



# College of the Canyons Academic Senate

November 6, 2025

3:00 p.m. to 4:50 p.m.

Hybrid Format, via Zoom & in-person in BONH 330

## Join Zoom Meeting

<https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1>

Meeting ID: 893 2911 9195; Passcode: 424662

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**Additional Teleconferencing locations can be found on page 2 of this agenda.**

## 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](mailto: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](mailto:academicsenateinfo@canyons.edu) or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
  - Hiring committee list (pg. 3)
5. Sub-Committee Summaries:
  - Program Viability committee meeting summary, October 23, 2025 (pg. 9-11)
  - Senate Executive committee meeting summary, October 30, 2025 (pg. 12-14)
6. Approval of the Consent Calendar

Academic Senate Meeting Summary, October 23, 2025 (pg. 4-8)	<a href="#">Curriculum Committee Summary, October 16, 2025</a>
Senate Election Committee <ul style="list-style-type: none"> <li>• Dept. Chair 2<sup>nd</sup> Round Nomination Results (pg. 15-17)</li> </ul>	New Senator for the School of KPEA, Kathrina Almero-Fabros ( <i>for remaining of term until 6/30/2026</i> )

### B. Reports

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

1. Academic Integrity, Shane Ramey (pg. 18-22)
2. [Guided Pathways Liaison Report](#), Susan Ling
3. Academic Senate Presidents Report, Lisa
4. Vice President Report, Garrett Hooper

### C. Action Items

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

1. [Student Equity and Achievement \(SEA\) Plan 2025-28](#), Dr. Preeta Saxena & Dr. Daylene Mueschke
  - I. [College of the Canyons Student Equity and Achievement Plan Website](#)
  - II. [Student Equity | California Community Colleges Chancellor's Office Website](#)
2. Vote of No Confidence Resolution, Lisa Hooper (pg. 23-24)

#### **D. Discussion**

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

1. Office Furniture, April Marin and Sharlene Nguyen
2. Updated ADA Title II regulations, Scott McAfee
  - I. New Federal Accessibility Requirements for Online Courses (pg. 25-27)
  - II. WCAG 2.1 Level AA Compliance: Outreach, Information and Training Schedule (pg. 28-33)
3. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
  - I. [Full-Time Faculty Professional and Instructional Evaluation](#) (pg. 34-37)
    - Current Classroom Visitation Report (pg. 38-41)
    - Online and Hybrid Visitation Report (pg. 42-45)
  - II. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#) (pg. 46-47)
    - Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 48)

#### **4. Unfinished Business**

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

1. IRC Discussion - Automated Book Adoptions
2. Web Design/Senate Sub-Committee pages update
3. Statement on Faculty Use of Artificial Intelligence in Grading and Feedback

#### **5. 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. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule

#### **3. Announcements**

- [Next Academic Senate Meeting Dates Fall 2025](#): Nov. 20<sup>th</sup>; Dec. 11<sup>th</sup>; Spring 2026: Feb. 12<sup>th</sup>, Feb. 26<sup>th</sup>, March 12<sup>th</sup>, March 26<sup>th</sup>, April 16<sup>th</sup>, April 30<sup>th</sup>, May 14<sup>th</sup> & May 28<sup>th</sup>
- [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency, Santa Rosa, CA.
- [2026 Faculty Leadership Institute](#), June 11<sup>th</sup> – 13<sup>th</sup>, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15<sup>th</sup> – 18<sup>th</sup>, Sacramento Convention Center

#### **4. Adjournment**

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The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/89329119195?pwd=SO5MtcK0ZJc0POgaPLiLvVaG05boE8.1>

**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

*None*

**Hiring Committee**  
Faculty Appointments

<b>First Name</b>	<b>Last Name</b>	<b>Full-Time or Part-Time</b>
Tim	Baber	Full-Time
Regina	Blasberg	Full-Time
Justin	Hunt	Full-Time
Kevin	Larsen	Full-Time

## Academic Senate Meeting Summary for October 23, 2025

Voting Members					
Senate President	Lisa Hooper	X	Business Senator	<i>David Brill proxy for Gary Quire</i>	X
Vice President	Garrett Rieck	X	Learning Resources Senator	Jennifer Thompson	X
Curriculum Chair	Tricia George	X	Personal & Professional Learning Senator	Garrett Rieck	X
Policy Review Chair	Gary Collis	X	Public Safety	VACANT	
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	<i>Shane Ramey proxy for Regina Blasberg</i>	X	At Large Senator	Erin Delaney	X
MSHP-MSE Senator	Thomas Gisel	X	At Large Senator	Rebecca Shepherd	X
MSHP-HPPS Senator	Lak Dhillon	X	At Large Senator	Shane Ramey	X
VAPA Senator	David Brill	X	At Large Senator	Alexandra Dimakos	X
Student Services Senator	Jesse Vera	X	Adjunct Senator	Todd Fatta	X
Humanities Senator	Mike Harutunian	X	Adjunct Senator	Lauren Rome	X
Kinesiology/Athletics Senator	<i>Kathrina Almero Fabros substitute for Leora Gabay</i>	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	<i>Rebecca Shepherd proxy for Jennifer Paris</i>	X	X= Present	A= Absent	

Non-voting Members			
Dr. Thea Alvarado (Interim, CIO)	A	Jennifer Brezina	X
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)	X
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative: Sanjana Sudhir (Student Trustee)	A

Guest							
Ann Marchesan	X	Dr. Daylene Mesuchke	X	Michael Felix	X	Ruth Rassool	X
Chad Peters	X	Dr. Edel Alonso, BOT Trustee	X	Michael Monsour	X	Sharlene Johnson BOT Trustee	X
Claudenice Braga McCalister	X	Dr. Preeta Saxena	X	Monica Shukla Belmontes	X	Siane Holland	X
Cyndi Trudea	X	Jeremy Patrich	X	Nadia Cotti	X	Sonny Requejo	X
Deanna Riveira	X	Kelly Bronco	X	Paul Wickline	X	Tammera Stokes Rice	X

### A. Routine Matters

1. Call to order: 3:00pm
2. Public Comment:

- I. There was a request to offer more zoom options for some campus meetings as some are only being offered face to face.
- II. **Motion** to approve the agenda by Lauren Rome, seconded Linda Beauregard-Vasquez. Kathrina Almero-Fabros, substitute for Leora Gabay (yes vote); Shane Ramey proxy Regina Blasberg (yes, vote); Rebecca Shepherd proxy Jennifer Paris (yes, vote); David Brill proxy for Gary Quire (yes, vote). Unanimous. Approved
3. Approval of the Agenda
4. Committee Appointments:
  - I. Hiring Committees (pg. 3)
5. Sub-Committee Summaries:
  - I. Program Viability Committee Meeting Summary, October 9, 2025 (pg. 8-11)
6. Approval of the Consent Calendar
  - I. **Motion** to approve the consent calendar by Linda Beauregard-Vasquez, seconded by Todd Fatta. Kathrina Almero-Fabros, substitute for Leora Gabay (yes vote); Shane Ramey proxy Regina Blasberg (yes, vote); Rebecca Shepherd proxy Jennifer Paris (yes, vote); David Brill proxy for Gary Quire (yes, vote). Unanimous. Approved.

Academic Senate Meeting Summary, October 9, 2025 (pg. 4-7)	Senate Election Committee Nomination Results (pg. 12)
<a href="#">Curriculum Committee Summary, October 16, 2025</a>	<ul style="list-style-type: none"> <li>• President of the Academic Senate</li> <li>• Vice President of the Academic Senate</li> <li>• Communications Officer of the Academic Senate</li> </ul> Round #1 Nomination period results: <ul style="list-style-type: none"> <li>• Dept. Chair nomination results (pg. 13-15)</li> </ul>

## B. Reports

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

1. Faculty Professional Development (FPD), Teresa Ciardi (pg. 16-18)
  - I. There was a comment on the report on a request for resources from the Senate. The final round of PD modifications at the state level has concluded. As a result, the flexible calendar guidelines have changed. One of the new statewide guidelines requires that every single employee has access to PD including student workers. The committee also has some vacant seats. Lisa meets with Human Resources 1-2 times per semester, and discussions are underway to revise current faculty PD practices.
2. [IDEAA Liaison Report](#), Alene Terzian
  - I. The purpose of the IDEAA repository is to foster more inclusive and equitable learning environments. Several IDEAA-Share workshops have been scheduled for Friday, Oct. 31<sup>st</sup>, Nov. 7<sup>th</sup> and Nov. 21<sup>st</sup>. Alene will be serving as the co-chair for the Equity Minded Practitioners. Presenter Brandy Thomas will be presenting on “Sustaining Equity Work: Creating Systemic Pathways for Healing and Joy” on Thursday, Nov. 6<sup>th</sup> from 1:30pm – 2:50pm.
3. Academic Senate Presidents Report, Lisa Hooper
  - I. **Adjunct Townhall:** The town hall will be hosted after the Senate meeting to discuss their working experience at the college and any concerns they might have with the Senate. Adjuncts will have an opportunity to share their perspective with Acting President, Dr. Jasmine Ruys.
  - II. **ASCCC Resolutions:** Senators, please review and offer any feedback to Lisa Hooper before Plenary which begins November 6<sup>th</sup>.

- III. **Scholarly Presentation date:** Lisa sent a reminder via outlook and is encouraging all to attend Dr. Eddie Becton's, "Soul of a Nation: The History of Black Music informing American Democracy" in the PAC on 11/13 at 6pm.
- IV. **Presidential Search Forums:** There was a survey distributed that looks for qualities and experience needed for a new president. The link closes on Oct. 27<sup>th</sup> at 5pm.
- V. **PV Committee Update:** What is the difference between a "dept" and a "program"? This will be a discussion item in the future.
- VI. **BANC:** The BANC needs donations for items that are nonperishable food items, clothing and personal hygiene. Cash donations can be accepted – reach out to the BANC for details. Food is distributed between both campuses. There was a request to have more "Daylicious" vending machines on campus.
- VII. **Project Advancement Team (PAT) appointments:** Faculty leaders were appointed from aligned committees. Adjustment of these appointments likely as the shared governance will take its finished form at the end of this academic year.
- VIII. **Immigration Enforcement on campus:** There was a presentation on how the campus community should respond to the presence of Immigration Enforcement personnel on campus at the board meeting. It would be good to have this presentation at the Senate.
- IX. **ASCCC Non-Credit Curriculum Regional Meeting:** This is scheduled for 10/24. Garrett Rieck is a statewide leader and model. Garret will be presenting and helping schools develop non-credit as many districts do not offer many non-credit classes.
- X. **Credit Regional Curriculum Meeting:** Is scheduled for 10/31. Curriculum work is superior at COC and this is due to all the work of Tricia George and Garrett Rieck.
- XI. **Board of Trustees Joint meeting with ASG:** ASG is a very articulate group, and they complement themselves very well. The students conveyed powerful messages on shared governance to the board.
- XII. **Troubling Times:** Faculty need an opportunity to reset and come together. Lisa thanked the Senate for allowing her to lead the Senate for another 2 years. There was a suggestion to host an Academic Senate meeting with the Board of Trustees and to identify a format that demonstrates input is being received.
- 4. Vice President Report, Garrett Rieck
  - I. **Faculty Office lottery:** This is currently running, and the lottery will close tomorrow at 12PM. The results will be finalized next week. The move-in date to the new offices takes place before faculty go on winter break.
  - II. **Business Services Presentation:** There will be a presentation to the Senate on furniture procurement so that all have a level of understanding of the process.
  - III. **Adjunct in Full-Time Faculty Offices:** A question was asked regarding whether full-time faculty can allow adjuncts to use their offices. There are adjunct spaces in UCEN, BYKH and BONH 3<sup>rd</sup> floor. Faculty could invite adjuncts in their depts, but it is not clear if adjuncts can be given key access. Faculty can also reserve the TLC study rooms to meet with students.

### C. Action Items

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

- 1. ESS 25-60 Annual Curriculum Approval Certification, Tricia George & Lisa Hooper (pg. 19-24)
  - I. The annual Curriculum Approval Certification must adhere to the criteria.
  - II. **Motion** to approve by Erica Seubert, seconded by Rebecca Shepherd. Kathrina Almero-Fabros, substitute for Leora Gabay (yes vote); Shane Ramey proxy Regina Blasberg (yes, vote); Rebecca Shepherd proxy Jennifer Paris (yes, vote); David Brill proxy for Gary Quire (yes, vote). Unanimous. Approved.
- 2. AP 4234 (Pass/No Pass), Gary Collis (pg. 25)
  - I. There is a missing period that will be fixed, and the logo will be added.

- II. **Motion** to approve the policy by Linda Beauregard-Vasquez, seconded by Tom Gisel. Kathrina Almero-Fabros, substitute for Leora Gabay (abstention vote); Shane Ramey proxy Regina Blasberg (yes, vote); Rebecca Shepherd proxy Jennifer Paris (yes, vote); David Brill proxy for Gary Quire (yes, vote). Unanimous. Approved.
- 3. Policy Review committee Procedures, Gary Collis
  - I. Policy Review Committee Procedures (Final for Senate) (pg. 26-29)
  - II. Policy Review Committee Procedures (Working Copy) (pg. 30-33)
    - The procedures needed to be updated as they hadn't been in a while. There are no other major changes. The chairs' duties have been removed and added to the Senate by law.
    - **Motion** to approve the updated Policy Review Committee Procedures by Mike Harutunian, seconded by Erica Seubert. Kathrina Almero-Fabros, substitute for Leora Gabay (yes vote); Shane Ramey proxy Regina Blasberg (yes, vote); Rebecca Shepherd proxy Jennifer Paris (yes, vote); David Brill proxy for Gary Quire (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. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
  - I. [Full-Time Faculty Professional and Instructional Evaluation Summary](#)
  - II. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#)
    - a. DEIA Proposed Faculty Evaluation Competencies & Criteria (Discussion)
      - 1. DEIA Discussion Item Overview (pg. 34-35)
      - 2. DEIA Proposed Faculty Evaluation Competencies & Criteria (Report Format) (pg. 36-40)
      - 3. DEIA Proposed Faculty Evaluation Competencies & Criteria (Table Format) (pg. 41-43)
      - 4. DEIA Institutional Competencies (pg. 44)
    - b. CCCC Information/Reference Documents
      - 1. [CCCCO Recommended DEIA Competencies and Criteria](#)
      - 2. [CCCCO Guidance on Implementation of DEIA Evaluation and Tenure Review Regulations](#)
      - 3. [CCCCO DEIA Title 5 Regulation Changes](#)
        - Gary Collis provided an overview of DEIA regulations which were implemented in 2023 by the Board of Governors and which added DEIA minimum standards for employment. The Chancellor's Office provided guidance for districts, and such guidance is often used as a reference for locally developed minimum standards. There have been legal challenges to DEIA regulations, and districts that implemented the Chancellor's office guidance have been sued. The Senate seeks to infuse the work product of the taskforce into faculty evaluation processes. The suggestion is to have people trained in hiring committees and DEIA evaluations. This item will return for discussion of the proposed revised instruments.
- 2. Vote of No Confidence Resolution, Lisa Hooper (pg. 45-16)
  - I. There is concern that the three new board members are not recognizing and supporting efforts on the share governance front. There is also concern that the new board members nominated themselves into the board officer positions. The suggestion is to have all senators share the draft resolutions with their constituents. The Board president creates board agendas with the superintendent/president.

#### E. Unfinished Business

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

- 1. Instructional Resources Committee - Automated Book Adoptions Update

2. Web Design/Senate Sub-Committee pages update
3. Use of Artificial Intelligence (AI) by Faculty

#### **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. Tenure Committee Training Workshops
2. Department Chair Training Series Schedule

#### **G. Announcements**

1. [Next Academic Senate Meeting Dates Fall 2025](#): Nov. 6<sup>th</sup>; Nov. 20<sup>th</sup>; Dec. 11<sup>th</sup>
2. [2025 ASCCC Fall Plenary](#), Nov. 6<sup>th</sup>-8<sup>th</sup>, Hyatt Regency, La Jolla, CA.
3. [2025 ASCCC Noncredit Regional Meeting](#), College of the Canyons, Friday, Oct. 24<sup>th</sup>
4. [2025 ASCCC Fall Curriculum Regional Meetings, Area C](#), College of the Canyons, Friday Oct. 31<sup>st</sup>
5. [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency, Santa Rosa, CA.
6. [2026 Faculty Leadership Institute](#), June 11<sup>th</sup> – 13<sup>th</sup>, Hyatt Regency, Long Beach, CA.
7. [2026 Curriculum Institute](#), July 15<sup>th</sup> – 18<sup>th</sup>, Sacramento Convention Center

**H. Adjournment:** 5:04 p.m.

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The teleconference is accessible through the following link:

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**Please note:**

**This meeting will be broadcasted at the following locations via zoom**

*none*

# Program Viability Committee Summary

October 23, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	<i>Committee Chair</i>	X	Kathrina Almero-Fabros	<i>Transfer Discipline Rep./At-Large Member</i>	A
Erika Torgeson	<i>Enrollment Services/Counseling</i>	X	VACANT	<i>ASG Student Rep.</i>	A
Jason Burgdorfer	<i>MSE, COCFA President</i>	X			
Jaya George	<i>Health Professions</i>	A	Administrator Voting Members		
Jennifer Paris	<i>CTE Rep/ECE Rep/SBS</i>	A	Dr. Thea Alvarado	<i>Interim Asst. Superintendent/CIO</i>	A
Jesse Vera	<i>Enrollment Services /Counseling</i>	X	Erin Tague	<i>Assist. Superintendent/VP of Facilities</i>	X
Karl Striepe	<i>SBS/Transfer Discipline Faculty</i>	A	Jason Hinkle	<i>Associate, VP, Business Services</i>	X
Ruth Rassool	<i>Humanities (Adjunct)/AFT Designee</i>	X	Dr. Jim Temple	<i>Assist. Superintendent/VP Tech, Inst. Dev. &amp; Tech Computer Support</i>	X
Tricia George	<i>Curriculum Committee Chair/Humanities</i>	X	<b>A= Absent</b>	<b>X = Present</b>	

Guest:							
Chad Peters	X	Marilyn Jimenez	X	Nadia Cotti	X	Tim Baber	X
Dr. Daylene Meuschke	X	Monica Shukla-Belmontes	X	Paul Wickline	X	SB Tucker	X
Jeff Baker	X						

## I. Routine Matters

1. Call to order: 10:02 am
2. Approval of the 10/9/2025 meeting minutes
  - i. **Motion** to approve the meeting minutes by Erin Tague, seconded by Ruth Rassool. Unanimous. Approved.
3. Approval of the Agenda

## II. Reports

1. Report #1: Extended Reality, Jeff Baker
  - i. **Overview**: The initiation plan was to bring in a programming element to the Extended Reality program such as in Computer Networking or Computer Science. This has proven to be a challenge and Jeff decided instead of waiting for the changes to take place to move forward with a modified plan.
  - ii. **Certificate Program**: The certificate would include the 2 existing classes: MEA 131 and MEA 281, and one new class: MEA 221. This class is currently in the curriculum queue. Jeff met an current adjunct instructor, Anna who teaches Virtual Reality at CSUN and Santa Barbara and realized programming component is not needed. MEA 221 will be 3 units.
  - iii. **Software Resources Needed**: There is software resources needed that would not cost the college any funds as all software is free and is paid for.
  - iv. **Human Resources Needed**: The current instructor is an existing adjunct at COC. The Program Viability component is no longer needed for this program; the Curriculum Committee will handle the single course and associated new certificate.

- v. **Elective in Animation Degree:** Suggestion made to include new course in current Animation degree because new certificate, as described, is very few units.
  - vi. **New AI for Animation Course.** There is an interest in developing an AI for Animation course as this would fit well in the certificate. Both concepts of Extended Reality and AI are from an Art standpoint and are similar. The idea is to offer one course in the spring and one in the fall. The course on AI will be a separate proposal handled by the Curriculum Committee.
  - vii. **Advisory Committee Input Needed:** The program needs the advisory committees input as this is important to see how students can use these courses in the industry. For some students, a certificate may not be enough.
  - viii. **Next Steps:** If the curriculum proposal includes more than 2 courses then the proposal comes through PV. If the Advisory Board feel the training available through the courses is sufficient, Jeff can proceed and move forward. However, if the AI piece is an essential part, then the proposal will need to be updated. The suggestion is to wait to decide to bring the course(s) to the curriculum committee until the advisory committee weighs in.
2. Report #1: Supply Chair Logistics, Tim Baber
- i. **Mechatronics:** This is technology that prepares students to be proficient in systems like hydraulics and electronics. This is the same technology currently being utilized by Drink Pak as they have conveyers and an integrated system. A company reached out to the former chancellor asking why this is not being offered at COC? The company then reached out to Chaffey College as COC wasn't ready at the time. This program was put together as part of the ATC remodel, and the program is not ready to move forward yet.
  - ii. **Facilities:** This program is not yet launched. The program needs to wait until the ATC is ready. The request is to table this program and have it return later.
  - iii. **Stackable Degree and Certificate in Mechatronics:** Mechatronics is the industrial automation piece. The program is looking to develop a stackable degree or certificate but this has not been formalized yet. This would include AI in Manufacturing. All areas in Welding and Manufacturing are discussing this.
  - iv. **Program Sunsetting Proposal Process:** There is no formal mechanism for sun-setting a proposal; however past practice has been that if no progress is made on a proposal for 2 years, this would prompt a new proposal. This may require changes in curriculum with the influence of AI. The program was proposed before the proforma form was launched. The suggestion is to table the program as submitted. If a revised proposal comes back to PV, the presentation would be given priority.
3. Report #2: Paramedic, SB Tucker:
- i. **Overview:** SB Tucker has worked with Jason on the proforma form. Jessica Crowley and SB Tucker, Program Director both attended the accreditation workshop for 2 days to learn how to develop a paramedic program.
  - ii. **Curriculum Updates:** The curriculum was written and input into eLumen.
  - iii. **Budget Requirements:** There are budget constraints as there is \$25K required for the initial launch and \$5K for ongoing cost.
  - iv. **Human Resources:** There is a need for a full-time instructor. The ASC request for staffing expires this year and will need to be resubmitted. EMT may be moving to the 1<sup>st</sup> floor of the CCLB Don Takeda Science Center as there are classrooms and labs available. MLT is moving to CCC, and their vacated classrooms and their lab space on the Valencia campus would be ideal for a paramedic lab. Currently the program is in Towsley Hall.

- v. **Towsley Hall Bldg. Update:** As per Erin Tague, *Assist. Superintendent/VP of Facilities*, a seismic review will be done. Once this building is reviewed for programmatic needs the architectural needs will need to be redone.
  - vi. **Inclination on Seismic Assessment of Towsley Hall:** As per the architect from Gensler if there are modifications to a building the building then needs to match current code requirements. This is almost never cost effective due to the seismic requirement. Based on age of building and issues with this building over the last 10 years the building will likely have to be taken down.
  - vii. **Facilities Required:** If EMT moves to CCLB, this program could be moved over to another space at the CCC.
  - viii. **Hands on Skills Component & Equipment:** EMT and Paramedic have a hands-on skill component. These are no areas that can be simulated as this requires hospital hours in an ambulance. LA country requires programs to have equipment to train the EMT and can be used for the paramedic program. The mannequins have been purchased for the SIM labs. There are some restrictions on how long equipment can be used. The equipment requirement is about \$5K a year.
  - ix. **Cohort size:** This is 24 students and is like EMT. There is a student and instructor ratio required to maintain accreditation. There are industry pre-sectors and a limited number of agencies permitted to take on paramedic interns. The nearest paramedic programs are in the AV; however, this program is starting it over. The other programs are in Ventura, UCLA and Mt. Sac, all are accredited. Moorpark college offers the program, but it is not accredited.
  - x. **Administrative Support:** For accreditation there is a need for a 150% administrative support position. It is not clear if this is feasible. There are plans to hire another coordinator for all health programs and primarily for those at CCC to provide support.
  - xi. **eLumen Courses:** The suggestion is to download the curriculum as eLumen is going away.
  - xii. **COR's:** There are some courses at stage 3 with over 18 units each. The suggestion from Tricia is to create 3–5-unit courses. The didactic is 4-5 weeks and requires a 400-hour internship. The paramedic program is 40 hours a week. This can be broken down by topic, for example cardiac and respiratory. At Ventura college courses are 18 ½ unit classes. This may not be the best for students. Students cannot work in a full-time program.
4. **Fall 2025 Reports Schedule:**
- i. Next meeting will include an Ethnic studies report. Dec. 11th will include program presentations for Construction Management and Build Inspection.
  - ii. **Program vs. a Department:** The past practice was to create a new program when a program was proposed. There is a need to discuss how to define a department. Are there other things that inform a department vs. a program? This is future business for this committee.

III. **Adjournment:** 11:30 am.



COLLEGE OF THE CANYONS  
ACADEMIC SENATE  
EXECUTIVE COMMITTEE MEETING

**October 30, 2025**  
11:00 a.m. to 12:00 p.m., Via Zoom

## SUMMARY

*According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principal subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.*

### Non-Voting Members:

Faculty Name	Title		Faculty Name	Title	
Lisa Hooper	<i>Academic Senate President</i>	X	Jason Burgdorfer	<i>COCFA President</i>	A
Garrett Rieck	<i>Academic Senate Vice President</i>	X	Dan Portillo	<i>AFT President</i>	A
Erica Seubert	<i>Academic Senate Communications Officer</i>	X			

### Voting Members:

Faculty Name	Title		Faculty Name	Title	
Alisha Kaminsky	<i>MQE</i>	X	Jesse Vera	<i>Legislative Liaison</i>	X
Chase Dimock	<i>Honors Steering Committee</i>	A	Julie Johnson	<i>CETL</i>	X
Dustin Silva	<i>Elections Committee</i>	X	Linda Beauregard Vasquez	<i>Lead Adjunct Senator</i>	A
Erik Altenbernd	<i>Academic Staffing Committee Faculty</i>	A	Lisa Hooper	<i>President's Advisory Committee on the Budget Faculty</i>	X
Erika Torgeson	<i>Program Review Committee</i>	X	Pamela William-Paez	<i>Scholarly Presentation (Tentative)</i>	A
Garrett Reick	<i>Noncredit Liaison</i>	X	Teresa Ciardi	<i>Faculty Professional Development Committee</i>	X
Lisa Hooper	<i>Program Viability</i>	X	Tricia George	<i>Curriculum Committee</i>	X
Gary Collis	<i>Policy Review Committee</i>	X	VACANT	<i>College Planning Team Committee Faculty</i>	
Regina Blasberg	<i>Career Education Liaison</i>	X			

### Additional Voting Members:

Faculty Name	Title		Faculty Name	Title	
Shane Ramey	<i>Academic Integrity Committee</i>	A	Alene Terzian	<i>Equity Minded Practitioners</i>	X
Karyl Kicenski	<i>Academic Freedom Committee</i>	A			

### Non-Voting Members and Guest

Faculty Name	Title		Faculty Name	Title	
Marilyn Jimenez	<i>Academic Senate Administrative Assistant</i>	X	Wendy Brill-Wynkoop	<i>FACCC Member Engagement</i>	A
Heather Mclean	<i>ESL Instructor</i>	X			

### A. Routine Matters

1. Call to order: 11:02 am
2. Public Comment:

- I. This meeting may not be a brown act meeting going forward. The committee will vote when discussion faculty awards.
- II. There was an incident at the temporary Advance Technology Center where an intruder came in and stole and demolished the area while there were students there. There are many who feel the ATC should be on campus to be able to secure the space.

3. Approval of the Agenda

- I. **Motion** to approve the agenda by Lisa Hooper, seconded by Regina Blasberg. Alisha Kaminsky and Alene Terzian abstained. Approved

**B. Consent Calendar**

1. Adoption of September 18, 2025, Senate Executive Committee Summary (pg. 3-6)

- I. **Motion** to approve by Alene Terzian, seconded by Lisa Hooper. Unanimous. Approved.

**C. Reports**

1. Presidents Report, Lisa Hooper

- I. **Shared Governance Council Update:** A group has worked on the Shared Governance Council Update and the Facilities Master Plan with Gensler. Gensler did a presentation on opening day, solicited input via a poster board and an online survey which received over 600 responses. The feedback outlines concern with pedestrians, not enough signage and difficulty navigating the campus. In addition, there is concern with the half-loop street at the CCC campus, not many shaded areas, and the facilities not being in good workable conditions.
- II. **PAC B funds:** Lisa has implemented “sinking” funds for routine maintenance. This district has always relied on bond money, however, much has been spent and allocated for other things. There are some buildings that are so old that to remodel it would be financially irresponsible. The best step is to bring them down and start over.
- III. **Gensler Survey:** About 100 people have been asked to participate in the survey. On Monday, Nov. 17<sup>th</sup> at UCEN 258 there will be a presentation with Al Solano. The acting president Dr. Ruys has also been asked to attend. As of yesterday 73, RSVP with 18 FTF registered. There are more classified, and administrators who have RSVP’d. There is a need for more faculty leaders in this space. The recommendation is for all who attend to stay for the entire 4-hour session. There may be a need to do some targeted recruitment.
- IV. **Minimum Qualifications and Equivalencies (MQE):** Human Resources will be forwarding all applicants who are trying to meet MQ’s via equivalencies to Alisha Kaminsky, chair of the MQE Committee and the committee for review. If applicants are trying to meet disciplines with equivalencies they cannot be moved into a pool until Alisha reviews as this has been happening after the fact. Anyone who is screening applications for applications and not clear if an applicant meets MQ’s, there is a form.

2. Vice President Report, Garrett Rieck

- I. **ASCCC Non-Credit Regional Meeting:** This meeting was held this past Friday, Oct. 24<sup>th</sup>. This Friday, Oct. 31<sup>st</sup> COC will host the ASCCC Credit Regional meeting. Garrett was asked by ASCCC and Dr. Carlos Guerrero to give a presentation on non-credit curriculum. It may be too late to RSVP for this Friday’s. Last year the group addressed CCN and CALGET. Title 5 has changed the curriculum, and the group will adjust changes with Cultural Competency and CCN.
- II. **Faculty Office Lottery:** The lottery has concluded and as a reminder we are only doing one round in the fall and in the spring.

**D. Action:**

- 1. None

**E. Discussion**

1. Update on the Shared Governance & Project Advancement Teams, Lisa Hooper & Garrett Rieck

- I. The appointments will need to be adjusted. It is not clear if Senate leadership needs to be on

- the project advancement teams in the next academic year.
- II. Tricia is working on a presentation for the project advancement team. The suggestion is that if anyone serving on the project advancement teams, who cannot attend, to find a replacement faculty member.
2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
    - III. [Full-Time Faculty Professional and Instructional Evaluation Summary](#)
    - IV. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#)
      - **Overview:** The initial taskforce was formed 4 years ago to infuse and develop DEIA instruments into the faculty evaluation instruments.
      - **Update on the Academic Senate Discussion:** At the Academic Senate there is discussion on whether faculty should develop competencies and infused them into instruments or wait for the BOT to adopt competencies and use those to add to instruments.
      - **Legal Matters:** There are some legal matters, and other districts have tried to implement this and have been sued. The Senate had discussed the legal aspect of this topic.
      - **Classroom Visitation Report:** There have been some challenges with the Classroom Visitation Report, and the hope is to develop a single instrument to determine which modality a faculty member is teaching in and to ask each discipline to review and revise the curriculum.
      - **COCFA Negotiations:** The next step will be to advance the evaluation instrument documents to COCFA for negotiations for inclusion in the contract.
      - Originally the taskforce was looking at the whole package and what it means to be collegial and what work a faculty member does at the college outside of the classroom.
      - **How to fill out the Documents:** There is a need to include instruction on how to fill out the documents and where it they will reside.
      - **Professional Development Training:** There was a request to include significant information on the tool, so faculty know what to look for. There also needs to be Professional Development. CETL could craft some annual training that is more generalized.
      - **AFT Union:** The adjunct faculty are now in process of bargaining their evaluation tool. The cultural competencies are in their tool to a much higher degree than faculty. Classified and administrators also have added this to their evaluation tool.
      - **Next Steps:** The suggestion is for faculty to review and provide feedback.
  3. Vote of No Confidence Resolution, Lisa Hooper & Garrett Rieck (pg. 7-8)
    - I. The resolution has now added the Board of Trustees clerk Darlene Trevino as officers named on the resolution for a Vote of No Confidence. The Academic Senate will be voting on the revised resolution at next week’s meeting.

**F. Future Business**

1. Future Meeting Times/Days
2. Future Discussion Topics

**G. Unfinished Business**

*None*

**H. Announcements**

- a. [Next Academic Senate Meeting Dates Fall 2025: Nov. 6<sup>th</sup>; Nov. 20<sup>th</sup>; Dec. 11<sup>th</sup>](#)
- b. [2025 ASCCC Fall Curriculum Regional Meetings, Area C](#), College of the Canyons, Friday Oct. 31<sup>st</sup>
- c. [2025 ASCCC Fall Plenary](#), Nov. 6<sup>th</sup>-8<sup>th</sup>, Hyatt Regency, La Jolla, CA.
- d. [2026 ASCCC Spring Plenary](#), April 9<sup>th</sup> – 11<sup>th</sup>, Hyatt Regency Santa Rosa, CA.
- e. [2026 Faculty Leadership Institute](#), June 11<sup>th</sup> – 13<sup>th</sup>, Hyatt Regency, Long Beach, CA.
- f. [2026 Curriculum Institute](#), July 15<sup>th</sup> – 18<sup>th</sup>, Sacramento Convention Center, CA.

**I. Adjournment:** 11:00 a.m.



## ACADEMIC SENATE Senate Elections Committee

The nominations for round #1, round#2 and elections for Department Chairs have closed. Please see below for the list of nominations received.

### Academic Senate Department Chairs

2 Year Terms: 6/06/26 – 6/05/28

Updated 10/31/2025

Schools	Academic Departments	2026-2028 Department Chairs
<b>School of Academic Innovation and Continuing Education, Personal and Professional Learning</b>  <i>Diane Avery, Dean</i>	Non-Credit	Garrett Rieck, Chair
<b>School of Applied Technologies</b>  <i>Dr. Nadia Cotti, Dean</i>	Architecture and Interior Design	Jason Oliver
	Automotive Technology	Gary Sornborger
	Construction Management & Construction Technologies	Regina Blasberg
	Electronic System Technology	Justin Hunt
	Land Surveying	Regina Blasberg
	Manufacturing Technology	Tim Baber
	Network Technology	Justin Hunt
	Water Systems Technology	Regina Blasberg
<b>School of Business</b>  <i>Dr. Monica Shukla-Belmontes</i>	Business	Gary Quire
	Computer Applications & Web Technologies (CAWT)	Melanie Lipman
	Culinary Arts, Hospitality Management & Wine Studies	Cindy Schwanke
	Economics	Jason Gurtovoy
	Paralegal Studies	Nicole Faudree
	Real Estate	Ali Naddafpour
<b>Career Education, Integrative Learning and the Employment Center</b>  <i>Harriet Happel, Dean</i>	Employment Center	Hiba Edgheim, Coordinator X3328
	Work Experience Education (WEE) <i>formerly CWEE</i>	Nicole Faudree

<b>Education Technology, Learning Resources and Online Education</b>  <i>James Glapa-Grossklag, Dean</i>	Library	Peter Hepburn, Head Librarian
	Online Education	Joy Shoemate, Director, Online Education
	The Learning Center (TLC)	Chloe McGinley, Associate Dean, Learning Resources Director of The Learning Center (TLC)
<b>Enrollment Services, Counseling</b>  Dr. Jasmine Ruys, Assistant Superintendent/VP Student Services  <i>Clinton Slaughter, Dean Counseling</i>	Counseling	Samir Hamawe
<b>Health Professions</b>  Dr. Nadia Cotti	Nursing (CNA, LVN, RN)	Adina Carrillo
	Clinical Laboratory Science, Medical Laboratory Technician (MLT), & Phlebotomy	Hencelyn Chu
	Diagnostic Medical Sonography	Lak Dhillon
	Pharmacy Tech	Jaya George
<b>School of Humanities</b>  <i>Andy McCutcheon, Dean</i>	Cinema	Max Keller
	English	Erin Delaney
	English as a Second Language	Heather Maclean
	Modern Languages	Claudia Acosta
	Philosophy	Andrew Jones-Cathcart
	Sign Language (ASL)	Brittany Applen
<b>School of Kinesiology, Health &amp; Wellness, Fitness &amp; Athletics (KHWFA)</b>  <i>Chad Peters, Dean</i>	Kinesiology/Physical Education	Ted Iacenda
	Occupational Therapy Assistant (OTA) Program	Anna Hillary
	Physical Therapy Assistant (PTA) Program	David Pevsner
	Recreation Management	Brittany Applen
<b>School of Math, Sciences and Engineering (MSE)</b>  <i>Dr. David Vakil, Dean</i>	Biological & Environmental Sciences	Kelly Cude
	Chemistry	Gretchen Stanton
	Computer Science	Benjamin Riveira
	Earth & Space Sciences	Jeremy Patrich
	Engineering	Patricia Foley
	Mathematics	Collette Gibson

	Physics	David Michaels
<b>School of Public Safety (PS)</b>  <i>Dr. Nadia Cotti</i>	Administration of Justice	Larry Alvarez
	Emergency Medical Technologies	Jessica Crowley
	Health Sciences	Kelly Bronco
	Fire Technology	Keith Kawamoto
	Fire Academy	Mark Rotondo, Faculty Director
<b>Social &amp; Behavioral Sciences</b>  <i>Dr. Deanna Rivera, Interim Dean</i>	Anthropology	Lisa Malley
	Communication Studies	Tammera Stokes Rice
	Early Childhood Education	Jennifer Paris
	Ethnic Studies	Katie Coleman
	History	Sherrill Pennington
	Political Science	Karl Striepe
	Psychology	Tammy Mahan
	Sociology	Katie Coleman
<b>Visual &amp; Performing Arts</b>  <i>Andy McCutcheon</i>	Art	Michael McCaffrey
	Dance	Diana Stanich
	Graphic & Multimedia Design	Mark Daybell
	Media Entertainment Art	David Brill
	Music	William Macpherson
	Photography	Wendy Brill-Wynkoop
	Theatre	David Stears

### Program Coordinators

School	Academic Departments	2026-2028 Program Coordinators
School of Humanities	Humanities Program	Alene Terzian-Zeitounian, <i>Program Coordinator</i>

## Academic Integrity Committee (AIC) Annual Report

Prepared by: Dr. Shane Ramey

Date: November 6<sup>th</sup>, 2025

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### A. Committee & Committee Chair Name and Meeting Times/Location

- **Committee Name:** Academic Integrity Committee (AIC)
  - **Committee Chair:** Dr. Shane Ramey
  - **Meeting Times:** Last Tuesday of each month, 1:30-3:00 PM
  - **Location:** BONH-330
- 

### B. Committee Membership Composition List

- **Chair:** Dr. Shane Ramey - Mathematics, Science & Engineering
  - **Members:**
    - Regina Blasberg - Applied Technologies
    - Sara Breshears - Learning Resources
    - Sylvia Duncan - Health Professions
    - Adam Kaiserman - Humanities
    - Michelle LaBrie - Social & Behavioral Sciences
    - Jennifer Overdeest - Visual & Performing Arts
    - Scott McAfee - Social & Behavioral Sciences (Adjunct)
    - Ruth Rassool - Humanities (Adjunct)
- 

### C. Time Stamp on Report

November 6<sup>th</sup>, 2025

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### D. Committee Background, Purpose, Objectives, or Goals

The Academic Integrity Committee (AIC) is a standing subcommittee of the Academic Senate that provides leadership, guidance, and resources to promote and maintain academic integrity across College of the Canyons. The Committee's work extends beyond preventing academic dishonesty to fostering a broader culture of honesty, responsibility, and ethical scholarship among students and faculty.

The AIC serves as an advisory and educational body that develops recommendations, frameworks, and practical strategies to support integrity within teaching, learning, and assessment. The Committee emphasizes proactive and collaborative approaches, encouraging policies and pedagogies that help both faculty and students internalize values such as integrity, accountability, and respect for intellectual work.

While the AIC does not adjudicate individual cases of student misconduct, it plays a key role in shaping institutional practice through the development of Senate statements, faculty guides, and policy recommendations. In recent years, this has included a growing focus on academic integrity in the age of artificial intelligence (AI). The AIC now provides campus leadership on the ethical and pedagogical implications of generative AI, ensuring that faculty and students alike are equipped to navigate new technologies responsibly.

Through this work, the AIC aims to sustain a campus culture where academic integrity is understood not as a rule to enforce, but as a shared professional and educational value to uphold.

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## **E. Summary of Committee Work**

During the 2024–2025 academic year, the Academic Integrity Committee (AIC) focused on developing and advancing institutional resources addressing academic integrity and the evolving impact of artificial intelligence (AI) in higher education.

### **1. Academic Senate Statement on Artificial Intelligence in Education**

The AIC authored and advanced the *Statement on Artificial Intelligence in Education*, which was approved by the Academic Senate on May 15, 2025. The statement establishes guiding principles for faculty engagement with AI, emphasizing AI literacy, academic freedom, and the need to preserve integrity and authentic assessment as AI tools become increasingly embedded in teaching and learning.

### **2. Faculty Guide: *Academic Integrity in the Age of AI***

The committee completed a draft of a comprehensive faculty guide designed to help instructors develop clear, course-specific AI policies. The guide outlines four levels of permitted AI use (Prohibited, Restricted, Conditional, and Integrated), provides sample syllabus language, and offers strategies for maintaining academic integrity when AI is incorporated into instruction. The draft was presented to the Academic Senate in April and May 2025 and is being revised based on Senate feedback for final adoption in (projected) Spring 2026.

### **3. Ongoing Work on Emerging Technologies**

Building on our earlier exploratory efforts, the AIC has taken an active role in addressing the ethical and pedagogical implications of emerging technologies, particularly generative AI and large language models. Committee discussions this year centered on balancing innovation with integrity, evaluating how AI-generated content can be used responsibly, and identifying best practices for assessment design in AI-enhanced learning environments. This work continues to guide the committee's future publications and recommendations to the Senate.

### **4. Collaboration with Associated Student Government (ASG)**

To strengthen student-faculty dialogue on academic integrity and AI, the AIC collaborated with the Associated Student Government. ASG Executive Vice President Jesus Martinez Desantiago attended the AIC meeting on April 29, 2025, for a Q&A session on student perspectives regarding AI use and academic honesty. In turn, AIC member Ruth Rassool represented the committee at the ASG meeting

on May 21, 2025, to discuss shared goals related to academic integrity education and transparency in faculty expectations.

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## **F. Main Objectives, Goals, or Projects for the Current Year**

The Academic Integrity Committee (AIC) will continue to advance its work on academic integrity in the age of artificial intelligence by completing current initiatives and developing new resources addressing both student and faculty responsibilities.

### **1. Finalization of *Academic Integrity in the Age of AI: A Faculty Guide***

The committee will complete revisions to the faculty guide based on Academic Senate feedback and plans to release the finalized version in Spring 2026. The guide will serve as a practical resource for faculty developing course-specific AI policies and ensuring integrity in AI-supported learning environments.

### **2. Draft Statement on Faculty Use of Artificial Intelligence in Grading and Feedback**

The committee is preparing a statement addressing the ethical and professional responsibilities of faculty when using AI tools for evaluation. The draft affirms that academic integrity extends to all members of the academic community and that grading and feedback must remain human, ethical, and transparent acts grounded in disciplinary expertise and professional judgment. It cautions against delegating evaluative duties to AI systems that lack human context or accountability and highlights privacy concerns associated with uploading student work to external platforms. The statement is projected for Senate submission in Fall 2025.

### **3. *How to Foster Academic Integrity at COC in an Age of AI***

Authored by committee member Adam Kaiserman, this document is currently under AIC review for potential adoption and submission to the Academic Senate. It provides a conceptual framework and practical recommendations for promoting integrity across disciplines as generative AI becomes more integrated into academic life.

### **4. Data Collection on Academic Integrity Trends**

The AIC will continue gathering and analyzing data on academic dishonesty across course formats (in-person, hybrid, and online) and term lengths (5-, 8-, and 16-week sessions) in collaboration with the Office of Student Conduct. The findings will inform future recommendations on assessment design, prevention strategies, and institutional policy.

### **5. Collaboration and Faculty Engagement**

The committee will maintain active collaboration with departments and student leadership groups, including the Associated Student Government, to promote transparency, shared responsibility, and open dialogue regarding academic integrity and AI literacy.

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## G. Challenges the Committee Has Faced

The rapid evolution of artificial intelligence continues to present complex challenges for faculty and the Academic Integrity Committee (AIC). The most pressing difficulty is simply keeping pace with the volume and speed of new AI tools and their integration into academic workflows. This makes it increasingly difficult to provide timely, evidence-based guidance to the campus community.

Another ongoing challenge involves determining how best to advise faculty on the detection of AI use in student work. Current AI-detection tools have high error rates and lack transparency in their algorithms, creating significant risks of false positives and due-process concerns. The committee continues to explore ways to help faculty identify potential AI misuse through pedagogical design and authentic assessment rather than through unreliable automated tools.

Faculty also face uncertainty in navigating the shifting boundary between legitimate and unethical uses of AI. The AIC is working to clarify how instructors can both prevent misconduct and model responsible AI use themselves, helping students understand that integrity and innovation are not mutually exclusive.

Additional challenges include the uneven readiness of faculty to adopt AI-related policies, student confusion about what constitutes appropriate AI use, and the substantial time required to redesign assignments and assessments that foster learning with integrity. Sustained institutional support and professional development will be essential as the college continues adapting to this new educational landscape.

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## H. Support Needed from the Academic Senate or Other Campus Groups

The Academic Integrity Committee (AIC) continues to benefit from strong collaboration with the Academic Senate and campus partners. To sustain progress and address the rapidly changing challenges related to artificial intelligence, the committee would benefit from the following forms of support:

- 1. Professional Development Opportunities**

Continued Senate advocacy for training, workshops, and conference participation related to AI, academic integrity, and assessment design. Exposure to statewide and national discussions would help committee members provide more informed guidance to the campus community.

- 2. Institutional Coordination**

Support for greater coordination between AIC, CETL, Education Technology, and Student Conduct to align messaging on AI literacy, detection ethics, and academic integrity policy implementation.

- 3. Campus-Wide Communication and Dissemination**

Assistance from the Senate in promoting AIC-developed resources—including the forthcoming *Faculty Guide*, *Student Guide*, and *Statement on Faculty Use of AI in Grading and Feedback*—to ensure that all departments receive and discuss these materials.

- 4. Data Access and Research Collaboration**

Collaboration with Institutional Research and the Office of Student Conduct to provide anonymized data on integrity violations and academic misconduct trends. Access to this data will strengthen the AIC's ability to make evidence-based recommendations.

## 5. **Ongoing Dialogue and Feedback**

Encouragement of regular Senate discussions and feedback on AIC initiatives to maintain transparency and ensure that emerging policies reflect the diverse perspectives of faculty across disciplines.

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## I. **Upcoming Senate Agenda Items or New Future Senate Business from this Committee**

The Academic Integrity Committee (AIC) anticipates several items for Academic Senate review and discussion during the 2025–2026 academic year. These include the completion of current AI-related initiatives and the introduction of new documents that extend the committee’s scope to faculty responsibilities and institutional practice.

### 1. **Statement on Faculty Use of Artificial Intelligence in Grading and Feedback**

A new statement outlining the ethical and professional responsibilities of faculty when using AI tools for evaluation. This document emphasizes that grading and feedback must remain human, transparent, and grounded in professional judgment. *Projected Senate submission: Fall 2025.*

### 2. **Final Adoption of *Academic Integrity in the Age of AI: A Faculty Guide***

Revised version incorporating Academic Senate feedback from Spring 2025. *Projected Senate approval: Spring 2026.*

### 3. **Review of *How to Foster Academic Integrity at COC in an Age of AI***

A conceptual and practical framework authored by Adam Kaiserman, currently under AIC review for potential adoption and Senate submission. *Anticipated Senate discussion: Spring 2026.*

### 4. **Presentation of AIC Data Findings on Academic Integrity Trends**

A report summarizing preliminary results from the committee’s analysis of academic misconduct data across course formats and term lengths, in coordination with Student Conduct and Institutional Research. *Anticipated Senate presentation: Spring 2026.*

### 5. **Student Guide to AI Literacy and Integrity (Information Item)**

The committee is looking to collaborate with the Associated Student Government on the development of a student-facing resource promoting responsible and ethical AI use. The guide will align with the Senate-approved *Statement on Artificial Intelligence in Education* and support broader campus efforts to foster AI literacy. *Anticipated Senate review: Fall 2026.*



# COLLEGE OF THE CANYONS ACADEMIC SENATE VOTE OF NO CONFIDENCE IN THE OFFICERS OF THE BOARD OF TRUSTEES OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

**Whereas**, in July of 2024, the Board of Trustees of the Santa Clarita Community College District, for the first time in 36 years, hired a new, interim Superintendent/President and directed him to increase transparency and inclusiveness in District decision-making, and

**Whereas**, David C. Andrus, immediately upon assuming the role of Interim Superintendent/President, stated his leadership would prioritize developing and implementing an improved decision-making structure, rooted in shared governance, and focused on transparency and inclusion of all college stakeholders, and

**Whereas**, enthusiasm for President Andrus’s respectful and open leadership style and emphasis on repairing the college’s decision-making processes fostered an environment of collaboration across stakeholder groups and profoundly improved the campus climate, and

**Whereas**, in December of 2024, the new Board of Trustees was seated with three new members, each having little if any experience working in a higher education setting, let alone a California community college, and

**Whereas**, the three new board members, despite their lack of experience, voted themselves into the board Officer positions, assuming responsibility for crafting board agendas and determining district priorities, and

**Whereas**, despite immersive training, presentations by executive leadership, and reporting from campus leaders, the Board officers remain routinely ill-informed about, and dismissive of, the legally mandated role of shared governance in community college decision-making as outlined in, among other sources, California Education Code section 70902(b)(7), Title 5 section 53200, *et seq.*, and Board Policies 7215, 7270, and 7272, and

**Whereas**, in late Spring 2025, the Board of Trustees employed the Association of Community College Trustees (ACCT) to administer their annual evaluation, the results of which were the “worst board evaluation” the ACCT had “ever seen,” and

**Whereas**, in July 2025, the Academic Senate President implored the Board to take the ACCT’s findings seriously, engage in on-going training, work collaboratively with campus stakeholders, and respect the role of shared governance, all in service to the District’s mission, and

**Whereas**, the Board has dismissed the stakeholder portion of their evaluation administered by ACCT (2.6 on a 5-point scale, 5 being highest), instead focusing solely on their self-evaluation (3.8 on the same scale) and never acknowledging or attempting to understand the vast difference between the scores, and

**Whereas**, despite this history, the Board of Trustees moved to remove the Interim Superintendent/President, even after he received votes of confidence from all stakeholder groups and despite the ongoing search for a permanent Superintendent/President to assume District leadership before the start of the next academic year, causing deep and unnecessary disruption to college operations and further undermining the campus community’s trust in the Board to make decisions in the best interest of the District and in furtherance of our mission, therefore

**Resolved**, that the Academic Senate of College of the Canyons declares no confidence in the Officers of this Board (President Johnson, Vice President Arnold, and Clerk Trevino) to respect the role of shared governance, to make decisions in the best interest of district stakeholders, and to prioritize our mission of creating a “supportive environment where all students can successfully achieve their educational goals.”

*Adopted, by the Academic Senate TBD*

## **Subject: New Federal Accessibility Requirements for Online Courses**

Dear Colleagues,

As of April 24, 2026, new federal regulations under the Americans with Disabilities Act (ADA) Title II require all public community colleges to provide live captions for synchronous online instruction. This is no longer optional and/or provided upon request. It is a legal requirement that affects every live online course we offer.

### **What This Means for You:**

Starting Spring 2026, all faculty teaching live online courses must enable real-time captioning. Federal regulations require that captions provide equivalent access to spoken content, which includes making it clear who is speaking, particularly in discussion-based courses. This ensures equal access for students who are deaf or hard of hearing, as well as benefiting students with learning disabilities, ESL students, and anyone in noisy environments.

### **IMMEDIATE ACTION REQUIRED:**

#### **Step 1: Turn On ZOOM Auto Captions During Each Live Class**

1. Start your Zoom meeting as usual
2. Click **Live Transcript** (or **Captions**) button on the toolbar
3. Select **Enable Auto-Transcription**
4. Captions will now appear for all participants who want them

Students can turn captions on/off individually. They control their own viewing experience.

#### **Step 2: Improve Caption Accuracy and Speaker Clarity**

**Federal accessibility standards require that captions identify speakers** so viewers can follow multi-speaker discussions. While the exact format isn't mandated, using names is the most effective way to ensure compliance and provide equivalent access.

#### **To help meet this requirement:**

##### **Identify yourself clearly:**

- Set your Zoom display name to include your title: "Dr. Smith - Instructor" or "Prof. Garcia"

##### **When calling on students, use their names:**

- Say: "Thank you, Marcus. Marcus, what's your answer?"
- This helps both automated captions and students following along identify who is speaking

##### **Repeat or paraphrase student questions with student names:**

- Student asks question
- You respond: "Thanks Sarah, you're asking about cell division..."
- This ensures both the question AND the speaker are captured in captions

**Additional best practices:**

- Speak clearly and at a moderate pace
- Pause briefly between speakers to allow caption systems to update
- Structure discussions: "I'm calling on Ahmed, then Lisa, then Carlos"

**Why speaker identification matters:** A hearing student can see who's raising their hand. A deaf or hard-of-hearing student using captions needs the same information. Without speaker identification, captions don't provide equivalent access.

**Why This Matters**

**Legal Compliance:** The U.S. Department of Justice mandates this under WCAG 2.1 Level AA standards. Non-compliance can result in:

- Office for Civil Rights complaints
- Loss of federal funding
- Legal action from students
- Course restrictions or closure

**Student Success:** Research from Oregon State University surveying over 2,100 students at 15 universities found that 98.6% of students who use captions say they are helpful, and 75% use them as a learning aid. More than half of students (52%) reported that captions improve their comprehension of course material

This benefits everyone, not just students with disabilities. ESL learners, students in noisy environments, and those who process information better with both audio and text all benefit from captions.

**Spring 2026: Enhanced Captioning Services**

While Zoom auto-captions are sufficient for many lecture-based courses, discussion-heavy courses often need better speaker identification than automated systems can provide.

For Spring 2026, College of the Canyons will provide:

**Professional CART (Communication Access Realtime Translation) Services:**

- Live human captioners for seminars and high-interaction courses
- Real-time, accurate speaker identification
- 98%+ accuracy with proper speaker labels

**Funding through the California DECT Grant:**

- State funding specifically for captioning services
- Minimizes or eliminates cost to departments
- Covers both live captioning and post-production editing

## **FAQs**

### **Q: Do I need captions if I just share my screen and lecture?**

A: Yes. Any live audio content requires captions.

### **Q: What about labs or in-person classes?**

A: Only online/hybrid courses with synchronous (live) components are affected by the April 2026 deadline. In-person-only classes are not included at this time.

### **Q: What if students don't request accommodations?**

A: The new requirement is proactive, not reactive. You must provide captions for all live instruction, regardless of whether any student has requested accommodations. This is a major change from previous policy.

### **Q: Are automated captions accurate enough?**

A: Zoom captions meet the "live captions" requirement. However, speaker identification in multi-speaker discussions may require best practices (i.e. verbally identifying each speaker and paraphrasing each speaker) and/or services, which we'll provide for Spring 2026.

### **Q: How do I handle student questions in large classes?**

A: Always repeat student questions using the student's name: "Thanks Maria for that question about photosynthesis..." This ensures both the question and speaker are captured in captions.

### **Q: If I teach asynchronous only, do I need captions?**

A: Pre-recorded videos have required captions for years (nothing new there). The April 2026 change specifically addresses live instruction. If you don't teach live sessions, you're not affected by this deadline, though all videos should already be captioned.

### **Q: What if I forget to turn on captions?**

A: Starting Spring 2026, courses without captions are out of compliance. Make it a habit. Add "Enable Live Transcript" to your class startup checklist.

### **Q: Who do I contact for help?**

A: See below.

#### **Accessibility Questions:**

- Scott McAfee, Access Coordinator  
scott.mcafee@canyons.edu | (818) 362-3356  
Office Hours: Monday through Thursday, 8:00 AM to 5:00 PM

#### **Instructional Design & Best Practices:**

- TBD

#### **DECT Grant & Enhanced Services:**

#### **What You Can to Do This Week:**

1.  Turn on captions in your next live Zoom class
2.  Update your Zoom display name to include your role
3.  Start using student names when calling on them
4.  Add "Enable Live Transcript" to your class startup routine

Thank you for your commitment to accessible, equitable education for all COC students.

Sincerely,  
Scott McAfee

# WCAG 2.1 Level AA Compliance

## Outreach, Information, and Training Schedule

College of the Canyons

*Implementation Timeline: November 2025 - April 2026*

### Executive Summary

The U.S. Department of Justice's final rule on ADA Title II requires College of the Canyons to achieve WCAG 2.1 Level AA compliance by April 24, 2026. This document outlines a comprehensive 5-month training and outreach program focused on live captioning requirements, beginning mid-November 2025.

### Key Focus Areas:

- Live captioning for all video content with synchronized audio
- Captioning for pre-recorded educational content
- Technical implementation and vendor selection
- Quality standards and best practices

### Background: WCAG 2.1 Level AA Requirements

The Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standard includes specific requirements for captioning:

- **Success Criterion 1.2.2 (Level A):** Captions must be provided for all pre-recorded audio content in synchronized media.
- **Success Criterion 1.2.4 (Level AA):** Captions must be provided for all live audio content in synchronized media.

**Critical Note:** *Automatic speech recognition (ASR) alone MAY NOT be sufficient for WCAG compliance. [Human-generated or human-verified captions may be required to ensure accuracy.](#)*

### Implementation Timeline Overview

This schedule spans November 2025 through March 2026, providing 5 months of preparation before the April 24, 2026 compliance deadline. December is reserved for holiday break.

Phase	Dates	Focus	# of Sessions
<b>Phase 1</b>	Nov 15-30, 2025	Awareness & Initial Outreach	3
<b>Break</b>	<i>December 2025</i>	<i>Holiday Break - Limited Sessions</i>	1
<b>Phase 2</b>	January 2026	Deep Dive Training	6
<b>Phase 3</b>	February 2026	Specialized Training & Practice	7

Phase	Dates	Focus	# of Sessions
Phase 4	March 2026	Final Preparation & QA	9
<b>TOTAL</b>	<b>5 months</b>	<b>Full Compliance Readiness</b>	<b>26</b>

### Detailed Monthly Schedule

#### Phase 1: Awareness & Initial Outreach (November 15-30, 2025)

Goal: Build awareness and secure leadership support

##### Week 1: November 15-22

<b>Session:</b>	<b>Executive Leadership Briefing</b>
<b>Duration:</b>	15 minutes presentation + 15 minutes Q&A
<b>Audience:</b>	MAC, Deans, CS, FS

**Content:**

- Legal requirements and compliance timeline
- Potential risks of non-compliance
- Resource needs and budget implications
- Benefits to student learning and institutional reputation

##### Week 2: November 23-30

<b>Session:</b>	<b>IT and Media Services Workshop</b>
<b>Duration:</b>	1 hours hands-on session
<b>Audience:</b>	IT Staff, Media Services, Distance Education

**Content:**

- Technical infrastructure assessment
- Captioning platform options and vendor evaluation
- Integration with Canvas LMS and Zoom
- Workflow design for live event captioning requests

<b>Session:</b>	<b>Faculty Senate Information Session</b>
<b>Duration:</b>	45 minutes presentation + 15 minutes Q&A
<b>Audience:</b>	Faculty Senate members, Department Chairs

**Content:**

- Overview of WCAG requirements
- Impact on teaching practices
- Timeline and support resources
- Faculty responsibilities and expectations

#### Phase 2: Deep Dive Training (January 2026)

Goal: Provide comprehensive training on live captioning implementation

<b>Session:</b>	<b>Live Captioning Essentials (Session 1)</b>
<b>Duration:</b>	1 hours workshop

<b>Audience:</b>	Faculty, Staff (All Divisions)
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**Content:**

- What qualifies as 'live audio content'
- CART (Communication Access Realtime Translation) services
- Quality standards: accuracy, synchronization, speaker identification
- When human captioners vs. AI is appropriate

<b>Session:</b>	<b>Live Captioning Essentials (Session 2 - Repeat)</b> 1 hour workshop Faculty, Staff (All Divisions)
<b>Duration:</b>	
<b>Audience:</b>	

<b>Session:</b>	<b>Advanced Live Captioning Workshop</b> 1 hour hands-on Faculty who regularly conduct live sessions
<b>Duration:</b>	
<b>Audience:</b>	

**Content:**

- Setting up live captions in Zoom
- Best practices for speaking to optimize caption accuracy
- Managing captions during live presentations
- Recording and archiving captioned content

<b>Session:</b>	<b>Department Chair Leadership Training</b> 1 hour workshop (Focused Outreach) Department Chairs, Program Coordinators
<b>Duration:</b>	
<b>Audience:</b>	

**Content:**

- Leading departmental compliance efforts
- Supporting faculty adoption
- Monitoring and documentation
- Budget planning for ongoing captioning services

<b>Session:</b>	<b>Pre-Recorded Content Captioning Workshop</b> 2 hours hands-on (Focused Outreach) Faculty, Instructional Designers, Media Staff
<b>Duration:</b>	
<b>Audience:</b>	

**Content:**

- Captioning requirements for pre-recorded videos
- Using automatic captions as a starting point
- Editing and quality-checking captions
- Creating and uploading caption files (.SRT, .VTT)

<b>Session:</b>	<b>Accessibility Culture: Beyond Compliance</b>
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<b>Duration:</b> <b>Audience:</b>	1 hours interactive session All Faculty and Staff
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**Content:**

- Universal Design for Learning (UDL) principles
- Benefits of captions for all students
- Creating an inclusive classroom environment
- Student perspectives panel

**Phase 3: Specialized Training & Practice (February 2026)**

**Goal:** Address specific use cases and build confidence through practice

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Science Lab &amp; Demonstration Captioning</b> 1 hours workshop (Focused Outreach) STEM Faculty, Lab Coordinators
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**Content:**

- Technical terminology and specialized vocabulary
- Safety considerations with live captioning

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Performing Arts &amp; Live Events Workshop</b> 1 hours workshop (Focused Outreach) Arts Faculty, Event Coordinators, Student Services
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**Content:**

- Live captioning for theater, music, and dance performances
- Captioning public lectures and guest speakers
- Budget and logistics for large events
- Promoting accessibility in event marketing

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Athletics &amp; Sports Programming Session</b> 1 hours workshop (Focused Outreach) Athletics Staff, Coaches
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**Content:**

- Live streaming athletic events with captions

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Distance Education Deep Dive</b> 1 hours interactive webinar (Focused Outreach) Online Faculty, Instructional Designers
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**Content:**

- Synchronous online class captioning
- Asynchronous video captioning workflows
- Canvas accessibility features
- Quality assurance for online content

<b>Session:</b>	<b>Student Services &amp; Support Staff Training</b>
<b>Duration:</b>	1 hours workshop
<b>Audience:</b>	(Focused Outreach) Counselors, Advisors, Student Services Staff

**Content:**

- Captioning for workshops and orientations
- Supporting students with disabilities
- Accommodation request procedures

<b>Session:</b>	<b>Drop-In Help Sessions (Every Thursday)</b>
<b>Duration:</b>	Open lab format
<b>Audience:</b>	All Faculty and Staff

**Format:** Bring your questions, get one-on-one assistance with captioning setup, troubleshooting, and best practices.

**Phase 4: Final Preparation & Quality Assurance (March 2026)**

**Goal:** Ensure readiness, address gaps, and establish ongoing support systems

<b>Session:</b>	<b>Quality Assurance &amp; Testing Workshop</b>
<b>Duration:</b>	2 hours hands-on
<b>Audience:</b>	All Faculty and Staff

**Content:**

- Testing caption accuracy and synchronization
- Accessibility audit tools and checklists
- Documentation requirements
- Issue reporting and resolution procedures

<b>Session:</b>	<b>New Faculty/Staff Accessible Digital Content Orientation</b>
<b>Duration:</b>	90 minutes session
<b>Audience:</b>	(Focused Outreach) All New or Untrained Faculty/Staff

Condensed version of essential captioning information for new hires

<b>Session:</b>	<b>Administrator Compliance Update Briefing</b>
<b>Duration:</b>	15 minutes briefing

<b>Duration:</b> <b>Audience:</b>	(Focused Outreach) MAC, Deans, CS, FS
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**Content:**

- Compliance status report
- Departmental readiness assessment
- Risk areas and mitigation strategies
- Long-term sustainability planning

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Vendor Training &amp; Platform Demo</b> All Faculty and Staff
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Selected captioning vendor provides platform training and Q&A

**Content:**

- Establish peer support network
- Define roles and responsibilities
- Communication channels and resources
- Ongoing professional development plan

<b>Session:</b> <b>Duration:</b> <b>Audience:</b>	<b>Final Drop-In Help Sessions</b> Open lab All Faculty and Staff
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**Resources and Support Materials**

To support this training initiative, the following resources will be developed and distributed:

- Quick-start guides for live captioning (print and digital)
- Video tutorials and screencasts
- Captioning quality checklist
- FAQs and troubleshooting guide
- District Accessibility Resource webpage with all materials

**Communication and Outreach Strategy**

**Email Campaigns:**

- Initial announcement (November 15)
- Monthly training session reminders
- Success stories and best practice highlights
- Countdown reminders (90, 60, 30 days before deadline)

**Contact Information:**

For questions about this training schedule or to register for sessions, please contact:

Scott McAfee

Access Coordinator

Email: [scott.mcafee@canyons.edu](mailto:scott.mcafee@canyons.edu)

Phone: (661) 363-3356

# COLLEGE OF THE CANYONS

## Full Time Faculty Professional and Instructional Evaluation Summary

Fall \_\_\_\_\_ Spring \_\_\_\_\_

Date \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Modality: **Online**

Drop Down Menu

If mixed modality (i.e. OnlineLive or Hybrid) indicate modality observed \_\_\_\_\_

Name: \_\_\_\_\_

Dept: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

**Directions:** Please rate and evaluate the faculty using the following rubric. For each rubric item please include specific evidence and details to support each rating. If there is any *room for improvement, please discuss with the faculty member as a part of the evaluation process.*

Rating	Definition
<b>5</b>	<b>OUTSTANDING: Evaluator observed exceptional performance.</b>
<b>4</b>	<b>EXCEEDS STANDARD: Evaluator observed performance that exceeds the standard.</b>
<b>3</b>	<b>MEETS STANDARD: Evaluator observed evidence of standard. Room for growth may exist.</b>
<b>2</b>	<b>DEVELOPING: Evaluator observed marginal evidence of standard. Room for growth exists. (Remediation Plan for tenure-track only)</b>
<b>1</b>	<b>BELOW STANDARD: Evaluator observed minimal evidence of standard. Considerable room for growth exists. (Remediation Plan for tenure-track only)</b>
<b>0</b>	<b>No evidence of standard: Evaluator observed no evidence of standard. (Remediation Plan for tenure-track only)</b>

**I. Teaching Performance**

**a. Scholarship/Knowledge of Subject Matter**

*Sample Indicators for 3 "Meets Standard" - Highlights fundamental concepts of the subject. Engages students in discipline-specific thinking/expression. Instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret information, and an ability to answer questions and reformulate*

explanations. Includes, when appropriate to the subject matter, the presentation of alternative and historically excluded viewpoints or theories.

Drop Down Menu

3. Meets Standard

Comments/Evidence:

**b. Clear and Measurable Lesson Objective(s)**

*Sample Indicators for 3 "Meets Standard" - Objectives address important concepts, skills to be learned, and are reflective of the Course Outline of Record. Lesson objectives are appropriate to the course and student needs. Objectives are accessible and/or regularly communicated to students.*

Drop Down Menu

3. Meets Standard

Comments:

**c. Written and Oral Communications**

*Sample Indicators for 3 "Meets Standard" - Instructor models clear, professional, and appropriate language in all media used. Supportive and inclusive language is included in the syllabus and throughout the course. Instructor voice is present and primary throughout the course. Any publisher or third-party materials are used to complement instructor communication and expertise and adhere to accessibility standards. Instructions, interactions, and feedback are accurate, timely, easy to understand, and sufficiently specific and detailed in order to support a student-centered learning environment.*

Drop Down Menu

5. Outstanding

Comments:

**d. Organization, Presentation, and Pacing of Activities**

*Sample Indicators for 3 "Meets Standard" - Attainment of the learning objectives are supported by instructional materials and lesson organization given the resources available. Activities are well-balanced and designed to support student-centered pedagogy. Instructor scaffolds the learning experience and presents a clear sequence or progression with the material/activities. Delivers a comprehensive recap of the lesson that reinforces and supports student learning. Lesson materials are presented at an appropriate rate and pace for student mastery of identified learning objectives.*

0. Standard not Observed

Comments:

**e. Variety of Instructional Methods**

*Sample Indicators for 3 "Meets Standard" - Instructor uses teaching method(s) appropriate for the subject and modality, with attention to accessibility and the diverse learning styles of all students. Designs instruction with a myriad of learning styles in mind and presents opportunities for students to represent or express ideas. Instructor uses appropriate technology and media to support the course, such as the learning management system. Instructor engages available technology to design inclusive, student-centered learning activities. Uses a variety of means/tools to provide an interactive learning environment in the on-ground or online classroom. Students are provided with opportunities to practice and demonstrate skills, analysis, and critical thinking. Students are actively engaged as members of a learning community.*

1. Below Standard

Comments:

**f. Variety of Assessment Methods**

*Sample Indicators for 3 "Meets Standard" - Instructor has a clear assessment plan and divides their course into meaningful learning units. Includes clear and measurable student learning outcomes and provides a sufficient number and variety (e.g. exams, quizzes, written assignments, projects, readings) of methods to assess learning. Assessments are related to the stated course objectives and are supported by relevant course content, activities, and/or modalities. Assessments are appropriate to the specific course at hand and require critical thinking or disciplinary ways of thinking. For formative assessments, instructor provides constructive, sufficient, and detailed feedback designed to support student learning. (For F2F and OnlineLIVE) Instructor checks for understanding during class session.*

2. Developing

Comments:

---

**Evaluation of Additional Criteria:**

. **Collegiality and Institutional Service (Required for Full Time Faculty)**

Sample Indicators - Instructor is actively participating in campus duties outside the classroom per Article 12, Section A.2 of the COCFA contract. Examples may include, but are not limited to, Clubs, Committees, Academic Senate, Collaborative Projects with Colleagues, Student Engagement, Dept Contributions, Community Outreach, Advisory Groups. Commitment to continuing Professional Development. Instructor seeks out opportunities for self-improvement and reflects on student feedback. Instructor continues to grow and learn through professional development in holistic assessment methods and culturally affirming pedagogy.

**Comments:**

**Total Criteria Rating:** \_\_\_\_\_

**Signature of  
Evaluator**

\_\_\_\_\_

**Signature of  
Evaluatee**

\_\_\_\_\_

**Note:** Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

## COLLEGE OF THE CANYONS

### Classroom Visitation Report

T _____
NT _____
Instructor _____
Visitation Date _____

Course Number and Title \_\_\_\_\_  Lecture  Lab  Activity

Instructional Techniques Being Used

(lecture, discussion, audio/visual, laboratory, group activity, other)

Name of Evaluator \_\_\_\_\_

**Directions:** *Circle the appropriate number for each item evaluated. Comments should detail specific items in support of your numerical assignment. If item is not applicable or you have no basis for judgment, circle N/A. May also include assessment of class materials and assessment instruments.*

A. Knowledge of Subject matter  1  2  3  4  5  N/A

5 - Instructor demonstrates a broad knowledge of field

3 - Instructor demonstrates an adequate understanding of the subject

1 - Instructor does not appear to have an adequate background

Comments:

B. Clear Lesson Objectives  1  2  3  4  5  N/A

5 - Clearly defined objective/thorough preparation

3 - Some objectives not detected/evidence of some preparation

1 - No objectives for lesson evident/no evidence of prior preparation

Comments:

C. Clear Written and Oral Communications

1  2  3  4  5  N/A

5 - Clear, enthusiastic, well-poised and direct; excellent vocabulary

3 - Generally clear and understandable, good vocabulary and voice

1 - Inaudible or illegible, lacks enthusiasm

Comments:

D. Variety of Teaching Methods

1  2  3  4  5  N/A

5 - Uses a variety of teaching methods

3 - Uses primarily one method (lecture, etc.)

1 - Appears to be reading (rehashing) textbook

Comments:

E. Organization of Presentation and Activities

1  2  3  4  5  N/A

5 - Clearly organized and easy-to-follow patterns

3 - Discernible organizational pattern

1 - Apparent lack of organization

Comments:

F. Good Time Management

1  2  3  4  5  N/A

5 – Time is managed well

3 – Some parts of lesson go beyond time allocated or necessary

1 – No apparent awareness of time and poor use of time

Comments:

G. Use of Appropriate Assessment Methods

1  2  3  4  5  N/A

(Suggestion: Request, if appropriate, a quiz or test before the classroom visitation.)

5 – Methods of assessment are appropriate

3 – Some methods do not seem to correspond with objectives

1 – No correlation between assessment and objectives

Comments:

---

**Evaluation of Additional Criteria:**

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator

---

Signature of Evaluatee

---

**Note:** Evaluatee's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.



**C. Student Assessment Methods**

1  2  3  4  5  N/A

5 – Assessments are of sufficient quantity and variety to address differing learning styles and to determine mastery of student learning outcomes.

3 – Some methods of assessment are adequate to assess a variety of student learning styles and student learning outcomes.

1 – Assessments address only a single learning style and are insufficient to accurately measure student learning outcomes.

Comments:

**Distance Learning – Items D through G**

**D. Teaching Methods**

1  2  3  4  5  N/A

5 – Uses teaching method(s) appropriate for the subject, inclusive of diversity of student learning styles, and accessible to all students.

3 – Uses limited but adequate teaching method(s) for the subject; some components are not accessible to all students.

1 – Uses teaching method(s) that are inadequate to address the variety of student learning styles or that do not support the content well; many course components are not accessible to all students.

Comments:

**E. Regular and Effective Contact**

1  2  3  4  5  N/A

5 – Regular and effective instructor-student and student-student contact as described in the course outline of record is demonstrated through multiple techniques. Students receive instructor feedback on questions and assignments in a timely way.

3 – Limited but adequate instructor-student and student-student contact as described in the course outline of record is incorporated into the course. Students generally receive instructor feedback in a timely way, but there may be occasional delays.

1 – Regular and effective instructor-student and student-student contact as described in the course outline of record is not demonstrated in the course and/or instructor feedback is not provided in a timely way.

Comments:

**F. Organization and Presentation of Activities**

1  2  3  4  5  N/A

5 – Course elements are clearly organized and easy to locate. All links function properly and dates are accurate for the term.

3 – Discernible organization of course elements, though some items may be initially unclear. There may be some minor errors in links or dates.

1 – Apparent lack of organization, course elements difficult to locate. May contain multiple broken links or incorrect dates.

Comments:

**G. Course Pacing**

1  2  3  4  5  N/A

5 – Course materials are presented at an appropriate pace, including timing of units and release of materials and assignments.

3 – Course units, materials, and assignments, are generally presented at a reasonable pace, but there may be some inconsistencies.

1 – Course materials and assignments are presented late or in an erratic manner that does not give students sufficient time to meet deadlines.

Comments:

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**Evaluation of Additional Criteria:**

Please include comments, if appropriate, concerning respect for students, respect for colleagues, professional growth, and department/college responsibilities. Attach additional pages if needed.

Signature of Evaluator \_\_\_\_\_

Signature of Evaluatee \_\_\_\_\_

**Note:** Evaluatee’s signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read. Evaluatee may submit a written reaction within ten working days of receipt of this evaluation report. The written statement will be filed with this classroom visitation report.

## NEW GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY DRAFT

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

- H.** Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- a. Reflect and respond to feedback from the students.
- b. Which student learning outcomes guide your course design, and how do they align with inclusive and culturally responsive teaching practices?
- c. How do you integrate diverse perspectives, voices, and materials into your curriculum to reflect the backgrounds and experiences of your students?
- d. How do you adapt your assessment methods to accommodate diverse student needs and strengths?
- e. Can you provide an example of how you have revised a course or teaching approach to improve equity and inclusion?

- I.** Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- a. What professional growth activities are you involved in or have you completed that relate to department goals?
- b. Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
- c. How has your committee work, or institutional service informed your classroom practices?

- J.** A professional development plan including but not limited to FLEX activities that align with department goals. (Optional for Tenured Faculty)

For example:

- a. What activities are you involved in or have you completed that relate to department goals?
- b. What are your short and long-term goals for continuing to improve your culturally responsive and inclusive teaching practices?
- c. What support, resources, or institutional changes would help you further integrate IDEAA principles into your teaching? What support and resources will you actively seek out in the future?
- d. What professional development or training have you engaged in to enhance your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the COC community? This might include, but is not limited to, the following:
  - Curriculum review related to anti-racism, decolonization, and equity
  - Participation in anti-racism and equity related workshops/institutes
  - Review of professional materials and best practices for equity in your field, and/or
  - Review of your student success data

**K.** To what extent have the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) been met.

For example:

- a. What have you accomplished since the last report (if applicable)?
- b. What are your future objectives for teaching improvement and/or meeting department goals?
- c. How will you approach meeting these new objectives?
- d. What is the timeline for accomplishing these new objectives?

## *Current Guide to Self Service Evaluation Tenure and Tenure-Track Faculty*

### GUIDE FOR SELF EVALUATION TENURED AND TENURE TRACK FACULTY

As part of the evaluation process for full-time non-tenured and tenured faculty, the COCFA contract [Article 7.C.1.a and Article 8.A.4.a] states:

Each contract faculty member will prepare a written self-evaluation report and present copies to all committee members one week before the review conference. Reflection on the SLOs results/data in the self-evaluation will not be used or viewed in a negative manner. The report shall include, but may not be limited to:

1. Objectives for the continued improvement of instruction based on the relationship of instruction to the course objectives, Student Learning Outcomes, the tabulated scores of the student evaluations, student achievement, assessment data from SLOs or other means, and additional criteria the contract faculty member deems relevant to his/her current assignment.

For example:

- Reflect and respond to feedback from the students.
  - What teaching techniques have you used? What has been effective?
  - What can you change and improve?
  - Are there external barriers that affect the quality of your teaching?
  - What training, materials, resources, etc., would assist you?
2. Participation in non-classroom related activities, which may include professional growth and FLEX activities, committee assignments, relevant community involvement, and/or student activities plus objectives for continued involvement in these areas.

For example:

- What professional growth activities are you involved in or have you completed?
  - Have you attended or presented at conferences or workshops, such as FLEX activities, taken course work or been involved in relevant community activities?
  - Do you participate on committees?
  - How have these activities impacted your teaching?
3. A professional development plan including but not limited to FLEX activities that aligns with department goals. (Optional for Tenured Faculty)

For example:

- What activities are you involved in or have you completed that relate to department goals?
  - How have these activities impacted your role in your department and its goals?
4. To what extent the objectives for the improvement, participation in professional development activities, relevant community involvement and committee assignments stated in the contract faculty member's last report (if applicable) have been met.

For example:

- What have you accomplished since the last report (if applicable)?
- What are your future objectives for teaching improvement and/or meeting department goals?
- How will you approach meeting these new objectives?
- What is the time line for accomplishing these new objectives?