Minutes for the Department Chairs Retreat  
Friday, September 21, 2012  
Canyon Country Campus, Room 202

8:45: Optional Tour of the Canyon Country Campus

**Introduction and Welcome to the Canyon Country Campus: Joe Gerda and Ryan Theule**

Highlights of the opening remarks and presentation included a review of the campus’ history, demographics and enrollment numbers. Currently, approximately 20% of the District’s FTES are generated by students enrolled at CCC; in Fall 2012, 296 credit sections are offered. More than 5,100 students (unduplicated headcount) currently attend CCC each semester, and 40% take classes exclusively at CCC. As more and more students experience COC exclusively at the Canyon Country Campus, we need to make sure that we offer a similar college experience to that at the Valencia Campus, including increasing student activities and student services.

After Ryan’s opening presentation, Joe Gerda, VPI, distributed notecards for “Heard It through the Grapevine”—an open forum at the end of the session used for addressing pressing questions or rumors.

**Program Review Update: Paul Wickline and Miriam Golbert**

Paul reminded the group that he sent emails to them previously regarding SLO tables and program reviews. Paul thanked the work that the program review committee had done to improve the program review format and process. He reviewed the previous meetings outcomes and actions. In reviewing the changes, Paul noted that the SLO table functionality had been improved. The team is working to develop a rubric for evaluating their department’s program review as well. There are still a few glitches in the system, most notable is the problem with the “Save” feature. However, the committee has been able to add a few quick technical “fixes” (moving buttons to different parts of the screen, etc.) that were suggested by various faculty. Additionally, the program review committee is trying to work with departments that have external accrediting agencies reporting responsibilities (i.e., nursing, etc.) to help better streamline the program review process, so that these departments do not have to duplicate work.

**College-wide SLO Update: Rebecca Eikey, Nicole Faudree and Paul Wickline**

The coordinators reviewed the handouts that were distributed by Paul via email the previous day. They
wanted to note that the ISLOs have been completed, and that the process for ISLOs will be reviewed in spring. The coordinators reviewed the various proficiencies related to the SLO report they were writing (for submission to ACCJC this upcoming October 2012). Highlights from the ACCJC Rubric for Evaluating Institutional Effectiveness were distributed, and the coordinators reviewed the seven proficiencies related to the SLO report. It was noted that for each of the seven rubrics, the College is limited to 250 words, and while the document is still a work in progress, to date, 50 exhibits from various departments across the campus are captured in the respective rubric summaries:

Proficiency Rubric Statement #1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates, and degrees.

Proficiency Rubric Statement #2: There is a widespread institutional dialogue about assessment results and identification of gaps.

Proficiency Rubric Statement #3: Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

Proficiency Rubric Statement #4: Appropriate resources continue to be allocated and fine-tuned.

Proficiency Rubric Statement #5: Comprehensive assessment reports exist and are completed and updated on a regular basis.

Proficiency Rubric Statement #6: Course student learning outcomes are aligned with degree student learning outcomes.

Proficiency Rubric Statement #7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

In particular, there were some concerns with proficiencies 2, 3, and 6. For proficiency 2, there needs to be additional evidence of institutional dialogue about results. These dialogues need to occur not just within departments, but across departments and campus-wide. There were suggestions made to have Opening Day be dedicated to SLOs and dialogue. Regarding proficiencies 2 and 3, it was suggested to create a Blackboard shell created for online dialogue across departments. Regarding proficiency 6, the coordinators want to make sure that SLOs are aligned with degrees and certificates. It is also important to have adjuncts involved in the discussion, and it is helpful to establish departmental rubrics and
benchmarks. Both Communications and Business have done a good job with this, and Victoria Leonard and Bob Maxwell were invited to share their departmental SLO process with the group. A conversation occurred about how to pay adjuncts or provide FLEX credit for their involvement, as SLO collaboration and dialogue across certain disciplines (e.g., CTE) is sometimes difficult for departments where only adjuncts teach. The session closed by reminding department chairs that not every class or SLO needs to be evaluated every semester, but that all should be assessed and discussed at least once every two years.

Success by the Numbers: Daylene Meuschke and Denee Pescarmona

Daylene and Denee presented data gathered from two promising projects: Supplemental Learning and Accelerated Learning. Students who completed supplemental learning showed marked improvements in success over those who did not. The “magic number” of activities appears to be 3-4; students who complete at least 3-4 activities do much better in their courses. More than 2,100 students completed supplemental learning activities in Fall 2011. Data was also presented about the various accelerated learning projects across campus. Accelerated face-to-face and PAL, along with traditional semester-long face-to-face classes, have the highest success and retention rates. PAL was particularly successful in moving students through basic skills sequences by eliminating stop-out points for students. A discussion occurred speculating about how SL and acceleration could be implemented for additional departments and campus-wide. It was also suggested that a timeline for any required SL be included in faculty syllabi (otherwise, students will wait until the end of the semester to complete assignments), and faculty perspectives about the benefits of winter/summer classes and student success were also voiced (as students are not taking as many classes during these off-semester times).

Heard It Through the Grapevine: Joe Gerda

Several rumors were addressed during this session that included (in no particular order):

1. Joe Gerda plans to complete his services as VPI for the 2012-13 academic school year and then return to the Mathematics classroom;

2. As of now, the College plans to move forward with the third anticipated location at Newhall
Ranch in the future, but we are not at the point for any groundbreaking ceremonies just yet;

4. Depending on whether or not Proposition 30 passes, we might be able to add additional
sections to spring 2013, summer 2013, and possibly online classes for winter 2013 as part of
Restoration;

5. A possible timeline for the processing of AFT adjunct evaluations was considered, although
noteworthy concerns from chairs regarding the impact on various departments campus-wide
was voiced; and

6. Ann Lowe distributed a handout regarding “Repeatability” and recent changes to Title V, which
more clearly define the reasons students can retake a class, differentiating repetition from
repeatability. Currently there are only three instances in which courses can be listed as
repeatable:
   a. Intercollegiate academic or vocational competition

   b. Intercollegiate athletics (competition plus conditioning limited to 350 hours/year)

   c. Courses that a CSU or UC require to be repeated for transfer

The direct consequence of this change is that many courses that were formerly repeatable are
no longer repeatable. Physical education, visual and performing arts, and CTE courses will
experience the greatest change. The Curriculum Committee is currently working with faculty to
ensure smooth changes in our affected course outlines of record. Fall 2013 is the proposed start
date for the changes in repeatability to go into effect.

In addition, information regarding the Transfer Model Curriculum (TMC) and C-ID descriptors
was distributed to help departments consider course or program revisions based on changes in
repeatability.

The department chairs retreat concluded with thanks to all for participating as well as the request for
the Instruction Office to set a date for Spring 2013 (perhaps before Program Review is due from Level 1
[faculty] to Level 2) and solicit input from department chairs for the next developed agenda topics for
discussion.
1. Guest: James GG: distance education vs. correspondence education
2. Updates from committees
3. Humanities 100 revision update
4. Opening Day followup – common intellectual experience
5. Next meeting: CurricUNET assessment module demo?
1. How's It Going?

2. New Division Personnel - Carina Aasted (x5013)

3. Banned Books Week - September 22-28 -
   Handout
   - Entartete Kunst
   - Entartete Musik

4. Accreditation:
   - DE vs. CE: James Glapa-Grossklag
   - Gathering Data – Manual for Evaluating Institutions – Handout
   - Student Learning Outcome Assessment Module – Paul Wickline

5. Enrollment
   - Fill Rates % -- Hand out
   - Auditing Restrictions
     - Page 27: 2012-2013 catalog

6. Curriculum Revision: Resource - Handout
     (Thank you Paul Wickline)
   - Deadlines/Consequences –
   - Department Chair Stage November 1
   - New Course - November 1 (stage 7)
     - Repeatability
       - Performance Classes
       - Community Education

Readable Information:

- ART GALLERY – FOUNDATION RECEPTION 5PM-7PM, TUESDAY, SEPTEMBER 17
- 5 WOMEN/1 DRESS – OCTOBER 11, 2 WEEKENDS
- FLYERS/POSTERS: Please take down Fliers after your event has passed. i.e. Auditions, Performances, guest speakers
- DANCE FACULTY: Please encourage students to bring towels to use after class. PCOH smells. Students are using toilet seat covers as towels after dance class.

"The Art of making Art is Putting it Together...Stephen Sondheim"
The Learning Center and Library Celebrate

BANNED BOOKS WEEK

- Faculty will be encouraged to offer credit for students to read challenged passages aloud at the Flagpole (Free Speech Area)
  - during specified times
  - to incorporate into their class however they see fit
  - ex. Have students read the passage and write a reflection about the concept of academic/intellectual freedom, challenging and banning books, and add a reflection of how they felt reading the material as well as the reaction of observers.
- Times can be reserved through TLC
- Passages will be available on TLC website
- Faculty will be encouraged to direct students to the Banned Book Room in TLC to engage in discussions about literature, academic and intellectual freedom, and view copies of banned and challenged materials. If credit is offered for a class, FTEs can be generated.
- Graffiti walls will be set up on campus for students to write about the books in questions – locations TBD
- Students will be encouraged to check materials out from the library to read – notifications of where to find the materials will be available in the Banned Book Room
- Buttons, bookmarks, and other materials will be available for students
Appendix H

Sample Template for Student Achievement Data
(See also Section 5.4, Student Achievement Data)

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<th>Data Element</th>
<th>Year 1</th>
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<th>Comprehensive Visit Year (No Data)</th>
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*When institutions report rates they must specify the denominator.

**Information in this field should be disaggregated into the relevant sub-populations defined by the institution. These can include the following, as appropriate:

- Age
- Race/Ethnicity
- Gender
- Socio-economic status
- Online courses vs. face-to-face courses
- College centers vs. main campus performance
- Cohort group performance
- Other categories as appropriate

The questions below are meant to aid in institutional analysis of data, to stimulate dialogue, and should be useful for identifying areas both in need of improvement and worthy of special note.

- Describe significant trends over the five-year period and the institution's interpretation of the meaning.
- Has the institution set performance expectations (key performance indicators or target goals) for its own performance, and how does it judge its achievement of the intended target goals?
- Is the institutional performance satisfactory?
- What changes have been made or are planned as a result of the analysis of the data?
KPE Department Meeting

9-27-13

**Len: Department Updates**

Howard Fisher doing a great job.

We need new people on committees. The same people are always serving on committees. Off season people need to help out with Academic Senate. Coaches need to be more visible and everyone needs to be pro-active. Howard will send a list out of who is currently serving on committees.

Facilities – A bldg. moving along. Ground breaking for culinary arts is coming up. Campus maybe built out.

Curriculum: KPI classes – students had to pay extra this fall. Winter classes: January 15, 2014, start date with a possibility of an earlier start of January 7, 2014. 175 hours.

**James Glapa-Grossklag:** discussed distance education vs. correspondence education.

The presentation is to help is know the rules and regulations of online teaching. Also, help was offered in many other ways, if needed.

Identify students in your online classes.

Goal to make sure everything is in order and legal. (training procedures, support, data collections)

COC has a secure log in password to help make sure the student is who they say they are.

**Lisa Hooper:** Information for Oktoberfest

**Albert Loaiza/Jasmine Ruys:** Academic Updates & Registration Dates

Student to be considered an athlete in level 3 for registration.

Orientation with Ed. Plan to be done by June 30th

**Adjunct Evals, Fall 2013:** Corbet by DosRemedoes, Carter by Iacenda, Kakumu by Marcellin, Kane by Cota

**KPE Major Update:** New Courses to make our athletes more marketable to other schools.
Program Reviews: we will be looking to other colleges to help us in this area

Outreach for Flex: Max of 20 hours and we can track it 1 of 2 ways

1. Onsite: player tours, parent tours, meetings
2. Offsite: Observe contests, meet with athletes/families. Note names of players and coaches

Discussion of 3 part time position that need to become full time. Swim, WBB and W-soccer. A list of criteria is needed to be placed on the priority list.

**SLO’s – Health Classes:** Keep track of meeting goals in each class

**Winter Classes:** Finish next week with what is going to be offered

**5 year Revisions:** 2 classes that were missed are being finished

**Department Website:** Athletic Website up soon (Presto). Howard will also collect more info on a possible department website.