





the deficit spending we have already committed. (2) Second, the district summer 2018 session costs. This was to ensure the 50% rule was met, and they had some money to contribute back to the sites.

In the near future, we will have a presentation on the new funding model and for now, there are links on the OCC College Budget Committee portal page with information: College Budget Committee Documents CBC Document Library Academic Year 2018-2019.

A senator noted that on September 13, 2018, there will be a webinar on the new student spending formula.

- C. **Professional Development Institute (PDI):** PDI Chair Marilyn Kennedy reported that although the PDAC (Professional Development Advisory Committee formerly Staff Development) had created a page where faculty could go to access funds to different campus sources (such as PDI and other funding sources) and the page works well on campus, but it does not function off campus.

- D. **Curriculum Committee: Curriculum Chair Hanlon reported out on the following item:**

The Curriculum Committee will be discussing the implications of AB 705 and our local degree requirements. Currently students must be eligible for college level math, but under this new law all students are eligible for college level math. We will be looking at prerequisites as they stand and talk about spring semester mapping.

## **VIII. Unfinished Business:**

- A. **Guided Pathways Discussion:**

The three Guided Pathways Program Coordinator Positions are still open; the deadline to apply is Monday, September 17<sup>th</sup> by noon. There is a fourth Program Coordinator position that will be filled by the chair of the Curriculum Committee.

Some senators stated that constituents complained to them that the Coordinator positions were unclear. Others asked what happened that the Senate approved? How did these Coordinator positions get written and approved

## **B. AB 705 Discussion:**

VPI Ballinger stated that applications for next year begin opening next week, enrollment of the spring at the end of October, and enrollment of the summer in April. We need to start messaging students to advise them on how AB 705 will affect their enrollment opportunities and what this new process will look like. VP

Niroumand stated that there are two endorsements that he would like to have approved by the Academic Senate: (1) The first is to remove placement testing for math and English completely. (2) the second is to send a message to the students alerting them that they now have the option to elect to take the transfer level math or English courses in the spring semester. We need to be transparent and give students the option now.

A senator expressed concerns about putting students in 100 transfer-level math and English courses in the spring, as support structures are not yet ready to be implemented for them. The departments are still deciding what courses will be eliminated or edited to meet the requirements of AB 705. The support structures are currently being worked on for implementation in the fall of 2019.

VP Niroumand stated that if we stop testing immediately, we will have a population of students who will not have high school transcripts and need to be notified that they would be self-placing.

President Sachs stated that we will add these three endorsements for a vote next week, not this week:

1. Assessment testing for math and English.
2. Messaging and information for students in the pipeline on self-placement.
3. Endorsing students to start transfer-level math and English in the spring semester.

The group asked if it was possible to still provide placement testing as an optional tool to help students decide on where they should place themselves? Suggestions were to provide similar or real placement tests online as self-placing tools.

## **C.**

**: Curriculum Chair**

**Hanlon & Sheri Sterner:**

The faculty have mapped their CSLOs to their PSOs and now are ready to review the mapping and assess the PSLOs. We will be utilizing a dashboard to assess the data; all the PSLO reporting will be done in Tracdat. Faculty will look at the dashboard and across modalities, and will need to note if students are meeting standards and then mark met/unmet. On the dashboard you can examine what specific CSLO impacted your PSLO and identify what affected your percentage.

For CSLOs we have three categories: achieved (100%), partially achieved (60%-79%), or not achieved (0%-59%). Does the Senate

want to adopt these three category options for PSLOs as well, as it makes sense from a measurement perspective since we are using the

