

## Citrus Community College District Academic Senate Council Minutes

Wednesday, November 24, 2010

2:00 p.m. – Faculty/Staff Lounge

**OFFICERS:**     **Roberta Eisel** President (P)  
                   **Nicki Shaw**, Vice President/President Elect (P)  
                   **John Vaughan**, Past President (P)  
                   **Sheryl Walz**, Secretary (P)  
                   **Paul Swatzel**, Treasurer (P)

**SENATORS:**

<b>Behavioral Sciences</b>	<b>Jim Woolum (A)</b> HC/Mailroom	<b>Physical Education</b>	<b>Mary Brawner (A)</b> HH/Mailroom
<b>Biological Sciences</b>	<b>Dana Hester (P)</b> Phys Sci./Mailroom	<b>Language Arts</b>	<b>Toby Guebert (P)</b> Lang Arts/CFI
<b>Business</b>	<b>Timothy Durfield (A)</b> Admin/Box	<b>Foreign Languages</b>	<b>Holly Colville(P)</b> Admin/Box
<b>Cosmetology</b>	<b>Patty Glover (P)</b> Cosmo/Mailroom	<b>Mathematics</b>	<b>Mohammad Trad (A)</b> Math/Mailroom
<b>Counseling</b>	<b>Michelle Plug(P)</b> Counsel/Mailroom	<b>Music</b>	<b>Gino Munoz (A)</b> Music/Mailroom
<b>CSIS</b>	<b>vacant</b> Admin/Box	<b>Physical Sci. &amp; Engineer</b>	<b>Badieh Farahani (P)</b> Admin/Box
<b>Fine Arts</b>	<b>Dan Volonte/Cherie Brown (P)</b> Theatre/Mailroom	<b>Public Services</b>	<b>vacant</b>
<b>Health Sciences</b>	<b>vacant ( )</b> Tech O	<b>Social Sciences</b>	<b>Gerhard Peters (P)</b> Soc&Beh Sci/CFI
<b>Library</b>	<b>Lanette Granger(P)</b> Libr/Mailroom	<b>Automotive Tech</b>	<b>Jeremy Clark (A)</b> Auto Tech/Mailr

**AT-LARGE REPRESENTATIVES:**

**Meg O'Neil (P)**                      **Justina Rivadeneyra (P)**     Career Ctr/EmpSvcs     **Rafael Herrera (A)**Couns/Mailr

**CCFA Liaison**

**Adjunct Faculty Rep**

**vacant (A)**                      **Karen Praeger (A)**     Library  
    **Bill Zeman (A)**        Soc&Beh Sci/CFI

**Linda Swan (P)**                      **Curriculum Chair**     **David Kary (A)**        Physical Science/PhySci

**Karlynn Bradley (P)**                      Mailroom/Campus Ctr     (P)                      Mail/Campus Ctr

(P) = Present     (A) = Absent     (Sub) = Substitute sent     (I) = Illness

- I. CALL TO ORDER – Roberta Eisel**
  - A.** President Call called the meeting to order at 2:12 p.m.
  - B.** Roberta asked to move the action items up in the agenda to a point as soon as a quorum is reached. The body agreed.
- II. ROLL CALL – Roberta Eisel**
  - A.** Roll call is taken by sign in sheet.
- III. MINUTES – Sheryl Walz**
  - A.** Ms. Walz called for approval of the November 10, 2010 minutes.                      **M/S/P**

27 **IV. COMMITTEES**

28 **▼ Curriculum Committee – David Kary**

29 The last curriculum meeting was Thursday, Nov. 18. We approved two new architecture  
30 courses (ARCH 250 History of Architecture: Prehistory to Mannerism and ARCH 251 History  
31 of Architecture: Baroque to the Present Day), and six new non-credit courses (NC 208A  
32 Algebra IA, NC 209A Algebra IIA, NC 225A Pre-Calculus A, NC 611 Advanced Skin Care In  
33 Chemical Exfoliants, NC 612 Advanced Makeup, NC 613 Advanced Skin Care in  
34 Aromatherapy). We also approved 23 course modifications in ARCH (transferred from  
35 DRAF), ART, BUS, COS, DRAF, and MUS, and modifications to 3 certificates in  
36 Architectural Design, Computer Generated Imagery, and Computer Aided Design. We also  
37 set up a new discipline in Ethnic Studies (ETHN), and discussed the fall plenary meeting and  
38 the new transfer degrees.

39  
40 The next curriculum meeting is next week, Thursday, 12/9, at 2:30 pm in IS 108. This will be  
41 the final full curriculum meeting of the semester and the last opportunity to approve course  
42 modifications or new courses for next year's catalog.

43  
44 There are only a few days left to comment on several of the model transfer degrees in  
45 Sociology, Communication Studies (Speech), Psychology, Geology, Math and Criminal  
46 Justice. Once again, these are drafts and faculty are encouraged to participate in reviewing  
47 these degrees. The web address is <http://www.c-id.net/degreereview.html>. Also, faculty in  
48 these areas are already starting to review our existing course offerings to see what changes  
49 should be made to curriculum and/or schedules to allow us to create and offer transfer  
50 degrees matching these criteria.

51  
52 **▼ Distance Education – Beverly Van Citters**

53 Dr. Van Citters reported on the committee and stated they are working on a mission, vision,  
54 and purpose statement. She also reported on new federal guidelines regulating attendance  
55 for DE classes. Lack of good recordkeeping can cause a college to get dinged when it's  
56 audited. Citrus needs a way to record attendance and its current attendance policy needs to  
57 be update. Sarah Bosler and Theresa Villeneuve visited at the last committee meeting. The  
58 next meeting is March 21<sup>st</sup>.

59  
60 **V. OFFICERS' REPORTS**

61 **Secretary, Sheryl Walz** – No report.

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63 **Treasurer, Paul Swatzel** – No report.

64  
65 **Past President, John Vaughan** – John reported that the proposed changes to Dance were  
66 pulled at the statewide plenary. He repeated the importance of participating in proposed  
67 changes to the discipline's list.

68  
69 **Vice President/President-Elect, Nicki Shaw** – Nicki noted the same core group of people  
70 seem to volunteer for committees over and over. She encouraged everyone to become  
71 involved in faculty/senate activities on the Citrus campus and at the statewide level.

72  
73 **CCFA Liaison, vacant** - Position is still vacant.

74  
75 **ASCC Representatives, Karlyn Bradley** – The Food and Toy Drive is currently ongoing. The  
76 Chance to Win event was cancelled. Today is the last day to turn in applications for ASCC.

77  
78 **President, Roberta Eisel** –

79 ° Basic Skills Initiative Action Plan, submitted by Sylvia Smythe, will be on the next agenda.  
80 This plan is brought to senate annually for review before the senate president signs it.

- 81 ° Dr. Irene Malmgren announced the Ed Master Plan Forum on December 2 and emphasized  
82 the need for faculty voices to be included. She urged everyone to attend if at all possible.  
83
- 84 ° Roberta stated that faculty should have received an email from your deans with an attached  
85 document put together by the Ed Master Plan consultants. The document describes what we  
86 say about our disciplines and makes for very interesting reading. Faculty should take a look  
87 at it.  
88
- 89 ° AP and BP 4250 and 4255 – the group reviewing these documents will meet on December 2  
90
- 91 ° The sabbatical committee has made its recommendations and the results will be announced  
92 after approval at the next Board of Trustees meeting.  
93

## 94 VI. SPECIAL REPORTS/PRESENTATIONS

### 95 A. Forum on Statewide Hot Topics

96 Three handouts were distributed. Introduction of the topic and some discussion was  
97 held on SB1440, Transfer Degrees. Ms. Eisel also provided an introduction of SB1143.  
98 She pointed out that it is important to the discussion how Student Success is defined.  
99

100 These discussions will continue at the December 8 meeting.  
101

## 102 VII. ACTION ITEMS

- 103 A. AP3300 Public Records
- 104 B. BP3300 Public Records
- 105 C. AP3310 Records Retention and Destruction
- 106 D. AP3560 Alcoholic Beverages
- 107 E. BP3560 Alcoholic Beverages
- 108 F. AP3810 Claims Against the District
- 109 G. BP3810 Claims Against the District
- 110 H. AP6700 Civic Center and Other Facilities Use

111 It was moved to take all these action items as a group.

M/S/P

112 It was moved to approve items A through H.

M/S/P

## 114 VIII. NEW BUSINESS

- 115 A. AP 3505 Emergency Response Plan
- 116 B. BP 3505 Emergency Response Plan
- 117 C. AP 3570 Smoking on Campus

118 A number of comments were made on the 2 smoking policies. It was suggested that the  
119 Student Code of Conduct could be used as recourse for not following the smoking rules.  
120 Several senate members want to see a no smoking campus. It was also requested that  
121 smoking be prohibited within 20 feet of any building entrance/exit or windows and that  
122 smoking be prohibited on any floor above the first floor.  
123

124 Karlyn Bradley stated that several local colleges have either smoke-free campuses or  
125 designated smoking zones pm their campuses.  
126

127 John Fincher requested that if any ashtrays are closer than 20 feet to a building  
128 entrance, please let him know and he will forward the information to the facilities  
129 committee.  
130

### 131 D. BP 3570 Smoking on Campus

132 This is a first read for these APs and BPs. They will be on the December 8 agenda for a  
133 second read.  
134

- 135 IX. OLD BUSINESS  
136 A. BP 4250, AP 4250 and AP and BP 4255  
137 See President's report.  
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140 B. Sabbatical Update  
141 See President's report.  
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143 X. PUBLIC FORUM  
144 None  
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146 XI. ANNOUNCEMENTS  
147 1. The Golf Range will host a golf-themed swap meet on December 11 from 9-12 pm  
148 2. CSEA Holiday Buffet December 9, 12:30-2 pm.  
149 3. Christmas Is... December 4 through the 19<sup>th</sup>.  
150 4. Superintendent/President's Holiday Reception December 14<sup>th</sup> from 2 – 3:30 pm in  
151 the Community Room.  
152  
153 XII. ADJOURNED – 3:38 p.m. until December 8, 2010.  
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155 Attachments:  
156 #1 Overview of 2020 Vision, SB 1143 and SB 1440  
157 #2 SB 1143  
158 #3 The Commission's Goals  
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161 Members and Guests Present:  
162 Beverly Van Citters Terry Miles  
163 Irene Malmgren  
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166 Future Academic Senate Meeting Dates:  
~~Sept. 8, 2010~~ March 9, 2011  
~~Sept. 22, 2010~~ March 23, 2011  
~~Oct. 13, 2010~~ April 13, 2011  
~~Oct. 27, 2010~~ April 27, 2011  
~~Nov. 10, 2010~~ May 11, 2011  
~~Nov. 24, 2010~~ May 25, 2011  
Dec. 8, 2010 June 8, 2011

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Submitted by: Linda Swan  
District Academic Senate Secretary

Visit our website at: <http://www.citruscollege.edu/as>

\_\_\_\_\_ "2020 Vision: Student Success," a report of the Community College League of California (CCLC) Commission on the Future was issued on November 17<sup>th</sup>. Among other things, the 28 page report calls for California's community colleges to increase certificate and associate degree completion by 1 million by 2020.

\_\_\_\_\_ SB 1143 (Fiu 2010). Community colleges: student success and completion; taskforce and plan. This bill would require the board to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. The bill would require the taskforce to develop and present specified recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. The bill would require the board, prior to implementation of the plan, to report the contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.

\_\_\_\_\_ SB 1440 (Padilla 2010) This bill would require the California State University to guarantee admission with junior status to any community college student who meets the requirements for the associate degree for transfer. This bill would not guarantee a student admission for specified majors or campuses, but would require the California State University to grant a student priority admission to his or her local California State University campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the California State University campus to which the student is admitted. This bill would authorize the California State University to require a transferring student to take additional coursework at the California State University in specified circumstances, and would prohibit the California State University from requiring a transferring student to repeat courses that are similar to those taken at the community college that counted towards the units required for the associate degree for transfer.

The full text of these documents can be found in the Documents Library or the Citrus College Academic Senate webpage:

## Documents



You are here: Citrus College > Academic Senate

### Documents

Actions		View All Documents		
Type	Title	Modified	File Size	Edit
	Commission on the Future Vision 2020 - Community College League of California	11/22/2010 11:57 AM	1.781 KB	
	Senate Bill No. 1143 - September 28, 2010	11/24/2010 8:06 AM	73 KB	
	Senate Bill No. 1440 - September 19, 2010	11/22/2010 11:49 AM	82 KB	

## Senate Bill No. 1143

### CHAPTER 409

An act relating to community colleges.

[Approved by Governor September 28, 2010. Filed with Secretary of State September 28, 2010.]

#### legislative counsel's digest

SB 1143, Liu. Community colleges: student success and completion: taskforce and plan.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the 3 segments of public postsecondary education in this state.

This bill would require the board to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. The bill would require the taskforce to develop and present specified recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. The bill would require the board, prior to implementation of the plan, to report the contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.

*The people of the State of California do enact as follows:*

SECTION 1. The Legislature finds and declares all of the following:

- (a) The low rate of degree completion among community college students is threatening California's economic future.
- (b) In order to reach the education levels of the most competitive economies, the number of students earning college degrees in California each year must increase by more than 50 percent.
- (c) Over 70 percent of public undergraduate enrollment in California is in the community colleges.
- (d) Only 24 percent of degree-seeking students complete a certificate or associate degree or transfer to a four-year college or university within six years.
- (e) Under current law, community colleges receive most of their annual funds based on student enrollment in the third week of each semester.
- (f) This method of allocating funds creates an incentive for community colleges to enroll students, but no fiscal incentive for those colleges to help students complete their courses and earn degrees. Currently, only about 60 percent of community college courses are successfully completed.
- (g) Many of today's community college students require extensive academic and student support services to remain enrolled and succeed. Community colleges lack the resources and the incentives to invest in this level of student support.

SEC. 2. The Legislature further finds and declares that all of the following shall occur:

- (a) The Board of Governors of the California Community Colleges shall adopt a plan for promoting and improving student success within the California Community Colleges and shall establish a taskforce to examine best practices within the community colleges and effective models throughout the nation for accomplishing student success. The members of the taskforce shall include a broad representation of stakeholders, including, but not limited to, faculty.
- (b) The taskforce shall develop and present recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. These recommendations shall focus on, but not be limited to, all of the following considerations:
  - (1) Multiple measures and effective programs for assessing student success and completion, including, but not limited to, attaining college-level skills, accumulating college-level course credits, earning a degree or certificate, or transferring to a four-year college or university.
  - (2) Statutory and regulatory barriers to student success and completion.
  - (3) Best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.
  - (4) Alternative funding options for providing necessary services to students and promoting best practices for student success and completion.
  - (5) Alternative funding options instituted in other states for improving student success and completion.
  - (6) The effective use of technology by community colleges and districts to promote, evaluate, and improve student success and completion.
- (c) Prior to presenting recommendations pursuant to subdivision (b), the taskforce and the board shall facilitate discussions with key community college stakeholders and other appropriate parties to provide input on the findings and recommendations of the taskforce.
- (d) Prior to implementing the plan adopted pursuant to subdivision (a), the board shall report the contents of the plan, and the recommendations of the taskforce, to the Senate Committee on Education and the Assembly Committee on Higher Education at a joint hearing that shall be convened on or before March 1, 2012. ☐

from 2020 Vision: Student Success  
A Report of the Commission on the Future  
of the Community College League of California  
November, 2010.

## THE COMMISSION'S GOALS

To evaluate the recommendations included in the policy matrix and others proposed by Commission members, the Commission established a vision that "In California, all residents will have the opportunity to complete a quality postsecondary education in a timely manner."

Underlying this vision were three equally important values—access, success and equity. While some studies have suggested focusing solely on graduation "rates" – the aggregate number of completions produced in higher education – the Commission is deeply concerned that California's economic and political stability will be threatened unless improvements in participation and completion rates are made across demographic and socio-economic groups.

*In California, all residents have the opportunity to complete a quality postsecondary education in a timely manner.*

### SUCCESS

Programs and support services should be designed to maximize the ability of students to complete a postsecondary education.

### EQUITY

Access and success should regularly be monitored in a disaggregated manner and interventions to close achievement gaps should be a campus priority.

### ACCESS

California should continue to lead the nation in participation among adults.

As discussed above, several goals for increasing higher education attainment have been set at the state and national levels. Some of these goals pertain to California specifically while others are national. Some address community colleges only; others consider overall higher education achievement. Some focus on the year 2020, and others 2025. Given these different—and at times conflicting—goals, the Commission wrestled with how to select a specific metric by which to measure student success improvements in community colleges.

The Lumina Foundation projects that for California to achieve its share of the national goal of 60% degree attainment of 25- to 64-year-olds by 2025, an additional 4,745,448 baccalaureate and associate degrees, or 34,893 more each year, would need to be produced. As community college associate degrees account for 32.1% of existing annual associate and baccalaureate degree production, the community college share of the Lumina goal would be around 1.5 million more associate degrees by 2025.

# LEADERSHIP & ACCOUNTABILITY

## RECOMMENDATIONS:

- ✓ *Visible, high-level leadership across districts and colleges is essential for student success.*
- ✓ *A longitudinal student record system should be developed that allows student progress to be monitored from elementary-secondary education into and through postsecondary education and into the workplace.*
- ✓ *The system should regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.*
- ✓ *System and institutional research should focus more directly on core issues of teaching, learning and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.*
- ✓ *Statutory, regulatory and administrative requirements should be examined to ensure that services improve student success and increased course completions are supported and encouraged.*
- ✓ *Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty and staff.*

# INTENSIVE STUDENT SUPPORT

**RECOMMENDATIONS:**

- ✓ *Students should be required to participate in integrated student support, assessment, counseling and orientation, and enroll in courses according to well publicized and strictly-enforced registration deadlines.*
  
- ✓ *Through a statewide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school.*

# TEACHING & LEARNING

## RECOMMENDATIONS:

- ✓ *Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or "momentum points" leading up to and including completion.*
- ✓ *Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.*
- ✓ *Establish transfer associate degrees that guarantee admission to all four-year universities with junior standing, as part of a universal statewide articulation system.*
- ✓ *Schedule classes in an inter-departmental manner with the goal of meeting the needs of first-time entering students, promoting full-time enrollment, and enhancing program completion.*
- ✓ *Expand the awarding of credit for demonstrated competency and knowledge using multiple assessment instruments as determined by faculty.*
- ✓ *Encourage (or require) faculty candidates to demonstrate knowledge of effective teaching and learning techniques, particularly in the basic skills subject areas.*

# FINANCE & AFFORDABILITY

## RECOMMENDATIONS:

- ✓ *Create an additive, categorical incentive funding model that distributes money based upon improvements in institutional and student performance as measured by completion of momentum points linked to student success.*
  
- ✓ *Enrollment fee increases should be moderate and predictable, and tied to an inflationary index. Enrollment fee revenue increases should supplement the base level of resources from the prior year.*
  
- ✓ *The continued receipt of institutional student financial aid such as the Board of Governors (BOG) waiver should be aligned with federal criteria for receipt of federal aid.*

## CONCLUSION

The Commission recognizes that the recommendations included in this report are only a subset of the outstanding efforts that community college faculty, staff and other leaders are working on to improve student success. It further believes that the most essential element to student success is budgetary stability, something that has been absent in recent years.

In particular, several of the recommendations included in this report—such as enforced registration deadlines, financial aid limitations, and mandatory orientation and assessment—either impose significant costs on local community colleges or will reduce state apportionment payments for enrolled students in the short run. Nevertheless, the changes are smart in the eyes of both students and taxpayers alike, and need to be recognized by state policymakers as long-term savings and investments.

Even through the recent difficult financial times, however, faculty, staff and administrative leaders across California have proven that improvements can be made to system assistance for students to complete their education in a timely manner. From contextualization and acceleration of basic skills instruction to enhanced financial aid delivery to using data to inform decision making, innovation is continuous at community colleges across California. The greatest challenge indeed may not be regulatory or financial barriers, but instead the leadership it will take to reshape instructional and service delivery models across all institutions and all service populations.

California's community colleges remain the most affordable and accessible system of higher education in the country, and a majority of annual graduates of all institutions attribute at least part of their education to community colleges. Even with this feat as a backdrop, the Commission recognizes that focused strategies as outlined above can deliver the promise of community college completion and the associated economic and social benefits to millions more over the coming generations.

*"With commitment to Success, Equity and Access,  
California's brightest days lies ahead."*

Conclusion • 26