April 7, 2008

OFFICERS AND MEMBERS PRESENT

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
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<tbody>
<tr>
<td>ACADEMIC SENATE PRESIDENT</td>
<td>KAY DABELOW</td>
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<tr>
<td>VICE PRESIDENT</td>
<td>JIM BICKLEY</td>
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<tr>
<td>SECRETARY</td>
<td>EDWARD MARTINEZ</td>
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<tr>
<td>TREASURER</td>
<td>AHNI ARMSTRONG</td>
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<tr>
<td>ADJUNCT FACULTY</td>
<td>MARK DODGE</td>
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<tr>
<td>BUSINESS AND COMPUTER TECHNOLOGY</td>
<td>PATRICIA LYNN</td>
</tr>
<tr>
<td>CEC</td>
<td>NADEGE WILLIAMS</td>
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<tr>
<td>COUNSELING</td>
<td>CECILE DAVIS ANDERSON</td>
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<tr>
<td>ENGINEERING</td>
<td>MARK KEEHN</td>
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<td>ENGLISH</td>
<td>TOOK TOOK THONGTHIRAJ</td>
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<td>ENGLISH</td>
<td>ROGER MARHEINE</td>
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<tr>
<td>HEALTH SCIENCES</td>
<td>TOM NEIDERER</td>
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<tr>
<td>HEALTH SCIENCES</td>
<td>LEE HASSIJA</td>
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<tr>
<td>KINESIOLOGY, HEALTH &amp; ATHLETICS</td>
<td>JESSIE MOORE</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>JUDY OHYE</td>
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<td>MATHEMATICS</td>
<td>FRED KEENE</td>
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<td>MATHEMATICS</td>
<td>PAT PEACH</td>
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<td>NATURAL SCIENCES</td>
<td>RUSSELL DIFIORI</td>
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<tr>
<td>PERFORMING AND COMMUNICATION ARTS</td>
<td>TAD CARPENTER</td>
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<td>PERFORMING AND COMMUNICATION ARTS</td>
<td>RITA GONZALES</td>
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<tr>
<td>SOCIAL SCIENCES</td>
<td>SUSIE LING</td>
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<tr>
<td>SOCIAL SCIENCES</td>
<td>DAVID URANGA</td>
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<tr>
<td>SPECIAL SERVICES</td>
<td>JO BUCZKO</td>
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<tr>
<td>VISUAL ARTS</td>
<td>YOLANDA MCKAY</td>
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OFFICERS AND MEMBERS ABSENT

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<th>Department</th>
<th>Name</th>
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<tr>
<td>LANGUAGES</td>
<td>ANDRZEJ BOJAR CZAK</td>
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<tr>
<td>LANGUAGES</td>
<td>LOKNATH PERSAUD</td>
</tr>
<tr>
<td>NATURAL SCIENCES</td>
<td>MARTHA HOUSE</td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td>PHILLIP RICARDS</td>
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I. CALL TO ORDER

The meeting was called to order by President Dabelow at 3:03 pm.

II. PLEDGE OF ALLEGIANCE AND INTRODUCTIONS

The Pledge of Allegiance was led by Fred Keene.
Introductions: Various representatives who have participated in the Basic Skills Initiative Process include: Lynn Wright, Amy Ulmer, Ted Young, Rick Hodge, Bob Miller, Carl Main, Linda Hintzman, Yoshi Yamato, Ann Davis, Carrie Mortensen, Jackie Jacobs, and Dona Mitoma. Other guests: Dr. Paulette Perfumo, Dr. Sabah Alquaddoomi, Debra Cantarero and Doug Haines.

III. APPROVAL OF MINUTES

The March 24 minutes were reviewed and accepted as presented.

IV. PUBLIC COMMENT

AGS representative, Joan Tibay, asked for Senate support to notify students within the various divisions about the AGS honor society application period. Applications are currently being accepted through May 1st and are available in Student Affairs or from the AGS website at agspcc.org.

President Dabelow requested a change in the order of business to allow the Basic Skills initiative presentation to be made next on the agenda. There were no objections.

V. STANDING/AD HOC/CAMPUS-WIDE COMMITTEE REPORTS

1. Basic Skills Task Force: A brief overview of the process and product of the study was given by Dean Amy Ulmer. She noted that unless a course is at a very high level with a lot of prerequisites all instructors have students at basic skills level in their courses.
The core Basic Skills divisions are: English, Languages (including ESL), CEC and Math. Representatives of the basic skills group, composed largely of faculty members, began their work on the self-study with a review in 2007 of a statewide report ("poppy copy") called *Basic Skills As A Foundation For Student Success* and the Deming report, which was commissioned to bring in an outside consultant to review and analyze PCC’s basic skills programs. Beginning in winter 2008, Dr. Jacobs assigned the four Basic Skills Deans to lead the self study.

All the areas of Basic Skills were addressed by the Basic Skills Group which included faculty (12-15) from each of the respective areas in three- hour, weekly sessions during winter intersession. In addition to faculty representation from the four areas, Cecile Davis Anderson from Counseling and Bob Miller from Academic Support joined the working group. Academic Support secretary Liz Wood took notes.

Dean Ulmer noted the following highlights from the planning portion of the study. The plan includes a five year goals statement and then specific action plans for the 2008-2009 year.

<table>
<thead>
<tr>
<th>A</th>
<th>Organizational and Administrative Practices</th>
<th>B</th>
<th>Program Components Student Services and Assessment and Orientation</th>
<th>C</th>
<th>Faculty and Staff Development</th>
<th>D</th>
<th>Instructional Practices</th>
</tr>
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<tbody>
<tr>
<td>Carl Main</td>
<td>Need to create a mission statement for the Basic Skills program</td>
<td>Rick Hodge</td>
<td>5-year goal. Require orientation for all new credit/non-credit students and assess students within first six months of enrollment and require mandatory placement.</td>
<td>Ted Young</td>
<td>5-year goal: Establish on-going faculty and staff orientations as to Campus-wide needs of Basic Skills Instruction, its relationship to all instructional programs, and the role of counseling; to integrate feedback from faculty and staff to assess effectiveness and future needs.</td>
<td>Amy Ulmer</td>
<td>5-year Plan Implement a full-scale faculty development program to integrate effective instructional practices for developmental courses.</td>
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<td></td>
<td>Appoint a faculty member for 12-month, 100% reassigned time as a Basic Skills Coordinator to coordinate all action plan aspects.</td>
<td></td>
<td>Student Services and academic units will meet regularly to improve collaboration and to integrate support services.</td>
<td></td>
<td>Create a plan for comprehensive orientation procedures that includes scheduling new students for a mandatory orientation (DVD, in-person, online)</td>
<td></td>
<td>Train faculty to understand and apply sound principles of learning theory in their Classes – including culturally responsive teaching, a high degree of structure and a variety of instructional approaches.</td>
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<td>5 Year Goal: Develop mission, goals, objectives and organization for a PCC development education program and to staff and fund same to adequately realize the goals and objectives.</td>
<td></td>
<td>Create a plan for comprehensive orientation procedures that includes scheduling new students for a mandatory orientation (DVD, in-person, online)</td>
<td></td>
<td>5-year Plan Implement a full-scale faculty development program to integrate effective instructional practices for developmental courses.</td>
<td></td>
<td>Include adjunct faculty in faculty development for teaching developmental instruction and provide incentives to attend workshops, retreats, etc. Insure that any remuneration is not considered part of adjunct’s load.</td>
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Following a review of the self study, an action plan with a five-year goal was developed for each of the four areas along with specific plans for 2008-2009 to accomplish support for these goals. A draft of the Self Study and Action Plan has been reviewed with Dr. Jacobs and will be followed by review and sign-off by PCC President Perfumo and Senate President Kay Dabelow before sending it up to the state. Each of the action plans has to relate to a specific, effective practice and strategy that was put in the “poppy copy” (state requirements). The group wants to include adjunct faculty in faculty development for those teaching developmental instruction and provide incentives to attend workshops, retreats, and seminars, and to ensure any remuneration funding is not considered part of the adjunct load. Smaller action plans include day-long retreats and more details such as ESL and English faculty working together to align exit and entry skills.

Discussion:
At this time, it is not known from what area a full-time coordinator will come, nor is it known who will be the basic skills coordinator. Recommendations for funding the position would be forwarded by Dr. Jacobs’s office.

Report Availability: Dr. Jacobs said the report is still in draft form and needs Executive Committee review. After this process, Dr. Jacobs will forward an updated draft to President Dabelow.

2. 2008 Elections Committee results were presented by Committee Chair Pat Peach: 170 ballots were received, and 8 were invalid. The Committee will work on reminding voters to return their ballots in the envelope provided.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Division</th>
<th>Votes</th>
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<tbody>
<tr>
<td>President</td>
<td>Jim Bickley</td>
<td>Social Sciences</td>
<td>151</td>
</tr>
<tr>
<td>President: Write In</td>
<td>Kay Dabelow</td>
<td>Social Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Vice President</td>
<td>Edward Martinez</td>
<td>Counseling</td>
<td>149</td>
</tr>
<tr>
<td>Secretary</td>
<td>Ahni Armstrong</td>
<td>Business Computer Technology</td>
<td>152</td>
</tr>
<tr>
<td>Treasurer: Two Candidates</td>
<td>Patricia Lynn</td>
<td>Business &amp; Computer Technology</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>James Aragon</td>
<td>Counseling</td>
<td>47</td>
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3. Rank Committee member Jo Buczko presented the 2008 Change of Rank Committee recommendations on behalf of the Rank Committee: Ted James (Chair), Janis Dwyer, and James Sy.

<table>
<thead>
<tr>
<th>Professor Emeritus</th>
<th>Professor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Adjunct Faculty</th>
<th>Adjunct Assistant Professor</th>
</tr>
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<tbody>
<tr>
<td>Joanne Kim</td>
<td>None</td>
<td>Eloy Zarate</td>
<td>Sabah Alquaddoomi</td>
<td>Barbara Edwards (Career/Technical)</td>
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<tr>
<td>Harvey Hetland</td>
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<td>Rita D’Amico</td>
<td>Melvin D. Plummer (Career/Technical)</td>
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<td>Joseph Probst</td>
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<td>Rosemary Scott</td>
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<td>S. Chrystal Watson</td>
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**MOTION** made by Tom Neiderer and seconded by Pat Peach to approve the recommendations as presented. Vote: Unanimously approved.
4. Ad Hoc SLO Committee representative Cecile Davis Anderson presented two handouts: 1) a blank SLO course assessment plan and 2) a completed handout developed from a form similar to one used by Skyline College for a composition course. The Committee is seeking Senate approval and/or feedback to move forward. The form was developed for PCC by Chrystal Kollross and Carol Curtis from a sample borrowed from Skyline Community College in preparation for the spring 2009 accreditation visit and for data preparation for those who plan to use e-Lumen in the near future. The form is presented as a tool and not to replace tools currently being used.

**MOTION** made by Rita Gonzalez and seconded by Tom Neiderer to approve use of the SLO Course Assessment Plan form.

**Comments and Discussion**
- A term pertaining to course assessments is “shoeboxes.”
- Additional examples would be helpful.
- This plan is “worth a try.”
- E-Lumen does not have a recommended format. There are certain pieces of information needed to be conceptualized. This is a good first step.

Before finalizing this process in regards to concepts and actual format, Bob Miller’s office will work on developing an easy segue into e-Lumen.

Mr. Miller said part of the concept in this process included working on the development of an easy way to enter data into e-Lumen. As we move closer to accreditation there needs to be evidence of assessment taking place. We need to provide faculty an easy tool to use in creating their “shoeboxes” of information.

**Vote On The MOTION:** Aye: Majority. Abstention: 1. Motion Passed.

5. Educational Policies Committee Chair, Jim Bickley presented a draft of the Academic Senate's Educational Policies Committee's recommendation regarding an Abridged Program Discontinuance Procedure for review and comment. Step A. Either the division dean or the Dean of Career and Technical Education would collect and report the facts that support discontinuance. This document has not yet been reviewed by Ellen Ligons, and modest changes could be made as it goes through other channels. The Committee feels the Board of Trustees is the only body that can discontinue a program.
Comments and Discussion:
Section a., line 2:
The C & I committee can’t accept a program into active status because of policy.
The inactive program (inactive for three years) should be reviewed by the C & I Committee.

Reference to active or inactive mode is very critical.

Section b: Reference to a majority of division should be worded more clearly in regards to faculty members from one or more divisions.

Section e: Does addressing the matter refer to being formally brought through the process?

President Dabelow said that PCC has not yet addressed the statewide Academic Senate concern of Course Reduction. A program can be “killed off” by not offering a particular course.

Program discontinuance can be a factor in reforming a program. A division dean makes recommendations about program development.

A division dean and/or the Career and Technical Education Dean can make the recommendation for the elimination of a program.

Discontinued courses that overlap into other programs are tracked through Bob Miller’s office to assure there is no undue impact within divisions and across other divisions as well. C & I should be a part of this process. President Dabelow asked for suggestions to be forwarded to Jim Bickley.

This matter will be brought before C & I Committee and will be shared with Ellen Ligons.

6. CAFPE: Jim Bickley: Time, Place and Manner Policy (draft). The committee is getting closer to a final version. A copy of the latest draft has been forwarded to the Senate Board. This draft includes virtually all recommendations made in the Consultative Committee. Dr. Bickley received faculty feedback regarding modest wording changes. About one-half hour before this meeting, Dr. Bickley received a call relating to the Union’s concerns and is not able to recommend approval of this document at this time. Union attorney, Mike Anderson, has expressed concern with some of the italicized words which include faculty and feels the document should be primarily concerned with student and not faculty concerns. This concern and revision request was agreed to by Dr. Jacobs, and a revised policy will be prepared. Formal feedback was not received by Roger Marheine before today’s meeting. Dr. Bickley received modest wording changes from faculty and the Consultative Committees’ concerns.

President Dabelow asked Dr. Bickley to obtain a written statement from Mike Anderson regarding the Union’s concerns and referenced word changes.
Dr. Perfumo: expressed concern with this matter having gone back and forth many times and referenced Joe Probst’s concerns that faculty were represented and included to have the same freedom of speech rights. Dr. Bickley said the Consultative Committee is where the inclusion of faculty and staff came from before going to the College Coordinating Council. Dr. Bickley suggested that Dr. Perfumo talk to Dr. Jacobs in regards to proposed corrections. The first page of the procedures references limited public forum areas. This document is expected to be finalized within three weeks. Dr. Perfumo said this matter will be agendized on the next College Coordinating Council agenda.

CAFPE is preparing to conduct a forum on professional ethics. Anything specific may be forwarded to Jim Bickley. Faculty will be asked to revisit the ethics policy for review and input. The committee would like to use this as an opportunity to make others more aware of where this policy is located, what some of its implications are for faculty and what the different principles meant to those who helped with the writing. Additional comments and concerns to be forwarded to Dr. Bickley.

7. Title 5 recommendations to be addressed: Policies #3200 and #4060 will be discussed today. The third policy -#3200- has been sent to the C & I Committee.

Committee chair, Edward Martinez, said the Ad Hoc Title 5 Changes committee has been meeting and actively working on these policies over the winter intersession and up to the present time. The committee is now presenting first draft proposals. Input from Senate Board representatives and all faculty members is now being sought. All faculty and staff members are invited to participate in upcoming open forums on Title 5 changes. They are scheduled for:
Tuesday April 22 Noon C233 and
Tuesday May 13 4 pm C217
There will be more announcements available soon.

Policy handout 4050: Grading, Course Credit and Related Topics. Input is requested on this first draft. The basic policy (page 1) has no changes.

Page 2: has mainly technical changes. The first part of Title 5 requirements has been approved by the Board of Governors, and PCC policy must now reflect the changes made at the statewide level. Example. At the bottom of page 2 the title of “credit and no credit” will need to be changed to “pass and no pass.” The same changes are reflected on the next page. The wording referring to an 18-week semester was changed to semester-length class.

Page 4 addresses course repetition. The Senate discussed this matter approximately one and a half years ago. A legal advisory came from the Chancellor’s office that required that we change the way in which we permit students to repeat substandard course work and the way GPA is calculated. These new revisions take us “back to where we were,” where students are permitted to repeat courses with substandard grades, which are defined as grades of D, F; FW (Failure Due To Withdrawal); and No Pass. The proposed subsection d. says that enrollment in a course more than twice, where the previous
grades were substandard requires the approval of the Associate Dean of Admissions and Records. The Associate Dean of Admissions and Records may elect to forward the student’s petition to a committee composed of faculty in the division in which the requested course is offered. Faculty in the instructional division will consult with Counseling division faculty. The Committee is willing to visit the issue of how petitions will be processed. Some Counseling faculty have expressed an interest in participating in this petition process so these students may be properly counseled about repeating course work and taking other preparatory classes.

Section g. allows a student to repeat course work where a significant lack of time has transpired since initially taking the course and the repetition is warranted for successful continuation of a students’ education, for improved employment possibilities, or the improvement of a skill.

Section h. provides language when students need to petition to enroll in a course from which they have previously withdrawn. The new Title 5 regulations stipulate that a student can withdraw from a course, enroll in it again, basically up to four times. At the fourth time the student must complete the course and receive a grade. The only time a student cannot withdraw under those circumstances is when there are extenuating circumstances beyond the control of the students and then will go through a petition process.

FW means a student stopped attending class, did not notify the instructor, and the instructor has the option of assigning this grade rather than a standard “F” grade. This is a fail because the student wasn’t in attendance. It is assumed that Admissions and Records will modify their scantron forms to reflect this grade.

The new grade of MW refers to Military Withdrawal.

Reference in the proposed policy that an original grade on an Academic Record shall not be eradicated is longstanding. This means if a student gets an F and the class is repeated, the initial F will always be visible, but it will not be calculated into GPA.

University GPA Calculation: Developmental courses are visible on the transcript, but they are not calculated into the GPA. 400 level classes do not get calculated into GPAs. Levels 125 and 131 are part of PCC’s developmental sequence.

Senate representatives were urged to share Policy 4050 with their colleagues and provide members of the Title 5 committee with feedback.

Policy 4060:
Page 1 remains the same.
Page 2: Part 1 deals with the AA degree. Stricken in subsection A: 18 units must be in a divisional major. The old divisional majors are disappearing.
The first items remain essentially same. Students need to have a minimum 2.0 GPA, 60 units; 15 must be done at PCC. Transfer level courses numbered 1-99 count for the AA degree.

Item d. includes the diversity competency requirement that the Academic Senate approved a few years ago. In Title 5 the competency requirements are only in the areas of reading, writing and math. The Diversity competency requirement is PCC’s own invention. Students must demonstrate competency in these areas.

Item e: Students must complete a minimum of 18 units in general education which includes at least 3 units in each of the sub-areas within Title 5 regulations: Natural Sciences, Social and Behavioral Sciences, Humanities, Languages and Rationality. Items f., g., and h. are not in Title 5. It’s only the previous categories that are clearly stipulated. Areas f., g., and h. are PCC’s own requirements. Section f. deals with American Institutions. Students are required to complete 3 units of U.S. History and 3 units of Government. Section g. requires students complete 2 units of Health Education. Section g. requires students to take 2 units of health education activity, dance activity or Music 61 (Lancer Marching Band).

It’s not unusual to see a transcript from another school where there was only one course of either US History or Political Science or only one unit of PE, yet these students have earned Associate degrees. These requirements are determined by local districts. The Title 5 Committee has discussed making some changes in these requirements. We need discussion about tying these requirements to Institutional SLOs.

Section i: Students must complete a minimum of 18 units of requirements in a major or “area of emphasis” as published in the college catalog with grades of C or equivalent or better. PCC’s AA degree has always been an Associates Degree in Liberal Studies. The Title 5 Committee is reviewing what type of majors students should be developed for our new AA degree. Examples: Literature, Environmental Studies, majors with broad areas of emphasis like Natural Sciences, Social Sciences. Majors or “areas of emphasis” should align well with transfer requirements for those students who desire to continue to a university.

Items j. and k. are requirements that students must finish (starting in fall 2009) English 1A and must have a minimum competency requirement of Intermediate Algebra or another course at the same level.

Old Item 2 at the bottom of page 2: requirements for AA degree based upon IGETC or the CSU general education pattern need to be eliminated. The statewide Academic Senate in consultation with the Board of Governors decided AA degrees based solely on IGETC or CSU GE requirements were inappropriate for a community college degree.
The AS degree will maintain a lot of its current features. Courses between 1-399 count.

Item i: Students must complete a minimum of 18 units of a major as published in the college catalog. The requirements could be identical to those required for a certificate of achievement. Most of the rest of this document remains the same. However, students seeking the AS degree will have to complete English 1A and math 131 or its equivalent.

On page 4 wording has been changed to say, “Pasadena City College will utilize IGETC Standards, Policies and Procedures as approved by the Intersegmental Committee of Academic Senates (ICAS).” This is a document recently approved by ICAS, and it gives PCC more discretion in terms of certifying students transferring on to the UC and Cal State systems.

Policy 3200 will go directly to the C & I Committee for discussion.

President Dabelow said that these Title 5 changes are required. The Academic Senate committee is addressing changes in academic and professional matters, which are under the purview of the Academic Senate.

President Dabelow has electronic copies of these policy changes which can be sent out. Although these changes are state requirements, PCC does have its own internal policies which also need to be reviewed for internal integrity and presented to the Senate. Example: Diversity Issue – there is no process for adding on diversity courses for our current list. Diversity is currently listed as a competency requirement rather than a GE requirement.

Senate representatives were urged to share this information with their division colleagues. Additional comments and concerns may be forwarded to Edward Martinez.

VI. EXECUTIVE COMMITTEE RECOMMENDATIONS

1. Approve appointment of Diana Savas as alternate on Facilities Committee
2. Approve appointment of Yoshi Yamato to the Hiring Committee for the Learning Assistance Center Assistant II position.
3. Approve appointment of Teri Trendler, Nadege Williams, Ahni Armstrong, Fred Keene and Bianca Richards to the Ad Hoc Committee on Certificate Earners’ Participation In Graduation.
4. Approve appointment of Yuet-Ling O’Connor as an alternate to the Sustainability Task Force.

Answer to appointment concern: President Dabelow said that Senate approval of Hiring Committee representatives is to ensure the appointments are the will of the faculty and not the sole will of an administrator.
MOTION made by Mark Dodge and seconded by Jo Buczko to approve items 1-4. Motion unanimously approved.

5. ASCCC Resolutions were provided for review and sharing with various divisions. President Dabelow said there was not anything particularly contentious presented at the Area C meeting. Comments or concerns may be forwarded to President Dabelow.

6. Contribution To Classified Scholarship Fund Contribution: Ahni Armstrong said the Senate has maintained an excellent working relationship with the Classified Senate for some time. Ms. Armstrong made a MOTION recommending that the Academic Senate donate $200 as a donation to their scholarship fund which provides funding for continuing education for classified employees. Motion seconded by Patricia Lynn.
VOTE: Unanimously approved.

VII. INFORMATION ITEMS:

1. Sabah Alquaddoomi presented the Enrollment Management Plan for 2008-2009. This information is a combination of history, numbers and dialog:
   History 1: Student Benefit Index: a numerical value was given to each active course. The value was calculated by weighted attributes which were based on the nature of each course. Courses then were classified into three different tiers.
   History 2: Core Course Index (CCI).
   Last year the SBI was re-examined and a new measure CCI was developed. The “Core Course Index” took into consideration the raw (un-weighed) SBI values and student enrollment over a period of three years.
   Courses with the highest 100 index values were identified.
   History 3: SBI used for a short period of time asking division deans to offer more of tiers 1 & 2 and less of tier 3 courses.

CCI has Never been used
Neither SBI and CCI are currently used and have not been used for the last two years.
Enrollment status for 07-08 classes:
summer 85.8% fall 96.3% winter 85.3% and spring: 95.4 %: Average is 93.8%
Census numbers are usually taken on Monday of the third week. Data is only used after processing by Admissions and Records.

PCC began compressed calendar in fall 2004.
2002: Had major cuts.
2003: PCC stabilized
Sections offered: The college has been steadily growing (by 11%) from 2003-2003 to 2007-2008.
The Enrollment Plan for AY 2008-2009 is identical to 2007-2008 and has been presented to the Executive Committee. In order to get a sense of stability for both faculty and students, the course offerings of 2007-2008 will be offered in 2008-2009: classes, sections and seats. Decisions on course offerings are left up to the division deans because they’re the experts in their areas. The deans have been provided the course information history for 2007-2008.

Questions asked before dropping a section.
Are both enrollment /seats and efficiency down? Are there other sections available?
Is the section needed for graduation capstone? If so, the class will be examined closely.
Is the section part of a sequence? Is the section part of a start-up program?
Is the section a “late bloomer”? How would cancellation of a class affect the faculty load?
Division deans are consulted before a decision is made to drop a section.

Core Course Index is not used to keep or drop a section; SBI was never used.

Bottom line: PCC is concerned about its students and will make sure seats are available.

2. STANDING INFORMATION ITEMS:

S1-1: Pasadena City College Faculty Association Report. Roger Marheine said the retroactive checks will be available during the second week in May.
S1-2: FACCC REPORT & PCCFA REPORT: None
S1-3: ADJUNCT FACULTY REPORT: Mark Dodge: No Report.

VIII. REPORTS FROM EXECUTIVE COMMITTEE:

R-1 President’s Report: Deferred.
R-2 Vice-President’s Report: Deferred.
R-3 Secretary’s Report: Deferred.
R-4 Treasurer’s Report: Deferred.

IX. ANNOUNCEMENTS:

1. California Great Teachers Seminar, Aug. 3-8, 2008: La Casa De Maria, Santa Barbara: Those interested may contact Mark Dodge. Fee: $930 – includes lodging, meals, except for one dinner and registration fee. See Chuck Ward re funding.
2. ASCCC Spring Plenary Session: Apr. 17-19, Westin San Francisco.

ADJOURNMENT: Motion to adjourn made by Mark Dodge and seconded by Fred Keene 5:06 pm.
NEXT MEETING: Monday, April 28, 2008