

*Academic Senate
Grossmont College*

Smith, Beth

**Monday, May 6, 2002, 11:10 a.m. – 12:20 p.m.
Room 342**

I. PRESIDENT'S REPORT

- A. Approval of Agenda
- B. Approval of minutes, meeting of April 15, 2002
- C. Nominations Committee – Barbara Chernofsky
- D. Campus Selection Committee for Distinguished Faculty Award (Five senators needed—one from each division and one from LRC, Counseling or Special Services)

II. ACTION ITEMS

- A. Chapter 5 Board Policies
 - BP 5010 – **Attachment #1**
- B. Professional Relations Resolution – **Attachment #2**
Presented by Scott Barr

III. INFORMATION ITEMS

- A. College Program Definition – *No action to be taken on this information item.*
Presented by Beth Smith – **Attachment #3**
- B. Collegewide Priorities – *No action to be taken on this information item.*
Presented by Peter White & Jerry Buckley
- C. Board Policy 4250 – **Attachment #4**

IV. COMMITTEE REPORTS

- A. Program Review Committee Report – **Attachment #5**
Presented by Cathy Harvey
- B. ICC Committee
 - Distance Education Task Force – Distance Education Manual
Presented by Jerry Baydo

BP 5010 Admissions

Reference:

Education Code Section 76000;

Labor Code Section 3077

Board Policies 2410, 2510

The Board shall provide equal access to its services, classes, and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economic status in admission practices or participation in any college activities.

To qualify for admission, ~~the following conditions are met:~~ a student must be categorized as one of the following:

1. A high school graduate or equivalent.
2. A Nnonggraduates of high school who ~~are~~ is eighteen years of age or over and can benefit from the college's educational program.
3. A transfer students from another institutions.
4. ~~Under special conditions and in compliance with the Education Code,~~ A high school students who ~~have~~ has completed the tenth grade and is admitted under special conditions and in compliance with the Education Code.

Additional assessment and completion of special forms may be required for enrollment in certain District programs.

Students shall be classified at the time of registration as a resident or non-resident student. Resident classification shall be in accordance with California Code of Regulations and shall be published in each college's catalog.

Continuing students shall register in accordance with a priority system based on total units completed and Matriculation status. New and readmitted students will be assigned a registration time based on the chronological order in which applications are received.

Opportunity for priority registration will be provided for students in the EOPS and DSPS programs, and other programs specified in procedures to be developed by the Chancellor.

See Administrative Procedures [#].

DRAFT

We the Academic Senate of Grossmont College recognize that individuals and groups will occasionally experience disagreements and conflicts that can disrupt professional relations and inhibit communication. This is healthy, especially in academic communities where tension caused by disagreement can motivate learning and growth. Further, individuals may experience positive growth and strengthen working relationships when they employ safe and effective communication strategies.

Therefore, the Academic Senate supports the maintenance of a college environment conducive to collegial solutions where faculty, staff and administration are encouraged to seek collegial solutions to disagreements and conflicts as a first response toward resolution. This includes face-to-face dialogue (as distinctly different than e-mail and written communication) and/or mediation assistance from the Professional Relations Committee.

Proposed Definition of "Program" for Grossmont College

Developed by a task force with the following members: Beth Smith (senate officer), Chuck Passentino (Academic Program Review), Virginia Berger (Curriculum), Lois Knowlton (Dean), and Wendy Craig (categorical programs)

In order to recognize the many offerings and services available to students on campus that both define and enrich the college experience, the senate officers are seeking to define a process as well as criteria that help qualify areas on campus as programs. With a definition in place, an area can then begin the process (yet to be established) of becoming a fully recognized program on campus. Areas, which would now be programs, can experience a higher degree of inclusion, awareness and support, especially in the area of planning and budget, and institutionalization.

An area must meet a minimum of 3 of the following 5 criteria:

1. Has stated goals and objectives. *(Title 5)*
2. Leads to a degree or certificate or defined outcome. *(Title 5)*
3. Has a specific set of required courses. *(Title 5)*
4. Provides resources and services that support academic programs. *(Task Force)*
5. Is an integral part of academic courses and/or programs as evidenced by course syllabi or departmental program review(s). *(Task Force)*

In addition, areas that qualify as programs will

1. Be published in the college catalog with a specific title. *(Title 5)*
2. Be assigned a standard program review process (academic or student services). *(Task Force)*

Proposed Definition of "Program" for Grossmont College

Recommended Changes by Instruction Administrative Council

~~An area must meet a minimum of 3 of the following 5 criteria:~~

1. Has stated goals and objectives. *(Title 5)*
2. Leads to a degree or certificate or defined outcome. *(Title 5)*
3. Has a specific set of required courses. *(Title 5)*
4. Provides resources and services that are an integral part of support for academic and/or other college programs.
5. ~~Is an integral part of academic courses and/or programs as evidenced by course syllabi or departmental program review(s). *(Task Force)*~~

Instructional programs meet criteria #1, 2 and 3.

Non-instructional programs meet criteria #1 and 4.

In addition, areas that qualify as programs will

1. ~~Be published in the college catalog with a specific title. *(Title 5)*~~
Allow access to be published in the College Catalog as a college program, but not require that it be published there.
2. ~~Be assigned a standard program review process (academic or student services). *(Task Force)*~~
Be assigned to an existing program review process (academic or student services). Externally funded programs, for which periodic evaluations are submitted to categorical funding agencies, will be permitted to utilize recently submitted agency review documents as initial reports to the college review process. Such submissions will be expanded, as the college review committee deems necessary, to respond to any additional need for information.

BP 4250 Probation, Disqualification and Readmission

Reference:

Education Code Section 70902(b)(3); Title 5, Section 55754, 55755, 55756, 55759, 55764

Grades earned at other schools prior to admission to District colleges shall not be considered in determining probationary status.

PROBATION

1. Academic Probation

Any student who has attempted a minimum of 12 semester units and whose cumulative college grade point average falls below 2.0 in courses receiving letter grades for work attempted at a college within the District shall be placed on academic probation at the college where the units were attempted.

2. Lack-of-Progress Probation

Any student who has enrolled in a cumulative total of at least 12 semester units at a college in the District shall be placed on probation when the student's cumulative units indicate 50 percent or more units of "W," "I," and/or "NC" at the college where the units were attempted.

3. Removal from Probation

- a. Any student placed on academic probation shall be removed from probation when the cumulative grade point average at the college where the student has been on probation has improved to 2.0.
- b. Any student placed on lack-of-progress probation shall be removed from probation when the cumulative units of "W," "I," or "NC" recorded at the college where the student has been on probation are less than 50 percent of the total units attempted.

DISQUALIFICATION

Any student disqualified from a college within the Grossmont-Cuyamaca Community College District may not attend any college within the District during the next consecutive semester. The student may, however, attend summer intersession.

1. **Academic Disqualification**

Any student on academic probation whose semester grade point average falls below a 2.0 shall be academically disqualified. Any student on academic probation whose semester grade point average equals or exceeds 2.0 but whose cumulative grade point average for all units attempted remains below 2.0 shall be continued on probation.

2. **Lack-of-Progress Disqualification**

Any student who is on lack-of-progress probation and whose semester work indicates 50 percent or more units of "W," "I," or "NC" will be disqualified. Any student on lack-of-progress probation whose semester work indicates fewer than 50 percent units of "W," "I," or "NC" but whose cumulative records show 50 percent or more units of "W," "I," or "NC" will be continued on lack-of-progress probation.

READMISSION

Any student disqualified may petition for readmission. The petition must be initiated at college in which disqualification occurred.

**Cardiovascular Technology
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1995-96	395.44	92%	354.88	76%	\$2221.74	MAINTAIN
1996-97	379.17	89%	374.82	79%	\$2398.84	
1997-98	405.74	95%	386.34	77%	\$2456.71	
1998-99	385.26	92%	364.39	79%	\$2816.48	
99-2000	360.70	89%	476.58	80%	\$2775.55	

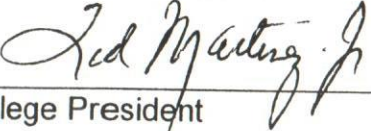
The program review committee commends the department for:

1. State-of-the-art lab allowing students hands-on experience with cardiac catheterization, echocardiogram and diagnostic vascular ultrasound.
2. Development of an effective learning community among your students, developing leadership skills and community involvement.
3. Increased student accessibility through extra computer lab hours and the availability of online resources and web supported instruction.
4. Four innovative faculty members.
5. Good connections with counseling and use of the Health Services Office.
6. High school outreach efforts.

CVTE

The committee offers the following recommendations:

1. Continue work to develop a GE package that better meets the needs of your students.
2. With other health sciences, utilize campus and district resources for marketing and public awareness of the program in the community.
3. Advance the planning process for the new and remodeled health sciences building.
4. Seek general fund support for tutoring.


College President


Academic Program Review Chair

**Orthopedic Technology
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

SCHOOL YEAR	Enrollment	Total Budget	ADA Calculation	COST per ADA	COMMITTEE RECOMMENDATION
1996-97	28	\$34,402	35.20	\$1062.56	Maintain
1997-98	34	\$42,135	42.74	\$985.78	
1998-99	28	\$41,003	35.20	\$1164.86	
99-2000	30	\$42,589	37.71	\$1129.25	
2000-01	26	\$42,667	32.69	\$1305.37	


The program review committee commends the department for:

1. Outstanding senior instructor, Tom Byrne, who monitors the curriculum for currency, monitors supplies, recruits additional adjunct faculty, provides graduate placement service, and works closely with Rick Kirby on all administrative responsibilities. Tom Byrne is a pioneer in the field of orthopedic technology. The Grossmont College program was the first in the nation to be certified by the National Board of Certification for Orthopedic Technologists (NBCOT) in the United States as a result of the work of Professor Byrne, who has also won national, state, and local awards for his leadership and service in orthopedic technology.
2. Maintaining an extremely high student success rate (92%-100%) and high job placement rate (78%).
3. Securing donations of equipment and supplies: casting saw provided by Zimmer Patient Care (\$1,000), and consumable supplies donated by Johnson and Johnson (\$10,200).
4. Extremely high pass rate on the national certification exam (96%). The national pass rate is 67%.
5. Excellent community outreach projects involving Lincoln, Santana, and Helix High School as well as the Grossmont College Career Fair and UCSD Medical Center.

Orthopedic Technology

The committee offers the following recommendations:

1. Continue to train adjunct faculty in instruction and administration of the program. Train an adjunct professor to assist Tom Byrne in the instruction and administration of the program.
2. Explore the possibilities of designing a multi-use classroom that can be effectively utilized by OT and other allied health departments.
3. Utilize the library faculty to do group bibliographic instruction for research projects.
4. Incorporate the updated ROP competencies into the GC course outlines.
5. Establish ties with the counseling department so that counselors are better informed about the program and its career ladder.
6. Expand the clinical affiliates to involve private practice offices and clinics.


College President


Academic Program Review Chair

**Nursing
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTE\$	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1995-96	385.93	100%	1523.19	101%	\$3917.23	Maintain and expand to weekends and evenings.
1996-97	446.17	101%	1778.84	96%	\$3962.86	
1997-98	864.81	99%	1167.51	94%	\$4506.25	
1998-99	974.46	91%	1963.66	84%	\$3800.18	
99-2000	872.81	83%	1126.31	88%	\$3770.60	

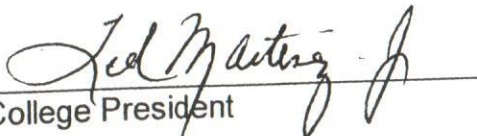
The program review committee commends the department for:

1. The high pass rate of nursing students on the National Council of Licensure Exams.
2. External resource development including successful grant writing, work on scholarships for students and innovative projects.
3. Developing and procuring funding for an evening and weekend nursing program.
4. Proyecto Adelante, a program to recruit and train Hispanic nurses, funded by the Fund for Improvement of Post Secondary Education.
5. Collaboration with other health professions including sharing of wait lists, funding and utilization of the health sciences lab, and purchasing and use of the Sim-Men.
6. Recruiting efforts including participation in career fairs, community outreach, and conducting interactive tours of the nursing facilities for potential nursing students.
7. The hard work of the entire faculty in securing a five-year accreditation from the California Board of Registered Nursing and eight-year accreditation from the National League for Nursing.

NURSING

The committee offers the following recommendations:

1. Addition of one full-time faculty member for clinicals.
2. Provide additional classroom space near storage and equipment.
3. Continue to recruit underrepresented and minority students.
4. Seek funding sources to continue weekend courses once current funding expires.
5. Develop online courses to provide greater access to students.
6. Immediately update course outlines for Nursing 095, 117 and 118. Nursing 97,110,131,137,198,231,235,251,252,253,280,281 will need to be updated in the next year to ensure transferability.


College President


Academic Program Review Chair

**Disabilities Services Management
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION**

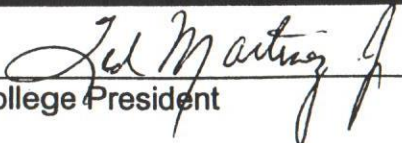
SCHOOL YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	% of MAX WSCH		
1995-96	801	52%	782	66%	\$966.51	MAINTAIN
1996-97	285	42%	475	41%	\$1839.47	
1997-98	404	82%	726	60%	\$1114.92	
1998-99	224	69%	838	52%	\$1297.50	
99-2000	162	64%	914	35%	\$1394.09	

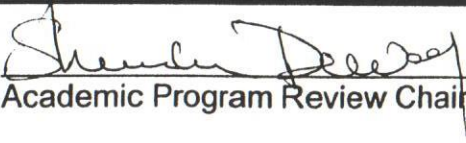
The program review committee commends the department for:

1. For use of online course and connections with Interwork Institute.
2. Community connections and management of the program in many sites.
3. Pat Murray for her clerical nursing support of the program.

The committee offers the following recommendations:

1. Establish connections with the LRC to provide support for your off-site and online courses.
2. Revise career ramp to more accurately reflect the linkage of this program with higher level coursework and job opportunities.
3. In conjunction with other health programs, develop a marketing strategy to recruit students.
4. Establish partnerships with other departments to further increase the awareness of the DSM program on campus.
5. Update course outlines HESC 150,151,153,154,205,206, and 207


College President


Academic Program Review Chair