



College of the Canyons Academic Senate

April 13, 2023

3:00 p.m. to 5:00 p.m.

Hybrid Format, via Zoom & in-person in Mentry-343

Join Zoom Meeting

<https://canyonsonline.zoom.us/j/86345767680?pwd=aU96SFRzWC9BMXlHcnlQSWlxK2J6QT09>

Meeting ID: 863 4576 7680; **Passcode:** 990821

One tap mobile +16694449171 US; +12532050468, US

AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

ADA statement: If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Senate Office at academicsenateinfo@canyons.edu College of the Canyons

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments: none
5. Sub-Committee Summaries: none
6. Approval of the Consent Calendar
 - Academic Senate Summary, March 23, 2023 (pg. 4-8)
 - [Curriculum Committee Summary](#), March 30, 2023
 - At-Large Senator Election Results (pg. 9)

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. CASL Committee Annual Chair Report, Sab Matsumoto & Mary Powell (pg. 10-13)
2. Academic Senate Presidents Report, David Andrus
3. Vice Presidents Report, Lisa Hooper

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. MSE School Division Senator Vacancy Declaration (2023-2024)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Guided Pathways Work Plan to the CCCO, Dr. Daylene Meuschke (pg. 14-15)
2. Academic Calendar, Dr. Jasmine Ruys
 - a. 2024-25 Academic Calendar draft (pg. 16)

Senate & Curriculum Committee Meetings Calendars FY: 23-24

- b. Option #1 (recommended) (pg. 17)
 - c. Option #2 (pg. 18)
3. AP 4105 (Distance & Correspondence Education), Gary Collis
 - a. AP 4105 (Clean Version) (pg. 19-23)
 - b. AP 4105 (Final-Redlined Version) (pg. 24-28)
4. Revisiting the Low Textbook Cost (LTC) Designation, Jennifer Paris
 - a. Low Textbook Cost (LTC) Designation Implementation (pg. 29)
 - b. XB12 and the ZTC Program (pg. 30-31)
 - c. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 32)
 - d. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 33)
 - e. Excerpt from 9-26-19 Academic Senate meeting summary (pg. 34)
 - f. XB 12 Sample Sheet – 3-22-23 (pg. 35)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Academic Integrity Taskforce
2. CTE Toolkit Rubrics
3. Self-Service Update and Continuous Discussion
4. Senate Statement-Web Enhanced Instruction

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Department Chair Training Workshops
2. Tenure Committee Training Workshops

G. Announcements

- Next Academic Senate Meeting Spring 2023: April 27th, May 11th & May 25th
- 2023 ASCCC Curriculum Institute-Hybrid Event: July 12th – 15th, 2023, Riverside Convention Center in Riverside.
- 2023 ASCCC Faculty Leadership Institute: June 15th-17th, 2023, Westin San Francisco Airport Hotel.
- 2023 ASCCC Spring Plenary Sessions: April 20th -22nd, 2023, Double Tree by Hilton Hotel Anaheim, Orange County
- CCCCO Online Teaching Conference, June 21-23rd, Long Beach Convention Center

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/97917495774?pwd=SExPY3UvbUZpUXVCS3F4aEU2VjIPUT09>

Please note:

This meeting will be broadcasted at the following locations via zoom

1. Canyon Country Campus, Don Takeda Science Center, located at 17200 Sierra Highway, Santa Clarita CA. Office #CCLV-336
2. 1117 Walnut Street, Inglewood, CA 90301
3. 6405 SW Puppy Place, Bentonville, AR.

Spring 2023 Selection Committee list

First Name	Last Name	FTF/Adjunct
SB	Tucker	FTF

Academic Senate Meeting Summary for March 23, 2023

Voting Members					
Senate President	David Andrus	X	Business Senator	Gary Quire	X
Vice President	Lisa Hooper	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	<i>Garrett Rieck proxy for Tricia George via zoom</i>	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	At Large Senator	<i>Shane Ramey proxy for Ambika Silva</i>	X
AT Senator	<i>Gary Quire proxy for Regina Blasberg</i>	X	At Large Senator	Jennifer Paris	X
MSHP-MSE Senator	Shane Ramey via zoom	X	At Large Senator	<i>Gary Collis proxy for Erica Seubert</i>	X
MSHP-HPPS Senator	Tammy Bathke	A	At Large Senator	Rebecca Shepherd	X
VAPA Senator	David Brill	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	<i>Erika Torgeson proxy for Garrett Hooper</i>	X	Adjunct Senator	Arshia Malekzadeh	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Jesse Vera	X
Kinesiology/Athletics Senator	VACANT	A	Adjunct Senator	Mireya Milian	X
SBS Senator	<i>Rebecca Shepherd proxy for Tammera Rice</i>	X	X= Present	A= Absent	

Non-voting Members			
Dr. Omar Torres	A	Paul Wickline via zoom	A
Marilyn Jimenez	X	Jason Burgdorfer (COCFA President)	A
Dan Portillo (Warren Heaton AFT Rep)	A	ASG Student Representative	A

Guest							
Anthony Micaelides	X	Jennifer Smolos Steele	X	Melissa Brandan	X	Ruth Rassool	X
Dr. Kathy Bakhit	X	Jessica Edmond	X	Michael Felix	X	Jeff Gregor	X
Dr. Jasmine Ruys	X	Maral Markarian	X	Patty Robinson	X		

A. Routine Matters

1. Call to order: 3:05pm
2. Public Comment: none
3. Approval of the Agenda

- Motion to approve the agenda by Arshia Malekzadeh seconded by Lisa Hooper. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammara Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Seubert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.
- 4. Committee Appointments & Report Outs:
 - Selection Committee Appointments (pg. 3)
 - Academic Integrity Taskforce Committee Appointments (pg. 3)
 - Communications Studies Department Chair Appointment, Adam Kaminsky (2023-2024)
 - Tammara Rice will be on load bank for FA 23 and sabbatical for SP 24. This will result in a defacto resignation as Senator for SBS and as Dept Chair for Communications. Adam Kaminsky will replace for Tammara Rice as Dept Chair for Communication Studies, per the outcome of the Academic Senate Dept Chair process for replacing vacated Chair positions.
 - Academic Senate Release Time – **2023/24 Academic Year-** (pg. 8)
 - The Academic Senate release time has increased by 60% for a total of 410%. The revised memo now reflects increases for certain positions.
- 5. Sub-Committee Summaries: none
- 6. Approval of the Consent Calendar
 - Academic Senate Summary, March 9, 2023 (pg. 4-7)
 - [Curriculum Committee Summary](#), March 16, 2023
 - Motion to approve the consent calendar by Rebecca Shepherd seconded by Arshia Malekzadeh. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammara Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Suebert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.

B. Reports

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. [Integrated Learning, Civic, and Community Engagement Work Group](#) Annual Committee Chair Report, Patty Robinson & Jessica Edmond
 - I. Special thanks to Jessica Edmond for all her work on the committee. Patty shared a quick report and highlighted areas of focus such as, PACE action team, project base learning and Engage the Vote. A Senate resolution may be brought forward to address how to bring more prominence to the work of civic engagement.
2. Academic Senate Presidents Report, David Andrus
 - I. [ASCCC Plenary Resolutions Packet](#)
 - II. Special thanks to Lisa Hooper for running the last Academic Senate meeting.
 - III. Senate Statement on Web Enhancement: This will be listed as a discussion item.
 - IV. Food for Senate Meeting: Due to inflation food prices have gone up, only cookies will be ordered for the next several meetings. A request for additional funds will be included in program review.
 - V. Congratulations to Jerry Danielson: Jerry was appointed as the new District 4 Board of Trustee member. He will be replacing the late Michele Jenkins.

- VI. Commencement Committee Update: There will be two commencement ceremonies; a morning and evening ceremony. The ceremonies will be broken up by Schools, each lasting approximately 1 hour and 45 minutes. The College is outgrowing the honor grove area.
- 3. CCCO Strategic Enrollment Management Assistance (SEM) Program: Dr. Omar Torres and the District have applied for the SEM program through the RP group. The cohort of colleges accepted into this program will receive guidance regarding how to increase enrollment. The District is still waiting to hear if COC has been accepted. School Senators should pass this along at School meetings. This will be discussed at IAC.
 - I. Faculty Awards: The nomination deadline for the 6 awards is April 13th. A Duple form can be filled out to propose nominations.
 - II. Education Facilities Master Plan: People need to understand the process for their request. BONH 330 still has some audio problems. The Senate has outgrown this room. A request has been made for a larger room.
 - III. Special thanks VP Lisa Hooper for all her work in Senate. A VP report will be included in future agendas.
- 4. Vice President Report, Lisa Hooper
 - I. Faculty Offices with Water Damage: Lisa is starting a list of offices with water damage. Facilities will work on repairs once the rains stop. The Senate can provide alternative workstations.
 - II. Waitlist Registration Issues: There are still student waitlist issues in Self-Service. If issues arise, contact Steve Erwin. There are some new aspects of Self-Service that will be rolled out soon.
 - III. Faculty spotlight: It would be nice to do a faculty spotlight once a semester. Faculty retiree Bernardo Feldman will be highlighted for the first iteration.
 - IV. Communications Senator: The new Communications Senator could spotlight colleagues via the Academic Senate Newsletter to bring light to a program and the resulting work.
 - V. Commencement Ceremony: Lisa prefers the college host one graduation as there are concerns there may not be enough faculty available to participate.

C. Action Items

Below is a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

- 1. SBS School Senator Vacancy Declaration (2023-2024)
 - i. Motion to approve the SBS School Senator Vacancy by Rebecca Shephard seconded by Mike Harutunian. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammara Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Suebert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.
- 2. New! Public Safety School Senator Declaration (2023-2024)
 - i. Motion to approve the new senator position by Gary Quire seconded by Arshia Malekzadeh. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammara Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Suebert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.
- 3. BP/AP 5070 (Attendance), Gary Collis

- a. BP 5070 (Attendance) current version (pg. 9)
- b. AP 5070 (Attendance) current version (pg. 10-14)
- c. BP 4233 (Attendance) current (pg. 15-17)
- d. AP 4233 (Attendance) current (pg. 18)
- e. Student Excused Absence Form, approved by the Senate on Nov. 21, 2019 (pg. 19)
 - i. It was clarified that an instructor cannot drop a student who misses more than 10% of a class if they have been excused or have an extenuating circumstance. However, a student can still drop themselves if the grade has been impacted by a missed class.
 - ii. Motion to approve BP/AP by Lisa Hooper seconded by Mike Harutunian. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammera Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Suebert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.
- 2. BP/AP 4226 (Multiple and Overlapping Enrollments) Gary Collis
 - a. BP 4226 (Multiple and Overlapping Enrollments) (pg. 20)
 - b. AP 4226 (Multiple and Overlapping Enrollments) (pg. 21-22)
 - i. Motion to approve BP/AP 4226 by Rebecca Shepherd seconded by Arshia Malekzadeh. Gary Quire proxy for Regina Blasberg (yes, vote), Erika Torgeson proxy for Garrett Hooper (yes, vote), Rebecca Shephard proxy for Tammera Rice (yes, vote), Shane Ramey proxy Ambika Silva (yes, vote), Gary Collis proxy for Erica Suebert (yes, vote), Garrett Rieck proxy for Tricia George (yes, vote). Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

- 1. Faculty Office and Meeting Space Use at the Canyon Country Campus, David Andrus (pg. 23)
 - a. A list of "drop in" and reserved CCC offices has been identified where faculty teaching at CCC, but maintaining their primary office assigned to the Valencia campus, can hold office hours at CCC. A similar list will be needed for the Valencia campus. All School Senators should share this CCC information with their respective Schools.
- 2. AP 4105 (Distance & Correspondence Education), Gary Collis
 - a. AP 4105 (Clean Version) (pg. 24-28)
 - b. AP 4105 (Final-Redlined Version) (pg. 29-33)
 - i. The questions to be addressed are whether to limit to correspondence education to incarcerated students or empower the Curriculum Committee. Suggestion to invite Dr. Omar Torres for the next discussion.
- 3. [Revisiting the Low Textbook Cost \(LTC\) Designation](#), Jennifer Paris
 - a. Low Textbook Cost (LTC) Designation Implementation (pg. 34)
 - b. XB12 and the ZTC Program (pg. 35-36)
 - c. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 37)
 - d. Student Senate for California Community Colleges Low-Cost Recommendation Resolution, adopted March 13, 2023 (pg. 38)
 - e. Excerpt from 9-26-19 Academic Senate meeting summary (pg. 39)

- i. Across the state the \$40 textbook cost designation was settled. In fall 2022 [Resolution 17.05](#) recommended \$30.00. The \$115 million awarded from the state for OERI and Zero Cost Textbook require data reporting. What is the manner in which we should report this data? This will return for continued discussion.

E. Unfinished Business

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3. Face to Face Instruction Web Enhanced Practices

F. New Future Business

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H. Adjournment: 5:07 pm

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At-Large Senator Election Results

The nominations for the five At-Large Senator positions for the next term, 7/1/23-6/30/25, closed on 3/17/23. As there were not more than five nominees for these positions, an election did not take place. By acclamation, the faculty below will serve as the At-Large Senators for the next term.

At-Large Senators	
(5 positions, 7/1/23-6/30/25 term)	
	Rebecca Shepherd
	Jennifer Paris
	Erica Seubert
	Shane Ramey
	Sab Matsumoto

CASL Committee Report to the Academic Senate 13 April 2023

A. The Committee for Assessing Student Learning meets on the 2nd & 4th Wednesdays of the month from 1:30–2:50pm.

B. Committee Membership Composition List

Leadership	Role/School
Mary Powell	CASL Faculty Chair/ School of Humanities
Sab Matsumoto	CASL Faculty Co-Chair/ School of Mathematics Sciences & Engineering
Rebecca Eikey	Program Review Chair/ School of Mathematics Sciences & Engineering
Brittany Applen	ePortfolio Faculty Coordinator/Kinesiology, Physical Education& Athletics/ Recreation
Alexa Dimakos	ePortfolio Faculty Coordinator/ School Humanities
Faculty Appointments	Position/School
Jeff Baker	Voting Member/ School of Visual and Performing Arts
Howard Fisher	Voting Member/School of Kinesiology, Physical Education and Athletics
Violeta Kovacev-Nikolic	Voting Member/ School of Mathematics Sciences & Engineering
Claudenice McCalister	Voting Member/ School of Applied Technologies
Cindy Stephens	Voting Member/ School of Social & Behavioral Sciences
Anh Vo	Voting Member/ School of Health Professions
VACANT	Adjunct
VACANT	Business
VACANT	Learning Resources
VACANT	Student Services
Other Members	Position
Jeff Gregor	Executive Dean, Instruction
Andy McCutcheon	Dean, School of Humanities, Social Behavioral Studies
Daylene Meuschke	Associate Vice President, Institutional Research, Planning & Effectiveness
Omar Torres	Assistant Superintendent/ Vice President of Instruction
Paul Wickline	Associate Vice President, Instruction

C. Report Prepared by Mary Powell & Sab Matsumoto on 3 April 2023

D. Committee background/purpose objectives or goals

The CASL's mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course to certificates and degrees with specific emphasis on student success. The

Committee works with faculty to ensure the methods of assessment for course SLOs and program SLOs are aligned and consistent across the college.

The CASL Committee reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee.

Committee responsibilities:

- Guide and facilitate faculty and staff in implementing outcome and assessment processes.
- Support faculty and staff in institutional, program, degree/certificate, course level SLOs, and the processes and timing for establishing and assessing these SLOs.
- Provide colleagues with guidance, training, tools, rubrics, models, and other resources to assist in SLO alignment, development, and assessment.
- Assist faculty and staff in analyzing the results of assessment to improve learning and services.
- Maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Instruction, and College Planning Team.

E. A summary of what the committee has worked on, worked toward and accomplished since its last annual report to the senate, and over the course of the last academic year.

- There was a transition in leadership this academic year with two new CASL Co- Coordinators (Sab Matsumoto & Mary Powell). This transition meant that time was spent liaising with previous coordinators and working to get up to speed on CASL projects and priorities.
- School Presentations: We have requested to attend school meetings in order to introduce the new CASL Coordinators as well as provide some basic assessment training. We have presented at the following schools: SBS (2022–10–18 & 2023–03–21), HPPS (2022–10–18), Humanities (2022–11–07), and VPA (2022–11–15).
- Assessment Reminder List: We have been working to build an assessment reminder document similar to Curriculum’s 5 year Course Revision List. This Assessment Reminder List would allow departments to see which courses are in need of assessment and provide a suggested schedule for the next 3 years of assessment.
- PebblePad: ePortfolio Coordinators Brittany Applen and Alexa Dimakos voiced their concerns to administration about the proposed PebblePad contract and administrators worked to revise and restructure the contract to better support ePortfolio work at COC.
- ePortfolio Workshop: ePortfolio coordinators Alexa Dimakos and Brittany Applen worked to secure funding and support for ePortfolio training. They will be hosting a 6

hour training workshop on Friday, May 5, 2023, 9am-3pm. Any faculty member (full-time or adjunct) who attends will receive either 6 hours of FLEX credit or 6 hours of Supplemental Services pay. The workshop will instruct attendees on how to integrate folio thinking using Canvas and PebblePad to promote student reflection and to create signature assignments for assessment purposes.

- On-Demand Assessment Training: Because previous assessment open labs were poorly attended, we have opted to offer on-demand training for assessment so that we can accommodate individual instructors' schedules. FLEX credit is secured for these individual trainings.

F. Committee main objectives, goals or projects for the current semester and academic year

- Assessment Reminder List: This list as explained above has been built and will be presented for CASL committee review and feedback on April 12; after CASL members share with their divisions, we will also share these documents with Curriculum & Assessment Coordinators and then finally present them at IAC. One priority of the committee is to do all we can to ensure that all courses are assessed and to reduce the number of un-assessed courses in eLumen by providing support and training.
- Mapping Update: In addition to the Assessment Reminder List, we also hope to share CSLO to ISLO and CSLO to PSLO mapping examples and work with departments to update CSLO to I/PSLO mapping. We are also working with the Curriculum Committee to potentially adjust workflows for new courses and course revisions to allow for mapping creation and revision to take place during curriculum processes. This would allow for dynamic updates to SLO mapping and would eliminate the need for periodic mapping updates. New mapping and mapping updates would instead become part of the new course and course revision workflow. We are meeting the Curriculum leadership on April 10 to begin working on this.
- Modality Disaggregation: As part of the accreditation team, we are working on ways to break down SLO success by course modality. eLumen appears to give us the ability to do a report of SLO success by campus. Since campus codes in eLumen include modalities, we believe these reports should provide us the info we need. We are working on making sure all modalities are accounted for in these reports and currently working on running some test reports. This project is ongoing.
- Canvas/eLumen Integration Testing: This integration would allow instructors to score eLumen rubrics from the Canvas integration, eliminating the need to navigate to eLumen itself. We have performed two tests of the integration with eLumen. The basic integration is now functioning and we are working with eLumen to adjust some of the details of the interface.
- Spring Coordinator Training: We are hoping to participate in coordinator training at the end of this semester.

G. Describe any challenges the committee has faced.

eLumen often presents technical challenges. Their reporting system was down much of January and February, which made it difficult to build the assessment reminder & mapping documents or work on modality disaggregation. At times, there also appear to be inconsistencies in some of their mapping and assessment reports. We are working with eLumen on these issues.

H. Do you need the Academic Senate, its Executive Committee, the Office of Instruction or any other campus group to provide resource support to your committee for any upcoming initiatives or matters?

N/A

I. Upcoming Senate Agenda Items or New Future Senate business from this Committee?

N/A

Academic Senate
MEETING AGENDA
Thursday, April 13, 2023
3:00-5:00 pm

CCCCO Guided Pathways Work Plan (Meuschke) (15 min)

Overview

As a condition of the second round of Guided Pathways funding received by California Community Colleges in 2022, colleges are required to demonstrate their commitment to Guided Pathways through a three-phase process. The second round of funding received by colleges in 2022 was approximately one-third of the original funding, which was \$529,660 over four years (approximately \$132,415/year). We are currently working on Phase 2 of the requirements and engaging the campus community in the development of the work plan.

- **Phase 1 (completed):** Acknowledgement in NOVA by Guided Pathways Lead - completed 9/30/22. This part of the GP Assurances process called for the following colleges to acknowledge their commitment to the following:
 - Implementing System Equity Priorities with Fidelity
 - College Commitment to Ensuring Learning
 - College is implementing Excuse/Withdrawal and Pass/No Pass Regulatory Changes to support Retention, Persistence and Course Success
 - College Commitment to Strengthening KPI-informed Continuous Improvement Practices
 - Integrating Student Equity & Achievement Program
 - Integrating Associate Degree for Transfer Program
 - Integrating Zero-Textbook-Cost Program
 - Integrating Adult Education Program
 - Integrating Strong Workforce Program
- **Phase 2 (In process): Due June 1, 2023**

This phase requires completion of a Guided Pathways Work Plan template includes 10 closed-ended self-assessment questions on the College's Guided Pathways implementation efforts, similar to the Scale of Adoption Assessment (SOAA), and follow-up open-ended questions aligned with the assessment of where the college feels it is at with Guided Pathways and next steps.

Phase 2 must be approved by the CEO (Dr. Van Hook), CBO (Sharlene Coleal), Fiscal Approver (currently listed as Carolyn Shaw) and Academic Senate President (David Andrus).
- **Phase 3 (TBD):** Originally, Phase 3 was supposed to be a new version of the SOAA but it's unclear now what Phase 3 will be since Phase 2 appears to be a new version of the SOAA. Communication from the College's Guided Pathways Regional Coordinator in February indicated that the CCCCCO is still planning a Phase 3 but what it looks like will

not be determined until the CCCCCO sees the work plans submitted by the colleges in June.

The purpose of this item is to:

- Provide an update on the College's Guided Pathways efforts known locally as Canyons Completes.
- Solicit input/feedback on the Guided Pathways Work Plan required as part of Phase 2.

Outcome

The outcome of this item is to engage classified professionals in the development of the Guided Pathways work plan and use committee input to refine the work plan draft. This item will also improve understanding of the College's Guided Pathways efforts through Canyons Completes and the Institutional Effectiveness and Inclusive Excellence committee and its connection to other programs supporting student learning and success.

How you can prepare

Academic Senators will be provided a copy of the draft work plan in advance of the meeting so they can come ready with feedback about the draft work plan.

College of the Canyons
Academic Calendar – 2024/25
Draft Developed Spring 2023 Edit

Fall 2024

Month	Event	Date
August	Professional Development Week (FLEX, Employees Only)	August 9-16 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First Day of Fall 2024	August 19 (Monday)
September	Labor Day Holiday	September 2 (Monday)
November	Veterans Day Holiday Observed and Actual	November 11 (Monday)
	Thanksgiving Day Holidays	November 28- December 1 (Thursday – Sunday)
December	Last Day of Fall Semester	December 7 (Saturday)
	Campus Closed	TBD

Winter Intersession 2025

Month	Event	Date
January	New Year's Holiday	January 1 (Wednesday)
	First Day of Winter Term	January 6 (Monday)
	Martin Luther King Holiday	January 20 (Monday)
February	Professional Development Week (FLEX, Employees Only)	February 3-7 (Monday to Friday)
	Last Day of Winter Term	February 8 (Saturday - 5 weeks)

Spring 2025

Month	Event	Date
February	First Day of Spring Semester	February 10 (Monday)
	Lincoln/Washington Holidays	February 7-10 (Friday to Monday)
April	Spring Break	April 7-13 (Monday – Sunday)
May	Memorial Day	May 26 (Monday)
	Last Day of Spring Semester	June 5 (Thursday)
	Commencement Ceremony	June 6 (Friday)

Summer 2025

Month	Event	Date
June	Start of Summer session	June 9 (Monday)
	Juneteenth*	June 22 (Third Friday in June)
July	Independence Day	July 4 (Friday)
August	Last possible day of Summer Session	August 16

2023/2024 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2023/2024 - Option #1

Fall 2023

Spring 2024

Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)

Hold Senate Retreat NOT during FLEX and instead during the first week of fall 2024 semester.

The Chancellors office recommends a Thursday or Friday to honor Veteran's Day

Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat (FLEX week Fri, Aug. 11 th to Thurs, 17 th) (First Day of Fall 2023, Aug. 21 Monday)	Aug. 24	February	Senate 8 (First Day of Spring 24, Feb. 05 (Monday))	Feb. 08
September	Curriculum 1	Aug. 31		Curriculum 8	Feb. 15
	Senate 1	Sept. 07		Senate 9	Feb. 22
	Curriculum 2	Sept. 14	March	Curriculum 9	Feb. 29
	Senate 2	Sept. 21		Senate 10	March 07
	Curriculum 3	Sept. 28		Curriculum 10	March 14
October	Senate 3	Oct. 05		Senate 11	March 21
	Curriculum 4	Oct. 12	April	Curriculum 11	March 28
	Senate 4	Oct. 19		No Meeting - Spring Break April 1 st to 7 th (Mon. to Sun.)	April 04
	Curriculum 5	Oct. 26		Senate 12	April 11
November	Senate 5	Nov. 02		Curriculum 12	April 18
	Curriculum 6	Nov. 09		Senate 13	April 25
	Senate 6	Nov. 16	May	Curriculum 13	May 02
	No Meeting - Thanksgiving	Nov. 23		Senate 14	May 09
December	Curriculum 7	Nov. 30		Curriculum 14	May 16
	Senate 7	Dec. 07		Senate 15	May 23
	Last Day of Fall Semester	Dec. 09 (Saturday)		Last Day of Spring Semester End of Year Senate Collegial Celebration	May 30 (Thurs.)

Pending Approved by the Academic Senate

2023/2024 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2023/2024 - Option #2					
Fall 2023			Spring 2024		
Meetings occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)					
Hold Senate Retreat during FLEX week. No meetings in FA 24 in December. Start meetings in SP 24 on the 2 nd week of the semester. End meetings 2 weeks before finals.					
The Chancellors office recommends a Thursday or Friday to honor Veteran's Day					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat (FLEX week Fri, Aug. 11 th to Thurs, 17 th) (First Day of Fall 2023, Aug. 21 Monday)	Aug. 17	February	Senate 8 (First Day of Spring 24, Feb. 05 (Monday))	Feb. 08
September	Curriculum 1	Aug. 24		Curriculum 8	Feb. 15
	Senate 1	Aug. 31		Senate 9	Feb. 22
	Curriculum 2	Sept. 07	Curriculum 9	Feb 29	
	Senate 2	Sept. 14	Senate 10	March 07	
	Curriculum 3	Sept. 21	Curriculum 10	March 14	
October	Senate 3	Sept. 28	March	Senate 11	March 21
	Curriculum 4	Oct. 05		Curriculum 11	March 28
	Senate 4	Oct. 12		April	No Meeting - Spring Break April 1 st to 7 th (Mon. to Sun.)
	Curriculum 5	Oct. 19	Senate 12		April 11
November	Senate 5	Oct. 26	Curriculum 12		April 18
	Curriculum 6	Nov. 02	Senate 13	April 25	
	Senate 6	Nov. 09	Curriculum 13	May 02	
	Curriculum 7	Nov. 16	May	Senate 14	May 09
	No Meeting - Thanksgiving	Nov. 23		Curriculum 14	May 16
December	Senate 7	Nov. 30		Senate 15	May 23
	Last Day of Fall Semester	Dec. 09 (Saturday)		Last Day of Spring Semester End of Year Senate Collegial Celebration	May 30 (Thurs.)

Pending Approved by the Academic Senate



AP 4105 Distance and Correspondence Education

References:

Education Code Sections 66700 and 70901 et seq.;
Title 5 Sections 55200 et seq.;
Title 5 Sections 55260 et seq.;
Title 34 Code of Federal Regulations Part 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.1;
ACCJC Policy on Distance and Correspondence Education (revised June 2021)

1. Consistent with federal and state regulations pertaining to financial aid eligibility, the District must authenticate and verify that the student who registers in a Distance or Correspondence Education course is the same student who participates in and completes the course or program and receives academic credit. No student shall be charged additional fees associated with verification of student identity.

The Vice President of Instruction or designee shall make available for faculty members to utilize while teaching a Distance Education course one or more of these methods to authenticate or verify the student's identity:

- A. Secure credentialing/login and password for users, including the District-provided Learning Management System;
- B. Proctored examinations; or
- C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification.

Faculty teaching a Distance Education course who accept the electronic *submission* of coursework that impact a student's grade, must verify student identity by requiring enrolled students to submit such electronic coursework through the District-provided Learning Management System or the District-provided student email account. Coursework impacting a student's grade that an instructor allows or requires a student to digitally submit through software or computerized applications other than the District-provided Learning Management System, such as publisher-provided digital homework platforms, must be available to the student through integration with, or a hyperlink from, the District-provided Learning Management System.

Nothing in this procedure precludes faculty teaching Distance Education courses from requiring students, as part of their coursework, to utilize or access the internet, software, or computerized applications.

The Vice President of Student Services shall establish procedures for providing students a statement of the District's process to protect student privacy and provide to each student a statement of such process at the time of registration.

2. Definitions:

- A. Distance Education means education that uses one or more technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interactions between students and the instructor, either synchronously or asynchronously.
 - i. The internet.
 - ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
 - iii. Audioconferencing.
 - iv. Other media used in a course in conjunction with any of the technologies listed in the paragraph above.

The definition of Distance Education does not include Correspondence Education per state and federal law.

- B. Substantive Interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the following:
 - i. Providing direct instruction.
 - ii. Assessing or providing feedback on a student's coursework.
 - iii. Providing information or responding to questions about the content of a course or competency.
 - iv. Facilitating a group discussion regarding the content of a course or competency.
 - v. Other instructional activities approved by the District's or a program's accrediting agency.
- C. Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is

primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence Education is not Distance Education.

Students receive packets of materials for them to complete the student learning outcomes of the course based on the Course Outline of Record (COR), that can include reading materials, assignments, quizzes, tests, projects, written discussion boards, and surveys, as well as feedback and question & answer forms. The student packets - or “touchpoints” - are the written portion of the courses and how the instructors communicate back and forth with the students. Lecture videos recorded by instructors are also used to enhance the learning environment, as well as to ensure students have as close to a Distance Education or face-to-face learning experience as is possible through the use of Correspondence Education.

3. Course Approval: Each proposed or existing course offered via Distance Education shall be reviewed and approved separately. Separate approval is required if any portion of the instruction in a course or a course section is designed to be provided through Distance Education.

Distance Education courses shall be approved under the same conditions and criteria as other courses. The review and approval of new and existing Distance Education courses shall comply with BP 4020 and AP 4020 *Program and Curriculum Development*.

The course design and all course materials must comply with the ICT and Instructional Material Accessibility Standard Statement in AP 3725.

4. Addendum to Course Outline: No new or existing course may be delivered through Distance or Correspondence Education before an addendum to the course outline of record has been approved according to the District’s curriculum approval procedures. The addendum shall address the following:
 - A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
 - B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
 - C. How the portion of instruction delivered via Correspondence Education documents and facilitates learning progression through a cycle of assignment submissions and feedback.

- D. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
 - E. For any course that the District may offer by Correspondence Education, identification of the student population permitted to enroll in the course, such as, for example, incarcerated students.
- 5. Certification: When approving Distance Education courses, the Academic Senate shall certify the following:
 - A. Course Quality Standards: The same standards of course quality are applied to Distance and Correspondence Education courses as are applied to in-person courses.
 - B. Course Quality Determinations: Determinations and judgments about the quality of Distance and Correspondence Education courses were made with the full involvement of the curriculum committee and its established procedures.
- 6. Duration of Approval: All Distance Education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.
- 7. Instructor Contact: Each section of the course that is delivered through Distance Education shall include regular and substantive interactions between the instructor and students, initiated by the instructor, as well as among students, either synchronously or asynchronously. The District ensures regular interactions between a student and an instructor or instructors, prior to the student's completion of a course or competency, by:
 - A. Providing the opportunity for substantive interactions with a student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.
 - B. Monitoring a student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interactions with a student when needed on the basis of such monitoring, or upon request by a student.
 - C. Correspondence Education: Each section of a course conducted through Correspondence Education will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

Students who participate in Correspondence Education will have access to student support services, including counseling, library searches, research assistance, and

tutoring or other learning support through mail, email, telephone or in-person contact, as determined by the curriculum committee.

Instructor will have at least one (1) touchpoint with their students for every 10 “in-class” hours as detailed in the Course Outline of Record (COR). Locally, students receive student packets or “touchpoint” materials that include two (2) weeks’ worth of class assignments and materials for the course, every two (2) weeks for the duration of the class.

8. Correspondence Education Students: A student is considered to be “enrolled in correspondence courses” if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a Correspondence Education student to be considered a full-time student at the District, at least one-half of the student’s coursework must be made up of non-correspondence coursework that meets one-half of the District’s requirement for full-time students.

Reviewed and Endorsed by the Academic Senate: XXXXXXXX

Reviewed and Endorsed by CPC: XXXXXX



AP 4105 Distance and Correspondence Education

References:

Education Code Sections 66700 and 70901 et seq.;

Title 5 Sections 55200 et seq.;

Title 5 Sections 55260 et seq.;

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ACCJC Policy on Distance and Correspondence Education (revised June 2021)

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- B. Proctored examinations; or
- C. After consultation with the Academic Senate, new or other technologies and practices that are effective in verifying student identification

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The definition of Distance Education does not include ~~C~~orrespondence ~~E~~ducation per state and federal law.

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 - Assessing or providing feedback on a student's coursework.
 - Providing information or responding to questions about the content of a course or competency.
 - Facilitating a group discussion regarding the content of a course or competency.
 - v. Other instructional activities approved by the District's or a program's accrediting agency.

C. Correspondence Education means education provided through one or more courses by a community college or district under which the college or district provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited due to separation, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced, although a regular cycle of assignment submissions and delivery of feedback should be established for facilitated learning. If a course is part correspondence and part residential training, it is considered a correspondence course. Correspondence ~~E~~ducation is not ~~d~~Distance ~~e~~Education.

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- A. How course outcomes will be achieved in a Distance or Correspondence Education mode.
 - B. How the portion of instruction delivered via Distance Education provides regular and substantive contact between instructor and students, initiated by the instructor, and between students.
 - B.C. How the portion of instruction delivered via eCorrespondence eEducation documents and facilitates learning progression through a cycle of assignment submissions and feedback.
 - C.D. How the portion of instruction delivered via Distance Education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.
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- C. Correspondence Education: Each section of a course conducted through eCorrespondence eEducation will be established through a cycle of assignment submissions and comprehensive, responsive feedback, as determined by the curriculum committee. Instructors will be responsible for ensuring that each student will receive ongoing support toward making meaningful academic progress.

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9. Correspondence Education Students: A student is considered to be "enrolled in correspondence courses" if correspondence courses constitute 50 percent or more of the courses in which the student is enrolled during a financial aid award year.

In order for a eCorrespondence eEducation student to be considered a full-time student at the District, at least one-half of the student's coursework must be made up of non-correspondence coursework that meets one-half of the District's requirement for full-time students.

Reviewed and Endorsed by the Academic Senate: XXXXXXX

Reviewed and Endorsed by CPC: ~~10/26/2021~~

ACADEMIC SENATE DISCUSSION ITEM

DISCUSSION ITEM TOPIC:

Low Textbook Cost (LTC) designation implementation

ISSUE BACKGROUND:

On September 26, 2019 the Academic Senate approved the \$40 LTC designation that was brought forth by the Bookstore Committee. There were questions about how it would be implemented, but the consensus was to approve the limit and then figure out how to implement it. No further action has happened to implement the designation for faculty in the textbook adoption process or in any way that is student-facing.

In Fall 2022, the Academic Senate for the California Community Colleges worked with the California Community College Student Senate to develop a statewide recommendation of Low-Cost course Materials per the resolution 03.04 passed in Fall 2021. Per Resolution 17.05, the Students Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost” and Academic Senate for California Community Colleges encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

Beginning in Fall 2023, California Community Colleges will be required to report textbook cost in the XB12 data element in the California Community Colleges Management Information System. Working with the Bookstore, the Office of Instruction has been gathering information on textbook cost. If the lowest cost option the bookstore offers is under \$40, that would be entered as having low textbook cost for the data element. This process is happening after the term.

ISSUES TO BE DETERMINED:

Do we want to maintain the \$40 limit or change to the \$30 limit as recommended by ASCCC and the CCCSS?

Is the lowest price of the instructional resource (i.e., textbook) how we should be determining the LTC threshold?

How do we implement this so that it becomes a designation before registration and is student facing (like our current ZTC designation)?

How do we help students and faculty understand both the LTC and ZTC designation?

XB12 and the ZTC Program

The [XB12, Instructional-Material-Cost](#), has been added to the California Community Colleges Management Information System Data Element Dictionary. The codes, A, B, C, D, Y, are defined below and the implementation date for the new code was summer 2022. [May 11 2022 Data Submission Update Memo; XB12, Instructional-Material-Cost](#).

A – Section has no associated instructional material

B – Section uses only no-cost digital instructional material (definition modified at some point between 8/22/22 and 9/22/22)

C – Section has instructional material costs none of which are passed on to students

D – Section has low instructional material costs (*as defined locally)

Y – Section does not meet no-cost or low-cost instructional material criteria

* [California Community Colleges – Low-Cost Textbook Definitions](#) – If your college or district has a low-cost definition and it is not reflected in our list, [please contact the OERI and share your low-cost definition](#).

As was announced in the July 29, 2022 [“Zero Textbook Cost Program – Overview and Guidance”](#) memo that was distributed via email, the California Community Colleges Chancellor’s Office (CCCCO) hosted webinars and continues to host office hours to provide information regarding the new instructional materials cost section-level data element (XB12) and the ZTC Program. As the OERI receives new information about the data element and the program, it will be shared here on our [OER and ZTC page](#).

Tuesday, August 16, 2022, 1:30 pm, XB12 Instructional Materials Cost Informational Meeting

On August 16, 2022, at 1:30 pm, join us for an overview of the new data element and its implementation schedule.

[XB 12: Instructional Materials Cost Informational Meeting – Unedited Recording](#)

[XB 12: Instructional Materials Cost Informational Meeting – Presentation PDF](#)

Friday, August 19, 2022, CCCCCO Update at DECO

[CCCCO Slide Deck from DECO Meeting](#) – While most of these slides are about the Vision for Success, enrollment, and distance education, there are a few that relate to XB12 and ZTC.

Friday, February 3, 2023, 10:30 am – 11:30 am, ZTC, IMTF, XB12 – An Update

Is there any new information about the Zero Textbook Cost Program? What happened at the first Instructional Materials Task Force meeting? What does an analysis of the summer 2022 XB12 [\(Instructional-Material-Cost section-level data element\)](#) data tell us? And how does it all fit together? Join this webinar for an overview of what we know, what we don’t know, and what we expect may happen in the future.

[Watch the “ZTC, IMTF, XB12 – An Update” recording](#)

[Access the “ZTC, IMTF, XB12 – An Update” presentation slides](#)

[CCCCO XB 12 Slides](#)

[Student Expenses and Resources Survey \(SEARS\) 2021-22](#)

[Zero Textbook Cost Program Overview and Guidance](#)

Friday, March 10, 2023, 1:00 pm – 2:30 pm, XB12 – A Deep Dive

Implementing a section-level data element has the potential to improve your local approach to

marking no-cost sections. What distinctions between course section costs are allowed with XB12 and why are these distinctions important? What questions can be explored with XB12 data? What steps are colleges taking to ensure the integrity of their data? Join the OERI, your OER Liaison Colleagues, and representatives from the Chancellor's Office in this in-depth examination of XB12.

[XB12 – A Deep Dive – Unedited Recording](#)

[XB12 – A Deep Dive – OERI Slides \(PPT\)](#)

[XB12 – A Deep Dive – CCCCCO Slides \(PDF\)](#)

[XB12 Cross-Walk, Notes, and ASCCC Resolutions \(PDF\)](#)

Source: **This information was copied from the [OERI's website](#) on March 13, 2023.**

Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Fall

2022

Resolution Number

17.05

Contact

[Michelle Pilati](#)

Assigned to

Open Educational Resources Initiative (OERI)

Category

Local Senates

Whereas, Resolution 03.04 F21, “Develop Statewide Recommendation for Definition of Low-Cost Course Materials” tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost”;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

M/S/C

This was copied from the [ASCCC's website](#) on March 13, 2023.

Adopt Student Senate for California Community Colleges Low-Cost Recommendation

Fall

2022

Resolution Number

17.05

Contact

[Michelle Pilati](#)

Assigned to

Open Educational Resources Initiative (OERI)

Category

Local Senates

Whereas, Resolution 03.04 F21, “Develop Statewide Recommendation for Definition of Low-Cost Course Materials” tasked the Academic Senate for California Community Colleges to work with the Student Senate for California Community Colleges and the California Community Colleges Chancellor’s Office to identify a recommended definition of low-cost to be considered for adoption throughout the California Community College system; and

Whereas, The Student Senate for California Community Colleges Board of Directors has recommended \$30 as the definition for “low-cost”;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for designating and reporting purposes.

M/S/C

This was copied from the [ASCCC's website](#) on March 13, 2023.

Excerpt of Academic Senate Summary for September 26, 2019

This is what is in the [meeting summary for the September 26, 2019 meeting](#) regarding the endorsement of a LTC designation at COC.

C. Action Items

J. Endorsement of Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Definition of Categories & searchable option, Teresa Ciardi & Gina Bogna (pg. 31-32)

- It was clarified that it should read as Low Textbook Cost (LTC) and not (ZTC). Low Textbook Cost does not have to do with classroom materials but more so for lab manuals. The \$40 amount came out of a survey and research. The current trend at other colleges is \$25-40 or less however, the higher end amount was selected based what the numbers look like in our area. The school of MSHP voted and approved the \$40 amount. There was a request to have school representation from Applied Tech on the Bookstore Committee. If the bookstore raises their prices the faculty will need to follow up with the bookstore to have them change the price back to what it was. Most contracts will hold for 2 years at the bookstore, however after the 2 years faculty will need to make sure to check the prices. If a course has been previously advertised to students at a lower cost and if a new instructor is now teaching this course and chooses to use a different textbook which is at a higher price Academic Affairs will not allow the change per the Higher Education Opportunity Act. It is also important to consider that taxes can raise the price. There may be a need to implement a policy which states that if a book is adopted at a particular price that after taxes are added that it will remain a LTC. The bookstore sends Academic Affairs a list of the classes which do not have the necessary materials denoted. This list is then sent to the deans and the deans forward to the department chairs. The next step is to work with Academic Affairs regarding the scheduling. Should the bookstore send faculty information regarding textbook costs?
- Motion to approve the definition of low textbook cost of \$40 and that a searchable LTC function be created by Regina Blasberg, seconded by Sab Matsumoto.
- Roll call vote: Andrus, David- ABSTAIN
 - Blasberg, Regina- AYE
 - Brill, David- AYE
 - Brill-Wynkoop, Wendy- AYE
 - Burgdorfer, Jason- AYE
 - Collis, Gary- AYE
 - Corbett, Mary- ABSENT
 - Eikey, Rebecca- NO VOTE
 - Hooper, Lisa- ABSTAIN
 - Karlin, Ron- AYE
 - Llaguno, Marco- AYE
 - Marcellin, Phillip- ABSENT
 - Matsumoto, Sab- AYE
 - Paris, Jennifer- AYE
 - Pearl, Carly- AYE
 - Rieck, Garret- AYE
 - Riviera, Benjamin- AYE
 - Seubert, Erica- NO
 - Shepherd, Rebecca- NO
 - Silverman, Aaron- AYE
 - Small, Jessica- AYE
 - Torgeson, Erika- AYE

The motion passed with 15 votes in favor, 2 against, and 2 abstentions

XB 12 Sample Sheet – 3-22-23

XB12	Term	Dept	CRS	Sec	Title	New	Used	Rent New	Rent Used	Yuzu Buy	Yuzu Rent
A	F22	BUS	211	62768	No Text Required						
B	F22	ENGL	101	62798	ENGL 101 GRAMMAR GUIDE (OER)	\$2.19					
D	F22	ENGL	101	62796	THEY SAY/I SAY W/READINGS-W/ACCESS	\$60.71				\$37.19	\$29.22
Y	F22	ADMJUS	135	62778	CRIMINAL EVIDENCE	\$211.12	\$158.34	\$143.55	\$104.30	\$77.86	\$44.49
D	F22	ENGL	101	62829	PREN.HALL GDE.F/COLL.WRITERS			\$53.99	\$53.99	\$74.99	\$39.96
LTC - Digital Resources do not have tax											
Y	F22	SOCI	250	63029	FUNDAMENTALS OF CRIMINOLOGY	\$78.00	\$58.50	\$53.05	\$39.96		
Taxes would put this course over \$40 LTC designation											

A – Section has no associated instructional material
B – Section uses only no-cost digital instructional material
C – Section has instructional material costs none of which are passed on to students
D – Section has low instructional material costs (*as defined locally)
Y – Section does not meet no-cost or low-cost instructional material criteria
Note: This does not include Instructional Supplies