TAFT COLLEGE SENATE-OF-THE-WHOLE AGENDA
MONDAY, DECEMBER 3, 2018
12:00PM TO 1:00PM
COUGAR ROOM

AGENDA

Call to Order
Public Commentary

Action Items
1. November 5, 2018 Meeting Minutes (1 minute) forthcoming
2. Student Learning Outcomes Assessment Steering Committee Charter Updates (5 Minutes) pg. 2
3. Distance Education Committee Charter Updates (5 Minutes) pg. 4
4. Business Faculty Replacement (10 Minutes) pg. 6

Information/Discussion Items
5. AB 705: Placement, High School GPA, and High School Coursework (15 Minutes) pg. 8
6. Faculty Position Request Ranking: January 16 (5 Minutes) p. 63
7. ASCCC Visit: January 17, 1-3pm (1 Minute)
8. Academic Senate Elections: February 4 (5 Minutes) p. 66
9. Relevant Committee Minutes as Update (Can be discussed if time allows)
   a. Academic Senate Committees
      i. Academic Development Committee p. 67
      ii. Curriculum & General Education Committee p. 69
      iii. Distance Education Committee p. 72
      iv. Dual Enrollment Committee p. 75
      v. Student Learning Outcomes Assessment Steering Committee p. 76
   b. Governance Council Committees
      i. Budget Committee p. 78
      ii. Strategic Planning Committee p. 79

Open Forum for Announcements
Adjournment

Next meeting of the Academic Senate-of-the-whole is Wednesday, January 16, at 11:00am in the Cougar Room. The next meeting of the Academic Senate Council is Wednesday, January 30, at 12:00pm in the Cafeteria Conference Room.
Student Learning Outcomes and Assessments Steering Committee

Charter

Role of Student Learning Outcomes and Assessment Steering Committee

As a subcommittee of the Academic Senate, the role of the Student Learning Outcomes (SLOs) and Assessment Steering Committee (SLOASC) is to act as the central body for articulating polices on SLOs, and targeting SLO assessment activities intended to increase student performance competencies as a result of Taft College’s courses, programs, and degrees. The committee provides support and resources for assessment activities. Specific tasks of the committee include the following:

• Publish the most current SLOs in a location that is visible and accessible to students, the public, staff, and all faculty (including adjunct faculty).
• Promote knowledge and expertise in assessment of SLOs at Taft College.
• Identify and target existing assessment of SLOs at Taft College in key programs in advance of Program Review.
• Using the current accreditation standards, identify areas to improve the college’s progress in student learning outcomes and take action to move the college forward in using assessment data for decision making.
• Act as representatives of faculty in the area of SLOs at Taft College.
• Protect academic freedom of faculty in the creation of SLOs and assessments of SLOs.
• Ensure that faculty are in the primary position of authority in these processes.
• Establish and facilitate assessment practices that are meaningful and will improve student learning outcomes.
• Facilitate, promote, and integrate assessment practices that are not only meaningful, but easy for faculty to participate in.
• Facilitate follow-up activities for improvement based on completed SLO assessments.
• Identify and help provide appropriate resources for assessment activities.
• Give input to the Strategic Planning Committee, the Curriculum and General Education Committee, and Academic Senate on the role of SLOs in Annual Program Review and Comprehensive Program Review.

Meeting Schedule:
The SLOASC meet for one hour, once a month, during the fall and spring semesters. Some of these meetings will occur with divisions, based on their schedule and availability.

STRUCTURE OF THE STUDENT LEARNING OUTCOMES AND ASSESSMENT STEERING COMMITTEE

• The SLOASC is chaired by the SLO Coordinator.
• The SLOASC follows the college model of approval by consensus.
• The Chair is responsible for reviewing minutes, processing requests, and building agendas and briefs in advance of monthly meetings.
• The SLOASC Secretary is responsible for recording minutes and entering changes to
documents.
• The committee as a whole will draft policies, guide college-wide action, and identify and provide resources as appropriate to the culture of Taft College and accreditation standards.

MEMBERSHIP
1. SLO Coordinator
2. A Division Chair, Co-chair, or designee to represent each division on campus (to represent division interests)
3. A faculty representative from the area of Student Services
4. A representative from the Academic Senate (may be one of above)
5. A representative from the office of Institutional Research (to feed assessment data to Program Review)
6. A secretary with the ability to record accurate minutes
7. A student representative (ideally)
8. Administrator (optional)

At least one member from the above should be thoroughly familiar with the existing processes of the Curriculum and General Education Committee. At least one member from the above should be familiar with the existing processes of the Governance Council as they relate to SLOs and Program Review.
Distance Education Committee Charter

NAME OF COMMITTEE:

Distance Education Committee

PURPOSE:

The purpose of the Distance Education Committee is to develop policies and promote practices that contribute to the quality and growth of Distance Education at Taft College.

SPECIFIC RESPONSIBILITIES:

1. Formation of DE policies/procedures
2. DE course evaluation process/criteria
3. Evaluation of DE resources
4. Stay current on state/Fed regulations
5. Assist in Program Review
6. Determine Best Practices
7. Determine Professional Development needs
8. Promote the inclusion of accessibility practices within online coursework

MEMBERSHIP REPRESENTATION:

In adherence to Standard II-A of the ACCJC*, this committee is an advisory committee made up of faculty and staff personnel who have expertise with distance education.

- Director, Distance Education Coordinator - Chair - co-chair (non-voting)
- Faculty – co-chair
- DE Integrated Technology Technician
- DSPS faculty member
- Minimum of 3 to 4 additional faculty members
- DE adviser Counselor
- Institutional Research Analyst
- Vice President of Instruction (non-voting)
- Student Representative appointed by ASB

MEMBERSHIP AND MEETING POLICIES:

Quorum is a simple majority, based on 50% + 1 of voting membership.
- The committee shall follow Robert’s Rules of Order
- It is the responsibility of each member of the Distance Education Committee to attend each meeting and adhere to the College Code of Conduct.
MEETING SCHEDULING, AGENDAS, AND MINUTES:

The Committee shall meet at least once a month to accomplish its goals and responsibilities. The committee will determine the day and time of the monthly meeting. Agendas and minutes will be recorded.

RELATIONSHIP WITH OTHER COMMITTEES:

The Distance Education Committee is a subcommittee of the Academic Senate. The Distance Education Committee may also make recommendations to other committees regarding distance education related issues as needed.

SELF-EVALUATION:

The Distance Education Committee shall:
• Review/evaluate their performance at the end of each academic year
• Review/evaluate the Committee Charter at the beginning of each academic year

*See pages 10 and 22 of the ACCJC Guide to Evaluating Distance Education and Correspondence Education (2013).
Request for Replacement Faculty Position: Business Instructor  
Applied Technologies Division  
Submitted by Kanoe Bandy, Division Chair  
Fall 2018

1. Introduction

The Applied Technologies Division would like to request the replacement of full time faculty member Adam Bledsoe who will be advancing to the position of Distance Learning Coordinator. The division is in need of this replacement for a number of reasons. First of all, there has been growth in the division due to the popularity across all disciplines of the Management courses and certificate. The division has also felt the growth in serving the prison population. There are requests for additional sections to accommodate growth and we still see large waiting lists. In addition, the full time faculty are in large overloads and we are facing a shortage of qualified adjunct faculty.

2. Immediate Impact on Existing Programs:

The most immediate impact is the number of units being taught by Adam Bledsoe. (See chart below) Adam began teaching full time in the fall of 2013 where he taught 36 units during his first year at Taft College, 6 of which were in overload. Each year Adam’s load increased until he would have been at this highest level this academic year at 52.6 units, 22.6 in overload.

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<td>29.0</td>
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<td>K. Bandy</td>
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<tr>
<td>Adjunct</td>
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<td>26.0</td>
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<td>26.0</td>
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<tr>
<td>Total Units</td>
<td>142.0</td>
<td>82.0</td>
<td>163.0</td>
<td>103.0</td>
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<td>109.5</td>
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<td>156.5</td>
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<tr>
<td>% Overload/ Adjunct of Total Units</td>
<td>58%</td>
<td>63%</td>
<td>65%</td>
<td>62%</td>
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With the loss of Adam Bledsoe, the division is left with one full time faculty member and one partial load faculty member. The total number of units over the past three years has shown growth and the proposed units for the spring of 2019 also continue to rise. Even if Adam Bledsoe remained in the division, we would still have 62% or 96.5 units taught by adjunct faculty or in overload during this academic year. Currently the division is advertising for adjunct faculty prior to losing the full time faculty member.

Instructor Hours

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<tbody>
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<tr>
<td>K. Bandy</td>
<td>19.0</td>
<td>19.0</td>
<td>18.0</td>
<td>20.5</td>
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<tr>
<td>Adjunct</td>
<td>23.0</td>
<td>23.0</td>
<td>35.0</td>
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<td>% Overload/ Adjunct of Total Units</td>
<td>58%</td>
<td>63%</td>
<td>65%</td>
<td>62%</td>
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</table>
3. Impact on Major Requirements:

Majors covered by this instructor position are: Administrative Services, Business Administration, Business Administration for Transfer, General Business, Information Management, Liberal Arts in Business and Technology, and Management. The ADT in Economics has been approved through curriculum and is waiting for Chancellors Office approval. The Business related majors numbers are included in the chart below:

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<tbody>
<tr>
<td>Business related</td>
<td>720</td>
<td>781</td>
<td>826</td>
<td>844</td>
</tr>
<tr>
<td>All Others</td>
<td>4,202</td>
<td>4,443</td>
<td>4,423</td>
<td>4,410</td>
</tr>
<tr>
<td>Business %</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Business related majors are reaching near 20% of all majors on our campus.

4. Impact on Transfer/Completion for Certificate Programs

All courses in this area are included in a degree or certificate program.

5. Number of Students Served

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</tr>
</thead>
<tbody>
<tr>
<td>Number of Sections</td>
<td>69</td>
<td>71</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Total # of students served</td>
<td>1,405</td>
<td>1,399</td>
<td>1,525</td>
<td>1,667</td>
</tr>
</tbody>
</table>

There has been an increase in sections and number of students being served over the past four years. This is much higher than one full time faculty and one partial load faculty can handle in the long term.

6. Summary

The Applied Technologies Division would like to request the replacement of full time faculty member Adam Bledsoe. There is sufficient data showing the number of units being taught in overload by faculty in the division and the number of units being taught by adjuncts. It is also getting increasingly difficult to find qualified adjuncts. We are in the midst of advertising and screening for pools, but have not be very successful. The division continues to grow. The need is great.
8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices

Whereas, The default placement rules in the AB 705 Implementation Memo, July 10, 2018\(^1\) are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)\(^2\) require colleges to use multiple measures for student assessment and placement;

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 regulations’ revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline faculty, counseling faculty, other appropriate faculty, student accessibility services, and assessment center staff when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

MSC

18.01 F18 Guided Self-Placement

Whereas, The implementation of California Community Colleges Guided Pathways depends on students making important decisions about their own futures, including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;\(^3\) and

Whereas, Students have a right to select their own educational pathways and deserve adequate information with clear guidance to assist them with making informed decisions;

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\(^1\) https://asccc.org/sites/default/files/AA%202018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf


Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies, including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process for English and mathematics as well as the appropriate assessment tools for credit English as a second language.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

MSC
PLACEMENT MODELS FOR MATHEMATICS/QUANTITATIVE REASONING AND ENGLISH

Janet Fulks, Bakersfield College
Craig Rutan, ASCCC Secretary

2018 Fall AB 705 Regional Meeting
San Bernardino Valley College
DEFAULT PLACEMENT RULES
# Default Rules for English

<table>
<thead>
<tr>
<th>High School Performance Metric for English</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSGPA ≥ 2.6</strong>&lt;br&gt;Throughput rate of 79%</td>
<td>Transfer-Level English Composition&lt;br&gt;No additional academic or concurrent support required</td>
</tr>
<tr>
<td><strong>HSGPA 1.9 - 2.6</strong>&lt;br&gt;Throughput rate of 58%</td>
<td>Transfer-Level English Composition&lt;br&gt;Additional academic and concurrent support recommended</td>
</tr>
<tr>
<td><strong>HSGPA &lt; 1.9</strong>&lt;br&gt;Throughput rate of 42%</td>
<td>Transfer-Level English Composition&lt;br&gt;Additional academic and concurrent support strongly recommended</td>
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</table>
## Default Rules for SLAM

<table>
<thead>
<tr>
<th>High School Performance Metric for Statistics/Liberal Arts Mathematics</th>
<th>Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.0 Throughput rate of 75%</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td></td>
<td>No additional academic or concurrent support required for students</td>
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<tr>
<td>HSGPA from 2.3 to 2.9 Throughput rate of 48%</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
</tr>
<tr>
<td></td>
<td>Additional academic and concurrent support recommended for students</td>
</tr>
<tr>
<td>HSGPA &lt; 2.3 Throughput rate of 29%</td>
<td>Transfer-Level Statistics/Liberal Arts Mathematics</td>
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<td>Additional academic and concurrent support strongly recommended for students</td>
</tr>
</tbody>
</table>
## Default Rules for B-STEM

<table>
<thead>
<tr>
<th>High School Performance Metric BSTEM Mathematics</th>
<th>Recommended AB 705 Placement for BSTEM Mathematics</th>
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</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.4 or HSGPA ≥ 2.6 AND enrolled in a HS Calculus course</td>
<td>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students</td>
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<tr>
<td>Throughput rate of 74%</td>
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<tr>
<td>HSGPA ≥ 2.6 or Enrolled in HS Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students</td>
</tr>
<tr>
<td>Throughput rate of 54%</td>
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</tr>
<tr>
<td>HSGPA ≤ 2.6 and no Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students</td>
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<td>Throughput rate of 28%</td>
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</table>
LOCAL PLACEMENT PROCESS
Placing Students

• AB 705 requires that colleges maximize the likelihood of completing transfer level in one year; it does not specify in which courses students should be placed.

• Colleges may choose to allow all students to access the first transferable course on their pathway, they may choose to require them to enroll in a corequisite course (credit or noncredit), or they may choose to place the student into a below transfer level course. **Remember that requiring students to take a prerequisite that is below transfer or a corequisite does require some type of validation.**
Creating Placement Models

- The default rules specify that students with 11th grade high school transcript data should be placed into transfer level courses (with the exception of BSTEM if the student has never taken Intermediate Algebra/Algebra 2).
- Colleges can consider other information, like specific course grades and courses completed, when determining how to place a student.
  - For example, a student might have had a 2.4 GPA in high school, which your college has determined would place the student into freshmen composition without a corequisite, but this student received two Cs and a D in the first three years of high school English. Your placement model could require students with this GPA to take a corequisite if they did not earn at least a C in each of their high school English courses.
Onboarding Students

• AB 705s requirements will be integrated into the onboarding process that colleges will be developing with their Guided Pathways work.

• Whether students have complete high school transcripts or not, colleges should consider including the following steps when onboarding a new student:
  1. Career Counseling
  2. Select a major or metamajor
  3. Identify the educational goal

• Colleges may want to have sample assignments for students to choose between particular mathematics options or to decide between English or ESL pathways.

• Students should not be expected to complete any problems as part of the assessment and placement process. This would be considered a placement test and would need to be approved by the Board of Governors.
SAMPLE STUDENT PLACEMENT
Scenario Questions

- For each of the following student cases, think about how you would answer the following questions.

1. Is there any other information you would like to know before placing this student?
2. What English class would you place this student into?
3. Would you require this student to participate in concurrent support for English?
4. What math class would you place the student into?
5. Would you require the student to participate in concurrent support for their math course?
Student A

Matthew is 19-year-old HS graduate that qualified for the College Promise

- Matt graduated high school in the spring and was accepted to California State University, Fullerton as a Biology major out of high school, but was not accepted to San Diego State University, Matt’s first choice. He wants to begin at your college and transfer to SDSU as soon as possible. Matt is not sure he wants to be a full-time student, but is anxious to complete and transfer. He is considering working to earn money for SDSU. He has a 3.8 cumulative GPA.
Student B

Isabella is an 18-year-old HS graduate. She is also a first-generation AB 540 (DREAMer) Latina student.

- Isabella has chosen Business Administration as a major. She tested in to Basic Math (Arithmetic – 3 levels below transfer) and English 2 levels below transfer but was multiple measured into one level below transfer in English and began taking Algebra (3 levels below transfer). Isabella wants to be a full-time student and is eager to complete her degree. Her HS GPA is 2.5. She feels she has the support of her family. Since Isabella is the eldest child (of three), she carries the responsibility of setting the bar for her siblings while making a financial contribution to her household. She will be attending your college part-time and taking 6 units or 2 classes each semester.
Daisy is a 25-year-old Veteran student.

- Daisy is a Filipina student who tested into College Level English and College Level Math. Her HS GPA was 3.2. She has identified her major as **Fire Technology** but is not sure she is dedicated to this major. She thinks she wants to get her general education done while she decides. While serving in the military, Daisy endured an injury and now is partially deaf in one ear.
Student D

Tiffany is a 35-year-old re-entry student.

- Tiffany is a Hispanic first-generation student. Tiffany completed HS with a GPA of 1.95 and was attending college but decided to discontinue attending when she became pregnant. Tiffany has made the decision to return to school after a five-year gap. She wants to major in Early Childhood Education. She is eligible for Math two levels below transfer (algebra) and English one-level-below transfer. Tiffany left in the middle of her first term and did not properly withdraw from her course. As a result, she is now on academic probation and has financial aid restrictions. Tiffany is struggling with the decision to return. As a single parent, she wants to advance her degree but struggles with the feasibility of her goals.
PLACEMENT OF STUDENTS OUTSIDE OF DEFAULT
Guided or Directed Self Placement

- An allowed placement option for students who have incomplete or no transcript data
- Students are asked a series of questions and/or presented with sample materials and courses are recommended based on answers
- The questions may be about the students' perceptions of their abilities for a particular subject and their previous work as a student
- Students may choose to enroll in classes other than those recommended or the college could direct the student to a particular course based on their responses.
- Colleges implementing guided self placement have not seen a significant change in success rates
Placement of Students from Noncredit/Adult Education

- Students with an Adult High School Diploma
  - Would be placed like traditional high school students
  - Transcript data is good for a minimum of 10 years
- Students with High School Equivalency (GED/HiSET/TASC)
  - No statewide placement rules have been determined yet
  - Students would be placed based on a college’s local evaluation
  - The Chancellor’s Office is assembling a group to determine whether additional guidance should be developed.
Scenario Questions

• For each of the following student cases, think about how you would answer the following questions.

1. Is there any other information you would like to know before placing this student?
2. What English class would you place this student into?
3. Would you require this student to participate in concurrent support for English?
4. What math class would you place the student into?
5. Would you require the student to participate in concurrent support for their math course?
Student E

Theo is an African-American, 21-year-old, first-time student.

• Theo opted to go into the workforce and dropped out of high school with a 1.75. He completed a GED. Theo was hired by one of the local petroleum companies; he made a decent income and worked with the company for three years. He was recently laid off and he wants to come back and earn several certificates in Automotive Technology to transition back into the workforce as quickly as possible. He is looking for other employment opportunities and is only able to commit to a part-time schedule.
Student F

May is an 18-year-old international student attending college for the first time

• May has very strong written English skills and is excellent in Math. The assessment test placed her into transfer level math and English. She wants to double-major in Psychology and Biology and then transfer to a CSU for a bachelor’s degree. As an international student, she does not have HS GPA data.
SUMMARY
Remember These Are Our Students

- Many students will fit into the default placement rules and will thrive, but those rules will not work for all of the students at your college.
- Colleges need to be prepared to place every student into the "best" class for them.
- Placement tests didn’t always get it right and AB 705 is intended to help us do better. The scenarios we discussed here are the types of situations your counselors will be facing this spring.
- Running your models through these kinds of scenarios can help you identify gaps before they negatively impact students.
ADDITIONAL QUESTIONS?
AB 705 –
GETTING READY FOR FALL 2019

Laura Hope, Executive Vice Chancellor of Educational Services and Support
Ginni May, ASCCC Treasurer
Craig Rutan, ASCCC Secretary
Overview

• AB 705
• Title 5 Changes
• Default and Local Placement
• Q and A
AB 705

- AB 705 (signed October 13, 2017) requires colleges to use one or more of the following when placing students into courses in ESL, mathematics, and English:
  - High School Coursework
  - High School GPA
  - High School Grades

- If colleges are not able to obtain official transcript data, they can use self-reported data or guided placement.

- Colleges must fully comply with the requirements for mathematics and English by Fall 2019.
Placement for Mathematics and English

- Colleges are expected to place students into mathematics and English courses that maximize the likelihood that they enter and complete transfer level in one year.

- Colleges are permitted to place students into a below transfer level course only if the student is highly unlikely to succeed at the transfer level and the college can demonstrate that the students likelihood of completing transfer level in one year is at least as high as direct placement.
TITLE 5 CHANGES
Included in the Purpose and Responsibility of 5C:

• 5C is responsible for the development and revision of all title 5 regulations related to curriculum and instruction…

• In formulating its recommendations to the Board of Governors, the 5C shall consult with all appropriate constituencies, and shall rely primarily on the advice and judgment of the Academic Senate.
California Community Colleges Curriculum Committee (5C) – History

• In response to Recommendation 1.5 from the 2004 Review of System Office, the Curriculum Advisory Committee met in 2004 and 2005 and established the System Advisory Committee on Curriculum (SACC).

• From 2005 – 2016, SACC served as the primary advisory body for curriculum matters in the state,

• In 2016, in order to fully address all aspects of Recommendation 1.5, SACC became the California Community Colleges Curriculum Committee (CCCCC, or 5C)

• 5C is a recommending body that provides policy, guidance, and policy guidance on all matters related to curriculum, including creation, implementation and endorsement of curriculum through the California Community College system.
California Community Colleges Curriculum Committee (5C)

Composition of 5C:

**Voting Members**
- 8 faculty representatives appointed by the ASCCC
- 4 representatives appointed by the Chief Instructional Officers
- 2 Chancellor's Office representatives - Dean of Curriculum and Instruction, Vice Chancellor of Educational Services
- 1 curriculum specialist appointed by CCC Classified Senate (4CS)

**Resource Members**
- 1 ACCE representative
- 1 CTE Administrator
- 1 Chancellor's Office Legal Counsel staff

**Leadership**
- Co-chairs: 1 from ASCCC and 1 from the CIOs
Title 5 Sections to be considered for compliance with AB 705:

- §55522 – Assessment
- §55063 – Minimum Requirements for the Associate Degree
- §55002 – Standards and Criteria for Courses
- §55003 – Policies for Prerequisites, Corequisites and Advisories on Preparation
- Possibly more…

Next 5C meeting: November 9, 2018 – Initial discussion on needed changes
DEFAULT PLACEMENT RULES
## Default Rules for English

<table>
<thead>
<tr>
<th>High School Performance Metric for English</th>
<th>Recommended AB 705 Placement for English</th>
</tr>
</thead>
</table>
| **HSGPA ≥ 2.6**  
Throughput rate of 79% | Transfer-Level English Composition  
No additional academic or concurrent support required |
| **HSGPA 1.9 - 2.6**  
Throughput rate of 58% | Transfer-Level English Composition  
Additional academic and concurrent support recommended |
| **HSGPA < 1.9**  
Throughput rate of 42% | Transfer-Level English Composition  
Additional academic and concurrent support strongly recommended |
### Default Rules for SLAM

<table>
<thead>
<tr>
<th>High School Performance Metric for Statistics/Liberal Arts Mathematics</th>
<th>Recommended AB 705 Placement for Statistics/Liberal Arts Mathematics</th>
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</thead>
</table>
| HSGPA ≥ 3.0  
Throughput rate of 75% | Transfer-Level Statistics/Liberal Arts Mathematics  
No additional academic or concurrent support required for students |
| HSGPA from 2.3 to 2.9  
Throughput rate of 48% | Transfer-Level Statistics/Liberal Arts Mathematics  
Additional academic and concurrent support recommended for students |
| HSGPA < 2.3  
Throughput rate of 29% | Transfer-Level Statistics/Liberal Arts Mathematics  
Additional academic and concurrent support strongly recommended for students |
## Default Rules for B-STEM

<table>
<thead>
<tr>
<th>High School Performance Metric BSTEM Mathematics</th>
<th>Recommended AB 705 Placement for BSTEM Mathematics</th>
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<tbody>
<tr>
<td>HSGPA ≥ 3.4 or HSGPA ≥ 2.6 AND enrolled in a HS Calculus course</td>
<td>Transfer-Level BSTEM Mathematics No additional academic or concurrent support required for students</td>
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<tr>
<td>Throughput rate of 74%</td>
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<tr>
<td>HSGPA ≥ 2.6 or Enrolled in HS Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support recommended for students</td>
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<tr>
<td>Throughput rate of 54%</td>
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<tr>
<td>HSGPA ≤ 2.6 and no Precalculus</td>
<td>Transfer-Level BSTEM Mathematics Additional academic and concurrent support strongly recommended for students</td>
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<tr>
<td>Throughput rate of 28%</td>
<td></td>
</tr>
</tbody>
</table>

This table assumes completion of Intermediate Algebra/Algebra II or equivalent such as Integrated Math III.
QUESTIONS ABOUT DEFAULT AND LOCAL PLACEMENT
Are colleges required to use the default placement rules?

No, colleges are not required to use the default placement rules.

Colleges are required to use official high school transcript data, if it is available.

Colleges that choose to develop local placement models must demonstrate that they are at least as effective as direct placement. Validation reports due by 2021.
Can a college require students to take a prerequisite course that is below transfer?

Yes, colleges are allowed to require pre-transfer prerequisites if they meet the criteria of the law.

Colleges must demonstrate that requiring the prerequisite course produces throughput rates that are at least as high as those in the default rules.

Throughput rates must be disaggregated by HS GPA.
• Throughput is the percentage of students completing transfer level in two semesters/three quarters.

• For example, imagine that 100 students, that all have a HS GPA < 2.6, enroll in Intermediate Algebra. If 70% of those students complete Intermediate Algebra, 70 students would be eligible to enroll in transfer level. Of those 70 students, 80% enroll in College Algebra the next semester (56 students). If 60% of the students that enrolled in College Algebra are successful, 33 students would have successfully completed transfer in one year. This would be a throughput of 33%.

• For a corequisite, throughput is simply the success rate in the transfer level course for students that are also enrolled in a corequisite and then disaggregate that data by HS GPA.
If we choose not to use the default placement rules, and we create new developmental courses, do we have two years to collect data to show that our placement rules and courses meet or exceed the results from the default placement rules?

Yes, colleges that develop new curriculum have up to two years to collect data and demonstrate that it is more effective than default placement.

Colleges exploring this option will need to disaggregate throughput data into HS GPA bands and each band must perform meet or exceed the default.

Colleges do not have two years to collect data on existing curriculum. Your college already has data on those courses.
Can a college require students to enroll in a corequisite course?

Per the FAQ, colleges can require students to enroll in a credit or noncredit corequisite course.

Colleges creating new curriculum will have up to two years to collect data showing that students are more successful (than the default prediction or local data) than students not taking the corequisite course.

While there are currently no limits on the number of hours/units a corequisite can have, AB 705 encourages colleges to minimize the number of units that students accumulate.

Remember that requiring a corequisite course is part of the assessment process when determining if a student has satisfied a course prerequisite. If the course has no prerequisite, you cannot selectively require some students to take a corequisite.
Are colleges required to only use high school performance data when placing students?

No, colleges can also use guided self placement as part of the onboarding process, but high school performance data must be the primary placement tool. Colleges must provide students with the highest placement possible.

For example, a college could choose to use the default rules and give all students access to transfer level statistics, but share sample assignments with them and allow the student to choose whether or not to enroll concurrent support. However, they may not discourage them from enrolling in transfer.
Can we offer courses that are below transfer in mathematics and English?

Yes, colleges can continue to offer basic skills courses in mathematics and English.

Students can only be placed into existing basic skills or pre-transfer courses if the colleges can demonstrate both conditions of the law: highly unlikely to succeed and prerequisite will improve transfer throughput.

Colleges that develop new basic skills or pre-transfer courses have up to two years to demonstrate that the sequences maximize the likelihood of completing transfer level in one year.
Should we delete our basic skills or pre-transfer prerequisites from transfer level courses?

Colleges are advised by the Academic Senate to not delete any prerequisites at this time.

Modifying prerequisites will require colleges to resubmit courses for articulation review, and there is currently no guarantee your courses will be approved.

Placement processes does not impact the articulation of your courses. Articulation is based on requisites, content, assignments, etc.
Can new curriculum still be approved for CSU GE Breadth or IGETC by Fall 2019?

The UCOP announced that colleges would have until November 15 to submit new courses related to AB 705 implementation for addition to UCTCA. UC transferability approvals will be out by February 2019.

CSU GE Breadth and IGETC will take submission of new courses related to AB 705 areas until March 1, 2019.

Remember that courses must be approved for UC transferability before they can be submitted for IGETC consideration.
What does AB 705 mean for the mathematics competency requirement for associate degrees?

Title 5§55063 requires students to complete a course equivalent in rigor to Intermediate Algebra with a pre-requisite of Elementary Algebra or "achieving a score determined to be comparable to satisfactory completion of the specified mathematics course”

With the elimination of assessment testing, the existing regulation will be reviewed by the California Community Colleges Curriculum Committee (5C) to determine if it needs to be revised.

Until the regulation is revised, colleges will locally decide if a student has satisfied the competency requirement.
QUESTIONS?
Guided Self Placement

You have been cleared for Transfer Level Math and English courses. However, you have the right to start at a level you feel is best suited to your ability. Remember, studies show students who go into Transfer level course work have a better chance to graduate, but it is still your right to begin where you feel it is most appropriate. Below are directions on how to conduct a self-guided placement. Follow the steps below.

Directions

Step #1- Review your high school transcripts to obtain your accumulative GPA. If you cannot obtain your transcripts, self reporting will work.

Step #2- Review State default placement recommendations.

Step #3- Choose an English course from TC's English sequence.

Step #4- Choose a Math course from TC's math sequence.

Step #5- Register for a classes.
## State Default Recommendations

### English

<table>
<thead>
<tr>
<th>Reported HS GPA</th>
<th>Class</th>
<th>Support Services (See Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 2.6</td>
<td>ENGL 1500</td>
<td>Non required</td>
</tr>
<tr>
<td>HSGPA 1.9 – 2.6</td>
<td>ENGL 1500</td>
<td>Recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 1.9</td>
<td>ENGL 1500</td>
<td>Strongly recommended</td>
</tr>
<tr>
<td>Remediation</td>
<td>ENGL 0900 or ENGL 1000</td>
<td>INCO 1048</td>
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</table>

### Math

<table>
<thead>
<tr>
<th>Reported HS GPA</th>
<th>Class</th>
<th>Support Services (See Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.0</td>
<td>MATH 1500, MATH 1505, MATH 1520, PSYC 2200, STATS 1510</td>
<td>Not required</td>
</tr>
<tr>
<td>HSGPA 2.3 – 2.9</td>
<td>MATH 1500, MATH 1505, MATH 1520, PSYC 2200, STATS 1510</td>
<td>Recommended</td>
</tr>
<tr>
<td>HSGPA &lt; 2.3</td>
<td>MATH 1500, MATH 1505, MATH 1520, PSYC 2200, STATS 1510</td>
<td>Strongly recommended</td>
</tr>
<tr>
<td>Remediation</td>
<td>MATH 1050 or MATH 1060</td>
<td>Strongly recommended</td>
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### Math for STEM Majors

<table>
<thead>
<tr>
<th>Reported HS GPA</th>
<th>Class</th>
<th>Support Services (See Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSGPA ≥ 3.4 OR</td>
<td>MATH 2100</td>
<td>Not required</td>
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<td>HSGPA ≥ 2.6 AND</td>
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<tr>
<td>enrolled in a HS</td>
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<tr>
<td>Calculus course</td>
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<tr>
<td>HSGPA ≥ 2.6 or</td>
<td>Math 2100</td>
<td>Recommended</td>
</tr>
<tr>
<td>Enrolled in HS Pre-Calculus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSGPA ≤ 2.6 and</td>
<td>MATH 2100</td>
<td>Strongly recommended</td>
</tr>
<tr>
<td>no Pre-Calculus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remediation</td>
<td>MATH 1050 or MATH 1060</td>
<td>Strongly recommended</td>
</tr>
</tbody>
</table>
Taft College Course Sequence

**Remedial Level** → **Transfer Level**

**ENGLISH**
- ENGL 0900 → ENGL 1000 → ENGL 1500 → ENGL 1600*

**ESL**
- ESL 0900 → ENGL 1000 → ENGL 1500 → ENGL 1600*

**MATH**
- MATH 1050 → MATH 1060 → MATH 1530 → MATH 1540* → MATH 2100*

**MATH- STEM Majors**
- MATH 1050 → MATH 1060 → MATH 1530 → MATH 1540* → MATH 2100*

*Please contact your counselor for clearance.*
Advisory

Supportive Services: are available to assist you with your classes. With the passing of AB705, most students will be placed directly into transfer level English and math classes. Students should be familiar with the support services available, if needed, to maximize their ability to successfully complete all classes.

Support services recommended include:

- Meeting with professor during office hours
- Meeting with counselor to discuss any concerns
- Utilizing the math lab and writing lab in the library
- Visiting the tutoring center in the library
- Attending supplemental instruction sessions
- Forming study groups with class peers
- Taking STSU courses to develop organization and/or study skills
- Using online resources such as Khan Academy

In addition, it is important students understand Taft College’s repeat rules. Taft College catalog states “A student who has earned a substandard grade of D, F, FW, and/or NP in a credit course at Taft College may repeat the course two times for the purpose of grade alleviation. A student who has earned a standard grade of A, B, C, and/or P in a credit course at Taft College may petition to repeat the course when certain circumstances apply. W’s are counted in attempts for repeat purposes. A student may repeat a course for which standard or substandard work has been recorded by obtaining the written permission of the Director of Admissions and Records, PRIOR TO THE TIME OF REGISTRATION.”

Registration

Priority registration for Spring 2019 begins November, 5th 2018. For more information on registering, please click the link below.
California Community Colleges
Full-Time Faculty Obligation
Fall 2018 Compliance Report

Community College District: West Kern

1) Total full-time equivalent faculty (FTEF) attributable to instructional and noninstructional Full-Time Faculty based on Title 5 Sections 53302 and 53309
   60.0

2) Total FTEF attributable to instructional and noninstructional Part-Time Faculty based on Title 5 Sections 53301 and 53310
   30.3

3) Total FTEF for Full-Time Faculty and Part-Time Faculty (line 1 + line 2)
   90.3

4) Percentage of FTEF attributable to Full-Time Faculty (line 1/line 3)
   66.4%

5) Fall 2018 Full-Time Faculty Obligation
   (see “Fall 2018 Compliance” on table "Fall 2018 Compliance")
   58.7

6) Difference between Full-time Faculty Obligation and Total Full-Time faculty
   (line 1 minus line 5)
   1.3

To the extent that the required number of full-time faculty have not been retained for a fiscal year, the Chancellor is required to reduce a district’s revenue for the fiscal year by an amount equal to the average replacement cost for the fiscal year multiplied by the deficiency in the number of equivalent full-time faculty.

If a district has incurred a penalty, the Chancellor’s Office will provide further information and issue an invoice to the district for the penalty amount.

The average replacement cost of a Full-Time Faculty for 2018 is $77,063.

Estimated Full-Time Faculty Obligation Penalty for Fall 2018
(negative value on line 6 x average replacement cost)

$ 0

I hereby certify that the information above is true and correct to the best of my knowledge.

SIGNED: ____________________________  11/9/18
District Chief Executive Officer  Date

District Contact
Name: Dr. Debra Daniels
Email: ddaniels@taftcollege.edu
Phone: (661) 763-7710

Please complete and return this form to fiscalstandards@cccco.edu by Friday, November 30, 2018.
Existing Criteria for Ranking Faculty Position Requests, Developed by Division Chairs and IAR&P, Adopted by the Taft College Academic Senate on January 6, 2012

*Definitions discussed in Division Chairs Meeting, October 9, 2017
*Approved to go forward to Senate-of-the-whole by Academic Senate Council on October 18, 2017
*Approved by the Senate-of-the-whole on November 6, 2017

- Use program review data to ensure consistency in the data.
- Have either HR of Instruction determine the salary and benefits for the faculty position.
- Consider funding sources because that could allow us to cover Non teaching faculty, CTE or Grants that are not as clearly defined in the criteria. This is always a major concern.

Immediate Impact on Existing Programs

- Current faculty overload
- Adjunct faculty units
- FTES per year
- Narrative on percentage of units being taught in adjunct and overload
- Narrative on any type of trends.
- Narrative on what programs this position serves.

Impact on Major Requirements

- Majors covered by this position
- Actual Declared majors
- Narrative

Impact on Transfer/Completion for Certificate Programs

- Narrative on the courses that this position will include and how they fit into the particular program.

Distinction between GE and Programs (Gen Ed. is precedent) Transfer/CTE/Basic Skills

- Narrative on the courses that this position will include.
- Are those courses GE, Transfer, CTE or Basic Skills

Number of Students Served

- Enrollment data
- Narrative on the trend

Student Need (professional services needed to help student success i.e. counselor)
- Narrative on what services the students will need to be successful (This is likely very similar for all faculty positions)

Number of Other Faculty Remaining in Division
- Narrative on the remaining faculty in the division. (Also covered in #1)

Linked to Program Review and Planning
- Narrative

Fits Mission of the College—CTE and Transfer, community needs, student needs
- Narrative

Campus/Faculty Resources
- Salary and benefits should be the same for all new faculty (Figures could be developed by either HR or Instruction)
- Additional resources necessary for this position.

How Many Students in Each Major (Could be moved to #3)
- Breakdown of majors within the division by semester or by year.
- Narrative on if there is sufficient student population for this position

Length of Time Position has been Vacant
- Narrative – retirement, replacement, new
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>SP 2016</th>
<th>FA 2016</th>
<th>SP 2017</th>
<th>FA 2017</th>
<th>SP 2018</th>
<th>FA 2018</th>
<th>SP 2019</th>
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<td>President</td>
<td>Geoffrey Dyer</td>
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<td>Past President</td>
<td>Tony Thompson</td>
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<td>Vicki Jacobi</td>
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<td>Secretary</td>
<td>Dan Hall</td>
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<td>Kristi Richards</td>
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ACADEMIC DEVELOPMENT COMMITTEE

Wednesday, November 7, 2018

3:00 COUNSELING CONFERENCE ROOM

Present- Lori Sundgren, Joe’ll Chaidez, Janis Mendenhall, Dr. Windy Martinez, Kamala Carlson, Danielle Kerr, Diane Jones, Kent Miller

Absent- Stacey Falgout, Celina Aldaco

1. Approve October minutes
   Diane approved, Danielle Seconded

2. Review status of 2018-2019 ADC goals that the committee set last April
   -Look at basic skills data before and after assessment/ placement changes
   -Look at default placement guidelines. How many of our incoming students fall into each gpa category?
   -Revise Basic Skills Action Plan (in a holding pattern….do nothing with for now)
   -Plan/ implement/ evaluate AB 705 support systems
     How will we evaluate our support systems (tutoring by walk ins and appointments, supplemental instruction)? Mandatory vs. voluntary? Merging Tutor Trac data and Banner info?
     -Basic Skills Annual Program Review (Lori will complete this. Has not been done yet)

3. Online and face to face tutoring support in regards to AB 705 and basic skills
   -Cranium Café/ Net Tutor/ Worldwide Whiteboard
     Basic skills students are not using our TC online tutoring. Appointments have been for higher level math courses. Will there still be a need for TC online tutoring in the future or can we use Net Tutor only since it is free and requires no training or extra equipment on our end?
     -# of students/ visits/ hours for mandatory and non-mandatory tutoring
     Lori presented data from this semester for English 1000 and 1500 lab visits for course sections in which tutoring is mandatory vs. not required. 21.6 students per section visit the writing lab when it is mandatory vs. 2.8 students per section when it is optional.
     -Will the students who need the supports use them if they are not required?

4. English 1000/ Faculty in writing lab report (Kamala and Danielle)
   -What is working and what is not
Should writing tutors be holding the pen or should students? Concern if writing tutors are making the corrections, are the students paying attention? Policies and procedures are needed. Some students have been on phone or doing math during required English 1000 time.

- Are students taking advantage of the opportunity?
Many English 1000 students are putting in more than their required one hour per week.

5. Webinar takeaways “Developing an AB 705 Evaluation/ Research Plan”.
This webinar turned out to be more for IR people. However, Lori found a template that may help in evaluating AB 705 Learning Center supports.

6. What do we need in the Learning Center to support basic skills students?

- Develop wish list
Office of the Vice President of Instruction

Curriculum and General Education Committee

Minutes of the Curriculum and General Education Committee Meeting
October 26, 2018, 10:30 a.m. to 12:00 p.m., in the Cougar Room.


Members Absent: n/a

Guests: A. Bledsoe, D. Layne, J. Grimes, T. Payne, T. Thompson

The next meeting of the Curriculum and General Education Committee will be held on Friday October, 2018 from 10:30 am - 12:00 pm in the Cougar Room.

AGENDA

I. APPROVAL OF MINUTES: From the September 28, 2018 Curriculum & General Education meeting

On a motion by K. Carlson, seconded by M. Mayfield, and unanimously carried by all, the minutes from the October 2018 meeting were approved.

II. CONSENT ITEMS:

A. Course Revisions:
   1. MUSC 1510 Music Appreciation
   2. ECEF 1571 Child Study and Assessment

B. Distance Learning Request:
   1. MATH 1510 College Math for Liberal Arts
   2. MGMT 2900 Management Capstone

C. Course Inactivations:
   1. BUSN 1601 Beginning Keyboarding
   2. BUSN 1602 Beginning Keyboarding
   3. BUSN 1603 Beginning Keyboarding
   4. WELD 1010 Gas Metal Arc Welding (GMAW) and Flux Core Arc Welding (FCAW)
   5. WELD 1020 Gas Tungsten Arc Welding (GTAW)
   6. WELD 1030 Pipe Welding
   7. WELD 1040 Shielded Metal Arc Welding
   8. ENGR 1520 Statics
   9. ENGR 1530 Materials Science and Engineering with Lab

D. Program Inactivations:
   1. Information Management and Technology: Associate in Science
   2. Information Management and Technology: Certificate of Achievement
3. Information Technology and Management: Certificate (Local)
On a motion by M. Oja, seconded by M. Mayfield, and unanimously carried by all, consent items A, B, and C were approved to move forward to the next District Board meeting held in November.

Item II. D. was pulled from consent. Applied Technologies was able to elaborate on the inactivation proposal. They are currently working on a fresh management program. A discussion was had regarding current practice, student contact, alternative resources, etc. On a motion by M. Mayfield, seconded by J. Martinez, item II. D. was approved to move forward to the November Board meeting.

III. NEW BUSINESS:
A. Course Revisions:
1. SPCH 1507 Group Discussion
2. SPCH 1511 Fundamentals of Speech
3. PSYC 2003 Child Growth and Development
On a motion by J. Rangel-Escobedo, seconded by M. Mayfield, item III. A. 1 & 2 was approved to move forward to the next District Board meeting held on November 14, 2018.
Item 3, PSYC 2003, was tabled for additional research.

B. NEW Courses:
1. MGMT 1565 Professionalism and Etiquette
2. MGMT 1570 Diversity at Work
On a motion by J. Rangel-Escobedo, seconded by M. Oja, and unanimously carried by all, the new MGMT courses were approved to move forward to the next District Board meeting held on November 14, 2018.

C. Distance Learning Request:
1. MGMT 1570 Diversity at work
On a motion by M. Oja, seconded by K. Carlson, and unanimously carried by all, the above distance learning request was approved to move forward to the next District Board meeting held on November 14, 2018.

IV. DISCUSSION ITEMS:
A. Guided Pathways/Meta Majors
Counselors J. Rangel-Escobedo and T. Furman shared an informational handout with meta majors, as examples. The site will allow students to filter through programs, career options etc. Division chairs were asked to think about participation, as it would require meetings between counselors and chairs. This item will be discussed in the November C & GE meeting.

B. Disciplines/Textbooks on COR
The academic senate is working on the topics above. We want to make sure our courses are all in the correct disciplines. The group discussed adding a “discipline” section to the supplemental data table. A Min. Qual. Training is in the works for Spring 2019. The group briefly discussed textbooks on CORs. The current practice was discussed, we may start listing ALL books on CORs. Distance Learning is working on a textbook inventory site. This item will return in November.

C. Upper Division course work
The group discussed the need for Taft College to create/implement a local Policy regarding upper division course work. We will look at other CC’s for example’s. Ideas discussed include setting a limit to the number of higher ed. units allowed. This item will return in November.

D. AP on Transcripts
Item was not discussed.

V. INFORMATIONAL ITEM:

1. Program Status, please see the table below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Tech Review Approved</th>
<th>C &amp; GE Approved</th>
<th>Board Approved</th>
<th>State Approved</th>
<th>Revisions</th>
</tr>
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<tr>
<td>AA-T Sociology</td>
<td>1/16/2018</td>
<td>2/6/2018</td>
<td>3/14/2018</td>
<td></td>
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<tr>
<td>AS Engineering</td>
<td>1/16/18</td>
<td>2/6/18</td>
<td>3/14/18</td>
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<tr>
<td>AS Dental Hygiene</td>
<td>1/16/18</td>
<td>2/6/18</td>
<td>3/14/18</td>
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<tr>
<td>AS Energy Technology</td>
<td>2/20/18</td>
<td>3/6/18</td>
<td>3/14/18</td>
<td></td>
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</tr>
</tbody>
</table>

* New Program

VI. NEXT MEETING: November 30, 2018 @ 10:30 am in the Cougar room
1. Approval of the Minutes of the September 21, 2018 Meeting

2. Course Approvals for Distance Learning-
   Concerns about the form and current approval process:
   - The Process: there is not a clear picture of what this process was officially. Adam proposed that each member vocalize any reservations they may have about a particular course going through the approval process. Is this an appropriate class to be taught in the online format?
   - The Process: Oct 2017 Past history ADMJ course approval form sent back to instructor with notes on which questions needed attention. This was due to unclear responses to questions.
   - Jennifer asked, “If a course is approved, does that mean that it can be taught in any format (online, offline, or hybrid)?” Jennifer understood: once a course was approved by the process, it would be approved for all DE modes.
   - Faculty appear to be using different versions of the course approval form. Some forms cite policy, another does not.
   - Amar would like to update question number 8 on the form. It needs to be more clear of the expectations required for said content.
   - Update Course Approval form, with references from Ed. Code as well as guidance for faculty (how to respond to form questions).
   - Joy- would like to address the charter and member breakdown of the committee, more faculty presence is needed.
   a) **ECEF 1584** - Field Experience for Infant and Toddler Care and Development.
      - Concerns-
        - Amar- concerned that accessibility is not being addressed sufficiently. Instructor relies heavily on DE Support to fix all accessibility concerns. Adam- ultimately it is up to the faculty to provide accessibility in their online course.
        - Question #3 give detail about how exactly you will address this.
        - Because this course requires a Lab portion, how will the lab be conducted in the online format?
        - #3 limits the instructor with a specific # of announcements in a week that they need to post. Is it appropriate to mandate a number of weekly announcements?
- #8 accessibility needs to be addressed in detail, with AB 5145 in mind.

**Final Result**

**Hybrid**: Approved

**Online**: Further clarification needs to be made on questions: 2, 3, & 9.
How can the lab component be met when this is a 100% online course?
How will you provide support for question 3 while staying aligned with AP 4105?

Motion approved to forward the above listed concerns and outcome. Jennifer firsts, Amar Seconds the motion, everyone else in favor.

b) **MGMT 2900** – Capstone (MGMT 1560 now MGMT 2900)

**Concerns**

- Offline is not addressed much in the approval form.

**Final Result**

**Online/Offline/Hybrid**: Approved without reservations

Motion approved to forward the above listed concerns and outcome. Amar firsts, Sara Seconds the motion, Joy abstains, everyone else in favor.

c) **EDCU 1520** - Introduction to Elementary Education for the Contemporary Educator

**Concerns**

- Question #8 How will accessibility specifically be addressed for the materials used in the course? “Every Effort” does not answer how accessibility will be addressed.
- Question #4 address same issues as #8. AP 5145

**Final Result**: In need of revision before approval.

Motion approved to forward the above listed concerns and outcome. Jen firsts, Amar Seconds the motion, everyone else in favor.

d) **ENGL 1650** - Introduction to Literature

**Concerns**

- Question #8 How will accessibility specifically be addressed for the materials used in the course? “Every Effort” does not answer how accessibility will be addressed.
- Question #4 address same issues as #8. AP 5145

**Final Result**: In need of revision before approval.

Motion approved to forward the above listed concerns and outcome. Amar firsts, Jen Seconds the motion, everyone else in favor.

e) **MATH 1510** - College Algebra for Liberal Arts (1060 leveled-up and transferable)

**Concerns**

- Would this course push %’s of degrees offered 50/100% online?
- Do we need to file a sub-change?
- Students may replace psych 2200 online with this course.. need to verify
- Who should be in charge of keeping track of whether or not a new online course will push us over 50% online degrees?
- Question 10

**Final Result**: Approved, we will need to look into whether or not a sub-change needs to be submitted. Dan used to do this.
Motion approved to forward the above listed concerns and outcome. Amar firsts, Jen Seconds the motion, everyone else in favor.

f) **MGMT 1570 - Diversity at Work (2 wk. course- mini management)**

   **Concerns**-
   - How will offline students communicate with instructor? correspondence

   **Final Result**: Approved without reservations

Motion approved to forward the above listed concerns and outcome. Jill firsts, Amar Seconds the motion, everyone else in favor.

g) **SPCH 1511 – Fundamentals of Speech (Hybrid)**

   **Concerns**-
   - #8 response does not specifically address a plan for accessibility.
   - Remove I’s from form to keep it more general and not instructor specific.

   **Final Result**: In need of revision before approval.

Motion approved to forward the above listed concerns and outcome. Jennifer firsts, Amar Seconds the motion, everyone else in favor.

h) **SPCH 1511 – Fundamentals of Speech (Online)**

   **Concerns**-
   - How will speeches be held, asynchronous or synchronous?
   - Will captions be required on speeches?
   - #2 clarification needed, do course objectives include students needing to be a listener and audience member? If so, how will this be addressed?
   - #8 response does not specifically address a plan for accessibility.
   - Remove I’s from form to keep it more general and not instructor specific.

   **Final Result**: In need of revision before approval.

Motion approved to forward the above listed concerns and outcome. Jennifer firsts, Amar Seconds the motion, everyone else in favor.

**Action Items**:
- Reach out to office of instruction- After course goes through approval process, is it then tracked to confirm which mode was approved? Hybrid only, offline only, or approved for all? How is this tracked?
- Reach out to Instruction for more information- Who keeps track of our degree offerings over 50% online? If a course pushes a major over 50% online, who will make sure a sub-change is initiated to be submitted?
Minutes – Taft College Dual Enrollment Committee
Wednesday, October 3, 2018

Attendees: Diane Jones, Mary Alice Finn, Robin Polski, Greg Golling, and Darcy Bogle

Minutes were approved for the 09/05/18 meeting

1. **Special Admit Policies and Procedures Update**
   Robin reported that her husband actually received the “notification of minors” email that should have been sent to her due to the similarity of their email addresses. She recommended that the notification also be copied to the Division chairpersons and that a response from the instructors be required so that the Director of Admissions would know the email was received. Robin also reported that she has been in communication with Caroline and has provided the necessary information Caroline requested. Robin is not opposed to allowing Caroline access to the Canvas shell now that she understands how the information is used and if she has an opportunity to notify the other students in the class. Robin also suggested that students could download the Canvas app to view their grade and/or show their grade to Caroline or to their parents. The committee also discussed that the instructors for the dual enrollment classes should be notified through the scheduling process.

2. **Dual Enrollment for Academic Year 2018-19**
   Mary Alice reported dual enrollment is going well. She asked what the process would be to add additional courses to the program. The high school has an interest in potentially adding Stat 1510 and Math 2100 since Nate Cahoon has earned his Masters in Mathematics and would meet minimum qualifications to teach the courses. AP Statistics and AP Calculus are currently offered at the high school, but students may not pass the AP tests and therefore would not earn college credit and some colleges are not giving credit for AP scores. If the courses were dual enrollment, students that pass would receive high school and college credit. She emphasized that high school students enrolling in Math 2100 would have to meet the Math Analysis prerequisite. Greg asked if there is any concern about colleges accepting dual enrollment credits. Mary Alice believes that UC and CSU have to accept the credits, but that the private colleges may not due to their policies.

3. **AB 705 – Impact of English 1500**
   The committee does not believe AB 705 will have any impact on English 1500 offered through the dual enrollment program. TUHS has their local requirements for students enrolling in the course.

4. **Dual Enrollment with Schools Outside of Taft**
   There was a request from Wasco High School regarding dual enrollment, however dual enrollment cannot be conducted outside our District. Wasco High School already has dual enrollment classes with Bakersfield College. Wasco High School students are eligible for concurrent enrollment in Taft College classes.

5. **Review of Dual Enrollment Committee Charter**
   The committee reviewed the charter and recommends no changes at this time.

**Next meeting** – Wednesday, November 7, 2018, at 12:10pm in the Cougar Room
(Robin and Diane will bring snacks)
Student Learning Outcomes Assessment Steering Committee

Minutes
Friday, October 19, 2018
Counseling Center Conference Room
11:00 a.m. to 12:00 p.m.

Present: Paul Blake, Vicki Jacobi, James May and Terri Smith
Absent: Mike Jiles and Tina Mendoza

The meeting was called to order at 11:10 a.m.

Public Commentary
None

Approval of Minutes of September 21, 2018 Meeting
Minutes are approved without changes.

Vicki opened the meeting with an overview of the goals set for the 18/19 year for those committee members that were not present at the last meeting.

Common Assessment for Quantitative Reasoning
Quantitative Reasoning is the ISLO to be assessed this academic year. The math/science departments should not have a problem with assessing this. The other departments may have trouble. Vicki is going to develop a couple different shared/common assessments for departments to use. These will be embedded in eLumen.

Review and Finalize steps for Family Feud Game

- Purpose – we need to hear the students’ voice. How disconnected are we from the students?
- Create a series of questions for a family feud type exercise for faculty to participate in.
- To be done during inservice
- Severo has volunteered to be the host
- Teri Smith has volunteered to be a judge and contribute to prizes
- Forty questions should be developed
- There will be 5 teams, and 4 games

Vicki read over some of the questions that we could use. Some questions will be used for fun, but most of the questions will be designed to identify a disconnect.

Other/Open Forum for Announcements (None)
Adjournment (12:00 p.m.)

Next Meeting: November 16, 2018 from 11:00 a.m. to 12:00 p.m. in the Counseling Conference Room.

Respectfully submitted by Brandy Young
Student Learning Outcomes Assessment Steering Committee

Minutes
Friday, November 16, 2018
Counseling Center Conference Room
11:00 a.m. to 12:00 p.m.

Present: Vicki Jacobi and Terri Smith
Absent: Mike Jiles, Tina Mendoza, James May, and Paul Blake

The meeting was called to order at 11:10 a.m.

Public Commentary
None

Approval of Minutes of October 19, 2018 Meeting
Minutes were not voted on.

Due to the lack of attendees, quorum was not met. The meeting was cancelled.

Other/Open Forum for Announcements (None)
Adjournment (11:15 a.m.)

Next Meeting: The December meeting will be cancelled due to the holiday break. The next regularly scheduled meeting is on January 19, 2019.

Respectfully submitted by Brandy Young
BUDGET COMMITTEE MINUTES
October 12, 2018, 8:00 a.m. to 9:30 a.m.

Members Present: Brock McMurray, Bill Devine, Amanda Bauer

Members Absent: Sharyn Eveland, Geoffrey Dyer, Sheri Horn-Bunk, Jessica Grimes, Brandy Young, Whisper-Lynn Null

Guests: Justin Madding, Recorder

The Budget Committee meeting of October 12, 2018, was called to order by Brock McMurray at 8:25 a.m.

1. Minutes

Budget Committee did not have sufficient attendance for a quorum. This item was tabled to next meeting.

2. 19/20 Budget Development Calendar

McMurray said that this item will be circulated by email for approval by the committee. The 19/20 Budget Development Calendar will go to Governance Council on October 26, 2018, then to the Board on November 14, 2018.

3. Budget Update

McMurray said that the 18/19 budget has been updated in Banner and the Cognos reports are current.

4. APR Funded Items Update

McMurray provided a current list of the 17-18 APR Non-Personnel Resource Allocation Funded Items. He said that this will be a growing list.

5. Review of Committee Evaluations and Goal Setting

Budget Committee did not have sufficient attendance to have an effective discussion of the evaluations, or to set further goals. This item was tabled to next meeting.

6. Other

The meeting time of Budget Committee will be changed to 8:10 a.m.

Meeting adjourned at 8:35 a.m.

Respectfully submitted by:

________________________
Justin Madding
Minutes of the Strategic Planning Committee
12:00 p.m. to 1:00 p.m.
Friday, October 19, 2018
Counseling Center Conference Room

Members present: Amanda Bauer, Sharyn Eveland, Tori Furman, Greg Golling, Jessica Grimes, Vicki Jacobi, and Windy Martinez

Members absent: Severo Balason

Secretary and Classified Representative: Brandy Young

Approval of Minutes – October 19, 2018
Minutes were approved without changes.

Update on Status of New Executive Director of IR & Planning
To date, a candidate has been selected and is currently in the offering stages. It is hopeful that the new IR Director will be Board approved in November and start soon after.

Annual Committee Review Self-Evaluation
Copies of the Annual Committee Self-Evaluation form were distributed. Brandy discussed the goals that were set for the 18/19 year. Some of the goals will require the participation of the new Director, so therefore, will be put on hold. The committee decided to create a timeline/calendar/deadlines for the goals and identify the activities to achieving the goals.

Brief Update on Upcoming Accreditation Self-Evaluation (ISER) Training
The next Accreditation cycle will begin this spring with training in January for the members of the SPC and other individuals who will be key participants (Accreditation Steering Committee) in writing the ISER. The training will focus on the organizational structure of putting together the ISER. The SPC will begin reviewing the standards and identifying leads as stated as a committee goal for 18/19.

SPC Activity Annual Calendar
The committee decided to review all relevant timelines at the next meeting in order to gain a better understanding of what are actual annual deliverables, ongoing projects and how to integrate all the annual goals. A few suggested timelines to review:

- Program Review
- Annual Report
- Upcoming ISER

Due to scheduling conflicts in the month of November, the committee will have the next meeting on November 16th at noon in the Counseling Center conference room.

Respectfully submitted by: Brandy Young
Minutes of the Strategic Planning Committee  
3:00 p.m. to 4:00 p.m.  
Friday, November 9, 2018  
Counseling Center Conference Room

Members present: Severo Balason, Sharyn Eveland, Jessica Grimes, Vicki Jacobi, Windy Martinez and Julie Marty-Pearson

Members absent: Tori Furman, Greg Golling and Amanda Bauer

Secretary and Classified Representative: Brandy Young

Approval of Minutes – October 19, 2018 - Minutes were approved without changes.

2021 Accreditation Self-Evaluation Training  
Set date – Week of January 28 - Feb 1  
The liaison from ACCJC will be coming to Taft College to provide training on the upcoming ISER. The SPC is the framework for the Accreditation Steering Committee; therefore, all members will participate in the training along with other individuals who will have a lead role in the process. Friday, February 1st looks to be the ideal date for the training. Julie and Deb will have a conference call with the ACCJC liaison to discuss the focus of the training. There is a 158-page guide that provides details on the ISER process.

• All SPC members check their schedules for availability – February 1, 2019
• The ACCJC guide will be sent to all committee members
• An email will be sent out to those members that are not present today regarding the training date

Review Timelines  
The committee reviewed the Planning Guide (a compilation of institutional plans/processes and their timelines) and discussed needed updates. The guide aligns with ACCJC standards.

• Timelines will be corrected
• Remove the Program Review timeline
• Remove the Integrated Planning Model (Quilt)
• Update the Integrated Plan to the Student Equity Achievement Plan
• Vicki will work on a plan to cover ACCJC Standard 2A (Instructional Plan)
• Sharyn will make the edits and updates to the document
• Contact Human Resources for the updated EEO Plan to add to the Planning page of the IR website
• Some plans are currently outdated according to their timelines. Authors of those plans will be contacted.

Review ACCJC Standards  
The committee will begin discussing a game plan for reviewing the ACCJC standards at the next meeting. The committee will also begin identifying individuals to participate in the ISER training.

The next SPC meeting is scheduled for December 7 at 10:30 a.m. in the Counseling Center Conference Room.

Respectfully submitted by: Brandy Young