Action Item: *1 September 2009*

TO: **ACADEMIC SENATE**

FROM: **EXECUTIVE COMMITTEE**

PREPARED BY: **RECORDING SECRETARY**

SUBJECT: **APPROVAL OF MINUTES**

Recommendation Number 1:

It is recommended that the minutes from the following meeting of the Santa Monica College Academic Senate be approved as distributed:

Minutes of the 2 June 2009 Academic Senate Meeting

Present: Eve Adler, Brenda Antrim, Jan Austin, Simon Balm, Teri Bernstein, Mary Bober, Suzanne Borghei, Greg Brookins, Fran Chandler, Mary Colavito, Guido Davis Del Piccolo, Judith Douglas, Tina Feiger, Gilda Feldman, Kathy Flynn, Candyce Goodfellow, Terry Green, Craig Hammond, Nancy Hanson, John Henderson, John Hoover, Janie Jones, Amber Katherine, Lesley Kawaguchi, Lucy Kluckhohn Jones, Helen LeDonne, Laura Manson, Pete Morris, Peter Morse, Maria Munoz, Deborah Kraut, Melody Nightingale, Makoto Nishikawa, Eric Oifer, Jim Pacchioli, Pauli Peter, Michelle Scholefield, Christine Schultz, Jacqueline Scott, Eleanor Singleton, Jim Smith, Marci Spiegler, Howard Stahl, Susan Sterr, James Stramel, Gary Strathearn, Michael Strathearn, Richard Tahvildaran-Jesswein, Esau Tovar, Marc Trujillo, Ted Wilkinson, David Zehr

Excused: Ken Buckner, Georgia Farber, Janet Harclerode, Toni Randall, Vicki Rothman, Lantz Simpson, Kathy Sucher

Absent: Dianne Berman, Rebecca Curtis, Ken Geddes, Richard Goldenson, John Kennedy, Bill Lancaster, Walter Meyer, Andrew Nestler, Sal Veas, Robert Ware

Guests: Nate Brown, Lisa Burns, Dennis Frisch, Nancy Grass Hemmert, Jo Kidd, Mitra Moasessi, Carol Womack

I. Call to Order – President Richard Tahvildaran-Jesswein called the meeting to order at 12:24 p.m.

II. Public Comments –
Incoming Associated Students president Cameron Henton introduced his nes student officiers.

III. Action Items

A. Approval of the Minutes for May 19, 2009.
Unanimously approved.

B. Adoption of New Courses and Student Learning Outcomes for Study Abroad Programs – Mary Colavito, Chair Curriculum Cmmt

Vote to adopt: Unanimously approved.

New Courses

AHIS 18: Introduction to African Art History

History and appreciation of the arts of Africa and The African Diaspora. Examines the continent of Africa within historical, cultural, religious, socio-political, and aesthetic contexts, the impact of African art in Europe and the Americas, and contemporary African art.

Units: 3 Department Vote: 7-0-1 Prerequisite: None

Auto 50: Emerging and Alternative Automotive Technology

Students will gain an understanding of the current state of vehicle technology in the U.S. In addition, they will study the impact of alternative fuels, hybrid-electric drives, and other technology emerging in the transportation marketplace. Emissions, fuel economy benefits and regulations, and safety and service requirements will be examined. The interaction of issues such as economic viability, energy independence, the regulatory environment, infrastructure, and the consumer environment will be examined from the standpoint of the ability of each technology to solve transportation-related energy and air pollution problems. The global impact of the automobile will be studied.

Units: 3 Department Vote: 11-0-2 Prerequisite: None

Counseling/Business 47: Personal Finance for Students

This course will provide students with the fundamental tools to make informed decisions that impact their short and intermediate-term finances. Topics covered include consumer credit, money management, budgeting, consumer purchasing, insurance, and taxes.

Units: 1 Prerequisite: None

Counseling Department Vote: 24-0-1 Business Department Vote: 11-0-2

PV 01: Introduction to Solar Energy Systems

Students will gain a basic understanding of the introductory principles of solar photovoltaic systems and renewable energy alternatives. Basic electrical theory, the variables of PV system design, and capacity requirements for photovoltaic systems will be reviewed. Topics will include the scientific principles, materials and manufacturing, system components, codes, energy efficiency, and safe installation procedures for each technology. Students will examine the economic, regulatory, and infrastructure issues affecting the adoption of solar technologies, as well as their potential in solving energy and environmental problems.

Units: 3 Earth Science Department Vote: 11-0-0 Prerequisite: None

PV 02: Intermediate Solar Photovoltaic System Installation

This course will prepare students for entry-level employment in the solar photovoltaic (PV) industry and for potential follow-on training in system design. Combining theory and hands-on application, this course will include basic electricity, electricity fundamentals in solar PV systems and PV safety. Introduction to site analysis, PV system sizing and design, components and equipment, product installation, net metering laws, local codes, and National Electrical Code (NEC) PV requirements will be discussed.

Units: 3 Earth Science Department Vote: 11-0-0 Prerequisite: PV 01

PV 03: Advanced Solar Photovoltaic Systems

This course will examine the theoretical and technical dimensions of solar photovoltaic systems in detail. It will provide the hands-on instruction necessary for entry to mid-level employment in the industry. Students will learn advanced principles of electricity and how they apply to solar PV systems. They will review PV safety, site analysis, PV system sizing and design, components and equipment. Detailed discussions on product installation, troubleshooting, net metering laws, local codes, and National Electrical Code (NEC) PV requirements will be covered. Successful participants will be qualified to take the North America Board of Certified Energy Practitioners (NABCEP) Photovoltaic Installer Certification exam.

Units: 4 Earth Science Department Vote: 11-0-0 Prerequisite: PV 02

Reinstated Course

STUGOV 81: Student Government Leadership Seminar
This course explores the fundamental principles and practical applications of student government organizations. Students will have an opportunity to reflect upon and assess their leadership and communication styles and subsequently, create a personal development plan conducive to becoming more effective student leaders. Topics in the course will include, but are not limited to, parliamentary procedure, guidelines governing the function of the Associated Students (e.g., Constitution and Bylaws, Title 5 and Education Code), and ethical decision-making. Strategies for academic success will be embedded throughout the course.

Units: 1 Counseling Department Vote: 27-0-0 Prerequisite: None

Distance Education

Auto 50: Emerging and Alternative Automotive Technology
Counseling/Business 47: Personal Finance for Students
History 10: Ethnicity and American Culture
INTARC 38: Advanced CAD
INTARC 40: CAD Space Planning
INTARC 45: CAD Commercial Design
INTARC 46: CAD Working Drawings
INTARC 57: 3D CAD Modeling
INTARC 70: Interior 3D Computer Rendering/Animation

Certificates

Introductory Automotive Technician – Business Department Certificate (see details below)
Photovoltaic Installation Certificate of Achievement (see details below)

AA Degree

Women's Studies A.A. Degree – (revised, see details below)

Introductory Automotive Technician
Business Department Certificate

Completion of the following 9 units with a grade of C or better:

AUTO 40, Automotive Maintenance and Operation (3 units)
AUTO 45, Automotive Braking Systems (3 units)

AUTO 46, Automotive Electrical Systems (3 units)

Also recommended:
AUTO 50, Emerging and Alternative Automotive Technology (3 units)

Photovoltaic Installation Certificate of Achievement
Solar energy systems are being installed in growing numbers at private businesses and residences. This growing demand is expected to create many new jobs for Photovoltaic System Installers and Solar Thermal System Installers. The Photovoltaic Installation Certificate in Solar Energy Technologies will provide students with both the hands-on skills as well as the broader contextual knowledge necessary to gain successful employment in the burgeoning solar industry. Students who complete the Certificate of Achievement will be qualified to secure jobs in a variety of different capacities, including installation repairs, entry-level solar installer, mid-upper level solar design positions, sales, and potentially even start their own solar installation company. With additional education or experience, students could pursue employment with one of the many public institutions working on alternative energy policy.

Students must complete major requirements in effect at the time enrollment begins or major requirements in effect at graduation as long as continuous enrollment is maintained. See Santa Monica College catalog for definition of continuous enrollment.

At least 50% of the major units must be completed at Santa Monica College.
Each course for the major must be completed with a grade of C (2.0) or higher.

PHOTOVOLTAIC INSTALLATION
Required Courses: (18 units)
Photovoltaic 1, Introduction to Solar Energy Systems (3)
Photovoltaic 2, Intermediate Solar Photovoltaic System Installation (3)
Photovoltaic 3, Advanced Solar Photovoltaic Installation (4)
IntArc 35, Computer-Aided Design and Drafting (3) *or* GIS/CIS/Geog 20, Introduction to Geographic Information Systems (3)
Env/Geog 7, Introduction to Environmental Studies (3)
ErthSc 88B, Independent Study (2)

Recommended Courses:
Business 63, Principles of Entrepreneurship (3)

A course of Study for a Major in

Women's Studies A.A. Degree

The Women's Studies area of emphasis studies the history, sociology and politics of women in society. The area of emphasis examines the oppression of women throughout history, and also the ways in which women have taken power over their lives. Students will better understand the impact of women and gender on various cultures at various times and evaluate changing social patterns and the effects of institutions and cultural assumptions. The Women's Studies area of emphasis can lead to a variety of careers including a community organizer, political lobbyist and political strategist. This degree may also prepare the student for further study at the baccalaureate level.

This area of emphasis may also lead to many other careers. For additional possibilities, visit the Career Services Center on campus to utilize computerized career information systems and other valuable career resources.

ASSOCIATE IN ARTS DEGREE - 60 UNITS
Students must complete requirements in the area of emphasis in effect at the time enrollment begins or requirements in effect at graduation as long as continuous enrollment is maintained. See Santa Monica College catalog for definition of continuous enrollment. **At least 50% of the area of emphasis units must be completed at Santa Monica College.** **All coursework for the area of emphasis must be completed with a grade of C (2.0) or higher.**
WOMEN'S STUDIES (24 units)
CATEGORY 1: REQUIRED CORE COURSE (3 units)
Women's Studies 10, Introduction to Women's Studies (3)
CATEGORY 2: RELATED COURSES (18 units)
Minimum of one course from each of the following 4 areas (plus two additional courses from any of the areas):
Area 1: (minimum of 3 units)

Student Learning Outcomes for Study Abroad Programs

Unanimously approved.

Drawing from his or her study abroad experience:

1. A student will identify behavioral patterns of the host culture and explain the cultural values underlying them.
2. A student will demonstrate the ability to communicate effectively and appropriately in the context of the host culture.
3. A student will identify and analyze the contribution of the study abroad experience to his or her professional, academic, and/or personal development.
4. A student will explain how the study abroad experience has contributed to the student's understanding of his or her role as a global citizen.

C. Presidential (Eric Oifer) Appointment of Jo Kidd as Academic Senate Liaison to the SMC Associated Students

(M/S Antrim/Borghei) Unanimously approved.

D. Year-End Report and Recommendations 08-09, S/ILO Joint Cmmt – Nancy Hanson and Suzanne Borghei, Co-Chairs. Nancy Hansen also thanked the Curriculum Committee and Professional Development Committee for their work.

Vote only to accept, with one change (II.B). (M/S Katherine/Trujillo) Unanimously approved.

Year-end Report and Recommendations, 2008-2009
Student/Institutional Learning Outcomes Joint Committee

The focus of the S/ILO Committee's first year has been on achieving consensus among its represented constituents in fulfillment of its original scope and function. This report presents the consensus points reached and makes recommendations for future consideration and action.

I. GUIDING PRINCIPLES

Authentic engagement is the fundamental principle guiding SMC's work with outcomes. Flexibility, systematic inquiry, and sustainability characterize such engagement and further guide the process of identifying, assessing, and evaluating outcomes.

Flexibility: The process should be flexible to maintain broad decentralized ownership and responsibility. This year, flexibility has been evident in the integration of SLOs into peer evaluation, ranking of faculty hires, initiative support, sabbatical matrix, and DPAC planning.

Systematic inquiry: The process should be consistent to allow systematic analyses that support cyclical, data-based decision-making. The need for

consistency exists at all levels: course (cross-section and year-to-year), department/unit, and institution (ILOs and holistic institutional methods, such as cohort analysis). The S/ILO Committee should lead in establishing procedural standards to foster and facilitate systematic inquiry.

Tools to ensure a systematic process include: 1) course rubrics and common assessment reporting forms, 2) departmental assessment plans that reflect institutional guidelines, and 3) an ILO Calendar and Institutional Flex Day workshops.

Sustainability: The process must be sustainable (neither too burdensome nor too minor to maintain authentic engagement) to encourage the persistent effort that leads to proficiency.

The above principles relate to all stakeholders, both institutional and programmatic.

II. INFRASTRUCTURE FOR OUTCOMES ASSESSMENT

A. Oversight: Outcome reviews & Assessment plans

Looking forward, the procedure for reviewing the quality of outcomes and assessment plans to ensure they are robust should rely on the following committees:

1) The S/ILO Committee should have primary oversight of the process as a whole. Its functions should include facilitating robust outcomes via standard definitions and rubrics and reviewing new and revised outcomes.

Each department/unit will develop an assessment plan that identifies methods of inquiry, data collection strategies, analysis, and utilization of results. Components will identify frequency and rotation (of outcomes and faculty), method and timing of feedback, and expected revisions. The S/ILO Committee will foster consistency in plans through common rubrics, an institutional calendar linking the three assessment levels, and other tools.

2) The S/ILO Committee will support the work of the Program Review and Curriculum Committees as this relates to the outcomes process. (See Recommendation below.)

B. Housing of and Access to Outcomes

Course and program outcomes are currently housed in each department/unit ~~and the Office of Academic Affairs~~. Supporting material, such as mapping and competency statements, are housed in the same sites.

Looking forward, the S/ILO Committee should become the central housing/archiving location for all outcome-related material, supplementing but not replacing the housing and archiving done at the department/unit level.

Regarding publishing and accessing Outcomes so that they are readily available to students and other interested parties:
1) course-level outcome statements remain a separate addendum to the Course Outline of Record, as is currently the case;
2) individual faculty make the relevant course outcome statements easily accessible to students in their courses through one or more channels such

as incorporating them into the syllabus (either verbatim or paraphrased), handing out a hard copy, and/or posting them on eCompanion and/or on their own faculty homepage;
3) departments and service/administrative units post their program outcome statements (discipline, department/unit, certificate, and/or program) on their web sites, updating them whenever outcome statements are revised;
4) certificate and AA degree outcome statements be included in the SMC Catalogue and Counseling Center's informational guide sheets on certificates and majors, in both online and paper formats; and
5) SMC post the institutional outcome statements via a direct link on the college homepage.

III. DATA COLLECTION AND AVAILABILITY

Currently, completed course assessment forms are housed in their department along with the forms documenting departmental discussion and utilization of results. Completed SLO/ILO assessment reporting forms are also housed in their department/unit and to be sent to the S/ILO co-chairs.

In 2009/2010, the S/ILO Committee will explore a system of data collection that is flexible, systematic, and sustainable. The critical goal is a system that meets SMC's needs, whether devised in-house or adopted from an external source, identified by such characteristics as

1) ease of use by individual faculty and others;
2) flexible in terms of in-put categories of course- and program-level data, for example, content/knowledge, skills, and attitudes;
3) systematic format that facilitates meta-analysis;
4) archiving in such form that data remains meaningful across sections and semesters, even as assessment tools are revised.

Careful attention to prioritizing needs will ensure adoption of a sustainable collection system.

IV. RECOMMENDATIONS

A. Revise the S/ILO Committee's scope and functions (see Addendum)

B. Facilitate SLO development and proficiency

1) Establish procedures for course and program level outcomes to be reviewed by the S/ILO Committee before being submitted to Curriculum and/or Program Review Committees.
2) Encourage campus-wide development of department/unit assessment plans.
3) Foster balanced attention to all college units (instructional, student services, college services).
4) Integrate outcome assessment with planning and budgeting.
5) Participate actively in annual development of Master Plan objectives.

C. Identify and secure resources to allow the S/ILO Committee to

Pilot an assessment recording system
Establish central archive.

E. Adoption of ASR05-09 – Board Policy on Annual Shared Governance Orientations

Vote to adopt: (M/S Oifer/Feiger) 49 in favor, 3 abstentions

Whereas, Santa Monica College governs itself through shared governance processes; and

Whereas, the College has a vested interest in the Chairs and Vice Chairs of the Joint Academic Senate committees having a clear working knowledge of those shared governance processes;

Resolved, the Santa Monica College Academic Senate calls upon the Santa Monica College Board of Trustees to establish a policy directing the District and the Academic Senate to jointly provide an annual shared governance orientation for chairs and vice chairs of all Academic Senate Joint Committees.

Discussion: Calif. Law defines shared governance; Board policy defines it at SMC. This resolution says that new chairs and Randy's appointees will be on the same page and there will be a common voice on shared governance.

F. Departmental Gateway Websites

Template was presented at last meeting. Accommodations will be made for departments with special or unique requirements, such as the Library and Counseling.

Suggestions: ISIS should be used to update faculty info automatically; add faculty office hours; Counseling and the Library have unique requirements, which will be taken into consideration.; add program level outcomes; faculty info should not be made available for Counseling and Psychological Services.

Unanimously approved.

- **Department Contact Info –** Name of Dept, Location, Phone, Dept. Chair and Dept. Secretary
- **Welcome/Introduction –** please provide a brief description of your program
- **Academic Program –** please list the various disciplines that are part of your department. Include a description of the description as well as links to any existing pages.
- **Degrees & Certificates –** please list the AA Degrees & Certificates available for each of your disciplines
- **Career Options –** please list all possible career options available within this major.
- **Faculty** – please list all faculty members in your department, with contact info, website and by discipline.
- **Other Resources –** please list helpful links relevant to your program. Examples of this would be publications, readings, online resources, etc.

IV. **Information Items**

A. **President's Report** – Richard Tahvildaran-Jesswein

1. SMC Budget Update & Scheduled Town Hall Meeting (6-10-09) – Presentation by Jenine Hawk and Howard Stahl

Several scenarios were presented. None is a done deal. All are encouraged to attend the Town Hall Meeting on June 10, 3 p.m. at Main Stage.
Link to SMC budget webpage:
http://www.ccleague.net/impact/index.html?districtid=56

2. Accreditation Update
Substantive Change document was accepted for Distance Education.

3. Recognitions – Senate Executive Committee Members
Thank you gifts and certificates were given to Mary Colavito, Amber Katherine, Terry Green, Melody Nightingale, Christine Schultz, David Zehr, Jim Strame, Michael Straithern, Judith Douglas, Eric Oifer; recognitions were also given to Sal Veas, Toni Randall, and Lisa Lewis Burns.

B. Distance Education Faculty Survey Results – Teri Bernstein, Chair, Distance Education. (submitted via email.)

Summary: Surveys of online faculty and eCompanion users regarding Platform Features

The survey of online faculty regarding platform features and functionality was a successful exploration. Of the 170 faculty surveyed, 108 faculty returned the survey (63.5%). It was evident from many of the extensive comments that faculty care deeply about their online courses. It was also evident that platform features and functionality impact both the workload for faculty and the effectiveness of student contact.

The online faculty survey was a preliminary forum for faculty feedback on platform features required to deliver courses online. It represented a chance for experienced faculty to delineate: "This is what I need; this is what my students need." The survey indicated that needs and experiences with various features ranged widely from instructor to instructor and across departments. Nevertheless, the survey established that several features on the eCollege platform are absolutely necessary for delivery of our courses, and that there are additional features that are also needed.

Similar results were obtained from the eCompanion survey, which was completed by over 200 users.

These survey results are a starting point, and will be used for further investigations. Certain other platforms were identified in the survey as

possibly comparable to eCollege and may be included in a deeper inquiry. Faculty may be asked for additional input as the platform investigation progresses over the next academic years. Complete results are available in FAC 101 to all faculty members. Members of other campus constituencies can obtain access by contacting Julie Yarrish. The survey results will continue to be discussed by the Distance Education Committee. In addition, the DE Committee hopes that the survey results can be used more immediately to communicate to eCollege areas that need improvement and augmentation to meet faculty needs under our current contract.

Respectfully submitted,
The Academic Senate Joint Distance Education Committee, 2008-2009
June 2, 2009

C. Accreditation Substantive Change Document – Teri Bernstein, Chair, Distance Education (submitted via email)

Motion:
The Distance Education committee has received the Distance Education Substantive Change Proposal and forwards it to the Academic Senate as an information item, and for submission to ACCJC. The Committee also agendizes the following related items for next year: a) the further study of the Distance Education Manual recommendations; b) information gathering regarding District support with respect to faculty needs; and c) the development of institutionalized standards in conjunction with the Curriculum and Program Review committees.
Approved unanimously.

V. **Old Business**

VI. **New Business**

Resolution ASR 6-9 Honoring Richard for his service to SMC.

(Honoring Dr. Richard Tahvildaran-Jesswein's Service as Academic Senate President)

Whereas, he showed commitment to the Santa Monica College faculty by serving two terms;

Whereas, he successfully promoted awareness of the Academic Senate's functions and responsibilities in academic and professional matters;

Whereas, he strengthened the faculty voice in shared governance processes;

Whereas, he effectively brought new members of the faculty into Academic Senate leadership;

Whereas, he effectively engaged the Academic Senate in discussions that put students first;

Whereas, he fostered improved communication and collegial relations between all College constituencies;

Whereas, he nurtured student leadership;

Whereas, he enhanced the transparency and democratic values of Santa Monica College's governance processes;

Whereas, he maintained a sense of humor in times both trying and serene; and

Whereas, he did all the above while being a present and attentive father and husband;

Be it resolved, the Santa Monica College Academic Senate honors Richard Tahvildaran-Jesswein's service as Academic Senate President; and

Be it further resolved, the Santa Monica College Academic Senate thanks Richard Tahvildaran-Jesswein for his commitment to enhancing the Santa Monica College community.

Eric Oifer, President-Elect
06/02/2009

Moved by acclamation.

VII. **Announcements -** Academic Senate Party Honoring – Richard Tahvildaran-Jesswein on Saturday Evening, June 13, 2009 – Janie Jones, Chair, Social Committee. On the day after graduation (6/17) a recognition program and BBQ will be held to honor retirees and other honorees.

VIII. **Adjournment** – (M/S Douglas/ Morse) Meeting adjourned at 12:37 p.m.