

Agenda for October 18th 2012, 3:00 pm to 5:00 pm, room 119

- A. Confirmation of the Agenda for October 18th, 2012
- B. Approval of the minutes for October 4th, 2012 p.4
- **C.** Audience comments. This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments.
- **D.** Consent Agenda: The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.
 - a. CTRAC Minutes for September 28, 2012 p.10
- **E.** Action Items: Action items require a proposed senate resolution or completed ASAP to discuss.
 - a. Approve the following:
 - i. BP 4260 Prerequisites and Corequisites p.11
 - ii. Curriculum Prerequisite and Corequisite Content Review Process p.14
 - b. Appoint Senators to serve on hiring committees:
 - i. Payroll Specialist II (Tentative Timeline)

October 25th: Applications Due

Oct. 31st – Nov. 7th: Screen Applications

Week of November 12th: Interviews

ii. Adjunct Political Science, 2 faculty members & the DC

November 2: Position Closes

Week of November 12th: Interviews

- c. Guest access to blackboard classes p.19
- F. Information and Discussion:
 - a. Mandatory Student Success Class p.20
 - b. Institutional Student Learning Outcomes Assessment p.21
 - c. Brief on Student Learning Outcomes Assessment webinar from Ralph Wolff, WASC p.27
 - d. Review and revision of Faculty Code of Ethics p.28
 - e. The Senate as a venue for continuous improvement in the classroom
 - i. Update on common course standards
 - ii. Development of standardized writing assessment criteria for voluntary (but encouraged) use

CMC Academic Senate 10 +1 Title 5 responsibilities delineated in CMC Board Policy

Academic and Professional matters refer to the following:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8) Policies for faculty professional development
- 9) Processes for program review;
- Processes for institutional planning and budget development; and

Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

- iii. Follow up on request for real-world and discipline related math questions
- f. Next Cultural Event: Celebrate Reading 11/8
- g. Student Showcase plan
 - i. Creative Writing Student November
 - ii. Phi Theta Kappa Student December
 - iii. Programming and Physics January
- h. The Benefits Fair Announcement
 - i. Monday, October 22 from 11am-2pm in the Bell Center Community Room
 - ii. Representatives from VEBA, Delta Dental, VSP, American Fidelity, Costco, and Sam's Club with be in attendance
 - iii. Health screening and flu shots free of charge
 - iv. Presentation from Healthy Adventures regarding stress management tools and techniques that you can use every day. For your convenience there are two presentations; 12-12:30pm and 12:30-1pm

G. Committee Reports:

- **a.** Senate committees:
 - i. Curriculum Allen, Berger, Powell, Blauwkamp, Wahl, Norton, Friedt, Panto, Thacker, Xanthos, Armstrong, Case, DeSantis, Schiel, Hopkins, Compton, **Llort**
 - ii. Library Allen, DeSantis, Friedt, Norton, Steenberg
 - iii. Professional Standards and Ethics Baird, Chesterman, Hanselman, Itnyre, Llort,Thacker, Tucker
 - iv. Educational Technology Danza, Dorner, Haig, Holley, Powell
 - v. Cultural Education Enhancement Allen, Baird, Danza, Downer, Panto, Pieper
 - vi. FLEX Baird, Berger, Danza, Hanselman, Holley, Maclaughlin
 - vii. Recognition Berger, Holley, Xanthos
 - viii. Distance Education Danza, Dorner, Haig, Holley, Muchenje
 - ix. Equivalency Armstrong, Haig, Hopkins, Itnyre, Llort, Parkin, Thacker, Walker

b. District committees:

- i. Academic Calendar Norton, (Alternate: Chesterman)
- ii. Academic Integrity Chesterman, Danza, Parkin, Walker
- iii. Basic skills Alstadt, Baird, Chesterman, Hanselman, Norton, Gallagher, Holley, Thacker
- iv. Budget Advisory DeSantis (Alternate: Hanselman)
- v. Equal Employment Opportunity Case
- vi. Facilities Planning Berger, Dorner, Downer, Friedt, Hanselman, Powell
- vii. Graduation Baird, Itnyre
- viii. Matriculation Alstadt, Baird, Chesterman, Muchenje, Norton
- ix. Scholarship Alstadt, Chesterman, Gallagher, Hopkins, Llort
- x. Desert Studies Berger, Bridenbecker, Case, Compton, Delaney, Dorner, Pieper
- xi. Technology Powell (Alternate: Hanselman)
- xii. Employee Development Fund Schiel
- xiii. Professional Development Hanselman
- xiv. Perkins Blauwkamp, Dorner, Friedt, Gallagher, Haig, Powell, Schiel, Steenberg, Wahl

- **H.** Senate Reports
 - a. Officers
 - b. SLOA Coordinator
 - c. Part-time faculty representative
 - d. Senators
- I. Associated Students
- J. Administration
- K. Board of Trustees
- L. Items for next meeting

ACADEMIC SENATE MEETING DATES FOR Fall 2012 SEMESTER

August 16, 2012 September 6, 2012 September 20, 2012 October 4, 2012 October 18, 2012

November 1, 2012 November 15, 2012 December 6, 2012

CULTURAL THEMES CALENDAR FOR 12-13

September – Character Building and Constitution Day - 9/17

October – Bugs and Insects – 10/11

November – Celebrate Reading – 11/8

January – Art Appreciation – 1/10

February – Black History Month

March – Women in History – 3/14

April - Earth Day (coordinate with Desert Studies Committee) 4/20

May – Space or Astronomy

Thursday October 4, 2012

Copper Mountain College Academic Senate Minutes

Present (bold denotes those not in attendance): Cathy Allen, Carey Alstadt, Andrea Armstrong, Ellen Baird, Brad Berger, Christi Blauwkamp, Bruce Bridenbecker, Glenda Case, Gregg Chesterman, Robert Compton, Mike Danza, Paul Delaney, Joseph DeSantis, Meredith Dorner, Spelman Downer, Paul Friedt, Marla Gallagher, Jeffrey Haig, Jackie Hanselman, John Holley, Carolyn Hopkins, Cathy Itnyre, Yadira Llort, Colin Maclaughlin, Leann Matlin, Kylee Muchenje, David Norton, Dawn Page, Danielle Panto, Steven Parkin, Dean Pieper, Jim Powell, Melynie Schiel, Clayton Steenberg, Tony Thacker, Terry Tucker, Kathleen Wahl, Michel Walker, Heidi Wilcox-Steins, and Grace Xanthos.

Also in attendance: Vice President for Student Services Greg Brown, CMC Vice President for Academic Affairs Wei Zhou, Part-Time Faculty Representative Vala Stults, and ASCMC President Chad Purtell.

A. Confirmation of the Agenda for October 4, 2012

A motion was made (Joe Desantis), and seconded (Yadira Llort) to confirm the agenda as presented. Yadira asked to move EMT-085 Emergency Medical Technician Refresher Course from **D. Consent Agenda** to **E. Action Items.** Yadira also requested an emergency action item be added under **Action Items** for Math SLO's as per request by Academic Affairs. Yadira explained this item was fast-tracked through curriculum committee via email poll of members. Melynie requested item **b, Approve deactivation of the following courses**, be moved to **E. Action Items** as well. Tony Thacker pointed out that his name was missing from the Basic Skills Committee. The motion to confirm the agenda with amendments carried. Yadira moved and Joe Desantis seconded to suspend the rule of the day and add the emergency item to the consent agenda under **Action items**. The motion carried.

B. Approval of the minutes for September 6, 2012

A motion was made (Mike Danza), and seconded (Robert Compton) to approve the minutes from the previous Academic Senate meeting held on September 20, 2012. A brief discussion ensued with comments on the quality of the minutes and a big thanks to Paul Friedt. The motion to approve the minutes carried with three abstentions-Andrea Armstrong, Ellen Baird, and Glenda Case.

C. Comments from the Audience and Non-Senators

No audience comments were given.

D. Consent Agenda

A motion was made (Joe Desantis), and seconded (Andrea Armstrong) to approve the consent agenda.

a. Approval of the following courses:

- i. EMT 084
- ii. EMT 085-Moved to Discussion/Action
- iii. ACCT 001
- iv. ACCT 002
- v. STDV 065
- vi. AUTO 035
- b. Approve deactivation of the following courses:
 - i. HS 098
 - ii. MATH 097 Moved to Discussion/Action
 - iii. MATH 098
 - i. SP 001
 - ii. SP 002
 - iii. SP 004
 - iv. SP 007
 - v. SP 015
- d. Approve changes to the Liberal Studies Degree
- e. Accept Curriculum Minutes August 23, 2012
- f. Accept CTRAC Minutes for August 24, 2012 and September 14, 2012

E. Action Items

a. EMT-085 Emergency Medical Technician Refresher Course.

Yadira moved and Robert Compton seconded to have the following correction made to the COR document for EMT-085: Include prerequisite of completion of NREMT recognized Basic EMT course. The motion carried.

- **b.** Approve Deactivation of the following courses:
 - i. HS-098 Nursing Skills Lab
 - ii. MATH-097 Math Supplemental Lab
 - iii. MATH-098 Math Supplemental Lab

Melynie explained that the math courses were already listed in the Spring schedule and could not be deactivated until Fall 2013. A motion was made (Robert Compton) and seconded (Carolyn Hopkins) to approve the deactivation of all three courses and to change the effective date of deactivation for the math classes from Spring 2013 to Fall 2013. The motion carried.

c. MATH SLO's

A motion was made (Carolyn Hopkins) and seconded (Cathy Itnyre) to approve the inclusion of of a list of common SLO's for the math courses identified in the handout provided to the Senate by Yadira Llort. After some discussion among senators and additional explanation by Brad Berger and Tony Thacker the motion carried with one abstention-Mike Danza.

d. Curriculum bylaws

A motion was made (Carolyn Hopkins) and seconded (Joe Desantis) to approve changes to the curriculum Committee bylaws as presented in the ASAP. Yadira Llort provided additional background information on the updates and revisions. A lengthy discussion ensued regarding the appointment of division chairs by the District to the curriculum committee and the role they play in addressing and voting on curriculum concerns. Some bylaw document typos were identified and corrections were made. The motion to approve the bylaws carried.

A straw poll was conducted to determine the level of interest in pursuing further changes to the curriculum committee bylaws regarding the service of division chairs on the committee. An overwhelming majority of senators present indicated the current committee bylaws should not be changed and division chairs, although appointed by the District, should sit on the committee and be able to vote on curriculum decisions. Another straw poll was taken with respect to the curriculum assistant's ability to vote on curriculum issues. The majority of senators present indicated a desire to have the curriculum committee revisit this item and change the bylaws to reflect the curriculum assistant does not have a vote on curriculum matters.

e. Content review

- i. BP 4260-Prerequisites and Corequisites
- ii. Curriculum Process

Melynie provided background information on the need to revise BP 4260 as per Title 5. A number of comments were made suggesting several changes and corrections to the proposed BP document. Melynie suggested the senate look at Title 5 language during the next senate meeting to see how it compares to the way CMC might be defining it locally. Melynie also suggested bringing BP 4260 back to the next senate meeting with corrections for a second read. No vote was taken on the document.

A motion was made (Carolyn Hopkins) and seconded (Joe Desantis) to approve the Curriculum Process document. A lengthy dialog took place among senators regarding the content of Policy on Prerequisites and Corequisites document. Numerous changes and edits were proposed and discussed. Melynie suggested she would make the noted changes to the document and bring it back to the next senate meeting for a second read. Carolyn and Joe both agreed to withdraw their motion to approve the document.

F. Information and Discussion

a. Institutional Student Learning Outcomes Assessment

Carolyn Hopkins provided background on the Institutional Student Learning Outcomes Assessment document. She explained that many questions on the student survey related directly to ISLO's and that the results of a comparison of several of these questions to the 2010 student survey showed significant change in four questions relating to information competency and critical thinking while other questions showed no significant change, to include questions relating to Ethics, Personal Development, and Communication Skills. The topic was being brought to the attention of the senate to "highlight the need for additional efforts and support to enhance student learning... and help students develop in these areas". (Schiel). Carolyn stated that this document would be used at FLEX to provide faculty the opportunity to develop and

share ideas that could be used to improve student outcomes in these areas. Several comments were made suggesting that the survey questions are one of many ways to evaluate ISLOs.

b. AUO Assessment Document

Melynie discussed the Administrative Unit Assessment document and highlighted the summary of ideas for improvement. She mentioned this document would be brought into the dialog at FLEX as well.

c. Draft FLEX Schedule

After a lengthy discussion it was decided to offer the following at FLEX: Sympodium followed by Clickers, followed by a Blackboard session that would coincide with a parallel session for discussing the assessment of ISLOs.

d. Updates to Board Policies

Melynie asked the senate to provide input and share any concerns they had regarding the attached Board policies. In BP 2100, in the last paragraph, Brad Berger suggested qualifying the use of the word "boundaries" and adding a comma after it. In the first paragraph of BP 2305 Brad suggested changing the word "of" to "from". For BP 2715, Brad asked if more information could be provided regarding the reference to "Six Pillars of Character."

e. Repeatability notification

Melynie discussed the ASAP regarding repeatability. She expressed her desire to make everyone aware of the new Title 5 regulations on repeatability that will be causing material changes to some programs on campus. Beginning with the Fall semester 2013, students will no longer be able to repeat physical education and some lab courses.

f. College Council Minutes for August 28, 2012

Melynie addressed the College Council meeting minutes and shared information on the proposed budget. A budget forecast was provided indicating a drop in reserves to 8% and abandoning Thin-Client without the passage of Prop 30.

g. The Senate as a venue for continuous improvement in the classroom

- Update on common course standards
 Jeffrey Haig mentioned that a survey monkey questionnaire would be forthcoming in a
 couple of weeks that would be designed to identify commonalities among faculty, i.e.,
 tardiness, standardized testing, and course work.
- ii. Development of standardized writing assessment criteria for voluntary (but encouraged) Use This item was unavailable for discussion and was tabled until the next meeting.
- iii. Follow up on request for real-world and discipline related math questions This item was not addressed.

The Sex Lives of Bugs, scheduled for Thursday, October 11, from 12-1 was discussed and promoted.

i. Student showcase plan

Melynie reviewed the student showcase plan schedule and confirmed with Danielle Panto that two students, Brandon Weirick(?), and Alea Johnson will be presenting their works from the Howl to the BoT at their upcoming meeting on October 11. Terry Tucker also mentioned she had a student who would present to the BoT.

G. Committee reports

- a. Senate Committees
 - i. Curriculum

Yadira Llort provided a review of the folder path the COR's follow on the Sans from the time they are received in Academic Affairs until they are scheduled for CTRAC.

- ii. Library
 - Carolyn Hopkins suggested that if anyone wanted a sneak peek at the newly renovated library to just let her know and she would be happy to provide a guided tour
- iii. Professional Standards and Ethics

Yadira projected an image of a flyer on the AV screen that detailed the deadline date for Sabbatical applications. The deadline for submission this year is November 1, 2012.

Glenda Case provided information from the Safety committee on the Great Shake Out exercise that is scheduled to take place at 10:18 a.m. on October 18, 2012. Glenda also announced that a fire drill is planned for October 24, 2012. Ellen Baird encouraged all faculty to keep track of their students through attendance during these exercises.

Joe Desantis expressed his concerns regarding the faculty's ability to participate on committees during the committees' scheduled meeting times. He wanted to ensure that there were no scheduling issues that interfered with a committee member's ability to participate on assigned committees.

a. Officers

Melynie thanked Vala Stults for providing the food for the senate meeting. Carolyn Hopkins and Melynie Schiel volunteered to provide refreshments for the next senate meeting on October 18, 2012.

Mike Danza reported that Brian Hienemann was elected to the State Board for Financial Aid Directors and will serve as president.

b. SLO Coordinator

Carolyn Hopkins reminded everyone to be sure to assess their SLO's this semester. She mentioned that the College currently has about a 95% submission rate and that the percentage is expected to increase to about 98% by the end of the semester. Melynie announce that Carolyn had a new title, SLOA Coordinator-Student Learning Outcome Assessment Coordinator.

c. Part-time faculty representative No report

d. Senators

Danielle Panto reminded everyone about the Howl 2013 submission form that was emailed to them and asked those present to encourage their students to submit works for publication.

I. Associate Students

No report

J. Administration

a. Academic Affairs

Dr. Wei Zhou, Vice President for Academic Affairs, commended the faculty for the good job they had done in saving the District money by identifying 113 students to the Financial Aid office who had stopped attending classes. Dr. Zhou also announced there will not be any internet interruption to the campus internet services next week as previously scheduled.

A motion was made (Cathy Itnyre) and seconded (Mike Danza) to adjourn. The motion carried.



Curriculum Technical Review Advisory Committee (CTRAC) MINUTES

Date/Time: September 28, 2012 (Extra Meeting) Time: 8:30am – 12:00 noon Location: Room 225-117

Chair/Secretary: Yadira Llort

Attendees: Cathy Itnyre, Greg Yarbrough, Yadira Llort, Andrea Armstrong, Melynie Schiel,

DAVID NORTON.

Guests: Christi Blauwkamp, Lance Jones.

I. Approval of Agenda: MSU/Itnyre, Llort.

II. Approval of Minutes: From 14 September 2012. MSU/Itnyre, Llort.

II. Chair's Report: None.

IV. ACTION ITEMS, COURSE OUTLINES OF RECORD TO BE REVIEWED: PLEASE NOTE THAT ORDER WILL CHANGE TO ACCOMMODATE SCHEDULING ISSUES.

- 1. PS-001 (Jones) MSU/Itnyre, Hopkins.
- 2. N-004A (Blauwkamp) MSU/Hopkins, Armstrong.
- 3. N-004B (Blauwkamp) MSU/Itnyre, Norton.
- **4.** ANTH-003 (Pieper) Tentatively approved, pending the inclusion of missing COR information. MSU/Norton, Hopkins. Final approval (and listing into SANS→COR Curriculum Pending Folder) upon completion of requested COR sections.
- **5.** Other(s), TBA None.

VI. Motion to adjourn: 11:52am. MSU/Armstrong, Itnyre.

CTRAC meeting dates for AY 2012-2013 are: 12 October 2012, 26 October 2012 *extra session*, 9 November 2012, 14 December 2012, 25 January 2013, 8 February 2013, 22 February 2013 *extra session*, 8 March 2012, 22 March 2013 *extra session*, 12 April 2013, 26 April 2013 *extra session*, 10 May 2013.

Please submit all course outlines electronically to Yadira Llort yllort@cmccd.edu and Greg Yarbrough gyarbrough@cmccd.edu

Date of Senate Meeting: October 18th 2012

Requested by: Melynie Schiel

Subject: Content Review

Type of Consideration:

x Action Item

□ Information/Discussion

Desired Outcome:

Review and approve changes to BP 4260 Review and approve Curriculum Prerequisite and Corequisite Content Review process

Background: Legislative changes allow colleges to use content review exclusively in implementing prerequisites and corequisites. Additions to the board policy and a written curriculum process are necessary to fully meet the requirements of the legislation. The Senate reviewed the policies at the October 4th meeting and provided feedback. The perfected policies are included following this page.

Copper Mountain Community College District

Section 4000 – Academic Affairs

Board Policy

4260 Page 1 of 2

BP 4260 Pre-Requisites and Co-requisites

Reference: Title 5, Section 55200

The Superintendent/President is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

Course Requirements - Prerequisites, Corequisites and Advisories

- A. The Copper Mountain Community College District recognizes the importance of prerequisites, corequisites, and advisories as recommended preparation to maintain academic standards while at the same time recognizing that these prerequisites, corequisites, and advisories are not intended to constitute unjustifiable obstacles to student access and success. The district has a process for the establishment, review, and challenge of prerequisites, corequisites, advisories as recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practices.
- B. The definition of prerequisites, corequisites, and advisories will be included in the catalogue as outlines in Title 5, Section 55200.
- C. Each prerequisite or corequisite will be established for at least one of the following reasons:
 - 1. Statute or regulation requires it.
 - 2. It is part of a closely related lecture-laboratory course pairing.
 - 3. It is required by four-year institutions.
 - 4. Baccalaureate institutions will not grant credit for a course unless it has the particular prerequisite.
 - 5. The prerequisite will assure that a student has the skills, concepts, and/or information such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established.

(continued on next page)

Copper Mountain Community College District Section 4000 – Academic Affairs

Board Policy 4260 Page 2 of 2

BP 4260 Pre-Requisites and Co-requisites (Continued)

- 6. The corequisite course will assure that a student acquires the necessary skills, concepts and/or information such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established.
- 7. It is necessary to protect the health and safety of the student or others. (Title 5, Section 55201c)
- D. All computational and communication skill prerequisites will be established on a course-by-course basis. (Title 5, Section 55202(b))
- E. Criteria and processes used for establishment of prerequisites will be arranged by the Academic Senate.
- F. The district will assure that prerequisite courses and courses not requiring prerequistes are reasonably available to students.

- I. A student may challenge the requirement of prerequisites or corequisites. The process for this challenge will be included in the catalog and class schedule. (Title 5, Section 55201(b)(4) and (f))
- J. These course requirement policies will be included in the college's Matriculation Plan. (Title 5, Section 55510(a)(6))
- K. The district will monitor enrollment (access) and success for courses for which there are reading, written expression, or mathematics prerequisites.
- L. The district will monitor whether a prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.

See Administrative Procedure [#4260]

Adopted: September 24, 1999 **Amended:** November 8, 2012

CURRICULUM COMMITTEE POLICY ON PREREQUISITES AND COREQUISITES

The CMC Academic Senate recognizes that implementation of prerequisites is a matter to be considered with great care. Prerequisites and corequisites should only be required when it would be detrimental to the student to have not met the prerequisite or corequisite requirement.

Basis for Prerequisites and Corequisites

Prerequisites and corequisites may be implemented for the following reasons:

- 1. Required by statute or regulation
- 2. Required for a similar course in a CSU or UC
- 3. A CSU or UC will not articulate a course unless it has a specified prerequisite
- 4. To protect the health or safety of a student or the health or safety of others
- 5. To ensure that a student has the necessary skills, concepts, and/or information, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course
- 6. To ensure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course

Prerequisites and corequisites meeting the criteria of 1, 2, or 3 above do not require additional scrutiny by the Curriculum Committee. Prerequisites and corequisites that do not meet 1, 2, or 3 above require careful and specific scrutiny by the Curriculum Committee.

Procedures for Establishing Prerequisites

Prerequisites and corequisites may be within-discipline or out-of-discipline. "Content Review" is always utilized in establishing a prerequisite. With respect to prerequisites and corequisites, the Curriculum Committee is required to review the content of a course to determine first if a course is comparable to those at other institutions or if an applicable statute or regulation applies with respect to an allowable prerequisite or corequisite (Items 1, 2, and 3 above). If a prerequisite is necessary and does not fall within items 1, 2, and 3 above, the following procedures are required.

Within-discipline

Prerequisites and corequisites that are established within-discipline as part of a course sequence are generally evaluated by the use of a matrix. A matrix compares the exit skills of the prerequisite course to the entrance skills necessary in the target course.

Out-of-discipline

Out of discipline prerequisites can be implemented using either Content Review with Statistical Analysis or Content Review. Prior to recent Title 5 changes, "Statistical Validation" stood alone as a method to validate prerequisites. Content Review was always taking place as a means to propose the prerequisite to be statistically validated. Now that Content Review is allowable as the sole criteria for implementing a prerequisite and given that the Content Review process is a thorough evaluation of course requirements, it is unlikely that statistical validation would be selected as a stand-alone means to justify a prerequisite. In fact, unless there is a process put in place to systematically statistically validate prerequisites, it is highly recommended that Content Review be conducted in such a way that it meets all applicable requirements and stands alone as justification for a prerequisite. Thorough Content Review consists of the following:

1. <u>Student Learning Outcomes:</u> Do the course SLOs specifically require a student to utilize skills that would have been obtained in a prerequisite course? A list of questions follow that might be considered while reviewing the Outcomes section of the COR.

English Composition

Does the objective require the students to write clear, thesis driven writing assignments organized in academic form?

Does the objective require students to incorporate or synthesize other texts in order to support the points made in their writing?

Does the objective require the students to conduct research and include researched material in assignments?

Does the objective require students to analyze quoted material and determine its relationship to the assertions in the essay?

Does the objective require students to demonstrate competence in standard written English in terms of grammar, punctuation, and other conventions?

Does the objective require correct documentation of sources in the citation form of the discipline?

Mathematics

Does the objective require students to be proficient with a calculator?

Does the objective seem quantitatively based – will the student need to be competent in a range of mathematical skills in order to be successful?

Do students need to be able to understand two or more variables?

Are systems of equations (linear or nonlinear) essential to meeting the objectives of the course?

Are making and analyzing graphs integrated into the objectives? Linear graphs? Nonlinear graphs?

Reading

Does the objective require the students to complete college-level writing assignments based on written materials (textbooks, primary sources, secondary sources, etc.)?

Does the objective require analysis of the credibility of the author(s) as expert in the topic under consideration?

Does the student need the ability to objectively summarize the text?

Does the student need the ability to identify the thesis in the article and the main ideas in the sections of the text?

Does the student need the ability to identify supporting evidence used to validate the assertion?

Does the student need the ability to draw reasonable inferences from the text, inferences based on evidence offered.?

Does the student need the ability to determine bias and world view in the text based on the evidence provided?

Does the objective require students to conduct research and include researched material in assignments based on written materials (textbooks, primary sources, secondary sources, etc.)?

2. <u>Course Content:</u> In what way does the content link to composition, reading, or math? A list of questions follow that might be considered while reviewing the Content section of the COR.

English Composition

Do elements of the content link easily to general essay writing skills (i.e. grammatical competence, organized and clear written communication, use of evidence, etc.)?

Do elements of the content implicitly require higher level writing and thinking skills such as synthesis of ideas and researching?

Does the course require specific writing skills or a specific type of writing, or is an overall background required?

Math

Are elements of the content easy to link to math skills (i.e. finding percentages, graphing, calculating certain quantities, etc.)?

Are elements of the content implicit about math skills that students need (have the discipline faculty explain what is going on)?

Are specific skills necessary or an overall background? Can the skills be isolated?

If relatively few math skills are necessary, can they be remediated within the course or with guest lectures by math faculty instead of requiring a prerequisite?

Reading

Do elements of the content link easily and explicitly to reading skills (i.e. understand and paraphrase main ideas; identify and learn supporting details; summarize college-level written texts)?

Do elements of the content implicitly require college level reading skills (research of written texts, essays based on reading assignments; broad detailed mastery of textbook information; analysis, integration, and synthesis of multiple written materials, even if texts are below college-level; understand and apply theories, concepts and critical analyses of college-level reading)?

an overall experience in reading college-level	I texts?
: Ar	re the students required to use skills on assessments and assignments
that they would have needed prior to taking	the course? A list of questions follow that might be considered while

Does the course require: specific reading skills determined by test or assignment purpose, a specific type of text, or

College Composition

reviewing these sections of the COR.

Are students required to express their understanding of the course content though college-level, academic writing assignments?

Are students required to express their understanding through in-class writing such as essay exams?

Are students required to know how to locate outside resources relevant to the course content, document their research properly, and incorporate that research into their writing clearly and effectively?

Math

Must students know how to complete certain calculations using a calculator on exams?

Must students interpret graphs, make graphs on tests or in reports, organize data, report data?

Will students have equations to solve on tests, quizzes, or other assignments?

Reading

Students must be able to read and comprehend written information as an input or prompt for assigned work.

Students must express their understanding of the course content through college-level, academic writing assignments based on written materials (textbooks, primary sources, secondary sources, etc.)

Students must know how to locate outside resources relevant to the course content (determining a source's relevance is linked to a sophisticated reading level.)

- 4. Required texts or other instructional materials: Are the textbook and other primary print sources at the college level or is critical analysis of materials below college level required?
- 5. Other factors: What level of critical thinking is expected in the course? Look at the course syllabi and grading criteria. However, take caution when relying on syllabi because a prerequisite would apply for all courses.

The curriculum committee will document the rationale for prerequisites based on these questions and other dialogue that may take place regarding each prerequisite for each course. The documentation will be the source information used in considering approval of the prerequisite and shall be forwarded to the Academic Senate along with the course.

Keeping in mind that prerequisites and corequisites limit student access to courses, a prerequisite or corequisite should only be implemented upon careful and thorough review of the course content.

To be in effect, prerequisites must be reviewed by the curriculum committee every 6 years for academic courses and every 2 years for vocational courses.

Date of Senate Meeting: 10/18/12

Requested by: B. Berger

Subject: Guest Access to Blackboard Classes

Type of Consideration:

x Action Item
Information/Discussion

Desired Outcome: Request from management that the default guest access in Blackboard classes be set to "no."

Background:

Apparently, faculty originally requested the current default of "yes" for guest access.

However:

From the CMC website anyone can click on the Blackboard link and then click on "View Course Catalog" and see that most of the classes at CMC that have Blackboard shells are viewable by guests.

Although student information is not available to guests, other course materials such as assignments, and assignment answers may be posted.

One problem could be that a student who intends to take the course later may have the ability to get materials that would give them an advantage over those who have not seen these materials.

Date of Senate Meeting: 10/18/12

Requested by: R Compton

Subject: Student Success Class

Type of Consideration:

Action Item

X Information/Discussion

Desired Outcome:

I propose that:

All students in the following categories be required to take our student success course (concurrently or previously):

- 1) Any student on probation
- 2) Any student who failed a course and now wants to retake it
- 3) Any student in the first tier of basic skills courses (Math 57, etc)

Background:

Multiple SLO assessment dialogues as well as first-hand faculty experience reveal a significant gap in existing student skills and those necessary to succeed as a student.



Date of Senate Meeting: 10/18/12

Requested by: Melynie Schiel

Subject: Institutional Student Learning Outcome Assessment

Type of Consideration:

Action Item

X Information/Discussion

Desired Outcome:

The Senate is informed and able to provide feedback on ISLO Assessment Plan

- 1. Student survey responses by units taken (included)
- 2. Stacking of course SLO assessments by ISLO

Background:

On October 4, 2012 Carolyn Hopkins presented results from select questions in the student survey that pertain to the ISLOs. A flex session was held to discuss a more robust method of assessing ISLOs. The results of the discussion follow:

- Presentation and discussion of the student responses to questions broken down by the number of units a student states they have taken. Completed. Next page.
- 2. Stack course SLO assessments and evaluate results of assessments mapped to each of the 5 ISLOs.
 - a. A request has been submitted for administrative assistance with stacking the SLO assessments.
 - b. A count has been completed regarding the frequency that each ISLO was addressed by a course SLO assessment. The results are consistent with our dialogue distilling the SLO assessments: That critical thinking and communication are the most frequently assessed competencies while Ethics and Communication occur less frequently.
 - i. Critical Thinking Skills 198
 - ii. Communication Skills 162
 - iii. Ethics 57
 - iv. Personal Development 96
 - v. Information Competency 117

	Student Surve	ey Respo	onses	to IS	SLO C	Questi	ions_l	by Un	nits (Completed f	or 2010 an	d 2012	
1-St	trongly Agree 2-Agree	3-Agree S	omewh	at 4-	Neutral	5-Dis	sagree	Some	what	6-Disagree 7	-Strongly Disa	ngree *-no r	eponse
		I am b	ette	r ab	le to	thinl	k cri	ticall	y al	bout issue	es.		
Year	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010 Less than 15	35	73	41	51	3	2	1	37	243	61%	21%	
	between 16 and 30 between 31 and 45	27 14	63 39	35 12	18 8	2 1	2 2	3 2	10 1	160 79	78% 82%	11% 10%	4% 6%
	46 and over	32	47	11	10	2	2	1	1	106	85%	9%	5%
	*		3	2	4				3	12			
2010 Total	2012 Less than 15	108 71	225 125	101 71	91 73	8	8 4	7	52	600 377	72% 71%	15% 19%	4% 5%
	between 16 and 30	42	71	31	73 37	4	4	O	3	192	71 % 75%	19%	4%
	between 31 and 45	37	44	16	18	2	3	1	3	124	78%	15%	5%
	46 and over	58	66	20	12	1	2		2	161	89%	7%	2%
	(blank)	1	2 1	1 1					2	5 5			
2012 Total	(4.4)	210	309	140	140	16	13	7	29	864	76%	16%	4%
Grand Total		318	534	241	231	24	21	14	81	1464	75%	16%	4%
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Year	Units Completed 2010 Less than 15	1 38	2 70	44	4	5	6	7 * 1	39	Grand Total 243	%Positive	% Neutral	% Negative
	between 16 and 30	23	56	36	25	2	3	3	12	160	72%	16%	5%
	between 31 and 45	9	43	14	11			1	1	79	84%	14%	1%
	46 and over	33	37 3	15	15	3	1		2	106	80%	14%	4%
2010 Total	<u></u>	103	209	110	98	7	1	5	57	12 600	70%	16%	4%
	2012 Less than 15	75	129	63	72	10	4	7	17	377	71%	19%	6%
	between 16 and 30	42	75	27	41	3	2	2		192	75%	21%	4%
	between 31 and 45	39 56	40 63	25 20	14 14	3	4 4	1	1 1	124 161	84% 86%	11% 9%	4% 4%
	46 and over	1	2	20	14	3	4		1	5	80%	9%	4%
	(blank)	1	1		•	1			2	5			
2012 Total		214	310	135	142	17	14	10	22	864	76%	16%	5%
Grand Total		317	519	245	240	24	25	15	79	1464	74%	16%	4%
Base	ed on what I have	e learn									question	s about	college
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i eai	Units Completed 2010 Less than 15	44	78	33	4 41	ð	6	1	40	Grand Total 243	64%	% Neutral	% Negative 3%
	between 16 and 30	21	66	33	22	5	4	3	6	160	75%	14%	8%
	between 31 and 45	11	43	10	11		1	2	1	79	81%	14%	4%
	46 and over	30	46	14	11		1		4	106	85%	10%	1%
2010 Total		106	3 236	92	2 87	5	12	6	5 56	600	72%	15%	4%
	2012 Less than 15	78	138	62	64	5	5	9	16	377	74%	17%	5%
	between 16 and 30	41	70	29	39	7	4		2	192	73%	20%	6%
	between 31 and 45	44 56	43 63	17 23	12 10	1 2	5 3	1 2	1 2	124 161	84% 88%	10% 6%	6% 4%
	46 and over	1	2	23	10	2	3	2	1	5	00%	0%	470
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	2010 Less than 15 between 16 and 30	327 I an 1 27 15	553 1 bet 2 56 47	224 tter a 3 40 27	213 able 4 49 33	to sp	eak 6 17 7	18 to a	37 16	ge group. Grand Total 243 160	%Positive 51% 56%	% Neutral 20% 21%	% Negative 14% 14%
	2010 Less than 15 between 16 and 30 between 31 and 45	327 I an 1 27 15 9	553 1 bet 2 56 47 29	224 tter a 3 40 27 11	213 able 4 49 33 14	to sp	eak 6 17 7 3	18 to a	37 16 3	ge group. Grand Total 243 160 79	%Positive 51% 56% 62%	% Neutral 20% 21% 18%	% Negative 14% 14% 16%
	2010 Less than 15 between 16 and 30	327 I an 1 27 15	553 1 bet 2 56 47	224 tter a 3 40 27	213 able 4 49 33 14 12	to sp	eak 6 17 7	18 to a	37 16	ge group. Grand Total 243 160 79 106	%Positive 51% 56%	% Neutral 20% 21%	% Negative 14% 14%
	2010 Less than 15 between 16 and 30 between 31 and 45	327 I an 1 27 15 9 25	553 1 bet 2 56 47 29	224 tter 3 40 27 11 17	213 able 4 49 33 14	to sp	eak 6 17 7 3 5	18 to a	37 16 3 5	ge group. Grand Total 243 160 79	%Positive 51% 56% 62%	% Neutral 20% 21% 18%	% Negative 14% 14% 16%
Year	2010 Less than 15 between 16 and 30 between 31 and 45 46 and over * 2012 Less than 15	327 l an 1 27 15 9 25 1 77	553 1 bet 2 56 47 29 39 171 82	224 tter 3 40 27 11 17 1 96 84	213 able 4 49 33 14 12 2 110 94	5 7 6 7 3 1 24	6 17 7 3 5 3 35	18 7 * 10 9 3 22 14	37 16 3 5 4 65 25	ge group. Grand Total 243 160 79 106 12 600 377	%Positive 51% 56% 62% 76% 57% 59%	% Neutral 20% 21% 18% 11%	% Negative 14% 14% 16% 8% 14% 100
Year	2010 Less than 15 between 16 and 30 between 31 and 45 46 and over * 2012 Less than 15 between 16 and 30	327 I am 1 27 15 9 25 1 77 56 27	553 1 bet 2 56 47 29 39 171 82 52	224 tter 3 40 27 11 17 1 96 84 30	213 able 49 33 14 12 2 110 94 52	to sp 5 7 6 7 3 1 24 12 14	6 17 7 3 5 3 35	18 7 * 10 9 3 22 14 5	37 16 3 5 4 65 25 6	Grand Total 243 160 79 106 12 600 377 192	%Positive 51% 56% 62% 76% 57% 59% 57%	% Neutral 20% 21% 18% 11% 18% 25% 25% 27%	% Negative 14% 14% 16% 8% 14% 10% 13%
Year	2010 Less than 15 between 16 and 30 between 31 and 45 46 and over * 2012 Less than 15 between 16 and 30 between 31 and 45	327 I am 1 27 15 9 25 1 77 56 27 37	553 n bet 2 56 47 29 39 171 82 52 25	224 tter 3 40 27 11 17 1 96 84 30 28	213 able 49 33 14 12 2 110 94 52 15	to sp 5 7 6 7 3 1 24 12 14 2	6 17 7 3 5 3 35 10 6	7 * 10 9 3 22 14 5 5	37 16 3 5 4 65 25 6	Grand Total 243 160 79 106 12 600 377 192 124	%Positive 51% 56% 62% 76% 57% 57% 73%	% Neutral 20% 21% 18% 11% 18% 25% 27% 12%	% Negative 14% 14% 16% 8% 14% 10% 10% 13% 14%
Year	2010 Less than 15 between 16 and 30 between 31 and 45 46 and over * 2012 Less than 15 between 16 and 30	327 I am 1 27 15 9 25 1 77 56 27	553 1 bet 2 56 47 29 39 171 82 52	224 tter 3 40 27 11 17 1 96 84 30	213 able 49 33 14 12 2 110 94 52	to sp 5 7 6 7 3 1 24 12 14	6 17 7 3 5 3 35	18 7 * 10 9 3 22 14 5	37 16 3 5 4 65 25 6	Grand Total 243 160 79 106 12 600 377 192	%Positive 51% 56% 62% 76% 57% 59% 57%	% Neutral 20% 21% 18% 11% 18% 25% 25% 27%	% Negative 14% 14% 16% 8% 14% 10% 13%
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Year	2010 Less than 15 between 16 and 30 between 31 and 45 46 and over * 2012 Less than 15 between 16 and 30 between 31 and 45 46 and over *	327 l an 1 27 15 9 25 1 77 56 27 37 44	553 1 bet 2 56 47 29 39 171 82 52 25 60	224 tter 3 40 27 11 17 1 96 84 30 28 24 1	213 able 4 49 33 14 12 2 110 94 52 15 12	to sp 5 7 6 7 3 1 24 12 14 2	6 17 7 3 5 3 35 10 6	7 * 10 9 3 22 14 5 5	37 16 3 5 4 65 25 6 2 6	ge group. Grand Total 243 160 79 106 12 600 377 192 124 161 5	%Positive 51% 56% 62% 76% 57% 57% 73%	% Neutral 20% 21% 18% 11% 18% 25% 27% 12%	% Negative 14% 14% 16% 8% 14% 10% 13% 14%

		Student Survey	Respo	nses	to IS	LOC	uest	ions_	by Ur	nits (Completed f	or 2010 ar	nd 2012	
1-Sti	rongly	Agree 2-Agree 3-	Agree So	mewh	at 4-l	Veutral	5-Di	sagree	Some	what	6-Disagree	7-Strongly Dis	agree *-no r	eponse
		la	ım bet	tter a	able	to s	peal	k in a	a sm	ıall (group set	ting.		
Year		Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15	34	74	44	44	4	5	4	34	243	63%	18%	5%
		between 16 and 30 between 31 and 45	25 12	70 37	20 11	25 9	1 1	2 3	5 3	12 3	160 79	72% 76%		
		46 and over	24	57	8	11	2	2	3	2	106			
		*	1	3	2	2		1		3	12			
2010 Total	2012	Less than 15	96 75	241 120	85 70	91 76	8	13	12 5	54 20	600 377	70% 70%		
	2012	between 16 and 30	34	78	34	35	5	3	2	4	192			
		between 31 and 45	43	32	24	16	2	4	1	2	124			
		46 and over	54 1	66 1	21	11 1	3	3		3	161 5	88%	7%	4%
		(blank)		2	1					2	5			
2012 Total Grand Total			207 303	299 540	150 235	139 230	18 26	10 23	8 20	33 87	864 1464	76% 74%	16% 16%	
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Year		Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15	44	69	15	28	3	10	9	65	243	53%	12%	9%
		between 16 and 30	59	61	7	13	3	1	3 3	13	160			
		between 31 and 45 46 and over	31 65	31 34	6 4	5 1		1	3	3 1	79 106	86% 97%		
		*	2	3		2		1		4	12			
2010 Total	2012	Less than 15	201 100	198 88	32 21	49 48	6 12	13 31	15 17	86	600 377	72% 55%		
	2012	between 16 and 30	83	62	9	46 19	2	3	5	9	377 192			
		between 31 and 45	82	30	3	4	1	2		2	124	93%	3%	2%
		46 and over	102 1	41 1	10 1	3	2	1		2	161 5	95%	2%	2%
		(blank)	1	1	1		1			1	5			
2012 Total		,	369	223	45	74	18	37	22	76	864			
Grand Total	-		570	421	77	123	24	50	37	162	1464	73%	8%	8%
- 1	reg	ularly summa	arize r	najo	r po	ints	of in	form	natio	n in	my read	ings or c	lass note	es.
Year		Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15	28	80	37	37	4	5	2	50	243			
		between 16 and 30 between 31 and 45	31 18	60 34	24 8	21 6	7 1	3 2	2 2	12 8	160 79	72% 76%		
		46 and over	36	41	11	11	2	1	1	3	106	83%		
2010 Total		*	113	3 218	90	3	1 1 5	11	7	5 70	12		13%	6%
2010 Total	2012	Less than 15	74	133	80 58	78	15 10	11	6	78 27	600 377			
		between 16 and 30	48	72	25	36	3	2	2	4	192	76%	19%	4%
		between 31 and 45 46 and over	44 57	41 61	18 22	13 11	3	4	2	2 4	124 161	83% 87%		
		*	1	01	22	2	3		3	2	5		7 /0	470
		(blank)	1	2						2	5			
2012 Total Grand Total			225 338	309 527	123 203	122 200	16 31	15 26	13 20	41 119	864 1464	76% 73%		
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Year	0040	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	23 15	52 51	22 27	46 23	10 8	21 15	16 7	53 14	243 160			
		between 31 and 45	11	26	11	13	3	3	7	5	79	61%		
		46 and over	22 1	30	14	17 4	5 1	10	3	5	106		16%	17%
2010 Total		-	72	2 161	74	103	2 7	49	33	81	12 600	51%	17%	18%
	2012	Less than 15	64	85	54	80	11	29	26	28	377	54%	21%	
		between 16 and 30	28	45 22	30 17	49 14	11	14	10	5	192			
		between 31 and 45 46 and over	34 38	33 50	17 24	14 17	8 8	9 12	7 8	2 4	124 161	68% 70%		
		*	1	-	2	1			ū	1	5		. 1 70	. , , , 0
2012 Total		(blank)	2 167	213	127	1 162	1 39	64	51	1 41	5 864		19%	18%
Grand Total			239	374	201	265	66	113	84	122	1464			

		Student Survey	/ Respo	nses	to IS	SLO C	Quest	ions l	oy Ur	nits C	Completed f	or 2010 ar	d 2012	
1-St	rongly	Agree 2-Agree 3	3-Agree Sc	mewh	at 4-l	Neutral	5-Dis	sagree	Some	what	6-Disagree 7	'-Strongly Disa	agree *-no r	eponse
	۱h	nave gained a	an in-d	lepth	n un	ders	tand	ling	of m	y m	ajor field	of study	at CMC	
Year	0010	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	25 21	58 48	37 37	57 27	3 3	10 5	2 11	51 8	243 160	49% 66%	23% 17%	
		between 31 and 45	11	38	9	12	2	2	1	4	79	73%	15%	
		46 and over	31	43 4	11 1	10 1	5	3 2	1	2 4	106	80%	9%	8%
2010 Total			88	191	95	107	13	22	15	69	12 600	62%	18%	8%
	2012	Less than 15	65	76	71	79	14	18	9	45	377	56%	21%	
		between 16 and 30 between 31 and 45	32 34	53 38	38 23	37 13	10 2	10 5	5 4	7 5	192 124	64% 77%	19% 10%	
		46 and over	51	60	23	12	7	2	4	2	161	83%	7%	
		*	2	1		1				1	5			
2012 Total		(blank)	1 185	1 229	1 156	142	34	35	22	61	5 864	66%	16%	11%
Grand Total			273	420	251	249	47	57	37	130	1464	64%	17%	
ı	bett	ter understar	nd trad	ition	IS, V	alue	s, ar	nd hi	stor	y of	people di	fferent th	nan mys	
Year	2010	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	24 24	67 61	41 30	54 21	2 3	8 5	4 4	43 12	243 160	54% 72%	22% 13%	
		between 31 and 45	12	39	12	11	1		2	2	79	80%	14%	
		46 and over	29	48 5	9 1	10 1	6			4 5	106 12	81%	9%	6%
2010 Total			89	220	93	97	12	13	10	66	600	67%	16%	6%
	2012	Less than 15	62	102	76	82	7	7	7	34	377	64%	22%	
		between 16 and 30 between 31 and 45	35 34	63 40	33 20	44 19	2 2	8 5	1	6 4	192 124	68% 76%	23% 15%	
		46 and over	40	56	33	22	4	1	1	4	161	80%	14%	
		*	1		2	1				1	5			
2012 Total		(blank)	1 173	262	164	2 1 70	15	21	9	50	5 864	69%	20%	5%
Grand Total			262	482	257	267	27	34	19	116	1464	68%	18%	
I dis	scus	ss what I am	learni	ng ir	n cla	SS W	rith for sch		ds, fa	amil	y, or co-v	vorkers v	vho are	not in
Year	0010	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	46 30	86 73	36 31	31 11	1 4	5 5	3 3	35 3	243 160	69% 84%	13% 7%	
		between 31 and 45	14	47	8	6	•	1	1	2	79	87%	8%	
		46 and over	36	47	9	6	1	1	4	2	106	87%	6%	6%
2010 Total			1 127	7 260	85	1 55	6	12	11	2 44	12 600	79%	9%	5%
	2012	Less than 15	107	130	62	51	4	5	5	13	377	79%	14%	4%
		between 16 and 30 between 31 and 45	43 44	70 42	45	22 11	3 2	5 3	2 2	2 1	192		11%	
		46 and over	59	42 58	19 23	16	2	ა 1	2	2	124 161	85% 87%	9% 10%	
		*	2	1		1				1	5			
2012 Total		(blank)	2 257	2 303	1 150	101	11	14	9	19	5 864	82%	12%	4%
Grand Total			384	563	235	156	17	26	20	63	1464	81%	11%	
			-	-	-	-	-	-	-	-	re not as			
Year	2010	Units Completed Less than 15	1 26	2 58	3 32	4 55	5 6 7	3 7 13	8	44	Grand Total 243	%Positive	% Neutral 23%	% Negative 12%
	2010	between 16 and 30	27	43	24	31	9	12	9	5	160	59%	19%	
		between 31 and 45	8	25	18	14	2	2	5	5	79	65%	18%	
		46 and over	21 1	35 4	19 1	17 3		7	4	3	106 12	71%	16%	10%
2010 Total			83	165	94	120	18	34	26	60	600	57%	20%	
	2012	Less than 15	56	82 50	71 26	78 26	24	20	21	25	377	55%	21%	
		between 16 and 30 between 31 and 45	22 31	59 28	36 26	36 17	8 5	7 10	14 5	10 2	192 124	61% 69%	19% 14%	
		46 and over	34	45	29	22	5	10	9	7	161	67%	14%	
		* (blook)	1	1	1	1	4			1	5			
2012 Total		(blank)	2 146	1 216	1 164	154	43	47	49	45	5 864	61%	18%	16%
Grand Total			229	381	258	274	61	81	75	105	1464	59%	19%	

		Student Survey	Respo	nses	to IS	LO C	Questi	ions <u>t</u>	y Ur	nits (Completed f	or 2010 ar	nd 2012	
1-S	trongly	Agree 2-Agree 3-	Agree Sc	mewh	at 4-1	Veutral	5-Dis	sagree	Some	what	6-Disagree 7	-Strongly Dis	agree *-no r	eponse
11	have	experienced	grow	th ir	n my	abil	ity to	o sta	у са	alm '	when dea	ling with	conflict	and
						f	rustr	atio	1.					
Year	2010	Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	34 17	70 62	29 25	48 27	5 8	14 5	4 7	39 9	243 160			
		between 31 and 45	7	29	13	15	4	4	3	4	79			
		46 and over	20 1	39 4	23	13 3	3	2	3	3 4	106		12%	8%
2010 Total			79	204	90	106	20	25	17	59	12 600		18%	10%
	2012	Less than 15	73	93	67	81	7	15	13	28	377	62%	21%	9%
		between 16 and 30 between 31 and 45	28 33	61 34	35 24	43 19	11 4	2 3	3 4	9	192 124			
		46 and over	37	56	24	27	5	2	7	3	161	73 % 73 %		
		*	1	1	1	1				1	5			
2012 Total		(blank)	1 173	2 247	1 152	171	27	22	27	45	5 864		20%	9%
Grand Total			252	451	242	277	47	47	44	104	1464	65%	19%	9%
lamh	nette	r able to appl	v othi	cal c	one	idar	ation	e to	mv	dec	risions an	d interne	arsonal r	alations
Tant			y Ctili	carc	0113	iuci	atioi	13 10	шу	ucc		a interpe	, i soriai i	Siations.
Year		Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	25 19	64 57	37 24	60 42	3 3	3 1	2 3	49 11	243 160			
		between 31 and 45	6	33	11	18	1	1	3	6	79			
		46 and over	32	43	11	12		3	1	4	106		11%	4%
2010 Total		*	82	201	84	2 134	7	8	9	5 75	12 600		22%	4%
2010 10101	2012	Less than 15	58	105	64	94	5	8	8	35	377			
		between 16 and 30	24	68	39	48	5		1	7	192			
		between 31 and 45 46 and over	34 41	40 60	19 30	24 21	1	2	1 2	6 4	124 161	75% 81%		
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Year		Units Completed	1	2	3	4	5	6	7 *		Grand Total	%Positive	% Neutral	% Negative
	2010	Less than 15 between 16 and 30	35 31	53 47	27 28	50 29	2 4	4 4	5 1	67 16	160	66%	21% 18%	
		between 31 and 45	10	31	11	13	2	2	5	5	79			
		46 and over	18	56	8	16	2	1	1	4	106		15%	4%
2010 Total		*	94	5 192	77	109	10	11	12	9 5	12 600		18%	6%
ZOTO TOLLI	2012	Less than 15	75	109	48	69	9	7	12	48	377			
		between 16 and 30	37	68	34	26	4	3	5	15	192			
		between 31 and 45 46 and over	32 42	41 62	24 28	10 16	6 3	3 2	2 2	6 6	124 161	78% 82%		
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	2010	Less than 15	30 27	55 40	27	51 20	2	6	2	70 10	243			
		between 16 and 30 between 31 and 45	27 8	48 30	24 14	30 14	6 1	5 4	2 5	18 3	160 79			
		46 and over	20	42	22	13	2	2	1	4	106	79%		
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	2012	Less than 15	71	112	43	77	9	8	12	45	377	60%	20%	8%
		between 16 and 30	35 33	63	36	32	3	5	4	14	192			
		between 31 and 45 46 and over	33 40	39 65	18 28	18 15	5 3	3 1	3 3	5 6	124 161	73% 83%		
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1-St	rongly Agree	2-Agree	3-Agree So	mewha	at 4-I	Neutral	5-Dis	agree	Some	what (6-Disagree 7	-Strongly Disa	agree *-no re	eponse
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Year	Units C	completed	1	2	3	4	5	6	7 *		rand Total	%Positive	% Neutral	% Negative
	2010 Less th		21	60	27	62	1			62	243	44%	26%	5%
	betwee	n 16 and 30	21	49	26	40	6	4	5	9	160	60%	25%	9%
	betwee	n 31 and 45	18	25	10	18	2		4	2	79	67%	23%	8%
	46 and	over	26	40	12	13	3	6	1	5	106	74%	12%	9%
	*		1	1	1	3	1	1		4	12			
2010 Total			87	175	76	136	13	18	13	82	600	56%	23%	7%
	2012 Less th	an 15	80	92	52	89	8	10	9	37	377	59%	24%	7%
	betwee	n 16 and 30	40	54	27	50	1	4	5	11	192	63%	26%	5%
	betwee	n 31 and 45	45	35	11	18	1	3	3	8	124	73%	15%	6%
	46 and	over	54	59	17	15	4	2	4	6	161	81%	9%	6%
	*		1		2	1				1	5			
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2012 Total	(blank)		221	241	109	1 174	1 15	19	22	63	864	66%	20%	6%
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Date of Senate Meeting: Oct. 18, 2012

Requested by: Carolyn Hopkins, SLO Coordinator

Subject: Brief on webinar from Ralph Wolff, WASC

Type of Consideration: Information / Discussion

Background: Wei and I attended a webinar 10 Practices to Deepen Student Learning Outcomes Assessment presented by Mr. Ralph Wolff, President of WASC. It was evident from the webinar that these practices will be a focus as WASC revises the accreditation standards.

For anyone interested we do have access to the full webinar, it's about an hour long.

But for the meantime, here is a brief on some of the practices, with some commentary (bullets are from the webinar; separate categories of where CMC is at is my commentary).

Practices CMC is already implementing:

- Utilize assessment for both accountability and improvement
- Important to work across disciplines ensure dialogue
- Allow variable approaches
- Incorporate assessment results into program review- ensure achievement of program SLOs is key focus of program review
- Involve faculty governance system cultivate faculty ownership of assessment; assure high academic standards
- Organize institutional learning activities suggestion of multi-year strategy, focus on co-curricular events
- Move beyond assessment to set standards of performance define levels of standards – introductory / intermediate / advanced – how well are students performing?
- Involve students share outcomes, make results public, even better to share levels of performance



Requested by: Melynie Schiel

Subject: Faculty Code of Ethics

Type of Consideration:
Action Item
X Information/Discussion

Desired Outcome:

Senators discuss and update the Faculty Code of Ethics to include an element similar to "trigger warnings" in the Sociology and Psychology disciplines.

Background:

The current Faculty Code of Ethics and location for <u>suggested modification</u> follow:

Guided by a profound belief in and respect for the inherent dignity and worth of each individual in the culturally diverse community we serve, the faculty at Copper Mountain College endeavor to:

- place as their highest priority excellence in teaching, continually striving to improve scholarly and professional competence, maintaining personal and academic integrity, and accepting the role of intellectual guide and facilitator;
- encourage the free pursuit of learning, honoring the confidential nature of the relationship between instructor and student, avoiding exploitation of students for private advantage, and holding before them high scholarly standards for their discipline and appreciation and respect for others;

- accept accountability for maintaining honest academic conduct, high standards of performance, and evaluation that reflects the true merit of students, courses, programs, and services;
- accept the obligations associated with membership in a community of scholars that includes practicing, fostering and defending intellectual honesty, freedom of inquiry and instruction, social responsibility, and respect for the opinion of others;
- -recognize ... demonstrate compassion... by offering warning? Alternative activity? ... I want to say "use trigger warnings" but in a different way because it is not common language outside of psych and soc. I also don't want the document to sound like micromanaging either...
- acknowledge the rights and obligations associated with the role of citizens within the community ensuring that views expressed within that society are represented as those of a private citizen rather than those of a spokesperson for the College.