

Minutes of the
MEETING OF THE FACULTY SENATE
November 29, 2010

APPROVED

- PRESENT:** Bruce Bishop, Monika Brannick, Haydn Davis, Marty Furch, Lori Graham, Erin Hartensveld, Barb Kelber, Teresa Laughlin, Pam McDonough, Linda Morrow, Patrick O'Brien, Perry Snyder, Diane Studinka, Fari Towfiq, Wendy Nelson
- ABSENT:** Jackie Martin-Klement
- GUESTS:** Linda Locklear, Channing Shattuck
- CALL TO ORDER:** The meeting was called to order by the president, Monika Brannick, at 2:00 p.m., in Room SU-30.
- Approval of Minutes:**
- Motion 1** MSC Snyder, Hartensveld: Faculty Senate approval of the minutes of November 22, 2010, as amended. The motion carried.
- Public Comments:** Linda Locklear addressed the Senate in reference to her comments at last week's Senate meeting. She expressed her regret for any offense which may have been caused by her statements. She explained that her comments were made in reaction to the Faculty Senate's actions in tabling and/or voting down the Learning Outcomes Council's and Curriculum Committee's recent motions to recommend the publication of SLO's in course syllabi, web pages, and/or on personal web pages. She went on to say she is concerned about the fact that Palomar College is currently on "warning" in the accreditation process.
- Announcements:** Monika Brannick offered information from the Center for California Studies (CCS) at CSU Sacramento regarding its nationally recognized Capital Fellows Programs. The brochures provided by the CCS note the following: "The Capital Fellows Programs are administered by the Center for California Studies at California State University, Sacramento and are an outstanding opportunity for college graduates to engage in public service and prepare for future careers. Fellows work 10-11 months as full-time staff members in the California State Assembly, California State Senate, California Executive Branch or the California Judiciary. They participate in policymaking and program development and implementation, and gain first-hand experience in the governance and leadership of the most diverse, complex state in the nation. Prospective Capital Fellows must have a bachelor's degree in any major and a demonstrated interest in state government and public service. Applicants may apply to one or more of the programs that meet their interests and qualifications, and recent graduates, graduate, postgraduate and mid-career applicants are welcome to apply. Individuals must complete the online application and submit the required documents by the postmark deadline of February 23, 2011. Please visit, calstudies@csus.edu or www.csus.edu/calst/programs for more information."
- Copies of the 2010-11 ESL/Basic Skills Expenditure Plan were distributed for information (Appendix A). Monika Brannick informed Senators that, as Faculty Senate President, she will sign off on the plan if she hears no objections. Brief discussion followed on the documents, and a possible error was noted in the time frame. Monika Brannick indicated that she would get clarification from the Instruction office and report on it at next week's Senate meeting. Meanwhile, any objections should be directed to Brannick via email.
- Agenda Changes:** Noting that a member of the Curriculum Committee was in attendance, Monika Brannick opened discussion of Action item B, Curriculum Committee, with no objection.

- Curriculum: Senate members received electronic copies of the Action items addressed by the Curriculum Committee at its meeting last week. Monika Brannick noted that in the future when a motion is made to ratify the Curriculum items, the Faculty Senate record should clearly note that the Senate is ratifying not only the items on the Consent Calendar, but all action items that are approved by the Curriculum Committee and included in the document reviewed by the Faculty Senate (see Faculty Senate minutes of November 22, 2010 to review Consent Calendar).
- Motion 2 MSC Bishop, Towfiq: Faculty Senate ratification of the Curriculum Committee Consent Calendar as well as all other action items included with the Consent Calendar. The motion carried.
- Motion 3 MSC O'Brien, Furch: To remove Motion 2, tabled at the Faculty Senate meeting of November 22, 2010, from the table. The motion carried.
- Motion 2 MS O'Brien, Hartensveld: Faculty Senate support of the following motion passed by members of the Curriculum Committee on November 17, 2010:
- MSC Trigas, Eckhart In compliance with Standard II.A.6 of the ACCJC's Accreditation Standards, which states, "*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline,*" the Curriculum Committee recommends to the Faculty Senate that all SLOs are published on course syllabi. In addition, faculty and departments may choose to publish SLOs on department web pages and/or on personal web pages. The motion was passed unanimously.
The motion was eventually tabled.
- Motion 4 MS O'Brien, Hartensveld: Faculty Senate support of the following motion passed by members of the Curriculum Committee on November 17, 2010:
- MSC Trigas, Eckhart In compliance with Standard II.A.6 of the ACCJC's Accreditation Standards, which states, "*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline,*" the Curriculum Committee recommends to the Faculty Senate that all SLOs are published on course syllabi. In addition, faculty and departments may choose to publish SLOs on department web pages and/or on personal web pages. The motion was passed unanimously.
The motion was eventually tabled.
- Senators reconsidered the motion, and discussion ensued with regard to the specific wording. Linda Locklear and Marty Furch indicated that members of the Curriculum Committee and Learning Outcomes Council had focused on keeping the wording as broad as possible while emphasizing the importance of faculty communicating SLO's to their students. Another motion was provided for consideration, and there was overall agreement to table Motion 4.
- Motion 5 MSC Laughlin, Furch: To Table Motion 4. The motion carried.
- Motion 6 MSC Laughlin, Towfiq: The Faculty Senate offers the following motion to the Curriculum Committee, the Learning Outcomes Council, and the Tenure & Evaluations Review Board for their review:
- Standard II.A.6 of the ACCJC's Accreditation Standards states, "*The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes.*

In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline."

In compliance with this standard, the Faculty Senate directs departments to develop guidelines for the publication of Student Learning Outcomes (SLOs) on course syllabi. Departments should complete these guidelines by the end of spring semester, 2011, and following these guidelines, faculty must include Student Learning Outcomes on syllabi beginning in fall semester, 2011.

- Faculty members will be expected to follow department guidelines. In cases where departments do not offer guidelines by the end of the spring semester, 2011, individual faculty members should access the Learning Outcomes Council website for suggested language and guidance in order to comply with the accreditation standard.
- In this context, Student Learning Outcomes will correspond to the work developing in TracDat (the Palomar Outcomes Database). These SLOs are distinct from Course Objectives in the Course Outlines of Record.
- Further, the Faculty Senate recommends that departments develop guidelines for publication of the college's course, program, and General Education SLOs on department web pages.
- Please note Article 17.9.1 of the Faculty Contract: *"The District's acquisition of TracDat software is to support the District's ongoing effort to meet accreditation standards. The District will not use TracDat or the data collected by TracDat for faculty evaluation or discipline."*

The motion carried.

Senate members discussed the motion. Barb Kelber noted that she was the writer of the motion under consideration. She explained that she could not support the original motions from the Curriculum Committee and the Learning Outcomes Council because they were not sufficiently clear with regard to the role of departments, and they did not acknowledge potential implications for evaluation, which is covered by Article 17 of the Faculty Contract. She noted that she does not expect the Senate to skip over or ignore the previous discussions of the Curriculum Committees or the LOC, and for that reason the motion is specifically meant to offer this language for consideration by those groups and the Tenure and Evaluations Review Board. In light of their feedback, the Senate will reconsider the motion. There was overall agreement that the motion offered clear language in providing direction to departments and may provide additional coherence in the guidance offered by campus groups.

Motion 7 MSC Bishop, Snyder: To call for a vote on Motion 6. The motion carried.

Linda Locklear encouraged Senate members to attend the next Curriculum Committee meeting on December 1 and to elicit the comments of the ASG President, Channing Shadduck.

Committee
Appointments: There were no committee appointments.

Elections: Patrick O'Brien reported that nominations for Faculty Senate vacancies will be accepted through Tuesday, November 30.

SLO Cycle Coordinator
Position: Senators received copies of a letter of interest from Katy French for the position of Student Learning Outcomes Assessment Cycle Coordinator.

Motion 8

MSC Towfiq, Hartensveld: Faculty Senate support of the appointment of Katy French to the position of Student Learning Outcomes Assessment Cycle Coordinator. The motion carried.

Learning Outcomes

Council: Guiding

Principles of SLO

Assessment:

Senators were provided with copies of the Table of Contents (Appendix B) for the document, "Guiding Principles for SLO Assessment," which was distributed electronically to Senators two weeks ago.

Monika Brannick noted that it was approved in draft form at the fall session of the Statewide Academic Senate several weeks ago and should be available on their website (<http://www.asccc.org/>) soon.

Furch added that the purpose of the document is to inform and guide faculty in making decisions about SLO assessment at the local level. Senators were asked to review the document, and Furch read the following recommendations being made by the Statewide Academic Senate:

The Academic Senate recommends that local colleges and senates should work toward establishing the following conditions on their campuses:

- Connect SLO processes to the overall culture of the college through the college vision or values statement and through college processes involving program review, planning, and budgeting.
- Ensure that appropriate research support for SLO assessment is available and develop means by which faculty can engage assistance from researchers.
- Include adjunct faculty in SLO processes through appropriate roles that do not undermine faculty primacy in SLO development and assessment.
- Offer training on such topics as assessment options, types of data produced by different assessment methods, and effective data analysis.
- Offer training on how to use data and assessment results to make improvements in curriculum and programs.
- Garner sufficient administrative support for SLO development in terms of personnel, resources, and time.
- Avoid any incorporation of SLO assessment results in the evaluation process for individual faculty members.

Academic

Technology: Palomar

College Procedure for

Validating the

Preparedness of Faculty

to Teach Online:

On November 8, Senate members were provided copies of the document, "Validation of Preparedness to Teach Online." The document was created in response to a recommendation in the 2009 Accrediting Commission report which "advised the college to develop a means of validating the quality of its Distance Education program." This included designing a way to validate the preparedness of an instructor to teach online. The Instruction Office asked the Faculty Senate to address this recommendation from the Accreditation Committee. The Senate charged the Academic Technology Committee of the Senate (ATC) to develop some means of validating the quality of online classes, as well as to suggest a means of measuring an instructor's preparation to teach online. After researching how other higher education institutions approached this issue, the ATC concluded that successful completion of either one of two tracks would be likely to produce an accomplished online class and meet the validation objective. The ATC emphasizes that this means of validation is intended to promote the use of best practices in developing online classes at Palomar; this validation process is not connected with TERB. The process will also ensure that instructors receive relevant training when needed.

At that November meeting, the following questions were distributed to Senators by the members of the ATC, and Senators suggested that the Senate's answers to these questions should be informed by more familiarity with the faculty's attitudes and feedback regarding the proposed

validation process. There was agreement that it would be beneficial for faculty members to provide input before implementation, and there was support for a suggestion that the document be offered to all faculty members for review.

1. Once the Validation Checklist has been approved, how should it be used?
 - a. Should it be made available to all departments?
 - b. To all current and prospective online instructors?
 - c. Made available upon request only?
2. Should there be any suggestions or recommendations made regarding how to use the checklist (some colleges and universities require some sort of validation process before an online course is offered, some suggest this as a best practice but don't require it, some don't require any sort of validation process)?
 - a. What was the Senate's original intent?
 - b. If it is decided that the Validation Checklist will play some role in our deployment of online classes, what is that role?
3. Should a committee review online courses before they are presented to students?
 - a. If so, how will that work? To whom will the committee's report go?
 - b. How will the review committee be developed?
 - c. Should a thorough review of all online classes be attempted?

Haydn Davis indicated that there was concern in the ATC about the idea of simply sending the document and the questions out to faculty without appropriate information to contextualize the process and the questions.

Senators discussed the Palomar Online Course Validation Checklist. Senators requested clarification with regard to how the checklist will be used and whether training will be offered or required, to assist faculty in the validation process. Davis reiterated that the ACCJC recommendation is clear in asking for a method of "validating the preparedness of faculty members to teach online courses." In response to a question about the methods utilized for the recent pilot program of the process, Davis indicated that established online instructors volunteered to have their classes reviewed using this process and were reviewed by three-person teams, which included members of the ATC as well as faculty who had experience in teaching online.

Lengthy discussion followed on the best way to disseminate this information to faculty. Senate members agreed that the document should be presented at the next Chairs and Directors meeting, followed by distribution to all faculty members. The document should be accompanied by information which will offer background and context regarding the district's attempts to meet the recommendations of the Accrediting Commission.

ADJOURNMENT: The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Barb Neault Kelber, Secretary

APPENDIX A

EXPENDITURE PLAN TEMPLATE

2010-11 ESL/BASIC SKILLS EXPENDITURE PLAN
(Due on or before December 10, 2010)

District: Palomar Community College District
College: Palomar College

CATEGORY	2009-10 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	\$69,400
B. Student Assessment	\$
C. Advisement and Counseling Services	\$22,898
D. Supplemental Instruction and Tutoring	\$120,000
E. Articulation	\$
F. Instructional Materials and Equipment	\$5,000
G. Other: Coordination	\$
Research	\$5,000
Professional Development	\$5,000
TOTAL	\$227,898

Signature, Chief Executive Officer

Signature, Academic Senate President

Date:

Date: _____

Section A – Organizational/Administrative Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Palomar Community College District
College: Palomar College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Select courses to target for group tutoring; assign faculty to target courses; hire peer tutors; form tutoring groups and study groups.	A.5.1 Course-related learning assistance (e.g. supplemental instruction, course-based tutoring) exists.	Ongoing	BSI Committee, Mathematics Department, English Department, Reading Department, ESL Department, and other departments as appropriate.
Continue to develop and implement study skills and academic success workshops on topics such as math, writing, and testing anxiety.	A.5.1 Course-related learning assistance (e.g. supplemental instruction, course-based tutoring) exists.	In progress and ongoing	BSI Committee, Counseling Department, Mathematics Department, English Department, Reading Department, ESL Department, and other departments as appropriate.
Review and revise as needed mission statement for Basic Skills Initiative at Palomar College.	A.1.1 Clear references exist that developmental education is an institutional priority; references are public, prominent and clear.	June 2011 and annually	BSI Coordinators; BSI Committee
Research and implement a pilot program to improve and expand Early Alert System to include more “intrusive intervention strategies.”	A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	June 2011	BSI Workgroup

Investigate how well diagnostic instruments place students into developmental courses.	A.4.1 Students are required to receive early assessment and advisement for sound educational planning.	ongoing	Chairs of Math, Reading, English, ESL, Counseling, Instructional Deans, VPSS, Dean Counseling.
In coordination with the Early Acceptance Program, continue to increase advising related to assessment and placement into developmental courses.	A.4.1 Students are required to receive early assessment and advisement for sound educational planning.	ongoing	VPSS, Dean of Counseling Services, Instructional Deans
Implement degree audit component of integrated software system to support student educational planning.	A.1.2 Institutional leadership demonstrates a commitment to developmental education.	In progress	VP Student Services, Director of Enrollment Services, Dean of Counseling Services
Track and compare students who take transfer-level course without having completed basic skills requirements with those who have taken and/or are taking such courses.	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students.	December, 2010	Institutional Research and Planning
Develop and expand peer and faculty mentoring programs for developmental education students on all campuses.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	In progress	BSI Coordinators, PD Coordinator, First-Year Experience Coordinator, BSI Committee

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section B – Program Components

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Palomar Community College District
College: Palomar College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Refine as needed student tracking system for student use of TLC in Escondido .	B.2.4 Multiple indices exist to evaluate the efficacy of developmental education courses and programs. B.2.5 Data obtained from course/program evaluations are disseminated and used for future planning and continuous improvement.	ongoing	Institutional Review and Planning; BSI Committee
Continue to develop/update student guides to college orientation, career information, and educational planning processes for use in student educational planning system. Disseminate to students in English/Spanish.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	ongoing	First-Year Experience Coordinator
Review, revise, and develop counseling, faculty advising, and peer mentoring processes to use the student orientation and planning materials to make referrals for students to services	B.3.1 A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses. B.3.2 Counseling and instruction are integrated into the developmental education program.	June 2011	First-Year Experience Coordinator
Track students' use of tutoring services	B.2.5 Data obtained from course/program evaluations are disseminated and used for future planning and continuous improvement.	ongoing	Institutional Review and Planning; BSI Committee

Update and expand advising processes for First Year Experience, including student orientation, student referral to academic support services, student tracking and advising students on educational goals and plans.	B.3.1. A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	ongoing	First Year Experience Coordinator and BSI Committee; Student Services
Assess and revise summer bridge component of the First Year Experience program to provide orientation and student planning. Develop First Year Experience summer bridge college success skills course, components and activities.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	In progress	First Year Experience Coordinator and BSI Committee; Math Department; Counseling Department
Expand orientation and pre-enrollment activities in ESL	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	In progress	ESL Chair, BSI Committee, Non-Credit Matriculation Coordinator, First-Year Experience Coordinator
Define pertinent BSI data, its method of collection and evaluation. Disseminate to appropriate bodies.	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	In progress	BSI Coordinators, IRP
Assess and revise First-Year Experience program.	B.3.4 Counseling of developmental education students occurs early in the semester/quarter.	In progress	BSI Coordinators, FYE Coordinator, Counseling
Continue to increase outreach and information on financial aid and scholarships. Present information at the Palomar College-sponsored High School Counselors' Conference annually.	B.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	In progress	First-Year Experience Coordinator, Financial Aid Office

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section C – Faculty and Staff Development

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Palomar Community College District
College: Palomar College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to develop and offer faculty professional developmental seminars on the impact of cultural values on learning, student stress-management, learning enhancement strategies, instructional strategies to enhance student engagement, and integrating technology into courses.	C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	In progress and ongoing	Professional Development Coordinator, Counseling Department Chair and BSI Committee.
Develop all staff and faculty professional development in helping students access the full range of support services available, educational planning and follow-up, and cultural sensitivity. Identify experts to teach each seminar; schedule and conduct seminars.	C.3.1 Developmental education staff development activities are clearly linked to department, program, and/or institutional goals.	In progress and ongoing	Professional Development Coordinator, Counseling Department Chair and BSI Committee.
Support and develop Faculty Inquiry Groups (FIGs) focused on Basic Skills at Palomar College	C.4.8 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services: Faculty Inquiry Groups	In progress and ongoing	Basic Skills Committee, Professional Development Coordinator, Chairs of departments involved.
Offer workshops to faculty on “College Success Skills,” “Emotional Intelligence,” and classroom strategies to increase student success, specifically for students in developmental classes.	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	In progress and ongoing	BSI Coordinators, PD Coordinator, Counseling, other appropriate faculty

Establish more PD workshops in which faculty exchange ideas and teaching techniques pertaining to developmental education as it occurs across the curriculum.	A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	In progress and ongoing	BSI Coordinators, PD Coordinator, other faculty as appropriate
Create Professional Development workshops designed to improve communication between counseling faculty and teaching faculty.	B.3.2 Counseling and Instruction are integrated into the developmental education program.	June 2011	PD Coordinator, appropriate faculty, Counseling
Provide Professional Development workshops for faculty and staff that include financial aid information and its relationship to student success and persistence.	B.4.1 Outreach and proactive mechanisms exist to educate developmental students about various opportunities to acquire financial aid.	June 2011	PD Coordinator, Dean, Counseling Services Chair, Counseling Department Director, Financial Aid, Faculty Mentor Leaders
Training opportunities and professional development are available to faculty to address the broad range of student needs, including but not limited to social and emotional needs, financial aid, transportation, and child care.	D. 3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise, and to prevent student attrition resulting from such circumstances.	June 2011	BSI Coordinators, PD Coordinator, FYE Coordinator, Counseling, Faculty Mentor Leaders
Establish resources and workshops to teach faculty how to accommodate cultural differences.	D.4.3 Developmental instruction reflects cultural sensitivity and culturally mediated instruction, (e.g., the way communication and learning takes place in students' cultures).	In progress and ongoing	Appropriate departments, BSI Coordinators, PD Coordinator

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Section D – Instructional Practices

(Due on or before December 10, 2010)
2010-11 ESL/Basic Skills Action Plan

District: Palomar Community College District
College: Palomar College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Continue to design and evaluate student referral system and processes for use in the TLC Escondido.	D.10.4 A formal referral system exists between academic and student support services.	June 2011	BSI Committee; counselors; Math, English, Reading, ESL faculty; appropriate deans; Institutional Review and Planning
Continue to develop/review/improve/update and implement culturally appropriate activities to orient Hispanic and low-income students and their families to the college and to build family support for students' educational effort.	D.3.2 Student support services exist to address the external needs (e.g. childcare, financial assistance and transportation) of developmental education students.	In progress and ongoing	First-Year Experience Coordinator
Continue to select courses and programs to target for development of learning communities as part of the First Year Experience. Select and orient participants in the First Year Experience. Develop faculty teams to teach linked classes. Faculty participants build career exploration and lifelong learning into classes.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning).	In progress and ongoing	Student Services; Counseling Department; First Year Experience Coordinator; BSI Committee, Instruction Office

Hire peer mentors/tutors and assign them to targeted classes; train them. Peer tutors work closely with their assigned faculty members to plan learning support activities.	D.10.6 All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	In progress and ongoing	Mathematics Department, English Department, Reading Department, ESL Department, and other departments as appropriate.
Examine and adopt a campus-wide tutor training program.	D.2.1-4 Developmental courses/programs implement effective curricula and practices for English, Math, ESL, and study-skills.	In progress and ongoing	Appropriate departments, BSI Coordinators, Tutoring Centers, BSI Tutoring Workgroup
Encourage departments to require developmental students in a limited number of sections to complete a specific number of hours in the TLC or in individual department learning centers each semester.	D.5.2 Well-planned, sequential courses possess a corresponding proactive academic support component.	In progress and ongoing	Appropriate departments, BSI Coordinators, FYE Coordinator

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

APPENDIX B

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Appendix A: ACqC Memo "Updated Timelines for Rubric for Evaluating Institutional Effectiveness." <i>SLO Paper</i> , draft, page 2	