Minutes
Academic Senate Meeting
Tuesday November 17, 2009

President
Connie Zuerner
Vice President
Greg Rose
Secretary
Angela-Dee Alforque


1. Call to order: 12:04 p.m.
2. Approval of Minutes: It was moved, seconded and voted to approve the minutes for October 20. For the November 3 minutes, Senator Lorilie Roundtree offered a correction/clarification: the Learning Resource Center’s present data bases are funded for this year and next year; funding sources need to be identified for data base subscriptions after June 2011. With this correction, it was moved, seconded and voted to approve the November 3 minutes.

3. Reports
   a. Connie attended the State Academic Senate Plenary meeting.

4. Announcements
   a. This Thursday November 19, the Vice President of Instruction candidates Impressions meeting for faculty is scheduled for 12:30 p.m. in RN 258. There are 4 candidates. From 1:00 p.m. to 5:00 p.m. each candidate will come in for a 45-minute session, after which will be a 15-minute feedback period from faculty. Feedback on each candidate will be forwarded to President Kathryn Jeffrey. Questions for the Impressions meeting were submitted by faculty to Connie and gathered and edited by the Senate Executive officers. Ryan Cox in the Human Resources Office will send out biographical information on each candidate soon.

OLD BUSINESS

1. Report on RT for Faculty – Senate Vice President Greg Rose reported that the link between the district and RT are currently in transition, because RT is also looking for revenue during these budget times. Greg has been advised to get together with John
Sharpe to conduct further negotiations. The Classified Staff has also asked to be considered in the negotiations. Greg asked if he should continue to pursue negotiations and received support from the Senate to do so.

2. Class Cancellation Guidelines – (3rd reading) Senator Lisa Gunderson reported on the further proposed amendments to Class Cancellation guidelines regarding the impact of class cancellations on students. Copies of the document were not received in time to be photocopied for distribution for today’s Senate meeting, so Lisa read the proposed changes from her hard copy. Questions were asked regarding the impact that the cancellation of HCD classes has on student disciplinary readmission. There was some uncertainty about which HCD classes are actually required and/or being offered; Lisa clarified that the exact class is not named in the policy, but instead asked to include considerations of any relevant HCD classes. Another proposed amendment suggested somehow prioritizing the addition of students to wait-listed classes if those particular students had already been officially enrolled in classes that were subsequently cancelled. Several Senators discussed that fact that the waitlist system is relatively new and can be problematic, and there is question about the policies currently governing the waitlist. The suggestions will be incorporated into further edits which will be distributed to the Senate for the next meeting.

3. Distance Ed Proposal Update – Senator Troy Myers is seeking support to wants to fulfill a unit plan for Distance Education, including the creation of faculty-centered committee. However, he is unsure as to whether the committee is one that is attached to the Senate or stand-alone committee. Connie suggested starting as a Senate subcommittee. Lisa asked why a faculty member couldn’t just start a committee independent of the Senate. Another Senator suggested that the advantage of being attached to Senate is that it would give the committee some strength and legitimacy. Procedural forms may be available in the office of Planning, Research, and Institutional Effectiveness. A Senator asked if there is a college-wide Standing committee currently officially in charge? It is probably IT, and perhaps Curriculum, but Troy feels that there should be a dedicated committee to address the growing issues particular to Distance Ed. It was moved and seconded to create a Senate sub-committee to explore whether or not an official standing committee should be created. The motion was approved by majority vote with 2 abstentions. The following Senators have volunteered to serve on this Distance Education Sub-committee: Tamara Cheshire, Lonnie Larson, Lori Ann DeLappe-Grondin, Troy Myers, and Ginni May. Troy will invite Jory Hadsell to also join the committee.

**NEW BUSINESS**

4. Service Animals on Campus – Connie asked if there was any feedback on the hardcopy documents that she handed out last meeting regarding the proposed district review on the regulations governing service animals on campus. Regulations in district policies under review: 2113, P5111, R2426.
5. Course Identification Numbers (C-ID) – Karen Kunimura shared that in 2006 it was legislated by the State of California that a common course numbering in CC and CSU “shall adopt” a common course numbering system and the UC “may” adopt one. Currently the CSUs have taken the lead on establishing the course descriptors to which the CCs have been asked to conform in order to receive a C-ID number, but there currently are workshops being organized to have more collaboration between the CCs and CSUs. Karen distributed a document regarding the workshops that are being conducted across the state, and asked the Senators and faculty to review the course descriptors that are being created in this process. There is an on-line source to review these descriptors; it is important to see how the changes affect the articulation of your courses and degree and certificate programs. If there is no CID number on certain courses, the students may have to re-take the same course at the university level.

6. H1N1 – The scheduled presenter for this agenda item, Wendy Gomez, was not present.

Meeting was adjourned at 12:51 p.m.
The next meeting will be Tuesday December 1, 2009.
Sacramento City College
Class Cancellation Guidelines
Option 1
(Effective January 1, 2007)

Purpose of Guidelines

Sacramento City College is committed to ongoing enrollment management planning that serves the needs of its diverse students, offers comprehensive educational course work in academic disciplines and career/technical programs, and supports the college’s enrollment and productivity goals.

Enrollment management is a participatory process among the college constituencies to define enrollment goals and establish procedures to reach these goals, thereby providing Sacramento City College with appropriate mechanisms to control its size, shape, and character. These mechanisms must be flexible and based on dialogue among the Instruction Office, the Academic Senate, the Department Chairs’ Council, the Deans’ Council, and the college faculty.

One component of the enrollment management process is the class cancellation decision-making process that occurs each semester. Class cancellation decisions must be primarily based on program needs and student demand, including enrollment data, sequential courses, courses required for identified majors, courses required for student re-admittance, and offerings needed for graduation, transfer, or career skills. In addition, the process should take into consideration the impact cancellations have on students’ eligibility for student support services and financial aid that require full time status and thus would prohibit students from attending college.

Los Rios District Regulation 7131 provides the following guidance on minimum class size and cancellation exceptions:

3.1 A class that meets any of the following conditions may be continued: a) courses required for graduation; b) courses required in a major or in career subject areas; c) courses offered irregularly based on enrollment and need; d) combined courses meeting at the same hour with the same instructor.

3.2 Exceptions to minimum class size guidelines may also be based upon the following: a) limited classroom or laboratory facilities; b) campus size and geographical location; c) experimental or pilot programs; and d) statutory and State regulations mandating class size.
Enrollment Management Plans Proposal:
The district academic senate, which is comprised of the officers of each of the four Los Rios college academic senates, proposes that each Los Rios college develop enrollment plans under three budget planning scenarios: minimal, moderate, and extensive class section cuts.

General Principles:

- Each plan must be specific and detailed, including which class sections will and will not be offered, so that such plans may be used with minimal modifications if circumstances warranted.

  Let’s do this painful, hard work thoroughly and completely one time so that we won’t have to revisit these decisions over and over.

- Each plan must state the specific criteria used to justify the decisions in the plans. All aspects of the plan must be fully justified.

  Let’s avoid hidden agendas and backroom deals. Let’s keep the process open, transparent, and consistent with stated Los Rios values and goals.

- The development of these plans is an attempt to help us navigate tough budgetary times. If any part of these plans is enacted, Los Rios is committed to returning to normal operational levels when the budget situation improves.

  Let’s remember that our current budget situation won’t last forever and let’s make strategic decisions now that will help us return to standard operations.

- All planning activity in the document must conform to the provisions of the contract between the LRCFT and LRCCD and any memorandum of understanding (MOU) between the LRCFT and LRCCD. In any situation in which these plans may inadvertently conflict with provisions in the Contract or jointly developed MOUs, the language of the Contract/MOU will prevail. Further, any enrollment management plans developed under this process will honor Los Rios’s commitment to avoid lay-offs of full-time employees.

  Our existing operational frameworks and commitments have served us well in the past. Let’s continue to operate within them.
Sacramento City College
Class Cancellation Guidelines

Option 2 – the only difference is in bold under cancellation of classes

(Effective January 1, 2007)

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3.2 Exceptions to minimum class size guidelines may also be based upon the following: a) limited classroom or laboratory facilities; b) campus size and geographical location; c) experimental or pilot programs; and d) statutory and State regulations mandating class size.
The purpose of these Class Cancellation Guidelines is to identify the participants, the criteria, and the time frames for effecting these decisions in a collegial manner and to facilitate a decision-making process that is timely, consistent, appropriately-communicated, and flexible in achieving college enrollment goals.

Timelines and Considerations

"Following the publication of class schedules the office of instruction will consult with division deans and department chairs from both instruction and student services concerning class cancellation policy for the upcoming term. The discussions should include the effects of current college/district circumstances on class cancellation policy, and appropriate revisions of the class cancellation guidelines."

Instructional Deans will contact all Department Chairs and any faculty - via email and/or phone call – that are impacted regarding Fall and Spring classes that are low enrolled* (*Low enrolled is defined as less than 20 or less than 60% of class maximum, whichever is larger) two weeks prior to the first day of class, or sooner if appropriate, and again one week prior to the first day of class. For classes scheduled at the college’s Outreach Center, the Outreach Dean will communicate pertinent low-enrolled class information to the appropriate division dean who will then contact the Department Chairs and faculty.

2. During the first week of instruction, Instructional Deans will consult with Department Chairs and faculty (via email and/or phone call) of low-enrolled classes to discuss options, using the following applicable considerations:

- Is current class enrollment increasing or decreasing?
- How often is the course offered?
- Are there alternative classes, in the department or in any other discipline, which would meet the same student’s needs?
- Is the course a one of a kind offering for degree/certificate/transfer completion?
- Are there multiple sections of the class?
- Is the class in question being offered in a new modality or a new time slot?
- What is the historic enrollment and productivity for this class?
- Is the class a sequential course?
- Are there geographic constraints?
- Has there been timely promotion of the class?
- Is the class part of an experimental or pilot program?
- Is the class needed for student disciplinary for readmission procedures?
- Is the class needed to balance full-time faculty load?
- Is this class an effort to build offerings at an outreach center?

2. If enrollments are building, the Instructional Dean can decide to continue the class. If enrollments do not meet the overall requirements of the college, the Instructional Dean may cancel the class.

**Cancellation of Classes**
Most cancellations should occur by the middle of the first week of instruction so that students can stabilize their class schedules and enroll in another class. This does not apply to weekend classes, one-day-a-week classes, or short-term classes. In addition, Spring classes that meet Mondays and Wednesdays may be allowed two class meetings in order to build enrollments (due to the MLK Monday holiday). When a class is cancelled, every effort will be made to contact the student and provide assistance in identifying options for another class. When a class is cancelled, every effort will be made to contact the student and a “class cancellation list” will be created and sent to the student support units. This list will serve as verification to student support units in identifying students whose status as changed from full time to part time due to classes being cancelled. Further, when a class is cancelled, every effort will be made to provide assistance in identifying options for another class. This may include sending the class cancellation list of students to faculty who have other sections of the cancelled class. **The faculty member may then use their discretion to consider enrolling (verified) students whose classes were cancelled.**

Once a class cancellation decision has been reached, the Dean and the Department Chair will work to adjust the impacted instructor’s assignment, in accordance with the provisions of the LRCFT contract (Article 4.8.5.4), if appropriate. The Dean will be responsible for informing the impacted instructor(s) of the cancellation and for informing any affected students of the schedule change and available class options.

**Periodic Review of Guidelines**
The college and its constituencies recognize that enrollment management goals (growth, productivity, FTE) and student needs will change and revisions to the Class Cancellation Guidelines will be necessary to ensure effective class planning and decision-making. Annually, the Instruction Office, Academic Senate, Deans and Department Chairs Council will jointly review the Class Cancellation Guidelines to determine: 1) if sufficient enrollment data are provided to inform the process, and 2) to consider any needed revisions or modifications to the guidelines.

*Draft: November 15, 2006/Revised December 7, 2006*
*Document components prepared by: Craig Davis, Chris Iwata, Dyan Pease, Shirley Short, Debbie Travis, Donnetta Webb, and Connie Zuercher.*
Legislative Mandates for the C-ID

For some time, the California legislature has sought a “common numbering system” to resolve what some of their members saw as an obstacle to student transfer. In 1983, SB 450 was signed into law as the initial effort to ask the CCC Board of Governors “to develop, maintain, and disseminate a general common course numbering system for use by community college districts.”

Over the years, that legislation was echoed in SB 851 and most recently in SB 1785, SB 652 and SB 1415. What follows are texts of the later enacted legislation that provides the legislative context for this particular project. Among other features of these bills, these legislative efforts attempt the following that have particular relevance to our work in C-ID:

**SB 652** requests the UC “to identify commonalities and differences in similar majors across all UC campuses . . . to notify [CCCs] when an articulation request is denied” and “to annually review, and update as appropriate the lower division transfer paths and articulation to ensure that they reflect current UC campus degree requirements and community college curricula.”

**SB 1415** stated that “not later than June 1, 2006, the [CCCs] and the [CSU] shall adopt and the [UC] may adopt, a common course numbering system for the 20 highest-demand majors in the respective segments. The bill would further require each campus of a public postsecondary educational institution to incorporate the common course numbering system in its catalogue . . . at the next adoption of a campus catalog after June 1, 2006.”

**SB 1785** spelled out some of the features that became the foundation for CSU’s Lower Division Transfer Patterns. The bill required “the faculty responsible for each high-demand baccalaureate degree major program, to specify for each high-demand baccalaureate program major a systemwide lower division transfer curriculum.” That “systemwide lower division transfer curriculum [was to be] specified . . . in sufficient manner and detail so that existing and future community college lower division courses may be articulated.” At that time, “to the extent that the goals of efficiency and urgency are advanced, existing articulation procedures such as the California Articulation Number (CAN) program” were encouraged.
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For CCCs, C-ID can:
- provide a one-to-many articulation mechanism that may offer CCCs articulation options not previously available;
- offer students and faculty the published C-ID descriptors, matrices of participating institutions, and comparable courses to assist them in planning their academic paths;
- continue with a common and easily decipherable numbering system while expanding the original intent of CAN, now more inclusive of post-secondary institutions and particular in its application to courses and programs offered at community colleges.

Could campuses opt out?
The "opting out" would occur when departments, not campuses as a whole, determine that the descriptor is not of significant rigor or depth to meet the needs of that particular major at that particular campus. We hope that opting out would be the exception, though, since the descriptor itself would have been drafted by representative discipline faculty from each of the three segments, and then open for review and comment by the entire field prior to C-ID formal adoption or subsequent assignment to any specific courses. Departments choosing to "opt-out" could also submit modifications or alternative descriptors for C-ID consideration.

Where will C-ID begin? Will it rely on existing articulation agreements or create new ones?
As noted, C-ID descriptors will serve as the basis for articulation. Given that many factors beyond a course’s content and objectives may influence the articulation it possesses, it was determined that C-ID needs to provide a means of obtaining articulation and of indicating the willingness to accept a course to fulfill requirements. C-ID will not alter existing means of obtaining articulation – it will provide an alternative mechanism for articulation.

Can all three segments use these C-ID numbers?
Ideally, yes—for both political and practical reasons. Politically, prior legislation has repeatedly required CSU and CCC and requested UC to devise and use a “common numbering system.” The former Chancellor of the CCC declared that CAN should serve the community colleges as that “common numbering system”; with the demise of CAN, though, that supranumbering system no longer serves that legislative mandate. To date, neither UC nor CSU has fulfilled the mandate or the request that their systems adopt common numbers, and the legislative desire to repeat this request shows no evidence of abating. Use of the C-ID supranumbers—in UC and CSU catalogs and other publications—would satisfy the many legislative efforts to reach some commonly held number among our 145 campuses.

Practically, and more importantly, we know that these numbers published in all catalogs will serve our shared students. Based on our past experience with CAN, students, faculty, and counselors at all participating community colleges found the CAN numbers in catalogs and schedules of classes useful to identifying comparable courses offered across the state. A few CSU campuses also published CAN numbers for their comparable courses to benefit students and counselors. Today, cross-enrolled students and an increasing number of reverse transfers (or "4-2-4" students) also need to understand how courses they have taken at 4-year institutions and courses they now take at a CCC will enable them to return to a 4-year institution to resume their baccalaureate studies; C-ID numbers published broadly and used by all institutions will assist our students first and foremost.