department as a pilot this semester, allowing students placed one level below English 101 to still enroll in the class as long as they take an additional 2 unit Foundations course. Finally, as more is demanded of us in terms of assessment, we need strengthened support from our district research department to track our students' progress through the basic skills sequence, so we can accurately gauge which intervention measures are working and which are not.

7. Additional comments

When considering the basic skills improvement rates for both math and English, we are encouraged to see a 5% increase over the last five years (from 59.6% to 65%). The annual course completion rate for credit English basic skills has remained fairly constant over the three time periods. Although some of our numbers are below passing, we are still higher than the state average where less than 55% of students complete recommended remedial courses. As noted in the 2011 program review for SCC's English Department, we have a higher success rate (62.26%) in our three basic skills courses (N50, N60, and 061) than in English 101, our Freshman Composition course (59.7%). Although we strive to bring both numbers up to passing, we attribute the higher number partly to the increased support services we provide in the Writing Center. Again, the Math and English Departments are confident that part of our progress has resulted from the added instruction and directed learning associated with the campus MaSH and Writing Center and with the guidance of SCC counselors who are successfully walking our basic skills students through the placement, advisement, and orientation processes.

[3] Data Analysis for Selected Activities: SCC Writing Center Background Information on the SCC Writing Center

At Santiago Canyon College, as of 2007-2008, all students enrolled in our two major developmental writing courses, English N60 and 061, are required to attend an additional 50 minutes each week in the Writing Center where they work on a uniform curriculum re-emphasizing key concepts covered in these basic skills courses and providing students with extra opportunities to ask questions, collaborate with peers, and improve their writing assignments. The instructor for the Writing Center session is usually not the professor for the class, and the N60 and 061 professor is the one responsible for issuing a single course grade—one that is comprised of all of the regular N60/061 requirements with 15% of a student's overall grade coming from the Writing Center work. The Writing Center curriculum is consistent for all sections because every student is working through the same materials from the department's *Writing Center Guide and Workbook* as well as following the same week-to-week agenda. The Writing Center coordinator is responsible for training the Writing Center instructors as well as passing along the agendas and materials to professors in weekly email updates.

Writing Center Curriculum

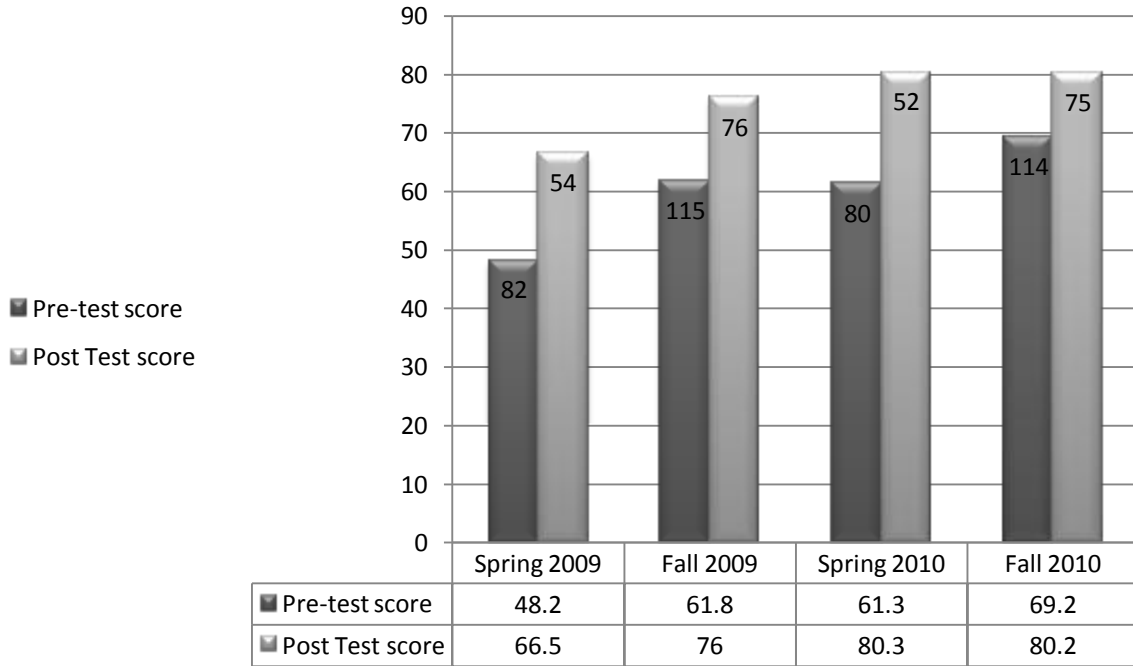
The activities of the Writing Center are designed to support the student learning outcomes of each course, particularly with enhanced instruction of grammar and mechanics. The two SLOs of English N60 and 061 state that students will (1) Use the writing process to compose paragraphs and short essays that contain unity, coherence, development, logic and **grammatical precision**, and (2) Analyze written texts for content, structure, and **grammatical precision**.

Method of Evaluation: Pre-Test/Post-Test

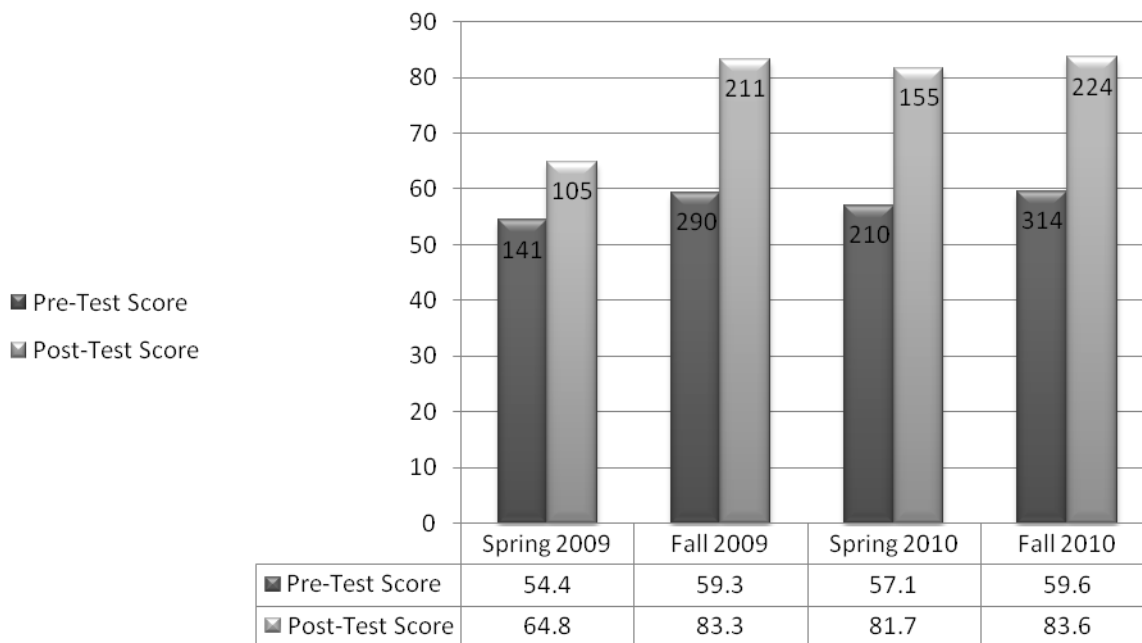
During the first week of the semester, students in the Writing Center take an online Diagnostic/Pre-Test comprised of 100 plus questions covering basic grammar and punctuation issues, such as subjects, verbs, fragments, run-ons, commas, and apostrophes. These same areas are addressed during the N60/061 courses but emphasized during Writing Center sessions through practice exercises, lectures, homework, and online activities. At the end of the semester, students take an online Post-Test, covering the same topics, in the same format, as the Pre-Test.

The following two graphs represent data from Spring 2009-Fall 2010. The tests were not given prior to these dates. Each semester reflects significant improvement in students' scores.

English N60



English 061



Retention Rates

Retention rates have remained consistent as noted by the number of students who take the pre-test at the beginning of the semester compared to those who remain to take the post-test at the end.

English N60	65.8%	66%	65%	66%
English 061	74.4%	73%	73.8%	71.3%
	Spring 2009	Fall 2009	Spring 2010	Fall 2010

Common Curriculum: Variance Across Writing Center Sections, Fall 2010 Data

The English Department is encouraged by the fact that the common curriculum of the Writing Center is effectively delivered so as to result in a small variance, a small measure of difference between the post-test scores across sessions, even though these Writing Center sessions are taught by different instructors. This small variance suggests that students are responding to the curriculum in a consistent, progress-oriented way. We have seen these same variations over the last two years.

English 061

Instructor	Enrolled	Pre-Test %	Post-Test %
A	29	60	84
B	30	59	83
C	29	60	85
D	25	63	85
E	33	57	84
F	27	63	83
G	29	60	83
H	27	59	82
I	30	59	84
J	23	54	82

**11 sections of English 061,
taught by 11 different
instructors.

Variance changed from
6.2 to 1.1**

K	32	62	85
Variance		6.2	1.1

English N60

Instructor	Enrolled	Pre-Test %	Post-Test %
A	36	67	79
B	20	74	82
C	27	66	82
D	31	70	78
Variance		9.7	3.2

4 sections of English N60, taught by 4 different instructors.

Variance changed from 9.7 to 3.2.

Our Conclusions & Future Goals

The change in variance from the beginning and end of the semester suggests that students begin the semester with different skill sets, but, with our emphasis in the Writing Center, are able to reach a fairly level playing field, at least in terms of grammar and mechanics.

Students are clearly improving in the areas we emphasize in the Writing Center, areas they constantly tell us they do not address in high school; unfortunately, those areas are not significantly translating to success in the courses.

Our analysis shows that we need to make these feats better translate into successful course completion rates by expanding our Writing Center activities so they more broadly address elements of the course student learning outcomes. One of our major planned action items for the coming year is to closely evaluate the scope of our Writing Center curriculum and better align it with the curriculum of the English N60 and 061 classes. In doing so, we hope to increase our success rates by at least 2%.

Another consideration as to why the Writing Center progress may not be demonstrated in course completion is the fact that only 15% of the English N60 and 061 grade is comprised of Writing Center work, meaning students may do well with this 15% but not with the remaining 85% in their classroom. Again, with better alignment, we hope to make the activities in both the classroom and the Writing Center work toward overall student success.

[3] Data Analysis for Selected Activities: SCC Math Study Hall Background Information on the SCC Math Study Hall (MaSH)

The Math Study Hall (MaSH) is designed to review, enhance and advance students' knowledge of mathematics based on their individual needs. Workers in MaSH are trained to anchor mathematical concepts in a non-threatening, self-paced, and low-stress environment. There are three levels of personnel working in MaSH: instructors from the math faculty; instructional assistants who are highly trained and possess extensive math background; and student assistants, current SCC students who have been faculty-trained and have a solid math background.

MaSH Curriculum

In order for students to access MaSH and receive supplemental assistance, they must enroll in a 0.2 unit course. All students enroll in MaSH on a voluntary basis, with two exceptions. When Santiago Canyon College was awarded a Title III grant, the Math Department tied curriculum in its Intermediate Algebra and Beginning Algebra courses to activities and hours that must be completed in MaSH. Both these courses are basic skills classes and represent the majority of our basic skills students. Five percent of the student's final grade in Intermediate Algebra (Math 81) is attributed to nine instructor-assigned activities to be completed in MaSH. Students spend one hour per week in MaSH working on these activities, completing homework, or studying. The Beginning Algebra course (Math 60) has a separate lab component attached to the course (Math 60L). These students must complete four instructor-assigned activities and nine total hours over the course of the semester in MaSH either working on these exercises or on their homework or studies. It is up to the instructor whether or not the lab component will contribute to the student's final grade. Because both of the curricula attached to Math 81 and Math 60 are not significantly weighted in their overall course grades, many students choose not to complete the exercises or attend MaSH.

Method of Evaluation: Retention Rates

The retention rates for students enrolled in a basic skills math class and who **had** logged in hours in MaSH were compared to the retention rates of those in a basic skills course who had **not** visited MaSH. These numbers include students who enrolled in MaSH voluntarily and those who were required to attend as part of their course. Students who logged in less than 0.5 hours were counted as not having attended since that amount of time is insufficient to complete an instructor-assigned activity or get assistance that would significantly impact their grade.

The following table represents data from Fall 2009 and Spring 2010. Every course is part of the basic skills sequence. The Math N05 and N06 are the same class in terms of curriculum,

but the Math N05 course is self-paced and can be completed over a three-year period while Math N06 is done in one semester via a traditional lecture format.

Retention Rates				
Fall 2009/Spring 2010				
<i>Class</i>		<i>Withdraws</i>	<i>Total</i>	<i>Percent</i>
Math N05 <i>Essential Mathematics</i>	With MaSH	3	35	9%
	Without MaSH	5	5	100%
Math N06 <i>Essential Mathematics</i>	With MaSH	3	26	11%
	Without MaSH	40	164	24%
Math N48 <i>Pre-Algebra</i>	With MaSH	6	54	11%
	Without MaSH	129	529	24%
Math 60 <i>Beginning Algebra</i>	With MaSH	75	788	10%
	Without MaSH	219	342	64%
Math 70 <i>Geometry</i>	With MaSH	1	7	14%
	Without MaSH	27	57	47%
Math 81 <i>Intermediate Algebra</i>	With MaSH	184	938	20%
	Without MaSH	361	478	76%
Summary	With MaSH	272	1848	15%
	Without MaSH	781	1575	50%

The following table displays student success rates in all basic skills classes for Fall Semester 2009 and Spring semester 2010. The summary compares students who logged hours in the Math Study Hall versus students who did not.

Summary				
Grade	With MaSH	Percent	Without MaSH	Percent
A	186	53%	98	27.7%
B	307		147	
C/P	493		192	
D	280	32%	117	22.7%
F/NP	310		240	
W	272	15%	781	49.6%
Total	1848		1575	

Our Conclusions and Future Goals

Clearly, attaching curriculum to our largest basic skills sections has resulted in more students from those classes logging in hours to our Math Study Hall. Furthermore, those increased numbers have significantly impacted retention rates. The Math Department is encouraged to see that basic skills students are almost three times more likely to remain in their math courses when they are receiving the additional help from MaSH. Even though simply remaining in the course does not necessarily mean that students will pass, it does provide the students with more instruction, a more solid foundation, and thereby improve their chances of success in future attempts.

Furthermore, our success rates are telling: students who utilize the MaSH have more success. However, it is crucial to get our success rates to fully reflect the benefit of MaSH if we can accommodate more students. Fortunately, Santiago Canyon College is undergoing quite a bit of construction which will help open space and allow the Math Study Hall some growth.

Another trend that was realized throughout the analysis of the data was that our Basic Math course (Math N06) and our Pre-algebra course (Math N48) have low enrollment in MaSH. There could be a few different reasons for this. Perhaps the instructors do not emphasize to their students the benefit of using MaSH. Or maybe, the students do not need help with problem solving in their courses but may need help with their study skills and test-taking abilities. This has sparked some interesting discussions among the math faculty to perhaps incorporate study skills into our Math N06 and Math N48 curriculum.

Because the Math Department believes that the supplemental instruction provided in MaSH is effective in moving students through the basic skills sequence, the math faculty and the MaSH coordinator are committed to strengthening the connections between the classroom and the study hall activities.

(4a) 2011-2012 ESL/Basic Skills Action Plan

District: RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

College: Santiago Canyon College

Due on or before October 10, 2011

Planned Action	Effective Practice ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome	Criteria that Demonstrates Effectiveness
More directly coordinate the activities in the Writing Center with the curriculum of the basic skills English courses	A.5.1 D.2.1 D.10.7	June 30, 2012 and annually	English faculty, Writing Center Coordinator, Division Dean of Instruction	After aligning activities, students will demonstrate improved achievement with respect to the courses' student learning outcomes, specifically in their ability to analyze and produce written texts for and with grammatical precision.	Annual successful course completion rates will increase by 2% in the two basic skills classes with aligned Writing Center curriculum (English N60 and English 061).
Continue to improve retention rates for basic skills students who voluntarily utilize MaSH services and or are assigned to do activities in MaSH	A.5.1 D.2.2 D.10.7	June 30, 2012	Math faculty, MaSH Coordinator, Division Dean of Instruction	Basic skills students who use the MaSH will have higher retention rates than the students who do not use the MaSH. Withdrawal rates are measurable outcomes.	During a given semester, the basic skills students consistently utilizing the MaSH will have withdrawal rates from their math courses that are 7% lower than the withdrawal rates of those not seeking MaSH services
Continue to perform follow-up counseling workshops for basic skills students on academic probation	A.4.1 B.3.1,2,4 D.9.2	June 30, 2012 and annually	Counseling faculty	Upon completion of these counseling workshops, basic skills students will earn GPAs in the following semester that will remove them from probationary status.	The basic skills students who completed the workshops will earn at least a 2.0 grade point average for the subsequent semester.
Continue to conduct mandatory orientation for early matriculating basic skills students entering in the fall semester with advisement into appropriate basic skills courses	A.4.1 B.3.1,2,4 D.9.2	June 30, 2012 and annually	Counseling faculty	With a first semester schedule of foundations courses, including reading, English, math, and counseling, these students will have higher persistence rates in their studies beyond the first semester.	The basic skills students who take the advised courses will demonstrate a 5% higher persistence rate than those who are not advised into foundations courses.
Offer tutoring services to Adult Basic Education and High School Subjects students in Continuing Ed	B.2	June 2, 2012 and annually	ABE/HSS Coordinator, ABE/HSS faculty, Division Dean	<ul style="list-style-type: none"> • Upon completion of tutoring services, students will pass the course for which they have received tutoring. • Students who have received tutoring will be more likely to enroll in subsequent coursework. 	The students receiving tutoring will have a 2% higher completion rate than those not receiving tutoring and enroll in subsequent coursework at twice the rate.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4b] Long-Term Goals (5 yrs.) for ESL/Basic Skills

District: Rancho Santiago Community College District

School: **Santiago Canyon College**

1. Enhance supplemental instructional delivery models in the campus learning centers that serve our basic skills students (e.g., Math Study Hall, Writing Center, Academic Success Center, and Tutoring Center) and conduct regular assessments on these models' impact on student success.
2. Continue to promote and conduct professional development activities that will improve basic skills instruction by
 - a. Expanding systematic and regular mechanisms of communication and collaboration in the basic skills program with comprehensive and ongoing general and department-specific professional development activities.
 - b. Gathering evidence about what faculty are learning in their professional development experiences and how they are changing their instructional practices and student outcomes as a result.
3. Strengthen the educational pathways for basic skills students with
 - a. Mandatory orientation during early decision that encourages students to achieve and build upon foundational academic success before enrolling in transfer-level coursework.
 - b. More effective placement procedures (e.g., a writing sample) to position students in English course levels that will maximize their persistence and success through the basic skills English sequence.

**[5] 2011-2012 ESL/Basic Skills Allocation Expenditure Plan
Santiago Canyon College**

Due October 10, 2011

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2014. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

District: Rancho Santiago Canyon Community College

College: SANTIAGO CANYON COLLEGE

2011-2012 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Aracely Mora	Vice President	Mora_aracely@sccollege.edu
Mary McMullin	BSI Facilitator, Budget	Mcmullin_mary@sccollege.edu
Maureen Roe	BSI Facilitator, Programs	Roe_maureen@sccollege.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	\$109,289
B. Student Assessment	\$4,000
C. Advisement and Counseling Services	\$20,000
D. Supplemental Instruction and Tutoring	\$45,000
E. Articulation	
F. Instructional Materials and Equipment	\$5,000
G.1 Coordination	
G.2 Research	
G.3 Professional Development	
TOTAL	\$183,289

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Academic Senate of Santiago Canyon College

Proposed resolution, presented by Danielle "Danny" Martino

F11 1.01 Transition from a Motion Based to Resolution Based Structure

Whereas, The Academic Senate of Santiago Canyon College (AS-SCC) falls under the Brown Act that recommends using a resolution format for action items, that action items are stated on the published agenda, and that no actions, without appearing, on the agenda be voted on except for emergency situations (see Appendix A); and

Whereas, That confusion has often developed over the formation and tasks of ad hoc committees and task forces, clarification is needed on directed tasks of committee, and appropriate information needs to be clearly researched and presented to the AS-SCC in order to fully inform the senators constituents of committee tasks; and

Whereas, Formal resolutions from the AS-SCC would serve as a central and key component of articulating the voice of the faculty, as well as provide historical documentation of positions, formation of ad hoc committees, changes to standing committee tasks and structures could be easily referenced if resolutions were utilized as the primary mode of AS-SCC direction and maintained in hard copy and electronic copy on the AS-SCC website; and

Whereas, The Academic Senate of Community Colleges has historically used the resolution process and has guidelines in resolution writing in place (see Appendix B);

Resolved, That the Academic Senate of Santiago Canyon College adopt a resolution approval process rather than a motions from the floor process of taking action; and

Resolved, That the Academic Senate of Santiago Canyon College use the adopted guidelines set forth from the Academic Senate of California Community Colleges on resolution writing; and

Resolved, That the Academic Senate of Santiago Canyon College set up and maintain a hard copy folder of any adopted resolutions and an electronic version of approved resolutions on the AS-SCC website.

Appendix A: Brown Acts Do's and Don'ts for Academic Senates

Appendix B: Resolution Writing and General Advice

Academic Senate of Santiago Canyon College

Proposed resolution, presented by Danielle "Danny" Martino

F11 1.02 Formation and Guidelines of Committees and Task Forces

Whereas, The maintaining of an easily accessible and ongoing historical record of the formation, tasks, and timelines of committees and task forces is key in preserving the integrity of the Academic Senate of Santiago Canyon College (AS-SCC); and

Whereas, The formation of a temporary task force is in response to a current issue, would have a specific charge, a clearly defined set of tasks and a target end date for completion have historically been confused without a formal written proposal; and

Whereas, Communication between the AS-SCC and all permanent and temporary committees plays a vital role in informing the faculty of the events, goals, procedures and progression of tasks;

Resolved, the formation of any Academic Senate of Santiago Canyon College committee or task force be formed and organized via a formal resolution outlining the goals, tasks, and the target end date of the committee; and

Resolved, The Academic Senate of Santiago Canyon College require all new and standing committees and task forces to submit formal reports or minutes to inform the Academic Senate of Santiago Canyon College of updates, progress made on tasks and the next planning steps after each formal meeting; and

Resolved, That Academic Senate of Santiago Canyon College work to have minutes and reports of committee meetings be published on the senate committee website.

Honors Program Advisory Committee

Mission

The mission of the Santiago Canyon College Honors Program Advisory Committee (HPAC) is to oversee the Honors Program and work with the Honors Program Coordinator to establish the standards, procedures, and policies of the Program.

Responsibilities

- Assist the Coordinator in recruiting new students and in promoting and publicizing the Honors Program and its activities
- Review and approve projected offerings as compiled by the Coordinator and Counselor
- Review and approve the schedule of Honors classes as compiled by the Coordinator and Counselor
- Review and make recommendations for Honors elements of proposed Honors courses before going to division curriculum committees and the Curriculum Council
- Review existing Honors courses during their triennial review
- Solicit course development from other disciplines
- Approve or deny requests for exception to program rules and regulations
- Interview and select valedictorian for commencement
- Select Honors scholarship recipients
- Assist with Honors Program Retreat/Reception
- Assist with selection of Honors Program students to participate in the HTCC Research Conference

Chair

Honors Program Coordinator

Membership

HPAC members are selected based on experience with and knowledge of the Honors Program and/or Honors classes. It meets from 1:30-2:30 on the second Wednesday of the month. The members include the Honors Program Coordinator, the Honors Program Counselor, deans from the divisions offering Honors classes, 1 student, and one representative from the disciplines with Honors curriculum. The membership includes the following:

- Honors Program Coordinator
- Honors Program Counselor
- Arts

- Biological Sciences
- Humanities
- Mathematics
- Oral Communication
- Physical Sciences
- Social Sciences
- Deans of the divisions offering Honors classes
- 1 student

SCC Faculty Vision Statement

Respectfully Submitted by the Educational Vision Task Force: R. Adams, M. De Carbo, C. Evett (Chair), A. Taber, J. Wagner, and J. Yorba

Santiago Canyon College Faculty will champion a respectful, reflective, and responsible academic environment that encourages personal and professional growth through a free and open exchange of independent thoughts and ideas. We will serve as instructional leaders who inspire students using dynamic approaches that challenge them to achieve excellence in their educational pursuits. Moreover, we will foster a collaborative climate through our active participation in shared governance utilizing transparent, honest, and constructive discourse.