



# The Academic Senate

CITY COLLEGE OF SAN FRANCISCO  
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Curriculum• Degree Requirements• Grading Policies• Program Development• Student Prep & Success• Governance  
Accreditation• Professional Development• Program Review• Planning & Budgeting Processes• Others as agreed

## CCSF Academic Senate Executive Council FINAL MINUTES Wednesday, October 07, 2015, 2:30 - 5:00 p.m. Mission Campus, Room 109

**2015–2016 Council Members Present:** Susan Berston, Steven Brown, Lennis Carlson, Cynthia Dewar, Lawrence Edwardson, Veronica Feliu, Donna Hayes, Dana Jae Labrecque, Mandy Liang, Lillian Marrujo-Duck, Sheila McFarland, Amy McLanaha, Madeline Mueller, Carol Reitan, Pablo Rodriguez, Lisa Romano, Denise Selleck, Coni Staff.

**2015–2016 Council Members Absent:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**Other Senate Members Present:** Hal Huntsman, Kristina Whalen.

**Guests:** None.

### **I. Call to Order. 2:40**

### **II. Adoption of Agenda.** Agenda adopted.

### **III. Approval of the Minutes.** None at this time.

### **IV. Informational Passthrough.** BP 1.05 Regular Meetings of the Board BP 1.09 Agendas & AP 1.09 Agendas AP 1.37 Delegation of Policy and Procedure Authority to the Chancellor's Staff BP 2.02 Organizational Structure BP 1.35 Board Professional Orientation & AP 1.35 Board Professional Orientation BP 5.12 Withholding of Student Records and Registration Privileges AP 5.12 Withholding of Student Records and Registration Privileges

### **V. Public Comment.**

- Comments were

**A. Committee Appointments.**

**Resolution 2015.10.07.02: Committee Appointments.**

Unlimited:

CTE:

Peachy DeJesus - Nursing (LVN)

Scholarship:

Steven Brown - Environmental Horticulture and Floristry

Limited:

International Education Advisory

Vivien Mun – DSPS

Registration and Enrollment

Marie Osborne - Counseling (reappointment)

Student Grade and File

Peachy DeJesus - Nursing (LVN)

**Moved:** Steven Brown; **Seconded:** Pablo Rodriguez; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatter 93.12 497.7q 0 123.8545-veo BT 0 scn /TT0 1 0.0.12 470.



**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**C. Pathway in Community Health.**

**Resolution 2015.10.07.06: Community Health Worker Pathways Proposal.**

Whereas, the CCSF Community Health Worker Program was the first in the nation, established in 1994, is in demand at the Southeast Center, and is a model program that has been replicated throughout the country, which currently graduates over 60 students per year, with strong employment prospects; and,

Whereas, the Community Health Worker pathways proposals was recommended for implementation by the Learning Community and Career Pathways committee because it addresses the goals of the CCSF Student Equity Plan; be it therefore

Resolved, that the Academic Senate recommend the Community Health Worker pathways proposal for implementation.

Whereas the Academic Senate has purview over processes and recommendations that fall

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- The EASE Task Force examines the services at all centers and specifically addresses the accreditation standard II.C concerning the “equitable services regardless of locations and delivery modes.”
- The full EASE report is scheduled to be completed by mid-October 2015 and for full implementation in Spring 2016.
- It is important to document the amount of time and energy that put into the process and production of the EASE report.
- There is a need for bilingual counselors at all locations, which is already included in the EASE report.

**B. SSSP Plan.**

Pulled from agenda. SSSP Plan will return for review when it is finished.

**C. Pathways to Law School Application.**

Feedback from the Council:

- A question was raised

**Resolution 2015.10.07.08: Project Survive Pathway.**

Whereas Project Survive has been a peer education program of the Women's Studies department at City College of San Francisco since 1993, training students to make classrooms presentations on promoting healthy relationships; and

Whereas Project Survive focuses on ending sexual violence, the program is dedicated to ending all forms of power abuse in relationships--both gay and straight--and in social groups and public institutions; and

Whereas Project Survive students visit 200 classrooms each academic year, serving approximately 4,000 students, and give bilingual S42.16 t and

Whereas, the process and academic rationale of reorganizing departments has never been established by the administration; and

Whereas, the data used to determine the outcomes of reorganizing departments has never been presented by the administration; and

Whereas, placing ballot boxes for an election of a Department Chair for departments under reorganization is not a first-step in any process, but rather detrimental to the process in the creation of a unified grouping of departments who put student success first; and

Whereas, the college continues to employ interim administrators in a number of positions including the Chancellor; be it

Resolved, that the Academic Senate recommend the postponement of any department reorganization until such time that the Restoration status period has been completed and a stabilization of the administration has occurred.

**Moved:** Dana Jae Labreque; **Seconded:** Denise Selleck; **MCU.**

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## ADDENDUM

### IGETC/CSU Outcomes

#### Academic Senate Executive Council Meeting October 7, 2015

**Submitters:** Kristina Whalen kwhalen@ccsf.edu

**Committee:** SLO Committee

**Timeline:**

Needed by September 30, 2015

**Item:**

IGETC/CSU Outcomes

**Faculty Academic and Professional Matter (10+1):**

assessment

**Student Matter (10):**

My Item/Proposal does not apply to the Student 10

**Student Participation:**

**Description of Effective Participation:**

The proposal represents semester long work by the SLO Committee with feedback from faculty members in the GE Area D and H work groups and faculty and chair feedback from the areas of art, foreign language, communication studies, social sciences, science, math, and LERN 50 instructor.

**Needed From Academic Senate Executive Council:**

I need a resolution passed by the Executive Council

**Background Information:**

The item pertains to the following section in the latest visiting team report:

Does the institution fully meet Standard II.A.3.c? No

If NO: Is the college able to achieve compliance with this Standard within the two-year restoration

period? Yes

To achieve compliance with this Standard, CCSF must clarify how the existing General Education Outcomes that address what it means to be an ethical human being and effective citizen for its local GE

pattern align with the CSU Breadth and IGETC General Education patterns or develop new learning outcomes for CSU Breadth and IGETC that address these areas.

CCSF is addressing both parts of this recommendation to ensure COMPLETE compliance with the recommendation. The GE assessment work groups in Area D and H are seeking feedback on local GE outcomes that clearly address effective citizenship and ethical reasoning and outcomes for the CSU and IGETC transfer patterns have been crafted.

**Reference Material:**

**SLO Committee Work on GE Outcomes** Submitted to Executive Council on August 19, 2015  
**CSU GE Outcomes**

**The SLO Committee, with solicited feedback from Chairs and faculty in areas, offer the following outcomes that correspond with the CSU GE areas.**

**This action is being used to meet deficiencies identified by the Restoration evaluation team site visit for standard II.A.3.c (now most closely related to II.A.12)**

**Where possible, the SLO Committee strived to use the l**

**Apply argument skills to address complex issues.**

**CSU Area B1: PHYSICAL SCIENCE**

Upon completion of this coursework, a student will be able to:

<b>Physical Science</b>
Apply scientific inquiry and investigation of evidence to critically evaluate physical science arguments
Communicate scientific ideas and theories effectively.
Apply scientific principles, theories, or models to explain the behavior of natural physical phenomena.
Apply physical science knowledge and reasoning to human interaction with the natural world and issues impacting society.

**CSU B2. LIFE SCIENCE**

Upon completion of this coursework, a student will be able to:

- **Analyze the broader social/historical contexts of works of art.**
- **Evaluate the creative expression of**

Identify and evaluate political institutions and processes in the United States.

Evaluate major historical developments.

Analyze the role of political culture, ideology, and diversity in shaping public opinion and policy in the United States.

### **IGETC GE Outcomes**

**The SLO Committee, with some solicited feedback from Chairs and faculty in areas, offer the following outcomes that correspond with the IGETC GE areas. Where possible to the SLO Committee, the**

Analyze the broader social/historical contexts of works of art.

Evaluate the creative expression of self and others

**IGETC 3B: HUMANITIES**

Upon completion of this coursework, a student will be able to:

Exhibit an understanding of the ways in which people in diverse cultures and eras have produced culturally significant works

Communicate effectively the meanings and intentions of creative expression

Use analytical techniques to assess the value of human creations in meaningful ways

Demonstrate an understanding of the human condition through language, reasoning, or artistic creation

**IGETC Area 4A: SOCIAL AND BEHAVIORAL SCIENCES (these reflect revisions being proposed by GE Area D/H assessment workgroup—changes made to wording after feedback from Senate and campus survey will also be reflected here)**

Upon completion of this coursework, a student will be able to:

Exhibit an understanding of methods of inquiry used by the social and behavioral sciences.

Critically evaluate the ways people act, think, and feel.

Investigate natural phenomena through a variety of scientific inquiry techniques.

Analyze and evaluate data from the natural world.

Apply scientific principles, theories, or models to predict and explain the behavior of natural biological phenomena.

**EA 4 -- SOCIAL AND BEHAVIORAL SCIENCES**

**IGETC AREA 6**

Communicate effectively, beyond beginning level, in a language other than English.

Compose well-organized writing in a language other than English.

Demonstrate comprehension of the spoken non-English language in a variety of listening situations.

Interpret a variety of written texts in a language other than English.

**Previous wording: IGETC AREA 6**

Communicate effectively in a language other than English in a variety of speaking situations.

Compose well-organized writing in a language other than English.

Demonstrate comprehension of the spoken non-English language in a variety of listening situations.

Interpret a variety of written texts in a language other than English.

This information is also available at the following link:

<https://docs.google.com/document/d/1JoFoLF8iWqaHFijETXiaYHf-ebFCVYry243DMq2XdfU/edit>

**Resolution: IGETC CSU Outcomes**

Whereas the visiting team report concluded we did not meet standard II.A.3.c (crosswalked to II.A.11); and

Whereas the recommended remedy was to create outcomes for IGETC/CSU patterns; be it therefore,

Resolved that the proposed CSU/IGETC outcomes be approved and sent to the Bipartite committee for approval; and be it further

Resolved that the proposed CSU/IGETC outcomes appear in the next catalog; and be it further

Resolved that the proposed CSU/IGETC outcomes be assessed per the schedule being created in revised Institutional Assessment Plan.