Santiago Canyon College
Academic Senate

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Minutes-*Approved 10/2/2012*

Senate Business Meeting
September 18, 2012
1:30 pm-3:00 pm E-306

Present:

Senators
Breeden, Emma
Carrion, Rudy
Cummins, Shawn
Deaver, Doug
DeCarbo, Michael
Deeley, Steve
Elchlepp, Elizabeth
Evett, Corinna
Isbell, James
Martino, Danny
Matthews, Evangeline
Mettler, Mary
Nance, Craig
Salcido, Andrew
Scott, Randy
Shekarabi, Nooshan
Shields, Jolene
Sproat, Barbara
Wagner, Joyce

Non-Voting Members
CIC: Rutan, Craig
ASG: Foreman, Jeff

Guests:
Ahari, Ryan
Hernandez, John
Hicks, Ray
James, Scott
Jones, Vanessa
Mora, Aracely
Smith, John

Absent:
Aguilera, Leonor
Granitto, James
Hovanitz, Eric
Womack, Melinda

I. Order of the Agenda
   A. Add "and Proposition 38" to item VI. C

II. Approval of Minutes
   A. The minutes of September 4, 2012 were approved (Moved by Prof. DeCarbo and seconded by Prof. Nance).

III. Public Comments
   A. John Smith: FARSSD conducted interviews with candidates for the upcoming Board of Trustees election and held an all faculty meeting to vote on which candidates to support. The vote was to support Nelinda M. Yanez in Area 3 and to not choose a particular candidate for Area 5, but to contribute to the campaigns' run by our current Board Members. It was also voted to support Measure Q, the bond measure for SAC.

IV. ASG Report (Jeff Foreman)
   A. Recent events were the ASG Olympics and Hope Carnival.
   B. Most of the ASG positions are filled and student representatives will be attending committee meetings.
   C. A Town Hall Meeting is scheduled for Oct 17. Local political parties will be asked to send representatives.
   D. "Less Than You Think" is a student-driven, anti-binge-drinking awareness campaign emphasizing social implications of binge drinking. Following a student awareness pretest, people will be available to talk to

classes, posters will be up though October, and a post test will be administered to measure the effectiveness of the campaign.

V. Action Item: Common Curriculum BP6177 Revision Resolution (Prof. Rutan)
   A. The resolution was approved without dissent (Previously moved by Prof. Aguilera and seconded by Prof. Martino).
   B. SAC Academic Senate will have a first reading at their next meeting.

VI. Discussion Items
   A. Academic Affairs Update (Aracely Mora)
      1. The Educational Master Plan is almost completed. A rough draft was posted on the H-drive. The EMP Committee is asking for the college community to read the document to determine whether the content reflects the planning work and discussions that have taken place over the previous year. Recommendations and comments need to be sent to Roberta Tragarz by September 27.
      2. The ACCJC is asking us to document our progress on SLOs and assessment in a report due October 15. We are supposed to be at the "proficiency" level as outlined in an ACCJC rubric. The report may be used in our 2014 Accreditation visit. The team would check its veracity and determine if we are addressing deficiencies. Your program or department will be contacted by Kay Powell as we continue to collect evidence of our progress. In particular, we are looking for a mapping of courses to program SLOs.
      3. The Basic Skills Initiative report is due to the Chancellor's Office on October 10. The data from the Writing Center shows that the required student hour has led to improvement in English 061 and English 101. Professor Maureen Roe is leading the writing effort. The report will be sent to the Senate as soon as possible.
      4. Our FTES count is on target with a 97% fill rate in classes. Our faculty is doing a good job balancing student demand with maintaining the integrity of curriculum. There will a discussion at the Joint Chairs meeting on September 19 about planning for the spring semester given the budget issues.
      5. Both an Assistant Dean of Institutional Effectiveness and Planning and a Dean of Library, Arts, Humanities and Social Sciences have been put forward for Board approval. SCC is currently opening up the process for hiring a Dean of Math and Science.

   B. Distance Education and Accreditation (Scott James) (ATTACHMENT)
      1. Highlights
         a. Distance Education is a great opportunity for students who can't come to campus.
         b. The larger class capacity increases FTES.
         c. 10% of courses at SCC are offered online.
         d. Over 50% of classes at SCC use Blackboard.
      2. Definition of distance education as defined by ACCJC and Department of Education
         a. Correspondence courses provide lecture material and exams but communication/interaction between students and instructor is limited. SCC does not offer correspondence courses. These types of courses are not eligible for federal funds.
         b. Distance Education courses are built around the three possible types of communication: teacher to student, student to teacher, and student to student. These three are all required and must be robust and continuous. The Department of Education has been actively auditing classes. Several community colleges have been audited and fined.
      3. Some of the Accreditation requirements for Distance Education (Handout will be attached)
         a. Students must actively participate and be engaged in activities. If not, they are to be dropped to limit financial aid fraud.

b. Each student support service (MaSH, Writing Center, Tutoring, DSPS, Counseling, Transfer, etc.) is expected to be available online in a manner that is comparable to on-campus student support.
c. Each class is to be ADA accessible because students are not required to disclose a disability.
d. SCC must have processes through which we can establish that the student who registers is the same student who participates and receives the academic credit.

4. Issues to consider:
   a. Can we offer comparable support services? What do we already have and what do we need to develop? How much would it cost to do so?
   b. What position(s) are necessary to support Distance Education/Instructional Technology? Which positions should be administrative and which should be faculty?
   c. Discussion will continue at future Senate meetings.

C. Proposition 30 and Proposition 38 (Ryan Ahari, student trustee) (ATTACHMENT)
1. Proposition 30 is Governor Brown's tax proposal that has been qualified for the California November ballot.
   a. It will raise the state's sales tax by 0.25% from January 1st, 2013 to December 31, 2016—from 7.25% to 7.50%.
   b. It will also raise personal income tax rates on incomes exceeding $250,000 ($500,000 for joint filers). This is a progressive tax from 1% to 3%.
   c. The collected revenue would be allocated into an Education Protection Account specifically meant for K-12 schools (89%) and community colleges (11%). The California community college system would receive $209.9 million if passed and would lose $338.6 million if fails. The UC and CSU systems would suffer a $500 million reduction in funding.
2. Proposition 38, "Our Children, Our Future" was introduced by California attorney Molly Munger.
   a. It will increase taxes that will go towards repaying the state debt, early childhood programs, and K-12 schools.
   b. It will raise the personal income tax on individuals making over $7,316 in a progressive manner by 0.4%-2.2% from 2013 to 2024.
   c. No revenue is earmarked for community colleges. If passed, the California Community College System would lose $338.6 million. The UC and CSU systems would suffer a $500 million reduction in funding.
3. Ryan is asking for a Senate resolution that states support for Prop 30.
   a. ASG is having a first reading of their resolution on September 19.
   b. The Senate President was directed to contact the State Senate President Michelle Pilati for any forms or suggestions for a resolution that doesn't advocate for a particular position but that will educate.

D. Faculty Hire Process
1. John Didion is still analyzing numbers. It is possible that we will hire up to 6 new faculty at SCC and 14 at SAC.
2. The portion of the hiring process regarding administration has changed slightly from the version approved in 2005.
3. There was concern expressed about programs without full time faculty or chairs to advocate for positions. CTE, geology and distance education were listed as examples.

E. Community Science Night
1. It is scheduled for March 15, 2013. Email Prof. Martino if you want to volunteer. Last year, over 1550 students attended. The goal is to expand SCC's participation.

VII. Reports Discussion

(It was voted to extend the meeting for 10 minutes—Moved by Prof. Martino and seconded by Prof. DeCarbo)

A. Curriculum (Prof. Rutan)
   1. The new draft policy on temporary suspension of classes is attached to the September 24 CIC agenda.
   2. The number of courses sent to the CIC has become overwhelming. There are 75 proposals listed just in the next CIC agenda. Faculty often wait until the last minute to submit courses and it is difficult for curriculum members to review so many courses. One option is to schedule programs and departments on specific days.
   3. Accountability reports, such as the October 15th report, require us to collect and analyze our data. CurricUNET has the potential to generate some useful reports if programmed to do so. Prof. Rutan has made the request to Governet. CurricUNET can act as a backup for TaskStream with the advantage that faculty have control over CurricUNET.

B. Student Learning Outcomes Assessment and Review Committee (Prof. Wagner)
   1. The new Assistant Dean of Institutional Effectiveness and Planning should be on board by the second week in October.

C. SAC Senate Report (Ray Hicks, President of SAC Academic Senate)
   1. The SAC Academic Senate is revising their constitution and bylaws. They are also working on strengthening the connection between their Senate and their Department Chairs. Portfolios will be driving planning and budget.

D. Technology (no report)

E. Facilities (no report)

F. College Council (no report)

G. President's Report (Prof. Evett)
   1. Administration has committed to funding our Academic Senate $6500 per year. This will enable the Senate to send faculty to various conferences such as State Plenary, Accreditation, BSI, SLO and Curriculum Institutes.
   2. Faculty have been asked to post office hours online. The AS Executive Board is looking into the claim that some web pages have been modified without faculty approval.
   3. The Joint Chairs meeting is on Wednesday, September 19.
   4. Prof. Barembaum's analysis of the District's ending balance will be forwarded to Senators. One plan, regarding the budget, under consideration is to use the ending balance (the "stabilization fund") to avoid cutting classes in Spring if Proposition 30 fails.

Meeting Adjourned at 3:10 pm.

Respectfully submitted,

Joyce Wagner

SCC-AS Secretary/Treasurer

Santiago Canyon College

Distance Education and Instructional Technology, Senate Update

How SCC uses Distance Education and Instructional Technology

Distance Education

- Provides higher education access to students and instructors who cannot travel to campus. Limiting factors include, but are not limited to, transportation, health, disability, military service, family care, employment, learning styles, etc.
- Able to schedule classes even when all classrooms are at capacity
- Able to quickly increase college enrollment when needed
- Approximately 10% of SCC enrollments are Distance Education courses (online and hybrid)
- 129 of 134 ACCJC (Accrediting Commission for Community and Junior Colleges) institutions use distance education

Instructional Technology

- Blackboard to support traditional lecture courses with documents, grades, announcements, etc.
    - 749 Blackboard course shells were created for Fall 2012
    - 346 Blackboard course shells are currently active
    - Over half of the 749 shells will be used to support instruction this fall (more course shells will become active for the second 8-week term)
- SCC participates in innovative initiatives such as Open Educational Resources (OER) and Flipping the Classroom
- Lecture Recording
- Social Networking
- Communicating (online office hours - conferencing software and video or text chat)
- Tablets and smart phones
- Online software (Microworlds, Second Life, Prezi, iClicker, Poll Everywhere, etc)

Distance Education Accreditation

- Correspondence Course vs. Distance Education
    - **Correspondence courses** provide lecture materials and exams but communication/interaction between the student and instructor is limited. What communication does exist is usually initiated by the student. SCC **does not** offer correspondence courses, nor are they eligible for federal funds.
    - Teacher to student, student to teacher, and student to student communication are at the heart of **Distance Education** course instruction. The ACCJC and the Department of Education require proof of "regular and substantive interaction between the students and faculty" for all distance education courses.
        - Substantive interaction also includes referring students to student services that may be appropriate, such as referring a student to Mash, Tutoring Center, Writing Center, etc.
    - Dept. of Ed. has begun retroactively enforcing this sharpened standard that requires proof of "regular and substantive interaction between the students and faculty," through discussion board posts, completed assignments, or conversations with faculty (see below for more information).

        - Many colleges have been fined for offering courses the Department of Education ultimately classified as correspondence

What the ACCJC and the Department of Education is looking for (...what makes an effective DE class)

- Instructors are orienting their students to the course and to Blackboard
- Regular instructor initiated student contact (a combination of voice, text chat, discussion boards, email, text feedback, etc.)
- Timely responses to student initiated contact
- Discussions related to each lecture [lectures should exist online! - static or live video, audio, chat, (or maybe students are lecturing!)]
- That the instructor is evaluating each student's academic activities and providing each student with timely feedback
- Students are communicating with each other
- Last Date of attendance (LDA)
    - Instructors must track and document a student's last "academically related activity" in the course and drop students who are not engaging in academically related activities. Enrollment statistics alone are not appropriate.
- Student Authentication
    - ACCJC requires SCC "to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit"
        - Proctored exams, secure log-in, plagiarism detection, assigning regular writing assignments, monitoring regular and effective engagement between student and instructor, etc.
- Student Support Services
    - Each student support service (Mash, Writing Center, Tutoring, DSPS, Counseling, Transfer, etc.) is expected to be available online in a manner that is comparable to on campus student support.
- Americans with Disabilities Act Accessibility (ADA)
    - Each class offered at SCC is expected to be ADA accessible.
    - Online students are not required to disclose a disability and, therefore, courses must meet ADA accessibility standards before being offered, whether or not a student with a disability is enrolled in the course.
- State Authorization
    - Students who are currently residents outside of California may only take courses at SCC with their home state's approval. Some fees may apply.
- Learning Outcomes
    - Distance Education is effective! The Department of education studied Distance Education and determined the following.
        - "The overall finding of the meta-analysis is that classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction." (Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, U.S. Department of Education Office of Planning, Revised September 2010)
    - ACCJC requires that "Colleges analyze data for DE and face-to-face students and compare student achievement and attainment of expected learning outcomes."

- Distance Education course Evaluations are continuous and adjustments are made to comply with ACCJC standards.
- ACCJC Training and Professional Development expectations
    - "Required qualifications, training, evaluation, and professional development exist for DE faculty."
    - "The college prepares and monitors DE students to be successful."
    - "Sufficient college resources (human, technology, facilities, and financial) are available to sustain DE."

Distance Education Support at SCC

Standard Community College Distance Education Support Includes
Dean
Coordinator
Instructional Designer
Faculty Trainer
Student Help Desk Support
Media Support

Santa Ana's Current Structure
Dean
Faculty Coordinator
~~Instructional Designer~~ (retired, position frozen)
Distance Education Specialist (trains faculty/faculty help desk)
Help Desk Support (student)
Media Support

Santiago Canyon College
Dean (Corine Doughty)
Instructional Designer/Coordinator/Faculty Trainer/Media Support (Scott)
Help Desk Support (Bryan Mills/Part Time)

Distance Education Support at SCC has always been part time, over the years ranging from 6 hours to 20 hours of support per week. Blackboard, instructional technology workshops, grant innovation, and other instructional technology support has been addressed by this part time employee.

Raúl Rodríguez, Chancellor, values technology innovation, particularly advances in Open Educational Resources, and has found a way to support that innovation by funding a full time position to support distance education and instructional technology at SCC for one year.

In order to comply with the U.S. Department of Education and ACCJC, SCC must hire an ongoing full time employee to support distance education. Without this support SCC will continue to fall short of expected distance education course standards.

PROPOSITION 30

1.) ***WHAT IS PROP 30:*** Proposition 30 is the name of Governor Brown's tax proposal that has been qualified for the California November ballot. It will increase taxes and allocate the revenue to California's K-12 schools and CCs.

2.) ***WHAT DOES IT DO:*** Proposition 30 will first raise the state's sales tax by 0.25% from January 1st, 2013 to December 31, 2016—from 7.25% to 7.50%. To put that raise into perspective, for every $1,000, you will pay an extra $2.50.

Then, the proposition will raise personal income tax rates on incomes exceeding $250,000 ($500,000 for joint filers like married couples). This is a progressive tax which means the income tax will increase on incomes as they increase—an increase of 1% to 3%.

The collected revenue would be allocated into an Education Protection Account specifically meant for K-12 schools (89%) and community colleges (11%). The California community college system would receive $209.9 million if passed and would lose $338.6 million if fails. The UC and CSU systems would suffer a $500 million reduction in funding.

3.) ***PROS***: Since 2008, over $800 million has been reduced from the community college system. 3 years after Proposition 30 passes, the system would eventually gain back what it lost. More funding means more jobs and economy stimulation. The RSCCD will lose $8.6 million dollars which equals about 2,100 fewer full time equivalent students.

CONS: Individuals should not be taxed while in a recession. Government spending should decreases as should taxes. Why are the wealthy targeted for increased tax rates when they pay for 40% of California taxes?

4.) ***SUPPORTERS:*** Gov. Brown, League of Women Voters of California, California Democratic Party, California Teachers Association, California State Council of Service Employees, California School Employees Association, American Federation of Teachers, and California Federation of Teachers.

OPPONENTS: Howard Jarvis Taxpayers Association, Tom Bogetich, Los Angeles County Board of Education member Doug Boyd, Small Business Action Committee President Joel Fox, Executive Director of the California branch of the National Federation of Independent Business John Kabateck, Sacramento Taxpayers Association President Kenneth Payne, and the California Republican Party.

PROPOSITION 38

1. ***WHAT IS PROP 38:*** Proposition 38 is named "Our Children, Our Future." It is introduced by California attorney Molly Munger. It will increase taxes that will go towards repaying the state debt, early childhood programs, and K-12 schools.

2. ***WHAT DOES IT DO:*** It will raise the personal income tax on individuals making over $7,316 in a progressive manner by 0.4%-2.2% from 2013 to 2024. This proposition is more "rounded" because it is targeting most individuals making a living rather than taxing the rich.

   The revenue generated by this proposition will go to K-12 schools (60%), early care and education (10%), and state bond debt repayment (30%) for 2013-2014 and 2016-2017. Then, from 2017-2018 through 2024-2025, 85% of the revenue will go to K-12 public schools (85%) and early care and education (15%).

   If passed, the California Community College System would lose $338.6 million. The UC and CSU systems would suffer a $500 million reduction in funding.

3. ***PROS***: The generated revenue will go towards repaying California's state debt—$386 billion, according to the US Debt Clock. It will also pay for K-12 public schools and early education care.

   CONS: The tax proposition is too long and individuals shouldn't be taxed in this economic calamity. None of the generated revenue goes to California community colleges.

4. ***SUPPORTERS:*** California attorney Molly Munger and the California State PTA.

   OPPONENTS: The California Democratic Party, the California Republican Party, the California Business Roundtable, and Governor Jerry Brown.

PROPOSITION 30 VS. 38

WHAT IS PROP 30?

- Proposition 30 is the name of Governor Brown's tax proposal that has qualified for the California November ballot. It will increase taxes and allocate the revenue to California's K-12 schools and CCs.

WHAT DOES IT DO?

- Raises the sales tax to 7.50% from 7.25% (4 years) and increases taxes on individuals' income starting from $250,000 to over $2,000,000 (7 years). The income tax would increase 1-3% as income increases.
- The collected revenue would be allocated into an Education Protection Account specifically meant for K-12 schools (89%) and community colleges (11%). The California community college system would receive $209.9 million if passed and would lose $338.6 million if fails. The UC and CSU systems would suffer a $500 million reduction in funding.

WHAT IS PROP 38?

- Proposition 38 is the name of California attorney Molly Munger's tax proposal that has qualified for the California November ballot. It will increase taxes and allocate the revenue to paying off the state debt ($338 million, DebtClock.org), K-12 education, early child development and care.

WHAT DOES IT DO?

- It will raise the personal income tax on individuals making over $7,316 in a progressive manner by 0.4%-2.2% from 2013 to 2024. This proposition is more “rounded” because it is targeting most individuals making a living rather than taxing the rich.
- The revenue will go to K-12 schools (60%), early care and education (10%), and state bond debt repayment (30%). Then, 85% of the revenue will go to K-12 public schools (85%) and early care and education (15%).
- If passed, the California Community College System would lose $338.6 million. The UC and CSU systems would suffer a $500 million reduction in funding.

WHY DOES THIS MATTER?

- This affects all community college, University of California, and California State University students (2 places where our students transfer to).
- Law enforcement size will be reduced, furlough days will return, thousands of students will be turned away, and some colleges may have to completely shut down. Its failure will have disastrous consequences for the economy.

WHAT DOES THIS MEAN?

- Classes won’t be cut, professors won’t be fired, and students won’t be rejected from pursuing education. It means that although we will not really gain any extra money, we will not suffer any future losses for some time. Revenue estimates are still low which means “trouble ahead.” The state legislature could possibly raise tuition, again.

WHY SUPPORT PROP 30?

- The Board approved the district budget on September 10th. The budget assumes the approval of Prop 30 in order to avoid overcutting spending. It would be in the district's, the students', and community's best interest for Prop 30 to pass. It is currently losing support:

07/16/12-07/17/12: Yes 56.2%, No 39.2%

08/12/12-08/15/12: Yes 56.7%, No 37.3%

09/09/12-09/12/12: Yes: 54.4%, No 39.9%

WHAT CAN I DO?

- Pass a resolution that shows and states your support for Proposition 30. Notify the campus and community that SCC Academic Senate supports and stands for its students.