AGENDA

September 25, 2015, 12:30 -2:00pm

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Announcements
4. Approval of the Sept 11, 2015 Minutes
5. Introduction of Guests
6. Public Comment Period (3 minutes per speaker)

President’s Report

7. Report from the CRC Academic Senate President
   J. Oliver will provide a brief report in conjunction with the written President’s Report.

Discussion Items

8. Accreditation
   J. Oliver will discuss ways to prepare for site visit. See highlights of the Self-Evaluation Report in the Supporting Documents section of the agenda.
9. SSSP revision/report
   C. Moreno and T. Emiru will present the SSSP revision/report and budget spreadsheet. Additional discussion will occur in a separate meeting immediately following the Senate meeting.
10. Faculty Hiring Manual Revision
    J. Oliver will facilitate a discussion to collect feedback on the manual revision. Feedback from all four colleges will be discussed Oct 6th at the District Academic Senate (DAS).
11. Academic Senate Goals
    J. Oliver will collect any additional constituency feedback on the draft of Academic Senate Goals for 2015-2016.
12. Additional Items from the Senate Body
    Time permitting, any Senator/Chair may bring an item to the floor for brief discussion and/or for adding to a future agenda.

Reports

13. Participatory Governance Committees
14. Senate Subcommittees
15. Other Task Forces or Work Groups
16. LRCFT
17. Student Senate

California Title 5 §53200 “10+1”

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation process.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.
Future Agenda Items
- SSSP/SEP
- Faculty Hiring Request Prioritization Interests

Next Senate meeting Friday, October 9, 2015

SUPPORTING DOCUMENTS:

Agenda Item #8 - Accreditation

CRC 2015 Institutional Self Evaluation: Report Highlights

Mission

Cosumnes River College is an open access, student-centered, comprehensive community college that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment. CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning, community service, and workforce development programs.

Vision

Cosumnes River College is an innovative educational and community center that prepares and empowers students to realize their unique potential to transform their lives and contribute to a just and democratic society as global citizens. CRC strengthens the cultural, social, and economic well-being of the region through its development of an educated and engaged citizenry whose decisions are informed by intellectual inquiry and scholarship, a pluralistic world view, and respect for humanity and the environment.

Values

As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. The College’s core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.

CRC Strategic Plan

Strategic goals are organized in the areas of Student Success, Teaching and Learning Effectiveness, Access and Growth, Community and Economic Development and Organizational Effectiveness. The Strategic Plan is assessed and reported annually.

Participatory Decision-Making Groups

Constituency Leadership Groups: Academic Senate, Classified Senate, Associated Students of CRC Student Senate, and Management Council.

Decision Making Processes: Decisions at CRC are made by a variety of individuals and groups depending on the nature of the decision. All CRC decisions are expected to follow the guidelines listed in the Participatory Governance Handbook (2015).

Standing Participatory Governance Committees include: Budget, College Planning (CPC), Learning Outcomes Dialogue Subcommittee (subcommittee of the CPC), Cultural Competence & Equity (CC&E), Curriculum, Distance Education and Information Technology, Foundations for Academic Success, Health & Facilities, Matriculation, Professional Development (PD), and Participatory Governance.

The Academic Senate also has the following subcommittees: Academic Integrity, Campus Sustainability, Honors, Professional Standards, and Social Responsibility.
CRC Planning & Resource Allocation

- Program Review (PrOF) responds to program-level internal and external data (including student achievement and assessment results) to identify program strengths and weakness. This leads to the creation of short- and long-term plans to improve the program and the identification of resources needed to implement these plans.
- Unit Planning is a process by which each operational unit prioritizes the equipment, software, computers and permanent personnel needs from the PrOFs in their area. The information in the Unit Plans also informs facilities decisions and planning, professional development planning, and the development of the college’s grants and research agendas.
- Technology Planning responds to data from PrOF, unit plans, and other internal and external sources to identify the long- and short-term technology needs of the College.
- Facilities Planning responds to data from PrOF, the Strategic Plan, the Educational Master Plan, facilities usage, population growth projections, and the relevant District and State Policies and Regulations to identify long- and short-term facilities plans to support the College’s ability to accomplish its mission.
- Plans Inform Resource Allocation Processes (Capital Outlay, Instructional Technology and Media, Personnel, Facilities and Annual Operating Budgets). Allocation processes respond to data from PrOF/Unit Planning and the College’s strategic directions to identify how resources can be most effectively used to achieve the College’s goals and mission. Plans and processes are regularly assessed.

CRC Students: A Snapshot

- End of the semester headcount = 14,767 (Fall 2014).
- The student population is approximately 55% female and 45% male.
- Approximately 63% of students report household incomes that are classified as poverty or low income.
- The Chronical of Higher Education’s Almanac (2014) listed CRC as the 9th most diverse public two year college of the 1,729 colleges in the nation. Students of color comprise 75% of the student population. There is no “majority” ethnic group.
- There are over 50 languages spoken by CRC students.
- Course success rates in 2014-15 were 1.2% greater than in 2013-14.

Student Learning Outcomes

- SLOs include Course and Activity Outcomes, Program/Degree and Certificate outcomes, College-level Outcomes, and General Education Outcomes.
- CRC has a six-year Assessment Reporting Schedule for all outcomes (assessment is on-going but reporting is periodic).
- Outcomes assessment is integrated into college planning through PrOF and the dissemination of college-wide assessment results to relevant groups in the college community.

Distance Education

- As of Spring 2014, over 70% of all classes—DE and on-ground—are using D2L.
- Distance Education sections have the same content and SLOs as face to face sections of the same course.
- DE courses are reviewed by the Distance Education Subcommittee and approved by the curriculum committee via a process that requires, among other things, regular and effective contact.
Agenda Item #12—Participatory Governance Committee Reports

Curriculum Committee 2015-2016 Goals Submitted by Chair Amanda Paskey

1. Provide assistance and encouragement to faculty when updating their curriculum, deleting forgotten courses, establishing requisites for courses and adding distance education as a potential instructional modality.

2. Monitor developments and share important information to the college community pertaining to, but not limited to dual enrollment, AB-86 and the Student Success Task Force, Title 5, Educational Code, CCCC0, Legislature, Local Curricular development C-ID, and UC Transfer Pathways.

3. Provide college and district support with course assessments, PPC list, district-wide competency committees and the degree audit program.

4. Continue to process course and program revisions, additions and deletions in a timely manner, including attempting to clear the backlog of courses and programs that have been stuck in a stage of curriculum development/revision for some time.

5. Continue to implement curriculum resource guides and guidelines for faculty, which includes adding additional resources to our webpage, and offering timely professional development workshops.

Professional Development 2015-2016 Goals Submitted by Chair Heidi Munoz

1) Conduct, analyze and respond to PD assessment.

2) Enhance the perceived value of PD on campus.

3) Assess and enhance PD communication strategies.

4) Investigate our ability to archive workshops.

5) Formalize the relationship between PD and the Convocation Planning Group.

6) Continue to improve workshops and opportunities for attendance.

7) Assess and improve the PD proposal form and evaluation process.

8) Assess and improve the Flex form and process.