



College of the Canyons Academic Senate

April 16, 2026

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/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Meeting ID: 829 4449 2894; Passcode: 305922

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AGENDA

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

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

A. Routine Matters

1. Call to order
2. Public Comment
 - *This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes. Public questions or comments can be submitted via email at academicsenateinfo@canyons.edu or asked via zoom chat feature.*
3. Approval of the Agenda
4. Committee Appointments:
 - Michaela Blain, Non-Credit Curriculum Committee
5. Sub-Committee Summaries:
 - Program Viability Committee meeting summary, March 26, 2026 (pg. 8-11)
6. Approval of the Consent Calendar

I. Academic Senate Meeting Summary, March 26, 2026 (pg. 3-7)	II. Curriculum Committee Summary, April 2, 2026
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B. Reports

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

1. Committee for Assessing Student Learning (CASL), Mary Powell (pg. 12-17)
2. ASCCC Artificial Intelligence Conference Update, Dr. Shane Ramey (pg. 18)
3. Academic Senate Presidents Report, Lisa Hooper
4. Vice President Report, Garrett Rieck

C. Action Items

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

1. Additional discipline of Noncredit for Heather Maclean (pg. 19)
2. Additional discipline of Noncredit for Heidi McMahon (pg. 20)
3. Additional discipline of Health for Sarah Etheridge (pg. 21)
4. Resolution in Support for AB 2236, Jesse Vera & Wendy Brill-Wynkoop (pg. 22-23)

D. Discussion

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

1. [Presentation on Standardized Attendance Accounting](#), Jennifer Brezina
2. Academic Senate Academic Senate & Curriculum Committee meeting calendar for 26-27
 - Option #1-Hold Senate Retreat NOT during FLEX and instead on the first week of the semester (pg. 24)
 - Option #2-Hold Senate Retreat during FLEX (pg. 25)

E. Unfinished Business

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

1. Web Design/Senate Sub-Committee pages update

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. Adjunct Advisory Council
2. Tenure Committee Training Workshops
3. Academic Accommodations Faculty Liaison
4. Blue Bird Resource Presentation

G. Announcements

1. Next Academic Senate Meeting Dates Spring 2026: April 30th, May 14th & May 28th
2. **Faculty office Lottery**, office allocation timeline, Mon. April 13th to April 23rd
3. **Faculty Award Nominations**, the nomination period ends Thursday, April 16, 2026, at 5:00pm.
4. [2026 ASCCC Non-Credit Institute](#), April 30th – May 1st, San Jose Marriot
5. **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm
6. [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
7. [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center

H. Adjournment

The teleconference is accessible through the following link:

<https://canyonsonline.zoom.us/j/82944492894?pwd=VEsTAWCAYGxMuhQNI5saxRfNnaKZPd.1>

Please note:

This meeting will be broadcasted at the following locations via zoom

None

Academic Senate Meeting Summary for March 26, 2026

Senate President	Lisa Hooper	X	Business Senator	<i>Regina Blasberg 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	Jessica Crowley	X
Communications Officer	Erica Seubert	X	At Large Senator	Alene Terzian-Zeitounian	X
AT Senator	Regina Blasberg	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	<i>Erin Delaney proxy for Alexandra Dimakos</i>	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	Kathrina Almero-Fabros	X	Adjunct Senator	Linda Beauregard-Vasquez	X
SBS Senator	Jennifer Paris	X	X= Present	A= Absent	

Non-voting Members				
Dr. David Vakil (Interim, CIO)	X	Jennifer Brezina VP of Instruction		A
Marilyn Jimenez	X	Jason Burgdorfer (COCA President)		X
Dan Portillo (AFT President) <i>Via Zoom</i>	X	ASG Student Representative		A

Guest							
Ann Marchesan	X	Garrett Hooper	X	Kelly Bronco	X	Paloma Vargas	X
Cassidy Butow	X	Gary Quire	X	Michael Felix	X	Rosario Gonzalez	X
Chad Peters	X	James Glapa-Grossklag	X	Michelle LaBrie	X	Ruth Rassool	X
Chris Boltz	X	John LeJay II	X	Mireya Milian	X	Siane Holland	X
Dianne Avery	X	Joy Shoemate	X	Monica Shukla-Bolmentes	X	Velia Jimenez	X
					X	Wendy Brill	X

A. Routine Matters

1. Call to order: 3:00pm
2. Public Comment:
 - i. It was mentioned that the location of the Student Health & Wellness is not listed on the website for either campus.
 - ii. There is concern that there is not enough signage on campus. The Gensler company confirmed they will

be designing different types of signage. There is also no brail on some of the signage. Some disabled students use meta glasses to decipher signage. However, there may be some limitations.

3. Approval of the Agenda:
 - i. Motion to approve the agenda by Todd Fatta and seconded by Lauren Rome. *Regina Blasberg proxy for Gary Quire. Erin Delaney proxy for Alexandra Dimakos.* Unanimous. Approved
4. Committee Appointments:
 - i. Garrett Rieck, ASCCC Non-Credit Committee
 - ii. Updates to existing Tenure Committees (pg. 11)
5. Sub-Committee Summaries:
 - i. Senate Executive Committee meeting summary, March 19, 2026 (pg. 8-10)
6. Approval of the Consent Calendar
 - i. There will be a correction made to the “CCCAOE” acronym.
 - ii. Motion to approve the agenda by Linda Beaugregard-Vasquez, seconded by Jennifer Paris. *Regina Blasberg proxy for Gary Quire. Erin Delaney proxy for Alexandra Dimakos.* Unanimous. Approved

III. Academic Senate Meeting Summary, March 12, 2026 (pg. 3-7)	IV. Curriculum Committee Summary, March 19, 2026
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B. Reports

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

1. Legislative Update Report, Jesse Vera (pg. 12-17)
 - i. The legislative liaison is considered an advocate, liaison to the Senate and serves on the ASCCC Legislative Advocacy Committee. The purpose of the liaison to identify the development of legislation that affects the college. This year the focus is on BA degrees. Over the last 15 years the legislature has become increasingly interested in CCC system and the role of CCC is to do advocacy via FACCC and ASCCC bodies. Local senates are encouraged to draft a resolution and bring this to the statewide senate. There was a suggestion to have Jesse speak to the students in ASG. Students are welcome to attend the Senate meetings as well.
2. [OER Liaison Report](#), Jennifer Paris
 - i. OERI stands for the *Open Educations Resources Initiative* that is funded via legislation and provided to ASCCC. \$6 M was funded to implement OEI system wide and increase availability at the 150 to 160 done via a Traylor bill. This last academic year two new liaisons were added to the team and there is now an AI team and OER often related to Distance Education. [ASCCC-OERI.org](#) Libre Text is different than Del Mar. The state selected LibreText as the official OER repository and COC has a contract with LibreText.
 - ii. **Learning Resources Committee:** It was suggested to revisit this area and communicate upcoming OERI conference dates to the communications officer. Special thanks to James Glapa Grossklag and Joy for all their help with making documents ADA.
 - iii. **Automatic Textbook Adoption:** Last fall and spring about 4% of textbook adoption came through the automatic textbook process. This year 16.7% didn't get adopted and 7% were resolved. There is a need to do better with textbook adoption. There is concern that there is no area in the system to accept ZTC, this will be reviewed.
3. Academic Senate Presidents Report, Lisa Hooper
 - i. **Open Forum:** There was a suggestion to allow for a 5-minute open comment from Executive Cabinet on future Senate agendas.
 - ii. **Shelter in place Drill Surveys:** The survey results have been requested.
 - iii. **Time blocks Taskforce:** A taskforce was put together to assess time blocks by teaching modality, type of classes or lecture lab. Faculty will be brought in from various perspectives.
 - iv. **Instruction and allocation of re-assign time vs. the Senate re-assign time:** Discussion is taking place to

- see where this makes more sense. Dr. Vakil is familiar with 10 +1
- v. **FOYA:** There were 2 different types of DLA's (provisional & correspondence) and a DLA that has all modalities. This is not the testing center as there is not enough capacity. There are concerns with authentic assessment. The only dates the students meet are for the assessment portion. If the district is not committed to FOYA, is this necessary to have this on the DLA?
 - vi. **Creating new Academic Review Committee:** This committee would be composed of a large group of faculty covering all schools/division and would be activated 1-2 times per year.
 - vii. **New Full-time Faculty Positions:** Dr. Ruys approved for 2 new positions for Nursing and Ethnic Studies in Asian American studies.
 - viii. **Infusion in interest in MQ's in new disciplines:** Faculty were hired to teach in their original discipline and an additional may not impact the original discipline. Faculty cannot leave the discipline hired for without a transfer process.
 - ix. **Non-credit budgeting tool:** This has been revised. Garrett can meet with faculty.
 - x. **Senate Exec Committee:** There is a need for succession planning, for more faculty leadership in committees.
 - xi. **Payroll system:** The time sheet system is changing due to changes with OnBase. All areas were unlocked, and communication went out.
 - xii. **Curriculum and Assessment Coordinator Reports:** This area has been in OnBase, and it is not clear if these can be completed.
 - xiii. **Resolutions Mapping:** Statistics and physics will be eliminated but math will.
 - xiv. **Agentic AI:** There is a concern on agentic AI the need to provide funding on the universal testing centers at all CCC 's for distance education students. Shane will provide an update on the AI conference at the next meeting.
 - xv. **Graduation on June 5th:** Faculty will meet in the honor grove, so students walk through the faculty. BA students will sit in front and will be in black regalia. Faculty will sit on the back of the students. Special thanks to Austin Dave and MEA as they will be streaming graduates on a 10-minute loop prior to the ceremony.
 - xvi. **PTA LAB:** Special thanks to Kathrina Almero-Fabros for providing a tour of the PTA lab.
 - xvii. **Adjunct offices in the UCEN:** There are two new adjunct offices on the second floor, and they will be outfitted with workstations. This is temp through the end of June.
 - xviii. **Senate Elections committee:** Nominations for Senator and Curriculum Rep seats are in progress.
4. Vice President Report, Garrett Rieck
- i. **Deadline for the Faculty Awards** is Thursday April 15th at 5:00pm
 - ii. **Faculty Office Lottery:** This will be launched the week after spring break and will include all available vacant offices. The response time for faculty to submit has been extended. If anyone wants to tour an office, please let Garret or Marilyn know. Final office offers will be sent on April 27th. If any faculty submits for an office, it is important to check their email.
 - iii. **Senate Elections Committee nominations** are currently taking place.

C. Action Items

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

1. Request for additional Discipline of Health Sciences for Jaya George (pg. 18)
 - i. **Motion** to approve the request for additional discipline of Health Science for Jaya George, seconded by Linda Beauregard-Vasquez. *Regina Blasberg proxy for Gary Quire. Erin Delaney proxy for Alexandra Dimakos.* 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. Student Conduct Presentation, Dr. John LeJay II (*Senior Investigator, Title IX & Student Conduct*)

- i. The concern was shared regarding the use of a secondary AI checker this is not via COC. Per the Student policy faculty cannot impose a grade penalty on a student without first having it report to John LeJay. The new policy states that faculty can assign a zero and a student can appeal.
 - ii. There was a need to invite John back as he was not part of the initial conversation regarding the recent revisions to the policy. Gary Collis will be meeting with John to discuss recent changes.
- 2. Proposed revisions to the Faculty Evaluation Instrument, Lisa Hooper
 - I. [Full-Time Faculty Professional and Instructional Evaluation](#) (pg. 19-22)
 - a. Current Classroom Visitation Report (pg. 23-26)
 - b. Online and Hybrid Visitation Report (pg. 27-30)
 - II. [New Guide for Self-Evaluation Tenured and Tenured Track Faculty](#) (pg. 31-32)
 - a. Current Guide to Self-Evaluation Tenure and Tenure-Track Faculty (pg. 33)
 - The team that crafted the evaluation documents and the COCFA negotiations team are comfortable moving forward. The district has several priorities, and this may not be revised until the next academic year. The unmodified version will be going to COCFA.
- 2. Resolution in Support for AB 2236, Jesse Vera & Wendy Brill-Wynkoop (pg. 34-35)
 - i. The CCCCCO has a phase 3 articulation and a pause of CCN template. When AB 1111 was written the idea was to standardize most transfer level courses. Never in the legislation was there a component for the articulation to be had beforehand. The concern with the bill is that the CCN templates use CID in statewide training and ignore CALGETC standards. The state has been working to improve the templates and make changes to the bill. This bill would undue all articulation agreements. This item will return as an action item.
- 3. Memo from Miranda Zamudio
 - i. Lisa shared an update from Miranda regarding the implementation of the newly negotiated Adjunct Evaluation Tools. The District and AFT, via an MOU, have agreed to postpone the implementation of the new evaluation until fall 2026. This temporary postponement is to provide comprehensive training, guidance and support resources for department chairs. The goal is to ensure the tools are implemented consistently and accurately across the district. For any evaluation completed using the new tools, there is no need to redo.

E. Unfinished Business

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

- 2. IRC Discussion - Automated Book Adoptions
- 3. Web Design/Senate Sub-Committee pages update

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.

- 4. Tenure Committee Training Workshops
- 5. Adjunct Advisory Council
- 6. Academic Accommodations Faculty Liaison

G. Announcements & Important Dates

- [Next Academic Senate Meeting Dates Spring 2026](#): April 16th, April 30th, May 14th & May 28th
- **Nominations** will open on Monday, March 16, 2026, for Academic Senate School/Division and Adjunct Senator seats, as well as Curriculum Committee School/Division, Adjunct, and At-Large representative positions for the 2026–2028 term.
- **Faculty office Lottery**, office allocation timeline, Mon. April 13th to April 23rd
- **Faculty Award Nominations**, the nomination period ends Thursday, April 16, 2026, at 5:00pm.
- [2026 ASCCC Spring Plenary](#), April 9th – 11th, Hyatt Regency, Santa Rosa, CA.

- [2026 ASCCC Non-Credit Institute](#), April 30th – May 1st, San Jose Marriot
- **Faculty Collegial Celebration**, Thurs., June 4, 2026, at 3:00pm
- [2026 Faculty Leadership Institute](#), June 11th – 13th, Hyatt Regency, Long Beach, CA.
- [2026 Curriculum Institute](#), July 15th – 18th, Sacramento Convention Center

H. Adjournment: 5:01 pm.

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Please note:

This meeting will be broadcasted at the following locations via zoom

None

Program Viability Committee Summary

March 26, 2026, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	<i>Committee Chair</i>	X	VACANT	<i>Transfer Discipline Rep./At-Large Member</i>	A
Kelly Cude	<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>	X	David Vakil	<i>Interim Asst. Superintendent/CIO</i>	X
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>	X	Jason Hinkle	<i>Associate, VP, Business Services</i>	X
Ruth Rassool	<i>Humanities (Adjunct) Representative</i>	X	VACANT	<i>Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support</i>	A
Tricia George	<i>Curriculum Committee Chair/Humanities</i>	X	A= Absent	X = Present	

Guest:							
Chad Peters	X	Dianne Avery	X	Mark Rotondo	X	Paloma Vargas	X
Chris Boltz	X	Garrett Rieck	X	Monica Shukla Belmontes	X	Patrick Backes	X
Daylene Meuschke	X	Marilyn Jimenez	X	Natalie Corbet	X	Paul Wickline	X

I. Routine Matters

1. Call to order: 10:00 am
2. Approval of the 2/26/2026 meeting minutes
 - i. **Motion** to approve the meeting minutes by Ruth Rassool, seconded by Jesse Vera. Unanimous. Approved
3. Approval of the Agenda
 - i. Agenda was amended, the allow for the presentation of the “NC program for individuals with Disabilities” first and then the “Civic Engagement program.”

II. Reports

1. Program Discontinuance: Civic Engagement, Curriculum Committee
 - i. **Overview**: The Curriculum Committee is leading this proposal forward and the idea is to discuss the discontinuance of classes.
 - ii. **Fall 2019**: There was a discussion regarding program need by Patty Robinson and to create two courses, CCE 200 and CCE 201 as a pathway to CSUN. There were final reads for the courses, and these courses were part of the certificate. There were an additional 6 courses total.
 - iii. **Vision**: The idea was to create a minor at COC however COC does not offer minors and communicated that the courses belonged in program. There were only two courses being offered that were specifically Civic Engagement courses. The rest of the courses included already existed.

- iv. **Curriculum Committee proposal:** This was tabled a few times and there was a discussion about if work experience could handle this.
- v. **CCE 200:** This course was modeled after CSUN and was an easy articulation approval. Within the minor only the CCE 200 course appears in the minor. The CSUN minor is only two courses.
- vi. **Civic Engagement & 5 Year Revisions:** General curriculum does not reach out to PV. Originally landed in the 2025 revision list. The operation procedure requires revisions every 5 years. Dr. Robinson started the revision prior to her retirement, but these were not completed. The CCE 200 only has a few min quals in History, Law, Philosophy, Political Science and Sociology.
- vii. **Request to revise both courses:** Dr. Alvarado wanted to wait until a fulltime faculty coordinator with a vision for the program was identified to revise the courses as part of that vision.
- viii. **Offered Course Timeline:**
 - 1. **CCE 200:** Scheduled 5 times in spring 2024 twice, SU 24, FA 24 and SP 26 and was cancelled all 5 times due to low enrollment. It has never been offered successfully, and no students have been awarded the certificate.
 - 2. **CCE 201:** Offered 9 times and cancelled 7 times due to low enrollment.
 - 3. 3 students are registered as having this major.
- ix. **Proposal to Discontinue the Program:** This program is no longer serving students and if there are students in this pathway there is a need to assess how they can obtain their goal. There are 3 students who stated this was their education goal. There may be a need to reach out to the students and consider reaching out to the current and recent completers of the 201. The suggestion is to have the department inform the students and have some sort of communication. There are currently no full-time faculty chairs. Dr. Riveira does have an adjunct who is interested in teaching this course if it is offered again.
- x. **Expire courses:** The suggestion is to do more research into the 6-year timeline. There may be an accreditation requirement. The six-year timeline is for active courses up to date. There are only 3 that have started, and the 16 students enrolled could be there for a variety of reasons.
- xi. **Next Steps:** The first step is to assess if there is a need, contact the students and ask them if they want to continue. Contact recent completers from spring 24. This is about 30 or so students. If the data doesn't support offering more courses, then this program is archived. Discontinuing programs is not typically done. The committee is ok with discontinuing the program with the plan to offer CCE 200 again in fall 2026. If there is student interest, then the idea is to not discontinue the program. If there is no interest, then it is ok to discontinue the program.
- xii. **Motion** to implement these next steps by Dr. Vakil, seconded by Jason Hinkle. Unanimous. Approved

III. Discussion

- 1. Non-Credit (N.C.) Courses for individuals with Disabilities-COC Inclusive Learning Institute, Garrett Rieck
 - i. **Updates:** The program piloted some course with students there is now a contract with Agape Village. There are three classes being run for them that include *Watercolor*, *Fitness & Wellness* and *Yoga* on the site. This location is at the mall next to Solita's and they are building a fictional café to allow students to learn job skills. They want to continue the program into the summer and fall.
 - ii. **Pilot program:** The courses that were written were for able body students and not for students with disabilities. This allowed us to run courses and not wait for the curriculum approval. The program is using older adult classes as there are older adult students with limited mobility. However, the program does not want to use long term. These courses are taught by special education instructors.

- iii. **Faculty Qualifications:** The special education instructors who are currently teaching courses all meet the MQ's for DSPS. The course description states that this course is designed for city of Santa Clarita employees, however courses are open to all.
- iv. **Historical Enrollment Numbers:** The average enrollment for these classes this semester is 17.5 across six sections. The add deadline has not passed for some sections because they have positive attendance, which is 50%. The enrollment was obtained without any marketing. The program may gain 7.5 students across the sections.
- v. **Noncredit Instructional Categories Eligible for Appointment:** A graph was shared that includes 10 categories. Substantial disabilities are not an enhanced funded category of non-credit and does not collect as much apportionment as other areas. This area collects less apportionment on the FTES portion and the enhanced receives more. There is not more apportionment collected for completers but for students enrolled and engaged in the course.
- vi. **Pro Forma Budgeting Form:** This is traditional or enhanced non-credit funding. The estimated number is 36 hours, and this will likely be the range. For the calculation the estimate will be 20 students as there is an assumption that the program is going to only get 80% of the 25 enrolled. The program is estimating 12 sections per academic year. There are 3 courses running, 3 online live, and 6 within about 2-3 months. There are two AAC counselors interested in teaching the courses. The Pro Forma sheet for credit does not include course location and facilities expenses.
- vii. **Supplies:** There is an estimate for supplies of \$1,000 and \$1,000 for marketing. All supplies are already in place via lottery funds. The program may not need the allocated \$2,000. Expenses were shared for years 1, 2, and 3. The large expense is to pay faculty. The annual net profit is \$43,000. There is a second spreadsheet for adult hourly employees.
- viii. **Adult Hourly:** This position pays \$23.00 for \$15.00/hour, and it comes to \$24,000 a year. An additional adult hourly could serve as a lab tech and the budget will need to be increased. If this approved the program will return as a report with the added cost included.
- ix. **New Curriculum:** The intent is to develop new curriculum for those students with disabilities, and the goal is to get them approved by the non-credit curriculum.
- x. **Course Offerings:** The goal is to offer in October of this year.
- xi. **Facilities Expenses:** In the first iteration there was an indirect cost, and this was \$52 instruction and \$48 for outside the classroom. If the program is using a classroom that may need to be cleaned more often. There are 2 courses offered off site and one on campus.
- xii. **Motion** to approve the "Non-Credit (N.C.) Courses for individuals with Disabilities-COC Inclusive Learning Institute" program by Tricia George seconded by Jesse Vera. Unanimous. Approved.

2. Possible refinements to the Program Viability and AP process, Lisa Hooper

- i. **Program Prompts:** There are a few different types of programs and need to revise the prompts. For some programs there are different timelines with external accreditation that are outside the districts' control.
- ii. **Pro Forma:** This form will help with assessing program needs. There is a need for a full description of human resources, physical (infrastructure) and financial resources. How and when will this program be funded. There can also be some external courses for funding.
- iii. **Substantial Modification Prompts:** This prompt is for a program that already exist and that is already being offered. This is just for 2 new courses. A curriculum committee change may require new human, physical and financial resources. For changes that include 3 or more courses or new courses those conversations need to happen on PV committee. This may require programmatic outcomes.
- iv. **Revitalization:** This prompt is for a program struggling due to a lack of adequate resources. This may be new and/or replacement faculty and support staff, equipment, software licenses, large space, marketing support or all the above.

- v. **Program Discontinuance Prompts:** This program exists but is no longer adequately serving students. How is this discontinuance going to be communicated? How will information systems be outdated. When will we let students know or how?
- vi. **Timelines:** There is a need to describe timelines and/or benchmarks that align with each type of proposal and determine if all parties are meeting their obligations. Look at a mockup of the thematic areas of these types of proposals. The work done on the pro forma is important. If PV was to accept proposals, while on pause due to changes with the budget and for example if there was 6 new program proposals how do those get ranked?

IV. **Adjournment:** 11:37am.

CASL Committee Report to the Academic Senate
16 April 2025

A. The Committee for Assessing Student Learning meets on the 3rd Wednesday of the month from 3–4pm.

B. Committee Membership Composition List

Leadership	Role/School
Mary Powell	CASL Faculty Chair
Kelly Cude	Program Review Chair
Brittany Applen	ePortfolio Faculty Coordinator
Faculty Appointments	Position/School
Rana Akiel	MSE
Adina Carillo	Health Professions
Alexa Dimakos	Humanities
Urvashi Juneja	MSE
Claudenice McCalister	Applied Tech.
Tina Waller	Health Professions
Mildred Macaranas	Counseling Adjunct (General Counseling & Canyons Promise Program)
VACANT	Visual & Performing Arts
VACANT	Social & Behavioral Sciences
VACANT	Business
VACANT	Learning Resources
Other Members	Position
Daylene Meuschke	Vice President, Institutional Research, Planning, and Institutional Effectiveness
Andy McCutcheon	Dean, School of Humanities, VAPA
Jennifer Brezina	Associate Vice President, Instruction

C. Report Prepared by Mary Powell on 2 April 2025

D. Committee background/purpose objectives or goals

The CASL’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course to certificates and degrees with specific emphasis on student success. The Committee works with faculty to ensure the methods of assessment for course SLOs and program SLOs are aligned and consistent across the college.

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

Committee responsibilities:

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

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

- **Assessment Trainings & Workshops:** CASL offers regular training on assessment processes, including FLEX sessions in each semester, office hours, and training requested by departments or divisions. Below is a list of some of the trainings CASL has offered/will offer this academic year or has participated in as part of other training sessions:
 - eLumen Insights Pilot Training
 - SLO Cloud Demos
 - Academic Program Review Training
 - SLO Assessment Training for Non-Credit Faculty (Fall & Spring)
 - Completing SLO Assessment: Closing the Loop. FLEX week
 - Department Chair Training Series
 - New Curricular & Assessment Coordinator Training
 - 2026 SLO Assessment Drop-In Office Hours (FLEX)-3rd Weds 1:30-3pm
- **Improving Assessment Reporting**

<p>CSLO Assessment</p> <p>CSLOs with at least 1 Completed Assessment according to eLumen</p> <ul style="list-style-type: none"> • Jan 2022: 653 of 2,208 CSLOs 	<p>Loop Closing</p> <p>Courses with at least 1 completed action plan in eLumen</p> <ul style="list-style-type: none"> • Jan 2022: 273 of 1,416 courses
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<ul style="list-style-type: none"> • Jan 2024: 1,555 of 2,432 CSLOs • Jan 2026: 1,609 of 2,678 CSLOs 	<ul style="list-style-type: none"> • Jan 2024: 438 of 1,589 courses • Jan 2026: 597 of 1,793 courses
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- SLO Mapping Curriculum Workflow: Work with faculty to complete P/ISLO Mapping when new courses/programs created/revised or missing mapping identified
 - 2024-2025 Academic Year: 195 courses mapped
 - 2025 Fall: 59 courses
 - Future Need: Cycle or process for reviewing & updating SLO mapping for revised courses and for non-credit courses
- **Stage 3 Curriculum Review:** Review all SLOs & Objectives for all courses moving through curriculum
 - 2024-2025 Academic Year: 361 courses
 - 2025-2026 (as of March 2026): 275 courses (230 in FA25)
- Accreditation Midterm Report: Drafted portions of Section A and all of Section C of ACCJC Midterm Report
- Selected Special Training Attended by CASL Chair/SLO Coordinator
 - 13th Annual SLO Symposium
 - eLumen Insights Trainings and Troubleshooting
 - eLumen Community Workshop: Introducing Course Central
 - SLO Cloud Demos & Technical Meetings
 - SLO Cloud Meetings with Coastline Faculty Users
 - ACCJC ISER Workshop
- **ePortfolio Updates 2025-2026:** Below is a list of accomplishments and work performed by the ePortfolio coordinator:
 - **PebblePad and ProDev**

- Discussion of Mentor/Mentee Process
- Expansion to Non-Credit application of reflective practice
- Supporting ProDev campus-wide - a conversation with CSEA and Classified Senate
- Funding for employees who are not students
- Wellness Badge
- Other Badges
- Incentives for involvement
- **PebblePad Monthly Meetings**
 - Continued support from PebblePad North America Team
- **Training for TLC**
 - will conduct a second training in summer 2026
- **ATLAS and continued Assessment**
 - Favorite aspects of PebblePad, and the data we are collecting is beautiful. We are rolling this out in 3 new courses this semester, and I will be providing training opportunities for this to interested faculty.
- **Career Center**
 - Follow-up meeting in spring 2026 regarding the workbook development to support students who visit the Career Center
- **Continued support of the Faculty**
 - Supporting faculty from multiple disciplines in a variety of uses of PebblePad
- **CWE internship portfolio**
 - Piloting a more thorough Internship Journey portfolio for students, and will have more info about implementation to report in fall 2026
- **CPL**
 - Needs follow-up meeting to determine how we can support the process
- **Varied usage across campus includes:**

- Student Learning Outcome Assessment and tracking of Data via ATLAS
- Student ePortfolios at Course Level
- Student ePortfolios at Program Level and for Accreditation
- Used for Advisory Board Meetings and Program Viability as an agenda
- Faculty and Staff Professional Development
 - Conference attendance
 - Mentor/Mentee Workbook
 - Tenure Process
 - Non-credit class to be offered soon

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

- Assessment Platform Change
 - eLumen Insights Pilot:
 - Extensive training and troubleshooting in eLumen Insights
 - Led group of faculty piloting Insights in SU25, FA25, WI26
 - CASL consensus reached at March CASL meeting: discontinue Insights and instead explore other options
 - SLO Cloud: Ongoing exploration of this potential assessment platform. IT concerns and other obstacles need to be cleared before adopting.
 - Decision expected April 2026
- SLO Mapping Curriculum Workflow: Ideally, we would like for SLO mapping to be reviewed on all revised courses in addition to the mapping we are doing with the new course system we are piloting. This would allow for dynamic updates to SLO mapping and would eliminate the need for periodic mapping updates. Mapping updates would instead become part of the course revision workflow. However, we still need to find ways to make this process feasible as there are hundreds of courses revised every year and the CASL chair(s) do not currently have the capacity to accommodate that volume of work. We mitigate this issue to some extent by updating course SLO mapping when programs and program maps are revised. SLO Mapping is also not currently being completed for new or revised non-credit courses because of lack of capacity.

- Sample PSLO Assessment: One long term goal of the committee is to ensure that ILSO and PSLO assessments are conducted. Sample PSLO assessment of English department is in progress.
- New Assessment Platform Training: We will offer extensive training for whatever new assessment platform we adopt.
- Assessment Process Changes: PSLO Assessment and loop closing processes will need to change/be rebuilt with the transition to a new assessment platform.
- Boost CASL Membership/Participation
- Update CASL By-Laws

G. Describe any challenges the committee has faced.

Changes in the assessment platform will obviously create some disruption in assessment. We hope to adopt a platform that is easier for faculty and therefore increases assessment reporting in the long run, which will then allow us to focus training on quality assessment processes and meaningful assessment discussions.

Engagement in assessment can also be difficult/low at times. Having engaged leadership in chair and coordinator positions is crucial for assessment.

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

The change in the assessment platform will require significant college-wide collaboration to support training and roll-out over the course of the next year or two.

It is becoming increasingly difficult to move new projects forward and maintain current workflows on the allotted release time. Originally, CASL coordinators received 100% release time, but current release time is a total of 8 TLUs while responsibilities and projects continue to increase. Current workload is already exceeding release time, and accreditation expectations and eLumen changes continue to increase already high workloads.

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

Assessment Platform Change/Training

Report on the ASCCC "AI and Academia 2026" Conference

Prepared by: Dr. Shane Ramey

Date: April 16th, 2026

I want to begin by thanking the COC Academic Senate for the opportunity to attend the "AI and Academia 2026: Navigating the Future" conference last month. I find these conferences to be extremely valuable, as they provide a space to engage with colleagues across the state on the most pressing issues facing our profession. I believe all faculty should be afforded the opportunity to attend relevant conferences to stay current in our rapidly changing landscape.

While the conference was full of innovation, it also highlighted several areas where we must remain vigilant to protect our standards and our faculty's autonomy.

The Assessment Crisis and the COR

A recurring theme was the reality that AI makes authentic assessment more challenging in all modalities, but it is arguably now impossible in fully online formats. We have to be honest with ourselves that there is no such thing as an "AI-proof" or "AI-resistant" online assessment.

I was particularly concerned by discussions where faculty suggested using academic freedom as a justification to alter assessments to be more AI-resistant at the expense of the learning objectives in the Course Outline of Record (COR). If we begin to sacrifice the core content of our courses just to stay ahead of a chatbot, we are doing a disservice to our students and our curriculum.

Tools and Quality Control

The conference showcased state-sanctioned AI tools like Nectir AI and Playlab. These platforms allow faculty to design custom AI tutors to help students learn specific concepts. While these tools have potential, their success depends entirely on how well they are designed. This raises real concerns about faculty workload and the quality of the final product. Even with tools approved by the ASCCC and the Chancellor's Office, we must still ask how student privacy and intellectual property are being protected.

Ethics and Local Implementation

Faculty sentiment remains divided. During one session, a guest remarked that they felt AI was "the devil" even though they still used it. We must respect that not all faculty will agree that we "have" to use AI in our teaching. Any local policy must account for those who choose not to integrate these tools. Furthermore, there are significant questions surrounding the 2025 Google MOU. Because COC is primarily a Microsoft/Office-based district, integrating Google AI tools presents technical and logistical challenges. This creates an inequity across the state where some districts have access and others do not. Our Senate should be consulted on these decisions: why don't we have these tools, and who is making the final call on whether we adopt them?

Realistic Solutions for Authentic Assessment

As we move forward, we need to find realistic solutions for authentic assessment, especially in online classes. A "process over product" approach may work for some, but it is not a one-size-fits-all solution, and it can place an unsustainable burden on faculty to redesign every assignment.

We need to have honest conversations about a variety of solutions, including the return to in-person proctoring where appropriate. Our focus must remain on what is best for the student's actual learning, rather than just what is most convenient for the digital environment.

HUMAN RESOURCES OFFICE

Date: March 24, 2026
To: Alisha Kaminsky
President, Academic Senate
From: Teresa Soto
Senior HR Generalist (Academic Personnel)
Subject: Additional Discipline Assignment – Heather Maclean

Name: Heather Maclean

Current Position on File: English as a Second Language (ESL) Instructor

Requested Discipline: Vocational (Short Term): Noncredit

The minimum qualifications for the discipline of Vocational (Short Term): Noncredit

- Possession of an unexpired California Community College Instructor Credential in the discipline **OR**
 - Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the **equivalent, OR**
 - Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the **equivalent, OR**
 - Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; **OR**
 - For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.
-

Heather Maclean meets the minimum qualifications with:

- M.A. in TESOL from Monterey Institute of International Studies
- Over twenty-five (25) years of occupational experience related to the assignment. ESL Department Chair – College of the Canyons (January 2001 - present), Curriculum Writer and Instructor – Employment Training Institute (July 2015 – March 2016), Writer and Trainer Consultant – Princess Cruises (August 2010 – January 2012), and ESL Program Coordinator – UCLA Extension American Language Center (August 1999 – January 2001).

cc: Marilyn Jimenez

Santa Clarita Community College District
COLLEGE OF THE CANYONS

HUMAN RESOURCES OFFICE

Date: March 24, 2026
To: Alisha Kaminsky
President, Academic Senate
From: Teresa Soto
Senior HR Generalist (Academic Personnel)
Subject: Additional Discipline Assignment – Heidi McMahon

Name: Heidi McMahon
Current Position on File: Chemistry Instructor
Requested Discipline: Vocational (Short Term): Noncredit

The minimum qualifications for the discipline of Vocational (Short Term): Noncredit

- Possession of an unexpired California Community College Instructor Credential in the discipline **OR**
 - Any bachelor's degree and two (2) years of occupational experience related to the subject of the course taught or the **equivalent, OR**
 - Any associate degree and six (6) years of occupational experience related to the subject of the course taught or the **equivalent, OR**
 - Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter; **OR**
 - For courses in an occupation for which the District offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in title 5 section 53413.
-

Heidi McMahon meets the minimum qualifications with:

- M.S. in Chemistry from the University of Iowa
- Over eight (8) years of occupational experience related to the assignment. Chemistry Research Assistant – University of Iowa (January 2007 – May 2008), Chemistry Research Assistant – University of California, Los Angeles (April 2010 – July 2011; Summer 2013), Chemistry Department Chair – College of the Canyons (August 2015 – June 2020), and CRT Workshop Leader – College of the Canyons (Fall 2025).

cc: Marilyn Jimenez

Santa Clarita Community College District
COLLEGE OF THE CANYONS

HUMAN RESOURCES OFFICE

Date: March 18, 2026

To: Lisa Hooper
President, Academic Senate

From: Desiree Chairez
Senior Human Resources Generalist (Academic Personnel)

Subject: Additional Discipline Assignment – Sarah Etheridge

Name: Sarah Etheridge

Current Position on File: Anthropology Instructor

Requested Disciplines: Health

The minimum qualifications for the discipline of Health:

- Master's in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, nutrition or public health **OR**
 - Bachelor's in any of the above **AND** Master's in any biological science
-

Sarah Etheridge meets the minimum qualifications for Health with:

- Ph.D. in Public Health
-

cc: Marilyn Jimenez



ACADEMIC SENATE, COLLEGE OF THE CANYONS

Support of Assembly Bill 2236 (Berman): Postsecondary Education Articulation Agreements

Whereas, The California legislature passed AB 1111 (Berman, 2021)¹, mandating the adoption of a student-facing Common Course Numbering (CCN) system across the California Community Colleges to streamline transfer pathways and reduce excess unit accumulation;

Whereas, The Academic Senate for California Community Colleges (ASCCC) previously supported the AB 1111 Common Course Numbering Task Force Implementation Plan in Fall 2023²;

Whereas, The ASCCC adopted Resolution 101.04 (Fall 2024)³, "No Implementation without Articulation," advocating that all future phases of CCN secure intersegmental articulation agreements prior to local implementation to prevent unintended harm to students and to safeguard transfer pathways;

Whereas, The ASCCC adopted Resolution 101.02 (Fall 2025)⁴, calling for a streamlined articulation review process to ensure that non-substantive, technical changes to CCN templates do not require resubmission and review for University of California Transfer Course Agreements (UCTCA) and the California General Education Transfer Curriculum (Cal-GETC);

Whereas, Assembly Bill 2236 (Berman)⁵ addresses these core faculty concerns by legally requiring the Intersegmental Committee of the Academic Senates (ICAS) to establish an agreement for streamlined, system-level articulation utilizing the CCN system by July 1, 2027;

Whereas, The College of the Canyons Academic Senate Standing Policy on Legislative Endorsements states that legislation directly related to the "10+1" academic and professional matters warrants consideration for formal endorsement; and

¹ [Assembly Bill No. 1111 \(Berman\) 2021](#)

² [Support the AB 1111: Common Course Numbering Task Force Recommended Implementation Plan as of October 2, 2023, Fall 2023, Resolution Number 15.02](#)

³ [No Implementation without Articulation: Safeguarding Student Success and Transfer Pathways in Future Common Course Numbering Phases, Fall 2024, Resolution Number 101.04](#)

⁴ [Streamlined Articulation Review for Technical Changes to CCN Templates, Fall 2025, Resolution Number 101.02](#)

⁵ [AB-2236 Postsecondary education: articulation agreements. \(Berman\) 2025-2026](#)

Whereas, AB 2236 falls squarely within the Academic Senate's 10+1 purview by directly impacting curriculum, degree and certificate requirements, and standards regarding student preparation and success;

Resolved, That the Academic Senate for College of the Canyons officially endorse and support the passage of Assembly Bill 2236 (Berman) to ensure a faculty-led, articulation-first approach to the implementation of Common Course Numbering; and

Resolved, That the Academic Senate President be directed to present this formal endorsement to the College of the Canyons Board of Trustees, the Chief Executive Officer, the Academic Senate for California Community Colleges, and relevant legislative representatives.

Adopted, by the Academic Senate on TBD

OPTION 1 2026/2027 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2026/2027					
Fall 2026			Spring 2027		
<i>Meetings occur on Thursdays in the FACULTY CENTER: BONH 330 (3:00 pm to 5:00 pm)</i> <i>Hold Senate Retreat NOT during FLEX and instead during the first week of fall 2026 semester.</i>					
Month	Meeting	Date	Month	Meeting	Date
August	Senate Retreat <i>(FLEX week Friday, Aug. 14th to Thurs, 20th) (First Day of Fall 26, Aug. 24 Monday)</i>	Aug. 27 WEEK 1	February	Senate 8 <i>(FLEX Week Feb. 1st to 5th) (First Day of Spring 26, Feb. 8 (Monday))</i>	Feb. 11 WEEK 1
September	Curriculum 1	Sept. 03		Curriculum 8	Feb. 18
	Senate 1	Sept. 10		Senate 9	Feb. 25
	Curriculum 2	Sept. 17	Curriculum 9	March 04	
	Senate 2	Sept. 24	Senate 10	March 11	
October	Curriculum 3	Oct. 01	March	Curriculum 10	March 18
	Senate 3	Oct. 08		Senate 11	March 25
	Curriculum 4	Oct. 15		Curriculum 11	April 01
November	Senate 4	Oct. 22	April	Spring Break – NO MEETING April 5-11 (Mon. to Sun.)	April 08
	Curriculum 5	Oct. 29		Senate 12	April 15
December	Senate 5	Nov. 05		Curriculum 12	April 22
	Curriculum 6	Nov. 12		Senate 13	April 29
	Senate 6	Nov. 19	Curriculum 13	May 06	
December	Thanksgiving – NO MEETING	Nov. 26	May	Senate 14	May 13
	Curriculum 7	Dec. 03		Curriculum 14	May 20
	Senate 7	Dec. 10 WEEK 16		Senate 15	May 27 WEEK 15
	Last Day of Fall Semester	Dec. 12 <i>(Saturday)</i>	June	Senate Collegial Celebration Last Day of Spring Semester	June 3 (Thurs.) WEEK 16

Approved by the Academic Senate TBD

OPTION 2 2026/2027 ACADEMIC YEAR ACADEMIC SENATE & CURRICULUM COMMITTEE PROPOSED CALENDAR OPTIONS

Academic Senate & Curriculum Committee Meetings 2026/2027					
Fall 2026			Spring 2027		
Meetings occur on Thursdays in FACULTY CENTER: BONH 330 (3:00 pm to 5:00 pm)					
<i>Hold Senate Retreat during FLEX</i>					
Month	Meeting	Date	Month	Meeting	Date
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September	Curriculum 1	Aug. 27		Curriculum 8	Feb. 18
	Senate 1	Sept. 03		Senate 9	Feb. 25
	Curriculum 2	Sept. 10	March	Curriculum 9	March 04
	Senate 2	Sept. 17		Senate 10	March 11
	Curriculum 3	Sept. 24		Curriculum 10	March 18
October	Senate 3	Oct. 01	Senate 11	March 25	
	Curriculum 4	Oct. 08	Curriculum 11	April 01	
	Senate 4	Oct. 15	<i>Spring Break – NO MEETING April 5-11 (Mon. to Sun.)</i>		
	Curriculum 5	Oct. 22	April	Senate 12	April 15
Senate 5	Oct. 29	Curriculum 12		April 22	
Curriculum 6	Nov. 05	Senate 13		April 29	
November	Senate 6	Nov. 12	May	Curriculum 13	May 06
	Curriculum 7	Nov. 19		Senate 14	May 13
	<i>Thanksgiving – NO MEETING</i>			<i>Nov. 26</i>	
December	Senate 7	Dec. 03 WEEK 15		Curriculum 14	May 20
	<i>Last Day of Fall Semester</i>		Senate 15	May 27	
		Dec. 12 <i>(Saturday)</i>	JuJune	Senate Collegial Celebration <i>Last Day of Spring Semester</i>	June 3 (Thurs.) WEEK 16

Approved by the Academic Senate TBD