Academic Senate
Grossmont College
Monday, September 21, 2009
11:00am – 12:20pm in <u>Griffin Gate</u>

I. CALL TO ORDER

    A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*

    B. Approval of Agenda

    C. Approval of Minutes from August 31, 2009

II. PRESIDENT'S REPORT

A. Announcements	**5 minutes**
B. Selection of Sabbatical Leave Replacement Senate Officer	**10 minutes**
C. Academic Calendar 2010-11	**5 minutes**

III. COMMITTEE REPORTS

    NONE

IV. ACTION ITEMS

A. Standards of Good Practice for Conserving Resources (Attachment #1)	**10 minutes**
B. 2009-10 Basic Skills Plan (Attachment #2)	**15 minutes**
C. BP/AP 4045 – Education Materials – Cost Reduction (Attachment #3)	**10 minutes**

V. INFORMATION ITEMS*   15 minutes

    A. 2010-16 Strategic Plan

    B. Sabbatical Leave Process

*The Academic Senate may move information items to action upon a 2/3 vote.

Academic Senate
Grossmont College

Minutes of the Meeting – August 31, 2009

MEETING ATTENDANCE:

X	Chris Hill (President)	X	Janet Gelb (CSIS)	X	Sue Gonda (History-Sen Officer)
	P.J. Ortmeier (AOJ)		Clifton Quinn (CSIS)	X	Devon Atchison (History-Sen Officer)
	Lance Parr (AOJ)	X	Ronald Norman (CSIS)	X	Angela Feres (History)
	Tina Young (AOJ)		Bonnie Schmiege (Counseling)	X	Priscilla Rogers (Inter Bus)
X	Jennifer Carmean (ASL)		Mary Rider (Counseling)	X	Patty Morrison (Library)
	Jamie Gould (ASL)		Danny Martinez (Cross Cult Stud)		Jenny VandenEynden (Math)
X	Jim Wilsterman (Art)		Joe Orate (Culinary Arts)		Susan Working (Math)
	Steve Garcia (Art)		James Foran (Culinary Arts)		Ray Funk (Math)
X	Jennifer Bennett (Art)		David Mullen (Dance)	X	Arturo Millan (Math)
	Israel Cardona (Behav Sci)		Kathy Meyer (Dance)		Shirley Pereira (Math)
X	Gregg Robinson (Behav Sci)	X	Jane Nolan (DSPS)	X	Evan Wirig (Media Comm)
	Rebekah Wanic (Behav Sci)	X	Carl Fielden (DSPS)	X	William Snead (Media Comm)
	Richard Unis (Behav Sci)		Gary Jacobson (Earth Sci)		Derek Cannon (Music)
X	Virginia Dudley (Biol Sci)		Judd Curran (Earth Sci)		Paul Kurokawa (Music)
	Allison Shearer (Biol Sci)	X	Oralee Holder (English)		Steve Baker (Music)
X	Michele Perchez (Biol Sci)	X	Adelle Schmitt (English)		Joy Zozuk (Nursing)
X	Brian Keliher (Bus Admin)	X	Joan Ahrens (English)		Christine Vicino (Occ Therapy)
	Nate Scharff (Bus Admin)	X	Lisa Ledri-Aguilar (English)	X	David Milroy (Part-time Rep)
X	Linda Snider (BOT)	X	Sue Jensen (English)		Lee Johnson (Part-time Rep)
X	Barb Gillespie (BOT)	X	Chuck Passentino (ESL)	X	Zoe Close (Phil/Hum/Rel Studies)
X	Andy Biondo (CVT)	X	Nancy Herzfeld-Pipkin (ESL)		Bill Hoaglin (Phil/Hum/Rel Studies)
X	Don Ridgway (CVT)	X	Jim Tolbert (EOPS)		Ross Cohen (Physics)
	Jeff Lehman (Chemistry-Sen Off)	X	Sylvia Montejano (EOPS)	X	Stephanie Plante (Physics, Astr. Ph Sc)
	Martin Larter (Chemistry)	X	Laura Burger (Exer Sci/Well-Sen Officer)	X	Shahrokh Shahrokhi (Polit Economy)
	Cary Willard (Chemistry)	X	Jim Symington (Exer Sci/Well)		Scott McGann (Polit Economy)
X	Sheridan DeWolf (Child Dev)	X	Randy Abshier (Exer Sci/Well)	X	Lorenda Seibold-Phalan (Resp Ther)
X	Claudia Flores (Child Dev)		Larry Larsen (Exer Sci/Well)		Barry Winn (Resp Ther)
X	Joel Castellaw (Comm)		Jamie Ivers (ExerSci/Well)	X	Craig Everett (Theatre Arts)
	Jill Carleton (Comm)		Antonio Crespo (Foreign Lang)		Beth Duggan (Theatre Arts)
X	Victoria Curran (Comm)	X	Virginia Young (Foreign Lang)	X	George Gastil (Prt-time senate officer)

X = present at meeting

GUESTS:
- Beth Smith, Math Faculty & Treasurer, Academic Senate for California Community Colleges
- Michael Golden, Biology Faculty

RECORDER: Rochelle Weiser

I. CALL TO ORDER (11:05)

A. Public Comment
None

B. Approval of Agenda
A motion was made to approve the day's agenda.
M/S/U Wirig/Fielden

C. Approval of Minutes from May 18, 2009
A motion was made to approve the minutes from the previous meeting.
M/S/U DeWolf/Morrison
*Note: Beth Smith noted that the Tenure Review Coordinator position is still open for next fall.

II. PRESIDENT'S REPORT

A. Introductions and Brief Orientation

Chris began by welcoming everyone back from summer break. She then asked the senators to introduce themselves, the department they represent, and positions held. Chris then began a brief orientation. Chris gave the new senators a handout outlining the role and responsibilities of the Academic Senate. She let the senators know the Senate would be meeting approximately 14 times this year, and encouraged the senators to share "information items" from each meeting with their departments and be ready at meetings to discuss and review them. Chris introduced William Snead as the Senate Parliamentarian and reviewed key Robert's Rules of Order motions for the members. She also mentioned that some of the Senate's Bylaws need review and update to clarify procedural issues for conducting meetings. Chris then presented an outline of some of the items for the Senate Agenda and discussion for Fall 2009. Some mentioned were; Sabbatical leave task force, EEO Plan, Basics Skills, grant process presentation, and review of committee compositions. She also noted that the elections for Part-Time senators will be taking place shortly.

B. Sabbatical Leave Replacement of Senate Officer

Chris opened discussion regarding the Senate Officer-at-Large position left vacant for the Fall Semester because of Jeff Lehman's absence on sabbatical leave. Options available were to leave the position vacant or use our by-laws replacement procedure (drawing from sitting senators) to fill the position temporarily. Several comments were made that having the full complement of officers is best for the Academic Senate. There was a question regarding meeting times. Senate officers attend regular Academic Senate meetings and also meet every Friday 11:00-12:30pm.

A motion was made to use the normal senate procedure outlined in the by-laws to temporarily fill the vacancy left by Jeff Lehman's sabbatical leave for the fall semester.

M/S/U Robinson/Burger

Chris will send out an e-mail to senators asking for faculty interested in the open position.

C. SLO Coordinator Update-Devon Atchison

Chris introduced Devon Atchison, SLO Coordinator. Devon began by giving an update on the progress made with Student Learning Outcomes (SLOs). Last semester Grossmont College completed SLOs for every course and was able to have every department complete at least one course assessment. This is excellent progress and puts the college on track to be at Level III for the Western Association of Schools and Colleges (WASC) midterm report in October 2010. Level III means that everybody knows about SLOs, they are becoming institutionalized, departments are moving forward, assessments are being done, but not everything is yet complete. For this semester three items need to be completed by each department: 1) an Assessment Study Plan-which SLO the department is going to review this semester is due to Devon 9-18-09; 2) an Assessment Analysis Report due 10-2-09; and 3) a 6 year Plan- the plan for when department will assess course SLOs over next 5½ years. Devon demonstrated how to access the documents and forms via the SLO website. Some discussion occurred regarding what is required and enforceable by WASC and the Accrediting Commission for Community and Junior Colleges (ACCJC) in relation to what is seen as "benchmarks" for a department. Devon responded that the term "benchmark" is being used as an internal guide for the departments to determine whether or not the SLOs are successful. Devon will send out an e-mail to the chairs and coordinators with list of Assessment Study Plans she has received, then she will be able to expect which Assessment Analysis Reports she should be receiving. In closing, Devon stated the goals of SLOs are to keep moving forward and be ready for 2010 WASC report.

D. Budget Update

Chris presented information from the Planning and Resources Council meeting. The District wide tentative budget had planned for a $4.1 million dollar deficit, yet after further statewide cuts throughout the summer the deficit looks to be around $9.8 million. Through various cuts, including the Early Retirement Incentive, operational, and section cuts, the district has been able to balance the budget with the entire $9.8 million deficit. The college Planning and Resources Council has set aside an additional 1 million dollars for the possibility of a mid-year "give back" to the State.

Chris then spoke about section cuts. For the original tentative budget it was planned to cut 217 sections since the college would not be receiving anticipated State growth funds. Upon learning the State would further reduce "workload" funds, the college will now need to target cuts of a total of 300 sections in order to meet budget requirements. So far the college has cut 18 sections for Summer 2009, approximately 147 for Fall 2009, and anticipate approximately 55 sections cut for winter Intersession - making a total of 220 sections cut thus far. The goal is to cut at least 80 more sections for Spring 2010. Discussion followed regarding the intersession section cuts and it was confirmed that, with the exception of a few classes required for athletics and performing arts productions, the winter intersession classes will be canceled. Recommendations were made to roll the cuts from the Fall to the Spring schedule thereby helping the college to meet the section cuts needed. It was noted it is much easier to add sections than remove. Chris closed by mentioning that anyone with further questions can e-mail Tim Flood directly.

As part of the annual planning process, the Planning and Resources Council reviewed the Prioritized Activities List forwarded from the Institutional Review task force. Since the process is for funding of items for the 2009-10 year only, the Council removed a couple of long-term items from the list. Any prioritized items that were not funded will be to the Resource Development Committee for help in researching additional funding options. All recipients of funding will be notified.

III. COMMITTEE REPORTS

None

IV. ACTION ITEMS

Chris entertained a motion to move Information Items for the "Equal Employment Opportunity (EEO) Plan Section" and "Standards of Good Practice for Conserving Resources" to Action.

M/S/U DeWolf/Gastil

A. EEO plan Section

Chris opened discussion for EEO Plan. She presented an overview of plan, how Grossmont College fares with regard to EEO requirements, and when this plan form must be turned into State. In addition, she mentioned that the plan was a key part of the college's response to Accreditation Recommendation #1 in the upcoming report. The whole plan can be viewed at www.gcccd.edu/intranet/EEO/. She indicated Section XIV of the plan specifically addresses practices on our campus to develop and nurture a welcoming and inclusive environment that will help us in attracting and retaining a more diverse workforce. There were suggestions to rearrange the numbered items to move the hiring focus to the top and to potentially focus on mentoring to aid retention.

Chris asked if the Senate would like to endorse EEO Plan. A motion made to endorse the EEO Plan. There was a request to be able to share the plan section with the departments. Chris indicated that even with an endorsement at this time, the plan is dynamic and will be updated on a regular basis. She encouraged further input from the faculty as they have suggestions. The Senate entertained a friendly amendment to the motion as follows: Endorse the EEO Plan in its current form; the Academic Senate likes the plan and would like the opportunity to take back to the Departments for further review.

M/S/P Everett/Atchison   1 abstention   1 no vote

B. Standards of Good Practice for Conserving Resources

This item was moved to an Action item but there no time remaining to discuss it. This item will return for action at the next meeting.

V.   INFORMATION ITEMS

A. EEO plan Section

See above Action Item section.

B. Standards of Good Practice for Conserving Resources

See above Action Item section.

C. BP/AP 4045-Education Materials-Cost Reduction

Chris asked everyone to review and share the BP/AP with his or her constituents. This item will return as an action item at the next meeting.

Meeting Adjourned at 12:20pm

CH: rw

Attachment #1

DRAFT

Standards of Good Practice for Conserving Resources

The following are our new expectations for conserving resources throughout the Grossmont-Cuyamaca Community College District. This includes the use of electricity, water, printing and paper as well as strategies for improving our meeting processes.

Many of these suggestions were submitted through the electronic budget suggestion box under the broad category of "cost savings are possible by going green." Others were developed by District Business Offices and Facilities teams and the Districtwide Strategic Planning & Budget Council.

If you have additional suggestions, please send them to budget.suggestions@gcccd.edu.
Thank you for helping us to "**Go Green**".

Electricity: Unplug!

- Shut down and turn off computers at the end of each business day
- Turn off lights (don't be concerned about security lighting – it is all electronically controlled)
- Close all external doors (including classroom doors)
- Air conditioning/heat: turned on only during operational hours between 7:00 a.m. and 11:00 p.m.
- Most buildings have centralized HVAC controls for conservation after hours. During office or classroom hours, set temperature between _ and ___ if you have a room control device.
- Personal electronics – take home all personal radios, refrigerators, coffee makers, cell phone chargers, heaters, fans, and any other items that use electricity.

Printing/Copying: Going Paperless!

- Embrace technology
- Read and answer e-mail on your computer
- Don't print e-mail – create folders in Outlook for e-mail messages that you need to save
- Don't print meeting minutes/notes – create folder in Outlook to save
- When hard copies are needed, use two-sided copies

Office Supplies: Reuse – Reduce – Recycle!

- Order only anticipated supply needs
- Be willing to re-use binders, dividers, etc.

Meetings: "Going Green!"

To conserve resources, improve meeting processes and reduce paper use:

- ➢ Schedule meetings in locations that can accommodate a visual presentation. Consider available locations:
  - Cuyamaca Student Center
  - Grossmont Griffin Gate

- Other locations available depending on need

➢ Consider equipment needs:
  - Some locations have equipment available (projector, laptop, screen) – plan ahead when making room reservations

➢ Agendas:
  - E-mail them and, if making copies, make as few as possible
  - Present on screen at the meeting

➢ Agenda Items:
  - Distribute items prior to the meeting if available.
  - Expectations regarding handouts:
    o Items distributed via e-mail before the meeting will be considered draft for discussion at the meeting
    o Items should not be distributed beyond the meeting participants until after discussion at the scheduled meeting
    o Comments or questions regarding items should be brought to the meeting discussion
  - Items will be projected on a screen at the meeting (will not be printed)
  - After meeting, any revisions to items will be distributed electronically along with meeting minutes if applicable

➢ Minutes:
  - E-mail only
  - Do not print
  - Set-up e-mail folders for storage

Start today! – The sooner we all embrace these conservation minded practices, the quicker we will see a positive impact on our environment while reducing our energy use and utilities expense.

Section A – Organizational/Administrative Practices

(*Due on or before October 15, 2009*)

District: Grossmont-Cuyamaca_____

2009-10 ESL/Basic Skills Action Plan

College: Grossmont_____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue with research to determine success of developmental students in developmental courses and new academies and learning communities as well as to determine their success in college-level courses	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students	June 2010 and ongoing	Institutional Research, Joan Ahrens, Sue Jensen, and the Student Success Committee
Continue with training workshops for developmental reading and writing instructors and content instructors linked to developmental courses	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses A.7.2 Faculty new to the developmental program receive an orientation to convey to the goals and expectations of the program	June 2010 and ongoing	Developmental reading and writing instructors and content instructors linked to developmental courses
Initiate discussion of designation and enforcement of course prerequisites with college constituency groups, Cuyamaca College, and SDICCA	A.4.2 Students are advised and encouraged to enroll only in college –level courses consistent with their skills preparation	June 2010	Academic Senate
Complete research conducted by Biology Department to determine need for Reading prerequisite	A. 4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students	September 2010	Biology Department

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

District: Grossmont-Cuyamaca_____

2009-10 ESL/Basic Skills Action Plan

College: Grossmont_____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Explore the possibility of a counselor in academies	A.5.1 Comprehensive learning systems exist and include developmental education students B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Continue to evaluate, improve, and implement the Umoja program	A.5.1 Comprehensive learning systems exist B.3. Counseling support provided is substantial, accessible, and integrated into academic courses/programs.	May 2010	T Ford and James Canady
Continue to evaluate, improve, and implement New Student Advising for all new incoming students	A.1. Students re required to receive early assessment and advisement for sound educational planning A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Continue to Develop K-16 Partnerships through workshops with local high schools		June 2010	Micah Jendian, Cindi Harris

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

2009-10 ESL/Basic Skills Action Plan

District: Grossmont-Cuyamaca

College: Grossmont

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop and implement counselor classroom presentations in basic skills courses	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Research and Develop a First Year Experience Program	A.5.1 Comprehensive learning systems exist (e.g. learning communities, course-embedded counseling, team teaching) and include developmental education students B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	August 2010	First Year Experience Committee
Research strategies and improve the connection between instructional department chairs and the counseling liaisons	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2010	Counseling Department
Research models and develop a pilot project to improve the use of student services including the use of incentives	B.3 Counseling support provided is substantial, accessible, and integrated into academic courses/programs	May 2011	Counseling and Admissions

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

2009-10 ESL/Basic Skills Action Plan

District: Grossmont Cuyamaca Community College District_____

College: Grossmont College_____

Planned Action	**Effective Practice and Strategy**	**Target Date for Completion**	**Responsible Person(s)/ Department(s)**
Conduct life coaching intervention program for at-risk students	B.3 Counseling support services are integrated and proactive for underprepared and disadvantaged students	May, 2010	Pearl Lopez & EOPS; Scott Barr & DSPS
Promote, integrate, and implement early alert using SARS	A.5 Campus community shares the responsibility for monitoring, advising, and instructional support B.3 Counseling and support services are accessible and integrated with academic programs	May 2010	Brian Woolsey EOPS; Wendy Cruzado Counseling; Scott Barr, DSPS
Develop learning communities linking PDC, PDSS course and support services with foundation courses	B.3 Counseling support services are accessible and integrated with academic programs D.9 Faculty and advisors closely monitor student performance	May 2010	English, Math, ESL, EOPS, DSPS, and Counseling Departments

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

(*Due on or before October 15, 2009*)
2009-10 ESL/Basic Skills Action Plan

District: Grossmont-Cuyamaca

College: Grossmont

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Participate in Statewide and regional events conducted through the BSI 1.6 million grant and arrange for follow-up workshops on our campus and on campuses in our region and in the State as well as other conferences promoting practices successful fin the teaching of basic skills students	C.2.1 Developmental faculty are involved in the design, planning, and implementation of staff development activities related to developmental education C.2.6 Staff development activities promote interactions among instructors C.5.2 Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching" which in turn develops a "community of scholars."	June 2010 and ongoing	Student Success Committee
Continue with Faculty Workshops/Interest Groups on the Grossmont Campus that are designed to educate all faculty in respect to strategies that are successful for student learning and are ongoing throughout the year and invite speakers to work with professional development activities	C.2.2 Developmental education staff development activities address both educational theory and practice C.2.6 Staff development activities promote interactions among instructors C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals C.3.2 Developmental education and staff development activities are not based on "one-shot" workshops; rather, staff development activities are ongoing and comprehensive	June 2010	Mark Pressnall, Sue Jensen, the Student Success Committee, and Developmental Education Instructors leading the Faculty Interest Groups
Develop Web Based Basic Skills Training/Workshops	C.2.1 Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education C.2.2 Developmental education staff development activities address both educational theory and practice C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment	June 2010	Mark Pressnall and the Student Success Committee

2009-10 ESL/Basic Skills Action Plan

District: Grossmont-Cuyamaca

College: Grossmont College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to develop CSL program to include peer tutoring and aides in the classroom across the campus as well as language exchange and other CSL projects for basic skills students.	A.5 – A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (peer tutoring) D1-Sound practices of learning theory are applied in the design/delivery of courses in the developmental program. (active learning, critical thinking, metacognition through reflections) D3-The developmental education program addresses holistic development of all aspects of the student. (active engagement with other students) D6-Developmental education faculty employ a variety of instructional methods to accommodate student diversity. (active learning, contextual learning: integration of academics with real-life experiences)	Prepare and pilot by December, 2009 Implement: Spring, 2010	Nancy Herzfeld-Pipkin Virginia Berger Sabrina Santiago
Continue developing leveled modules of study for ESL students taking English 51/52 classes in the English Writing Center. Also develop a system of communication between ESL and 51/52 instructors.	D5 – A high degree of structure is provided in developmental education courses. (well planned, step-by-step sequence of offerings) D10 – Programs provide comprehensive academic supports mechanisms. (learning assistance through a lab or center featuring a variety of services; effective assistance requires that the services are focused on the students' specific learning needs)	Prepare and pilot by December, 2009 Implement: Spring, 2010	Nancy Herzfeld-Pipkin Virginia Berger Barbara Loveless
Develop tutor training modules that can be used in various areas/departments across the campus. Also develop more discipline-specific training modules. Develop a hybrid tutor training course to be offered through the Education Department.	D 10 - Programs provide comprehensive academic supports mechanisms., including the use of trained tutors. (tutors should be well-trained in a systematic training component)	Training materials developed by: June, 2010	Nancy Herzfeld-Pipkin

Continue to develop ESL adapted PDC 130 materials to be used in linked PDC 130/ESL 103 classes or PDC 130/summer ESL class	A.5 – A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services (instruction in study skills and learning strategies) A7 – Institutions manage faculty and student expectations regarding developmental education. (early attention to misinformation about what students can expect in college; institutional values and expectations be clarified "early and often") B3 – Counseling support provided is substantial, accessible, and integrated with academic courses/programs (counseling is integrated into the overall structure of the remedial program) D3 - The developmental education program addresses holistic development of all aspects of the student. (model developmental programs integrate learning and personal development strategies and services) D6-Developmental education faculty employ a variety if instructional methods. (learning communities) D10 - Programs provide comprehensive academic supports mechanisms. (offering student life skills courses)	Materials developed by: Fall 2009 Implement: Spring 2010 or Summer 2010	Nancy Herzfeld-Pipkin Janice Johnson Salem Berhanu
Pilot videos, common rubrics, and finals for all levels of listening/speaking classes in the ESL Department. Conduct training sessions for instructors for standardization and correlation with SLOs.	B2 – Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice. (well-designed evaluation component and emphasis on program outcomes) D7 – Programs align entry/exit skills among levels and link course content to college-level performance requirements. (sequential course alignment) D9 – Faculty and advisors closely monitor student performance. (regular reinforcement of concepts through testing)	Pilot: Fall 2009 Implement: Spring 2010	Chuck Passentino

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to develop an individualized reading program for all levels of reading in the ESL Department. This includes in-class component as well as outside reading component.	D1 – Sound principles of learning theory are applied in the design/delivery of courses in the developmental program. (students' active participation in the learning process; well-developed critical thinking skills; D2 – Curricula and practices that have proven to be effective within specific disciplines are employed. (reading pedagogy; academic literacy) D5 – A high degree of structure is provided in developmental education courses (structured learning environment)	Develop materials by: Fall, 2009 Implement by: Spring 2010	Helen Liesberg

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section D—Instructional Practices
District: Grossmont-Cuyamaca_____

ESL/Basic Skills Action Plan   **College**: Grossmont_____

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Completion of Development of First Year Experience Program	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists D.3.2 Student support services exist to address the external needs (e.g., child care, financial assistance, and transportation) of developmental education students D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning)	Spring 2010	Freshman Experience Committee

Develop Contextualized learning communities (English 98/98R and Nursing, AOJ, OPT, Child Development, Math 90, etc.)	D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning) D.7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content	Spring 2010 and ongoing	English Department, Math Department and other participating departments
Provide workshops to developmental math students	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists	June 2010	Math Department, Nemie Capacia, Corey Mancheser
Continue the development of Captivate modules	D.2 Curricula and practices that have proven to be effective in specific disciplines are employed D.6 Developmental education faculty employ a variety of instructional approaches to accommodate student diversity	June 2010	Math Department, ESL, English, CTE Departments, etc.

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section D – Instructional Practices

District: Grossmont Cuyamaca District

College: Grossmont College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop Content-Based Skills Curriculum and Study Skills Courses	D.2.1 Developmental courses/programs implement effective curricula and practices for English D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills D.7.3 A systematic approach exists within disciplines to align developmental education n course content and pedagogy to degree-applicable and transfer-level course content	June 2010	Joan Ahrens, Cindi Harris, Jenny Nolen, and Linda Thomas in English; Diane Gottschalk in Nursing
Continue to Explore and Develop models for condensed, focused coursework as initiated in Math Academy	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics	June, 2010	Jeff Waller, Nemie Capacia, and Math, English, and ESL Departments
Develop Tutor Training Materials with an emphasis on addressing basic skills students' needs	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline	June 2010	Jeff Waller, Nemie Capacia, Beth Smith
Develop tutoring models and hire tutors to aid basic skills students in math, ESL, English, and other departments	A.5.1 Course related learning assistance (e.g., supplemental instruction, course based tutoring) exists	June 2010	Jeff Waller, Nancy Pipkin, Joan Ahrens, Corey Manchester

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  Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section D—Instructional Practices

District: Grossmont-Cuyamaca⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

College: Grossmont⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Hire and train three hourly part-time peer tutors for the ATC to provide writing assistance and assistive computer technology support to students with disabilities	D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	May 2011	Carl Fielden and ATC staff
Provide ongoing training to EWC tutors in techniques for assisting students with disabilities who have writing difficulties	D.6 Developmental education faculty provide a variety of instructional methods to accommodate student diversity D.8 Developmental education faculty routinely share instructional strategies D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors	May 2011	Carl Fielden, DSPS staff Cathy Harvey, EWC staff
Create online writing center to support the writing development needs of students with disabilities	D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program D.6 Developmental education faculty provide a variety of instructional methods to accommodate student diversity	May 2011	Carl Fielden, Will Pines, ATC staff
Explore the hiring of a grant writer to build basic skills and ESL programs, for example, First Year Experience	A.1 Developmental education is a clearly stated institutional priority A.1.4 Developmental education is adequately funded and staffed		

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   D

Attachment #3

BP 4045   Educational Materials - Cost Reduction

Reference:
Academic Senates Adopted Guidelines Spring 2009

Adoption Date:

The Governing Board is committed to reducing the costs of education materials, including textbooks and other course materials, through a variety of approaches that incorporate student and faculty considerations and do not compromise academic freedom or educational quality.

The Chancellor shall establish procedures to promote this policy and shall report to the Governing Board annually on the progress made.

AP 4045   Educational Materials – Cost Reduction

Reference: *GCCCD Academic Senates Adopted Guidelines Spring 2009; California Education Code 78900 et. Seq.; and Board Policy 2510 – Participation in Local Decision Making – Academic Senates*

Date Issued: Date Revised:

Overview

The Governing Board is committed to reducing the costs of education materials, including textbooks and other course materials, through a variety of approaches that incorporate student and faculty considerations and do not compromise academic freedom or educational quality.

In Spring 2009, recognizing the responsibility of the faculty teaching the subject for the selection of textbooks, the Grossmont College and Cuyamaca College Academic Senates adopted guidelines (Spring 2009) for keeping textbook costs down, stating "Faculty should consider all means to control and reduce textbook and course material costs that do not compromise academic freedom or educational quality."

The Textbook Task Force, formed at the request of the Governing Board, included representation from the Governing Board (four members, including two student trustees), Academic Senates, Classified Senate, campus bookstores, student services, Grossmont College and Cuyamaca College student governments, and Districtwide Academic, Student, Planning and Research Services. The Task Force, in addition to supporting the faculty guidelines, also proposed some guidelines for students to consider as ways for them to manage the costs of textbooks.

For the purpose of this procedure, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multi-media, or electronic material. For the purpose of implementing Board Policy 4045, the adopted Academic Senate Guidelines "How can faculty keep textbook costs down," shall be deemed District guidelines for all faculty.

Faculty guidelines for keeping textbook costs down:

1. Adopt or revise departmental purchasing guidelines. Consider adopting or revising your departmental purchasing guidelines to incorporate the principles outlined below.

2. Disseminate information about how students can keep textbook costs down. The ASCC flyer "How Can Students Keep Textbook Costs Down?" can be distributed in class or included in class syllabus or webpage.

3. Submit textbook orders early. This lowers the cost by giving the bookstore time to purchase more used books from students and increases used book availability. It allows students to shop alternate sources for the best price.

4. Consider department-wide textbook adoptions. Department-wide textbook adoptions allow the bookstore to purchase more used books. In addition, the same book can be used by students who retake a class.

5. Consider price before adopting a book. Is there a lower cost book alternative? Consider the price of instructor based ancillary materials and if they are necessary. Using ancillary materials eliminates the used book buyback and used book option.

6. Order unbundled books when possible. Extra CD-ROMs and workbooks may seem like a good deal, but in fact, it drives up the price by requiring a new purchase each time eliminating the used book and buy back cost savings for students. The bookstore can only buy back textbooks with all the bundled items intact and unused.

7. Create your own textbook study guides and support materials. Requiring students to purchase bundled workbooks, study guides and CD-ROMS with textbooks drives costs up and prevents students from reselling their books. Creating your own study guides and support materials eliminates this additional cost. Explore resources such as grants and release time to create the materials.

8. Stay with the same edition for as long as possible. Adopting a new edition eliminates the used book availability and bookstore buybacks for a semester.

9. Allow your students to use older editions. If you must order the new edition, consider letting your students use older editions when available. Post the older edition information in the syllabus.

10. Consider open learning content instead of a traditional textbook. Consider the offerings at California Community Colleges Open Content CCCOER, Rice University's Connexions, California State University's MERLO, and other repositories of extremely low cost and free content.

11. Require a library copy from publisher representative. Work with the library regarding maintaining reserve and reference copies of textbooks. Consider adopting books only if publisher will provide two or more desk copies.

12. Designate as required only those textbooks and materials that will be used. Designate others as optional. Consider that some student resources will not fund optional textbooks and materials, i.e., EOPS/CalWORKs. If more than one textbook or material is required, clearly outline in syllabus when each will be used.

13. Check with the publisher or bookstore for a paperless e-text version. E-text versions are often and initially cheaper. However, consider that E-text books eliminate the buy back and used book option for students.

14. Provide textbook ISBN number. Display textbook ISBN number on syllabus and/or course webpage. This allows the student to shop around for the best price.

15. Consider providing information to students about campus sources for textbook assistance. Provide contact information for financial aid, EOPS/CARE, and CalWORKs on your syllabus and/or course webpage.
16. Recognize that selling instructor complimentary editions drives textbook costs up. Faculty sales of review or complimentary instructor copies impact costs, since most publishers "give away" millions of dollars in books each year, a cost then passed on to students. Many feel it is unethical for individual faculty members to use these giveaways to increase personal income.

Student guidelines for keeping textbook costs down:

The Associated Students of Grossmont College and Cuyamaca College recommend that students consider alternative sources and means for keeping textbook costs down, including the following:

1. Buy used books when available.
2. If more than one book is required or recommended, check with the instructor to ask when the book will be needed.
3. Consider if you are eligible for financial assistance for books from sources such as Financial Aid, EOPS, New Horizons or CalWORKs.
4. Check with the library and ask if your textbook is available for limited loan. If the library does not currently have the book, ask the instructor to request a desk copy for the library.
5. Shop around. Compare prices from several book stores on and off campus.
6. Ask instructor for the textbook ISBN number to facilitate this. Check with on-line stores that specialize in selling textbooks such as: whywaitforbooks.com. (This is the campus Barnes & Noble website. A percentage of all sales goes toward college and student government programs.); amazon.com/textbooks; textbooks.com; cheapesttexbooks.com; booksprice.com; campusbooks.com.
7. See if the textbook is available to download free through an open source on the internet. Many such repositories exist. Examples include: wikibooks.org; wikieducator.org; connexions (cnx.org);cccoer.wordpress.com; oercommons.org; merlot.org.
8. Check for on-line book exchanges between students from sources such as Ebay.com; bookswap.com; campusbookswap.com; swapbooks.com; swaptree.com; bookins.com.
9. Check if the publisher offers an e-text version that is paperless and usually cheaper.

The Chancellor shall report to the Governing Board annually on the progress made.