

Academic Senate for College of the Canyons  
**September 11, 2014 3:00 p.m. to 4:30 p.m. BONH 330**

**A. Routine Matters**

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
  - a) Academic Senate Summary: May 22, 2014 (pg. 2)
  - b) Curriculum Summary: September 4, 2014 (pg. 6)
4. Academic Senate President's Report – Paul Wickline
5. Academic Senate VP's Report – Rebecca Eikey

**B. Committee Reports**

1. Curriculum Institute Update – Ann Lowe
2. College Policy update – David Andrus
3. Program Viability for Sustainable Design – Edel Alonso

**C. Unfinished Business**

1. Policies on Counseling Services, Prerequisite, Articulation, Faculty Transfer and Educational Administrators Retreat Rights – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions
3. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
4. Local Graduation Requirements – for Senate Discussion in Fall 2014

**D. Discussion Items**

1. Possible revision to Guidelines for Implementation of the Tenure Process
2. Yearly BSI Report Form and Action Plan – Denee Pescarmona (pg. 8)
3. Syllabi Guidelines

**E. Action Items**

1. Tenure Committee Appointments (pg. 26)
2. Faculty Appointments to Collegial Consultation Committees (pg. 27)  
Senate Committees (pg. 28), College Committees (pg. 29)
3. Discipline Assignments
  - Sylvia Tran, Veterans Counselor (pg. 31)
  - Aivee Ortega, Counselor 3SP (Student Success & Support Programs) (pg. 32)
  - Julie Jacobson, Counseling General (pg. 33)
  - David Thrasher, Welding (pg. 34)

**F. Reports**

- Division Reports

**G. Announcements**

1. Basic Skills Descriptor Work Group, September 20, Anaheim Sheraton
2. Equity Regionals Meeting September 27 Mt. San Antonio College, Walnut, CA
3. Student Success Conference, October 9, 10, 11 – Costa Mesa, California – Paul Wickline and Rebecca Eikey
4. Area C Meeting October 25 Mt. San Antonio, CA
5. Fall Plenary November 13-15, Irvine, California

**H. Open forum**

**I. Adjournment**

The next Senate meeting will take place **September 25, 2014**  
 As always everyone is welcome

## Summary of Academic Senate Meeting May 22, 2014

Attendance: Edel Alonso, Ron Karlin, Wendy Brill, Garrett Hooper Ann Lowe, Regina Blasberg, Chelley Maple, Thea Alvarado, Ruth Rassool, Elizabeth Olivier, Dr. Jerry Buckley, Rebecca Eikey, Joan McGregor, Michelle Jenkins, Daylene Meuschke, Amy Shennum, Cindy Stephens, Mike Sherry, Juan Buriel, Howard Fisher, Lee Hilliard, Shane Ramey, Andrew Rodriguez, Adriana Vargas, Diane Fiero, Miriam Golbert, Collette Gibson, David Andrus and Jasmine Ruys

### A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Regina Blasberg motioned to approve agenda and Thea Alvarado seconded. Vote was unanimous: **Approved**
3. Approval of Consent Calendar: Motion to amend the Curriculum Committee Report on the consent calendar to add Saburo Matsumto as the at-large representative to the committee was made by Ann Lowe and seconded by Shane Ramey: Unanimous. Motion to approve amended Curriculum Committee report was made by Ann Lowe and seconded by Amy Shennum: Unanimous. Motion to approve the Consent Calendar was made by Rebecca Eikey and seconded by Ann Lowe. Vote was unanimous: **Approved**

### B. Committee Reports

1. IRB Update – Miriam Golbert and Daylene Meuschke  
COC was the first California Community College to establish an Institutional Review Board (IRB). Faculty and Institutional Research worked together in 2007 to establish the IRB for the purpose of protecting students and all subjects involved in research at COC. Since then several other community colleges have started their own IRBs and have been calling Daylene for information. Cindy Stephens spoke to the process of going through the training and was very pleased. Miriam reminded the faculty to contact the IRB if embarking on any research projects on campus so the IRB may review their research proposals.

### C. Unfinished Business

1. Policies on Counseling Services; Prerequisites; Articulation; Faculty Transfer and Educational Administrators Retreat Rights – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions
3. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
4. Local Graduation Requirements – for Senate Discussion in Fall 2014

### D. Discussion Items

1. Honors Committee Operating Procedures – Miriam Golbert  
Miriam is the faculty co-chair of the committee and she explained how it meets weekly during the semester and that all interested faculty are invited to attend. The committee plans and hosts the annual Honors Banquet. Miriam reviewed the committee's proposed operating procedures and

presented them to the Senate. In turn, the senators had questions that Miriam answered and they made suggestions for clarification to the proposal. Miriam will share the suggestions with the committee and will bring the procedures back to the Senate for approval next academic year.

2. BP 7121 – Minimum Qualifications and Equivalencies – Edel Alonso

Edel reviewed the new proposed policy on Minimum Qualifications and Equivalencies.

3. Self-Study Report for ACCJC – Edel Alonso

Edel had sent a link out to the senators so they could view and review the draft of the report. She explained how faculty were represented on each of the four committees working on the four Standards that make up the self-study. The working draft is available on the intranet while editors continue to work on the final document which will be uploaded to the public site. Edel thanked everyone who worked on the standards for their time and efforts.

#### E. Action Items

1. Approval of changes to Program Review Process and Timeline - Motion to approve: Wendy Brill; seconded by Rebecca Eikey. Vote was unanimous: **Approved**
2. Approval of BP 7121 – Minimum Qualifications and Equivalencies - Motion to approve: Ann Lowe; seconded by Rebecca Eikey. Vote was unanimous: **Approved**
3. Approval for Senate President to sign the self-study report for ACCJC - Motion to approve: Ann Lowe; seconded by Thea Alvarado. Vote was unanimous: **Approved**
4. Approval of Heidy McMahon to serve as Math, Science and Engineering Division Representative on the 2014-16 Academic Senate - Motion to approve: Amy Shennum; seconded by Mike Sherry. Vote was unanimous: **Approved**
5. Approval of professor emeritus status for Bob Tolar, professor of mathematics - Motion to approve: Rebecca Eikey; seconded by Mike Sherry. Vote was unanimous: **Approved**
6. Approval of faculty members to serve on ad hoc committee to consider new program proposal: Sustainable Design. Motion to approve: Cindy Stephens; seconded by Ann Lowe. Vote was unanimous: **Approved**
7. Approval of BP/AP 4226 Multiple and Overlapping Enrollments. Motion to approve: Thea Alvarado seconded Ruth Rassool. Vote was unanimous: **Approved**
8. Approval of BP/AP 4231 Grade Changes – Motion to approve: Ruth Rassool; seconded by Thea Alvarado. Vote was unanimous: **Approved**
9. Approval of BP 4060 Delineation of Functions Agreements - Motion to approve: Ruth Rassool; seconded by Thea Alvarado. Vote was unanimous: **Approved**
10. Approval of BP/AP 4230 Grading and Academic Records Symbols – Motion to approve: Ruth Rassool; seconded by Thea Alvarado, Vote was unanimous: **Approved**
11. Approval of BP 4010 Academic Calendar – Motion to approve: Ruth Rassool; seconded by Thea Alvarado. Vote was unanimous: **Approved**
12. Approval of BP/AP 3410 Nondiscrimination – Motion to approve: Ruth Rassool; seconded by Thea Alvarado. Vote was unanimous: **Approved**
13. Approval of BP/AP 3430 Prohibition of Harassment: Motion to approve: Ruth Rassool, seconded by Thea Alvarado. Vote was unanimous: **Approved**
14. Approval of AP 3435 Discrimination and Harassment Investigations – Motion to approve: Ruth Rassool; seconded by Thea Alvarado. Vote was unanimous: **Approved**

15. Approval of Granting Access CurricUNET for Adjunct Faculty - Allied Health Division has not met and discussed it, Fine and Performing Arts respond was no problem, Math and Science felt that the adjuncts would feel obligated to do the work, Student Services had major concerns, Social Sciences is fine with it, Early Education is fine with it, Learning Resources is fine with it. Ann Lowe explained that there is no process for how adjuncts will be given access. How will departments monitor whether work on CurricUNET is being completed by adjuncts? How will these be tracked? Ann would like this tabled until we have a procedure in place. Edel proposed amending the motion to move forward with the concept, but not to be implemented until the guidelines are developed and agreed upon. Motion to approve the amended motion to give adjunct access pending guidelines: Ann Lowe; seconded by Rebecca Eikey. Vote was unanimous: **Approved**
16. Approval of Patti Haley as Department Chair Administration of Justice 2014-16 – Motion to approve: Lee Hilliard; seconded by Amy Shennum. Vote was unanimous: **Approved**
17. Approval Juan Buriel to replace Deanna Davis (abroad Fall 2014) as Tenure Committee Chair for Adam Kaiserman for remainder of Adam's tenure process – Motion to approve: Ruth Rassool; seconded by Chelley Maple. Vote was unanimous: **Approved**
18. Approval of October 17<sup>th</sup> Oktoberfest Event & Date as the Senate's Emeriti Scholarship Fundraising Event – Motion to approve: Shane Ramey; seconded by Ron Karlin, Vote was unanimous: **Approved**

#### F. Reports

- Edel reported the vote results to make a change to the Academic Senate Constitution. The amendments to the constitution were approved 67 yes : 3 no.
- Paul is out of town so there is no vice-president report.
- Division Reports
  - Early Childhood/Education – They had an amazing graduation ceremony for their own students.
  - Allied Health – Board of Registered Nursing completed their site visit and left the RN program with full approval. The Board did recommend that we hire another full-time faculty and hire a technician.
  - Student Services – a Veterans Counselor has been hired and the department is preparing to hire another counselor to replace one of our retirees.
  - Social Sciences – Karyl will be doing the Scholarly Presentation tonight.
  - Humanities – no report
  - Learning Resources – they are currently interviewing for part-time librarian positions
  - CTE – no report
  - Math, Science and Engineering – had their own graduation celebration for students graduating with their majors. The Division thanks the Staffing Committee for recommending replacement math position.

#### G. Announcements

Edel reminded the Senators that this was her last Senate meeting as President. Edel thanked the ASG representatives for attending and providing input to the Senate. She thanked the Senators for their work and support and gave each one a Certificate of Leadership Service. Board members Joan McGregor and

Michelle Jenkins both thanked Edel. David Andrus presented Edel with a plaque on behalf of the Senate thanking Edel for her service as President for two terms (4 years).

H. Open Forums

I. Adjournment: 4:25 p.m.

## CURRICULUM COMMITTEE SUMMARY

September 4<sup>th</sup>, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meetings held on August 29<sup>th</sup>, 2014

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Lowe, Ann – Co-Chair, Faculty; Matsumoto, Saburo – Member at Large; Marengo, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Ruys, Jasmine – Admissions & Records; Solomon, Diane – Student Services; Stephens Cindy – Education; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Karlin, Ron – Learning Resources

**TECHNICAL CHANGE MEMOS on consent:**

Subject	#	Title	Description of action	Author	Effective
COMS	223	Small Group Communication	Minor revisions made to objectives and course content per C-ID reviewers comments.	V. Leonard	Fall 2014
COMS	246	Interpersonal Communication	Minor revisions made to objectives and course content per C-ID reviewers comments.	V. Leonard	Fall 2014

**DELETED COURSES on consent:**

Subject	#	Title	Description of action	Author	Effective
PHOTO	180	Documentary and Landscape Photography	Course will no longer be offered. Course will be replaced in the Fine Art Photography A.A. Degree and Certificate of Achievement.	M. Brill-Wynkoop	Fall 2015

**MODIFIED COURSES on consent:**

Subject	#	Title	Description of action	Author	Effective
CONST	103	Blue Print Reading for Construction	<b>Changed to 3 units of lecture</b> (formerly 2 units lecture & 1 unit lab), <b>revised SLO</b> , revised objectives and content, updated textbook.	R. Blankberg	Fall 2015
SOCI	101	Introduction to Sociology	Revised schedule description, <b>revised SLO</b> , revised objectives and course content, updated textbooks.	A. Marengo	Fall 2015
SOCI	101H	Introduction to Sociology - Honors	Revised schedule description, <b>revised SLO</b> , revised objectives and course content, updated textbooks. <b>Added ENGL-101/101H as prerequisite.</b>	A. Marengo	Fall 2015
SOCI	102	Introduction to Sociological Research Methods	Revised descriptions, revised objectives and course content, updated textbooks, <b>Added SOCI-101/101H as prerequisite and SOCI-137 as recommended preparation per C-ID descriptor.</b>	A. Marengo	Fall 2015

SOCI	103	Intimate Relationships and Families	Revised schedule description, <b>revised SLO</b> , revised objectives and course content, updated textbooks.	S. Seifing	Fall 2015
SOCI	103H	Intimate Relationships and Families – Honors	Revised schedule description, <b>revised SLO</b> , revised objectives and course content, updated textbooks. <b>Added ENGL-101/101H as prerequisite.</b>	S. Seifing	Fall 2015
SOCI	205	Society and the Environment	<b>Revised SLO</b> , revised objectives and course content, updated textbook, <b>Added DLA.</b>	A. Marengo	Fall 2015

**Motion to approve all Consent Calendar Items on the September 4<sup>th</sup>, 2014 Curriculum Committee Agenda; Motion by Joseph Voth, second by Tina Waller. All in favor: Unanimous.**

#### NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
PHOTO	115	Photography on Location	1.5 units, 18 hours lecture, 27 hours lab, not repeatable, <b>new SLO's (2), new DLA.</b>	W. Seifling-Wynkoop	Fall 2015
REC	100	Leisure for Life	<b>3 units, 54 hours lecture, not repeatable, new SLO, new DLA.</b>	R. Ramey	Fall 2015
THEATR	210	Script Analysis	<b>3 units, 54 hours lecture, not repeatable, new SLO. Added prerequisite of THEATR 110.</b>	D. Marengo	Fall 2015

**Motion to approve PHOTO-115; Motion by Anne Marengo, second by Shane Ramey. All in favor: Unanimous.**

#### MODIFIED PROGRAMS:

Program	Degree/Certificate	Description of action	Author	Effective
Fine Art Photography	A.A. Degree	Replacing PHOTO-180 with PHOTO-115 in the restrictive electives section, no change in total units	W. Seifling-Wynkoop	Fall 2015
Fine Art Photography	Certificate of Achievement	Replacing PHOTO-180 with PHOTO-115 in the required courses section, <b>total required units drop from 21 to 19.5.</b>	W. Seifling-Wynkoop	Fall 2015

**Motion to approve modifications to the Fine Art Photography A.A. Degree and Certificate of Achievement; Motion by Cindy Stephens, second by Mary Bates, All in favor: Unanimous**

#### NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
SOCI	101H	Introduction to Sociology - Honors	New prerequisite of ENGL-101/101H. – <b>Approved</b>	A. Marengo
SOCI	102	Introduction to Sociological Research Methods	New prerequisite of SOCI-101/101H, new recommended preparation of and SOCI-137 per C-ID descriptor. – <b>Approved</b>	A. Marengo
SOCI	103H	Intimate Relationships and Families – Honors	New prerequisite of ENGL-101/101H. – <b>Approved</b>	S. Seifing
THEATR	210	Script Analysis	New prerequisite of THEATR 110.	D. Marengo

#### Discussion Items:

- Curriculum Committee Orientation, Curriculum Institute Report: Ann Lowe conducted the orientation for the 2014-2015 Curriculum Committee Member, Ann also reported out on the Curriculum Institute that she attended over the Summer break.
- CTE Prerequisites: Ann Lowe reminded the Curriculum Committee members that the 2 year CTE prerequisite survey needs to be completed.
- Updated General Education Board Policy. The curriculum committee reviewed the updated Board Policy on College of the Canyons Associate Degree General Education.
- New Approval Process in CurricUNET. The updated approval process for modified and new course proposals was reviewed. The Curriculum Committee decided that the new Curriculum Committee Division representative review stage should be moved to stage 6. A flow chart of the updated approval process will be posted on the Curriculum Committee Website.
- 2014 Five year revision list. An updated version of the 2014 five year revision list was sent out to Time Faculty and Division Deans this week. The Curriculum Committee members were asked to review the list and contact any faculty within their divisions that have courses on the five year list to see if they need any help in getting the modification process started.
- Associate Degrees for Transfer (ADT's) Update. This item was not discussed at Curriculum Committee but a handout was distributed to the committee showing the progress of the Associate Degrees for Transfer. College of the Canyons currently has 15 approved Associated Degrees for Transfer.

New Courses Includes ISA's	1	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	-0-	Deleted Courses	1
Modified Courses	7	New SLO's	2	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	6	Proposals Reviewed in Technical Review Session	10
New Non Credit Courses	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	-0-



## 2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to [basicskills@cccco.edu](mailto:basicskills@cccco.edu).

### [1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

### [2]. Narrative Response

Respond to the following questions:

- How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?
- How are you scaling up successful projects and programs?
- How does your basic skills fund support the goals of SSSP plans and Student Equity plans?

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

***How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?***

***How are you scaling up successful projects and programs?***

We have embarked on three large-scale projects related to basic skills student success. Two of these projects have been fully institutionalized in terms of ongoing funding for the projects. The first is our Supplemental Learning Program. Supplemental learning at College of the Canyons (COC) consists of workshops and guided learning activities (tutor-facilitated). Because COC already had a robust tutoring center, institutionalization of the supplemental learning activities, developed with BSI funds, presented few challenges. Currently, the Supplemental Learning Program that was started by using BSI funds now conducts more than 20 workshops per week in basic skills Math, English and ESL, and serves more than 3,000 students per semester. BSI funds are limited to providing stipends for curriculum innovation in supplemental learning (approximately \$5,000 per year). Leadership and implementation has been fully institutionalized. Ongoing research has demonstrated a significant improvement in course success, especially basic skills course success, for students who participate in four or more supplemental learning activities per semester.

Additionally, College of the Canyons has had great success in institutionalizing our accelerated courses in both Math and English. In fall 2014, we will be running 15 sections of Math 075, Intermediate Algebra for Statistics, and 14 sections of English 096, Accelerated Preparation for College English. BSI funds support expansion of these efforts in two ways. First,



the College continues to provide extensive professional development related to acceleration. We have had several teams participate in the 3CSN Communities of Practice in Acceleration. We use BSI funds to support these activities as well as additional in-house professional development related to training additional teachers in the principles of acceleration. Second, we use our College's BSI funds to provide stipends for curriculum development related to new coursework in acceleration. In summer 2014, faculty inquiry groups in Math and English developed new accelerated courses. These courses will eliminate the lowest level courses in both Math and English, reducing the potential developmental course sequence in English to two courses and two courses in Math for student placing at our lowest levels. We will use BSI funds to assist with training and coordination for these two new course in their pilot phases. As these courses generate credit FTES, institutionalization of acceleration has been relatively easy. Early research demonstrates a significant improvement in success and persistence for those students who participate in accelerated courses.

Finally, for the past four years, BSI funds at College of the Canyons have been used to operate our First Year Experience program. Despite significant successes demonstrated by FYE students, we found that with the new implementation of 3SP our FYE program has lost much of its relevance and appeal to students. FYE promoted college readiness by hosting face-to-face orientation and intensive advising sessions, as well as cohort-based learning for students who were enrolled in FYE counseling, math, and English courses during the freshman year. The program was appealing as it provided guaranteed enrollment in 12 units as well as advising. With our new 3SP implementation as well as with the passage of Proposition 30, incoming students are provided with pre-enrollment advising as well as enrollment priorities that, combined with an unprecedented number of available sections, have rendered the existing FYE program redundant. We will be eliminating our current FYE program at the conclusion of the 2014-2015 academic year, and will instead be focusing on better development of learning communities and a freshman seminar focused around a common intellectual experience.

Although obstacles to institutionalizing successful programs have been relatively few, identifying existing institutional funds for ongoing professional development continues to be elusive. We have a robust professional development program at the College, but incentivizing sustained professional development in innovative pedagogy has remained a challenge. FLEX credit does not provide enough motivation to promote the kind of faculty learning that our BSI committee feels is essential to change the culture of a classroom. Additionally, there have been some challenges in identifying transitional leadership plans for programs as they are institutionalized. However, because we have created thoughtful research and institutionalization plans for all our programs, we have not experienced the same difficulties as other colleges.

#### *How does your basic skills fund support the goals of SSSP plans and Student Equity plans?*

Our College is still working on drafting its Student Equity and 3SP plan. However, leadership for BSI, 3SP, and Student Equity remains consistent and our college has established a steering committee responsible for coordinating the three plans. College of the Canyons has sponsored attendance for members of the steering committee at both the CUE Institute on Student Equity as well as RP Institute this summer. While goals for Student Equity have not been finalized, the following 3SP goals have been established:

- Assist students in preparation of their assessment - Create a set of assessment preparation strategies and materials that cover an array of different media; videos that explain test form and content, in person subject area brush up workshops, hard copy sample question sheets, hard copy exercise problem workbooks, and web based and phone app practice tests with diagnostic capabilities.
- Help students develop educational goals, choose majors, connect majors to careers, and become more adept at interpreting transfer requirements by creating and implementing a series of counseling workshops on relevant topics. The topics will change as the semester progresses to reflect immediate and relevant needs. For example, Counseling will offer college skills workshops near the beginning of the semester for new students and major exploration workshops near the end of the semester.
- Expand the Counseling workshop series to include more specific topics such as pre-med transfer and STEM major options.
- Create and implement an intervention strategy for first-semester academic probation students that includes a mandatory workshop. This intervention would then be followed up with a pilot program using Blackboard that targets academic workshop participants who are going through their second semester. The objective is to connect with

In the work completed by our teams at the various leadership institutes, the goals of all three plans have been crosswalked based on student population being served within the funding parameters provided by each plan. The 3SP plan will focus on assisting all students with the “front door” of the college and will continue to assist students who fall into academic or progress probation. Our Student Equity plan, which is currently under development, will use inquiry to determine appropriate programs and services needed to address the disproportionate impacts illustrated in our data. Finally, our BSI plan will continue to serve our basic skills students. However, with the implementation of 3SP, our focus in BSI will be more on the classroom experience of students and curricular redesign needed to promote student success, both in our developmental math, English and ESL course sequences as well as in those general education and CTE course in which our basic skills student tend to enroll. To that end, we are refining our existing long-term goals to complement the 3SP and Student Equity plan goals. However, as we have seen a dramatic reduction in our BSI allocation this year, the BSI funds will actually be significantly lower than the allocations we receive for either 3SP or Student Equity. We currently have no plans to use BSI funds to support the implementation of activities sponsored by 3SP and Student Equity, but we will be coordinating with these plans to facilitate inquiry and research projects, as BSI funds were used early on at College of the Canyons to establish a programmatic approach to planning, budget and institutionalization. Below is our proposed plan crosswalk that will allow students to experience a seamless support program that integrates the principles of all three plans:

<b>Data Requirements</b>	<b>Student Equity</b>	<b>Basic Skills</b>	<b>3SP</b>
Description of Student Population	X	X	X
Access	X		X
Course Completion	X	X	X
ESL and Basic Skills Completion (Math and English)	X	X	X
Degree and Certificate Completion	X	X	X
Transfer	X		X
Disproportionate Impact	X		
Persistence	X	X	X
30 Unit Completion	X	X	X
Progress Through Course Sequences	X	X	X
Description of First-Time Students to Be Served			X
Number of Students to be Provided Counseling, Advising, and Other Educational Planning Services			X
Number of Students to be Provided At-Risk Follow-up Services			X
Evaluation Plan	X	X	X
Disaggregating Data Based on Gender, Ethnicity, Age, and Other Characteristics	X	X	
Analysis of Historical Data		X	
Retention	X	X	X
Success	X	X	X

### [3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website ([http://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**. (NOTE: There is no form for this section.)

*Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.*

College of the Canyons has three specific basic skills programs: English (integrated reading and writing), Mathematics, and ESL (integrated, reading, writing, and listening and speaking). All data provided below was derived from the Basic Skill Cohort Tracker on the Chancellor's Office website.

Currently, we are still unable to use the cohort tracker effectively to track the progress of our credit ESL students. What we discovered last year through this process was that our scheduling and coding of our ESL courses defied the establishment of a clear cohort to track. We are still working to re-evaluate our coding of ESL and our scheduling and sequencing of ESL courses to ensure that students can start and continue in a cohort effectively. As is evidenced by recent conversations on the BSI Coordinators listserv, these problems with utilizing the cohort tracker effectively for ESL populations is proving difficult and seems to inform a need for revising how the cohort tracker is implemented for ESL.

For our English cohort comparison, we see the greatest increases in student success and persistence through our English course sequence for those students who start in the lowest level, English 071. From 2009-2011, only 10.75% of students who started in English 071 completed through to English 101 in the two-year time frame. However, from 2011-2013, that number nearly doubled: 20% of students who entered English 071 completed the sequence through to English 101 in a two-year time frame. We attribute this increase to our Supplemental Learning program, which began in 2010. Students in basic skills English courses who participated in supplemental learning experience significant gains in students' success. We see moderate (2-3%) improvements for students who began the English sequence in English 081 or English 091 when comparing the two cohort groups. The conclusion drawn from this analysis is that supplemental learning and directed learning has the greatest impact on students who enter in at the lowest levels of English. This is consistent with our own internal data which states that "students enrolled in basic skills English courses who did not participate in SL activities had a **retention rate of 90 percent** and a **success rate of 60 percent**. Students who participated in *one to two* activities had a retention rate of **98 percent** and success rate of **82 percent**, students who participated in *three to four* activities had the highest retention and success rates (**100 and 95 percent**, respectively)."

For our Math cohort comparison, similar results emerged. From 2009-2011, only 8.65% of students who started the developmental Math course sequence at the lowest level (Math 025/026) completed through the degree-granting class of Math 070 in the two year cycle. However, from 2011-2013, that number increased to 12.16%. For students entering in the second lowest level of Math (Math 058/059), students in the cohort group 2009-2011 had a 16.49% rate of successful

completion of the sequence through to the degree-granting class. However, for the 2011-2013 cohort group, that same population of students demonstrated a 39.82% rate of successful completion. Again, these numbers, as with the English cohorts, flatten out and the success rates for students who are only one level below the degree granting course are almost the same between the two cohort comparison groups. From our same internal research brief: “The overall retention rate was **five percent** higher for (basic skills math) students who participated in SL activities compared to those who did not participate. The overall success rate was **eight percent** higher for students who participated in SL compared to those who did not participate.” In confirmation of the impact that SL has on students at the lowest level, our internal research states that “In addition, *retention and success* rates were higher for students enrolled in basic skills English courses (English-071 and -081) and math courses (Math-025/026, Math-058, and Math-060).”

In conclusion, our College has stepped up efforts to institutionalize the SL program as it has demonstrated a marked improvement in student success at our lowest English and Math developmental course levels. We are looking forward to the next cohort analysis as we feel that those comparison groups will help emphasize the success of our math and English accelerated courses, which launched in spring 2012. It is also worth noting the College of the Canyons is having some difficulty using the cohort tracker as it does not factor out students based on the highest level achieved in our transfer level Math courses.

#### [4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year’s report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

#### [4b]. 2014-2015 ESL/Basic Skills Action Plan

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

- f. Funds: Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

#### **[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan**

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

#### **ACTION REQUIRED:**

1. Email an electronic copy of Sections [2] & [3] of your report to:

[basicskills@cccco.edu](mailto:basicskills@cccco.edu)

2. Mail the signed Reports and Plans to:

Basic Skills Reporting/Academic Affairs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

#### **ACCOUNTABILITY**

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

#### **EXPENDITURE REPORTS**

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2015 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.





**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014 and Signature Page  
Due October 10, 2014**

College Name: College of the Canyons

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		17659.06	
B. Student Assessment		0	
C. Advisement and Counseling Services		24268.59	
D. Supplemental Instruction and Tutoring		1476.84	
E. Course Articulation/ Alignment of the Curriculum		12878.22	
F. Instructional Materials and Equipment		4000.00	
G.1 Coordination		107651.93	
G.2 Research		0	
G.3 Professional Development		25673.36	
<b>TOTAL:</b>		193,608	

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date
_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Business Officer	_____ Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014 and Signature Page  
Due October 10, 2014**

**College Name:** \_\_\_\_\_ **College of the Canyons** \_\_\_\_\_

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	40000.00
B. Student Assessment		0	3000.00
C. Advisement and Counseling Services		0	25000.00
D. Supplemental Instruction and Tutoring		0	15000.00
E. Course Articulation/ Alignment of the Curriculum		0	25000.00
F. Instructional Materials and Equipment		0	4313.00
G.1 Coordination		0	40608.00
G.2 Research		0	0
G.3 Professional Development		0	45314.00
<b>TOTAL:</b>		0	198235.00

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Chief Business Officer

\_\_\_\_\_  
Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2013-2014 and Signature Page  
Due October 10, 2014**

**College Name:** \_\_\_\_\_ **College of the Canyons** \_\_\_\_\_

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**NOTE: LEAVE SHADED CELLS EMPTY.**

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	40000.00
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	0
D. Supplemental Instruction and Tutoring		0	10000.00
E. Course Articulation/ Alignment of the Curriculum		0	15000.00
F. Instructional Materials and Equipment		0	0
G.1 Coordination		0	33878.00
G.2 Research		0	0
G.3 Professional Development		0	49652.00
<b>TOTAL:</b>		0	148530.00

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date
_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Business Officer	_____ Date



## [4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: College of the Canyons

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal: Overall, Increase overall persistence and key ARCC and local performance indicators	2014-2015 Funds Allocated to this Goal
A	<p><b>Give students the right start by providing progressive curriculum and meaningful, relevant learning experiences.</b> Skills4Success will create a welcoming and informative environment that supports student success starting from the beginning and moving through to the end of their academic goals. S4S will . . .</p> <ul style="list-style-type: none"> <li>a) Enhance existing and support development of new learning communities to help bridge the transition from noncredit to credit programs, from high school to college, and to help bridge the transition from basic skills to transfer and career technical education courses.</li> <li>b) Create Freshman Seminar course for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America's Promise.</li> <li>c) Evaluate and revise existing credit and noncredit curriculum with a focus on student progress and success.</li> <li>d) Create meaningful and inclusive learning experiences and opportunities for students that include well-scaffolded High-Impact Practices (HIPs).</li> <li>e) Extend existing dialogues and add interdisciplinary dialogues with our local high school district to realign curriculum outcomes and delivery methods to facilitate the transition from high school to college.</li> <li>f) Positively affect improvement in high school placement rates in English and math on the placement test through ongoing dialogue with high school instructors and outreach/test preparation workshops to students.</li> <li>g) Support innovations of supplemental learning activities that help students enhance their overall academic success.</li> </ul>	\$50,000

	<ul style="list-style-type: none"> <li>h) Increase overall student success and persistence in English and math courses as evidences by both local institutional research and ARCC data.</li> <li>i) Continue to evaluate and develop multiple pathways in English and mathematics for basic skills students to progress to transfer level.</li> <li>j) Create a plan to improve Online Student Success for basic skills students entering into the world of online learning.</li> <li>k) Design and host student focus groups to help inform institutional planning around key student services needs and curricular/pedagogical improvements.</li> </ul>	
B	<p><b>Support ongoing professional learning and development.</b> S4S will provide ongoing professional learning opportunities to all faculty, staff and administrators across local and regional learning networks related to increasing student success.</p> <ul style="list-style-type: none"> <li>a) Create and expand Faculty Inquiry Groups around key communities of practice, including Common Intellectual Experiences, Acceleration, Affective Learning Domains and Alternative Delivery Formats, and <u>ePortfolios</u>. Increase data dissemination relating to student success, persistence, demographic to these groups to promote dialogue and new strategies promoting success.</li> <li>b) Develop appropriate faculty training to support new curriculum and new learning communities.</li> <li>c) Measure impact of faculty professional development regarding basic skills instruction and overall student success and persistence.</li> <li>d) Create a team of interdisciplinary "HIPSTERS"—faculty who will support the incorporation of High Impact Practices across academic divisions.</li> <li>e) Create a series of faculty development workshops that engage the Student Support Redesign principles from the RP Group.</li> <li>f) Continue to host the Annual S4S Symposium.</li> <li>g) Enhance existing online training/onboarding for new faculty, particularly adjunct faculty, to embed additional factors that contribute to basic skills student success.</li> <li>h) Create a faculty website that contains best practices and resources (internally and externally) to promote student success (including blogs and teaching tips). Utilize work products of the faculty team facilitating integration of High Impact Practices to be key part of faculty website.</li> </ul>	\$75,000
C	<p><b>Celebrate Student Success (new goal):</b> S4S will promote a culture that recognizes and celebrates student success on campus.</p> <ul style="list-style-type: none"> <li>a. Create a student website to serve as a one-stop-shop connecting students to on ground and virtual resources at COC that lead to student success.</li> <li>b. Design a plan for celebrating student accomplishments and promoting a culture of student success.</li> </ul>	\$8,677

	<ul style="list-style-type: none"> <li>c. Develop communication strategies for departments to interact with students at key momentum points and send encouraging messages/texts/letters to inspire and motivate them to keep going.</li> <li>d. Recognize student success at major events.</li> <li>e. Make student success the centerpiece of our outreach efforts, and a visible part of the physical campus.</li> </ul>	
	<b>TOTAL ALLOCATION:</b>	\$133,677

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date	_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Instructional Officer	_____ Date	_____ Signature, Chief Student Services Officer	_____ Date

## [4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: \_\_\_\_\_ College of the Canyons

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
<b>Increase student and institutional awareness of basic skills programs and services:</b> <ul style="list-style-type: none"> <li>• Craft and revise new non-credit or not-for-credit/community education courses with basic skills curriculum in conjunction with diagnostic skills assessment (Summer Bridge or Summer Jams)</li> <li>• Create additional transition workshops for non-credit ESL and GED programs to assist non-credit students with the transition into credit courses</li> <li>• Continue making improvements to S4S website to centralize all information, including supplemental learning, at one site.</li> <li>• Faculty and Student Websites redesign</li> <li>• Use Career Coaches in the William S. Hart High School District to ensure that information is apparent and available to them to share with students, counselors and faculty.</li> </ul>	A & C	<ul style="list-style-type: none"> <li>• Websites by Spring 2015</li> <li>• New courses pilot Fall 2015</li> </ul>	<ul style="list-style-type: none"> <li>• S4S Faculty and Administrative Coordinators</li> <li>• Institutional Research and SLO Committee</li> <li>• COC Outreach Director</li> <li>• S4S Transition Team</li> <li>• Counseling Dept.</li> <li>• Academic Affairs</li> </ul>	<ul style="list-style-type: none"> <li>• New, redesigned websites will be available for use by the end of the Spring 2015 semester</li> <li>• New and revised curriculum (as needed) will be submitted to the COC Curriculum Committee if needs are determined.</li> <li>• Approval of two new accelerated courses (one in English and one in Math) leading to a shortened developmental sequence for students starting <u>Fall</u> 2015.</li> <li>• New planning information from focus groups to be used in large-scale institutional planning efforts focused on student success</li> </ul>	\$60,000

<ul style="list-style-type: none"> <li>Continue assessing student awareness of programs through surveys and focus groups</li> <li>Continue centralized coordination of S4S with two faculty reassigned time positions</li> </ul>					
<b>Enhance learning communities</b> <ul style="list-style-type: none"> <li>Create a Freshman Seminar course for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America's Promise.</li> <li>Continue to plan and implement learning communities that focused on infused curriculum and relevant learning experiences/communities.</li> <li>Explore utilization of e-portfolios learning community programs.</li> </ul>	A	<ul style="list-style-type: none"> <li>E-portfolios to pilot Fall 2015</li> <li>Added LCS by Fall 2015</li> </ul>	<ul style="list-style-type: none"> <li>Subcommittee of Skills4Success, consisting of team of key faculty will serve as a campus leadership team</li> <li>Roadmap Implementation Team</li> <li>Skills4Success faculty and administrative coordinators</li> <li>SLO coordinators</li> <li>Institutional Research</li> <li>Skills4Success FYE committee</li> <li>Instruction and student services divisions               <ul style="list-style-type: none"> <li>Counseling</li> <li>3SP Director</li> <li>Career Services</li> <li>Director of Outreach</li> <li>Career Coaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Add at least 10% more learning communities serving basic skills students during the 2015-2016 academic year.</li> <li>Pilot e-Portfolios with selected student populations.</li> <li>Analyze success and retention rates between students in LCs and same non-linked courses (research need for Fall 2014).</li> <li>Develop pilot learning communities with new <u>Freshman</u> seminar class to be implemented in Fall 2015.</li> </ul>	\$25,000
<b>Increase research and key measures for ongoing Basic Skills-sponsored Professional Development activities:</b> <ul style="list-style-type: none"> <li>Provide professional development opportunities for faculty related to the development and teaching the <u>Freshman</u> seminar course.</li> </ul>	B	<ul style="list-style-type: none"> <li>Frosh seminar pilot in Fall 2016</li> <li>Curriculum completed by Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>S4S Faculty and Administrative Coordinators</li> <li>Institutional Research</li> <li>S4S Professional Development Committee</li> </ul>	<ul style="list-style-type: none"> <li>Development of new freshman seminar course going through curriculum process. To be piloted in <u>Fall</u> 2016.</li> <li>Development and implementation of new Center for Teaching and Learning Excellence pilot and site. Launching in Spring 2015</li> <li>SCV PLCs will analyzing impacts of Common Core and begin re-alignment of curriculum as needed.</li> </ul>	\$30,000

<ul style="list-style-type: none"> <li>Continue to host guest experts (S4S Spring Symposium) on campus to train full and part-time faculty as well as local high school faculty on emerging and innovative learning concepts, specifically for developmental education.</li> <li>Revise the structure of sustained professional development to include incorporation of elements of Skilled Teacher Certificate, a series of teaching workshops culminating in a teaching portfolio and award for teaching and learning with a basic skills emphasis (in conjunction with the Institute of Teaching and Learning and the Faculty Professional Development committee) and the Associate program, a teaching skills development program for adjunct faculty.</li> <li>Continue monthly meetings between English and Math colleagues and high school faculty to address the needs of students and bridge curriculum gaps. Meetings to be led by faculty coordinators in the disciplines with stipends.</li> <li>Start monthly meetings between COC and local high school district faculty in other disciplines, other than English and Math, to address the needs of students.</li> <li>Provide ongoing professional development centered on communication of high-impact General Education to discuss College and Career Readiness and High Impact Classroom Practices.</li> </ul>		<ul style="list-style-type: none"> <li>HIPster training Fall 2014</li> <li>HIPster implementation SPR 2015</li> <li>Inquiry groups both fall and spring</li> <li>Ctr. For Teaching Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Professional Development</li> <li>S4S SCV LC (Santa Clarita Valley Learning Consortia) with COC and Hart District Faculty</li> <li>Roadmap Implementation Team</li> </ul>	<ul style="list-style-type: none"> <li>Creation of HIPster team and development of appropriate professional development workshops and activities around the infusion of High Impact Practices campus-wide.</li> <li>Faculty survey, interview and focus groups will be used to evaluate the effectiveness of professional development activities centered on communication of high-impact practices, freshman seminar development, and LEAP outcomes.</li> <li>Host at least two faculty inquiry groups per semester to investigate key needs related to student success. Some outcomes contingent upon activities and research produced in faculty inquiry groups.</li> </ul>	
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<ul style="list-style-type: none"> <li>Continue the discussion on Common Core in Learning Consortiums.</li> <li>Continue stipends for faculty inquiry group participants</li> </ul>					
<p><b>Address sequencing issues and other existing barriers in basic skills ESL, Math and English courses:</b></p> <ul style="list-style-type: none"> <li>Continue to re-evaluate the basic skills curriculum, particularly in English and Math, with a focus on sequence, skill- and knowledge-building.</li> <li>Investigate e-Portfolio related to student learning.</li> <li>Plan for implementation of yearlong Common Intellectual Experience.</li> <li>Increase basic skills student experience by creating curriculum that has been <u>scaffolded</u> with high-impact practices and addressing their affective educational needs.</li> </ul> <p><u>Acceleration:</u></p> <ul style="list-style-type: none"> <li>Continue to investigate new accelerated programs in developmental math, ESL and English courses sequences</li> </ul> <p><u>Placement Concerns:</u></p> <ul style="list-style-type: none"> <li>Continue to increase number of math preparation workshop offerings</li> <li>Continue to implement our Math Placement Test preparation workshops</li> <li>Design English and ESL Placement Test preparation workshops.</li> <li>Investigate the feasibility of offering summer bridge programs that target the lower levels of English</li> </ul>	A	Spring 2015	<ul style="list-style-type: none"> <li>S4S Faculty and Administrative Coordinators</li> <li>Math Department Math, Science, Engineering Division</li> <li>English Department Humanities Division</li> <li>Noncredit ESL instructors</li> <li>TLC Director</li> <li>Institutional Research</li> <li>S4S SCV LC (Santa Clarita Valley Learning Consortia)</li> <li>3SP Director</li> </ul>	<ul style="list-style-type: none"> <li>Shorten developmental sequence pipeline for Math and English.</li> <li>Increase number of faculty trained in principles of acceleration by at least 25% in math and English full-time ranks.</li> <li>Host at least four math and English placement workshops for local incoming students in <u>Spring</u> 2015.</li> <li>Developed plan should emerge between the S4S planning team and the AB86 planning team.</li> <li>Increase in placement data (25% of students receiving intervention will increase placement in Math and English by one course level)</li> <li>Compare pre and post test results for math preparation workshops</li> <li>Increased completion and success rate of Math dev. course sequence and transition to transfer level course</li> <li>Increased completion rate of English dev. course sequence and transition to transfer level course</li> </ul>	\$10,000

<p>and math. Design a program that would meet the needs of incoming students in the most economical and effective manner.</p> <ul style="list-style-type: none"> <li>Through dialogue with the local high school district math and English Learning Consortiums, examine factors that impact school placement in college courses and explore strategies to ease the transition from high school to college.</li> <li>Design and implement a program interface that will smoothly transition ESL students from non-credit ESL classes to credit ESL courses.</li> </ul>					
<p><b>Celebrate student success:</b></p> <ul style="list-style-type: none"> <li>Refine scope and responsibilities for person(s) who will oversee management of the project, which will be housed under S4S.</li> <li>Create cross-functional team to design appropriate methods for promoting a culture of student success and acknowledging student success at key momentum points.</li> <li>Identify resources needed to create dynamic website and upload table of student success celebrations collected thus far to website.</li> <li>Identify multiple locations on College of the Canyons website where the Student Success link can be posted.</li> <li>Develop communication strategies for departments to interact with students at key momentum points and send encouraging messages/texts/letters to</li> </ul>	C	<p>Ongoing</p> <ul style="list-style-type: none"> <li>Initial reports gathered in Fall 2015</li> <li>Initial student <u>communi-</u> <u>cations</u> Spring 2015</li> <li>Websites by Spring 2015</li> </ul>	<ul style="list-style-type: none"> <li>S4S Coordinator</li> <li>Institutional Research</li> <li>S4S Committee</li> <li>Student Success Project Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>Several reports and communications will be developed to help address key momentum points as established by the Student Success Project Taskforce team (TBD).</li> <li>Increased number of emails and "paper" encouragements and acknowledgements to students at those momentum points (Actual number of students being served TBD).</li> <li>Increase in ARCC indicators related to retention, persistence and completion of the Basic Skills Course sequences.</li> </ul>	\$8,677

<p>inspire and motivate them to keep going.</p> <ul style="list-style-type: none"> <li>Recognize student success at major events such as Opening Day and Chancellor's Circle</li> <li>Coordinate with the college's Title V grant team on project elements that overlap with the success campaign (pending notification of award)</li> <li>Creation of student website to serve as a one-stop-shop connecting students to on ground and virtual resources at COC that lead to student success.</li> </ul>					
<b>Crosswalk existing BSI/S4S plan with new 3SP and Student Equity Plan</b>	A & B	Fall 2014	<ul style="list-style-type: none"> <li>S4S Coordinator</li> <li>3SP Director</li> <li>Student Equity Plan Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Ensure seamless coordination and implementation of services across all three plans.</li> </ul>	\$0
				<b>TOTAL ALLOCATION:</b>	\$133,677

\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!

Signature, Chief Executive Officer	Date	Signature, Academic Senate President	Date
Signature, Chief Instructional Officer	Date	Signature, Chief Student Services Officer	Date

### EXAMPLE GOALS and ACTION PLAN ACTIVITIES

#### [4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	\$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	\$50,000
TOTAL ALLOCATION:		\$90,000

#### [4b] 2014-2015 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2015	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.	\$40,000
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2015	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 101	\$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2015 May 2015 May 2015	Dean of College Learning & Instruction Dean of College Learning & Instruction Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2014. Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2015. Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.	\$25,000 \$25,000
TOTAL ALLOCATION:					\$90,000





**[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan**  
**Due October 10, 2014**

**NOTES:** Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

**College Name:** \_\_\_\_\_ **College of the Canyons** \_\_\_\_\_

**2014-2015 Basic Skills Contact Information** (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Audrey Green	Assoc. VP of Academic Affairs	audrey.green@canyons.edu
Denee Pescarmona	Dean, Instructional Support and Student Success	denee.pescarmona@canyons.edu
Brent Riffel	History Professor/Faculty Co-Coordinator, Skills4Success	brent.riffel@canyons.edu
Erin Delaney	English Instructor/Faculty Co-Coordinator, Skills4Success	erin.delaney@canyons.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	\$17,677
Student Assessment	\$0
Advisement and Counseling Services	\$0
Supplemental Instruction and Tutoring	\$1000
Coordination & Research	\$40,000
Professional Development	\$75,000
<b>TOTAL:</b>	<b>\$133,677</b>

**\*\*\* PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date
_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Business Officer	_____ Date

### 2014-15 Tenure Committees

(\*1/2 yr prior to 1st year of 4yr process - this 1/2 year does not count toward the 4 years of the tenure process)

Last Name	First Name	Department	Committee Chair	Peer Evaluator	Administrator	Full Time Faculty Hire Date	Status
Carrillo	Adina	Nursing	Carroll, Sandy	Perez, Connie	Dorroh	8/12/11	4th year
Chu	Hencelyn	Allied Health	Malinoski, Valerie	Wolf, Jim	Dorroh	2/3/14	1st year
Dabos	Monica	Mathematics	Sherry, Michael	Leonard, Victoria	Torres	1/28/13	2nd year
Gussin	Phil	Political Sci.	Andrus, David	Davis, Deanna	Robinson	1/30/12	3rd year
Haus	Jennifer	English	Dreiling, Ron	Brogdon-Wynne, Pamela	Glapa-Grossklag	8/12/11	4th year
Hepburn	Peter	Library	Riffel, Brent	Lee, Stephanie	Glapa-Grossklag	2/1/13	2nd year
Iacenda	Ted	Physical Education	Fisher, Howard	Stevenson, David	Mohney	2/7/13	2nd year
Jacobson	Julie	Counseling	Shaker, Liz	Sherpherd, Rebecca	Rio	7/28/14	1st year
Kaiserman	Adam	English	Buriel, Juan	Helfing, Sheldon	Brezina	1/28/13	2nd year
Kawamoto	Keith	Fire Tech	Ronick, Tina	Etienne, Pierre	Dorroh	8/16/13	2nd year
Klein	Deborah	Nursing	Corbett, Mary	Faudree, Nicole	Dorroh	8/16/13	2nd year
Loaiza	Albert	Counselor	Hooper, Garrett	Hooper, Lisa	Rio	3/15/11	4th year
Lozano	Dora	EOPS	Brogdon-Wynne, Pamela	LaBrie, Michelle	Joslin	1/13/11	4th year
Marshall	Renee	ECE	Stephens, Cindy	Burke, Kelly	Stewart	1/28/13	2nd year
McCutcheon	Andy	English	Petersen, Mary	Wickline, Paul	Brezina	8/17/12	3rd year
McMahon	Heidi	Chemistry	Eikey, Rebecca	Marenco, Anne	Torres	8/12/11	4th year
Michaels	David	Physics/Astronomy	Martinez, David	Dos Remedios, Robert	Torres	8/12/11	4th year
Nguyen	Anh	Counseling	Richter, Christy	Barke, Sheri	Rio	8/19/13	2nd year
Ortega	Aivee	Counseling	Solomon, Diane	Burke, Kelly	Rio	7/28/14	1st year
Rosales	Ricardo	Biology	Golbert, Miriam	Hilliard, Lee	Torres	1/30/12	3rd year
Sanver-Wang	Dilek	Biology	Golbert, Miriam	Shennum, Amy	Torres	1/33/12	3rd year
Silva	Dustin	Mathematics	Palmer, Ana	Martin, Jose	Torres	1/28/13	2nd year
Thrasher	David	Welding	Minarsch, Dorothy	Maxwell, Robert	Houser	8/15/14	1st year
Tran	Sylvia	Counseling	Perez, Connie	Baker, Diane	Rio	8/1/14	1st year
Voth	Joseph	English	Buriel, Juan	Faudree, Nicole	Brezina	1/28/13	2nd year
LW/8.21.2014							

## Faculty Appointments to Collegial Consultation Committees

TO: Dr. Dianne Van Hook, Chancellor  
 FROM: Paul Wickline, Academic Senate President  
 DATE: September 4, 2014  
 RE: Faculty Appointments to Collegial Consultation Committees 2014-2015

<u>College Planning Team (CPT)</u>	<u>Health and Safety Committee</u>
Russell Waldon, Faculty Co-Chair	Edel Alonso
Claudia Acosta	Jim Anderson
Edel Alonso	Tim Baber
Pamela Brogdon-Wynne	Tina Rorick
Jose Martin	Don Takeda
Paul Wickline	Pamela Williams-Paez
<u>College Policy Council</u>	<u>President's advisory Council on Budget (PAC-B)</u>
EdelAlonso	Edel Alonso, Co-Chair
David Andrus	Wendy Brill-Wynkoop
Jane Feuerhelm	Miriam Golbert
Chelley Maple	Bob Maxwell
	Paul Wickline
	Stan Wright
	Juan Buriel - Interested
<u>Facilities Master Plan</u>	<u>Technology Committee</u>
Jeannie Chari	Rick Howe - Faculty Co-Chair
Dorothy Minarsch	Wendy Brill-Wynkoop
	Ron Dreiling
<u>Enrollment Management Team</u>	Victor Jadaon
Edel Alonso	Adam Kempler
Marlene Demerjian	Diane Sionko
Chelley Maple	Anh Vo
Deanna Riveira	
Paul Wickline	

## Senate Committees 2014-2015

Senate Committees			
Interest	Senate Committees	Faculty Chair/Co-Chair	Faculty Committee Member
	Academic Staffing	Wendy Brill-Wynkoop	Renee Marshall
	Academic Standards	Diane Solomon	Heidi McMahon
	Constitution & By Laws Ad Hoc	David Andrus	
	Curriculum	Ann Lowe	Anne Marengo, Mary Bates Rhonda Hyatt
	Elections	Michael Sherry	
	Faculty Professional Development	Teresa Ciardi / Lisa Hooper	Brandon Hilst
	Honors Steering	Dr. Miriam Golbert	
X X	Learning Communities	Dr. Juan Buriel and Rebekah Villafana (adjunct)	Anne Marengo, Adam Kempler
	Minimum Qualifications and Equivalencies	Dr. Edel Alonso	Aivee Ortega, Jennifer Hauss, P. Williams Paex
X	Policy Review	David Andrus	Jane Feuerhelm, Chelley Maple
	Program Review	Dr. Miriam Golbert & Paul Wickline	Bob Maxwell, Nicole Faudree, Ann Lowe, Renee Marshall
	Scholarly Presentation	David Stevenson	Nicole Faudree, P. Williams Paez
	Student Learning Outcomes	Dr. Rebecca Eikey	Nicole Faudree, Ann Lowe. Anne Marengo Rhonda Hyatt
	Other:		
	Holiday Planning Committee	Renee Marshall	

<b>College Committees (* = Collegial Consultation Committee) 2014-15</b>				
<b>College Committees</b>	<b>Faculty chair</b>	<b>Faculty Committee Member</b>	<b>Admin. Chair</b>	<b>Faculty Coordinator</b>
Re-Entry Program Advisor		Connie Perez	Debbie Rio	
Advocacy			Eric Harnish	
Alumni & Friends			Audrey Green	
Associate Program				Victoria Leonard
Bookstore			Sharlene Coleal	
Calendar			Mike Wilding	
Career Technical Education (CTE) Consortium			Audrey Green	
Celebrating the Humanities Planning Committee		Jennifer Hauss		
College Planning Team (CPT)*	Russell Waldon			
College Policy Council*		Jane Feuerhelm		
Commencement	Michael Dermody			
Community & Continuing Education Advisory	Connie Tripp			
Educational Travel Advisory	Claudia Acosta	Michael McCaffrey		
English Department Writing Awards				
Enrollment Management*				
Equal Employment Opportunity Advisory				
Facilities Master Plan*				
Field Studies	Michael Dermody	Mary Bates		
Food Services			Sharlene Coleal	
Foundation Golf Tournament Planning		Michael McCaffrey		
Friday Night at the Screening Room	Gary Peterson			
Grade Review			Mike Wilding	

Grants Development				
Health & Safety*		Adam Kempler P. Williams Paez		
Health & Welfare Benefits		Nicole Faudree Lisa Wallace		
Interdisciplinary	Dr. Kelly Cude	Juan Buriel Heidi McMahon		
Institute for Teaching & Learning				
Institutional Review Board (IRB)	Miriam Golbert			
International Students Advisory Management Advisory Council				
Parking		Nicole Faudree		
President's Advisory Council on Budget (PAC-B)*	Edel Alonso	Bob Maxwell Juan Buriel		
Sabbaticals	Chris Blakey, Nicole Faudree	Rebecca Edwards(X)		
Scholarships		Brandon Hilst, Renne Marshall, Stephanie Lee		
S4S -- Skills for Success	Garrett Hooper, Anzhela Grigoryan			
Student Equity Plan	Pamela Brogdon-Wynne	Stephanie Lee		
Student Art Collection		Stephanie Lee Juan Buriel		
Student Conduct				
Sustainability Development				
Technology*	Rick Howe	Adam Kempler, Luong Le		
TLC Expansion				
Virtual Learning Lab		Chelley Maple		
Other:				
Heritage Committee		Jennifer Hauss Juan Buriel		
Domestic Violence Awareness	Body and Wellness	Anne Marengo Rhonda Hyatt Lisa Wallace		
Student Success Support		Aivee Ortega, ChelleyMaple		
Student Art Collection		Rebecca Edwards		
COCFA Rep		Rebecca Edwards		

## Human Resources

Date: July 29, 2014  
To: Paul Wickline  
President, Academic Senate  
From: Christina Chung  
Director, Human Resources

Subject: Discipline Assignment – Sylvia Tran

The following information is provided for discipline assignment:

**Sylvia Tran**

Ms. Tran has been hired as the Counselor (Veterans), effective start date July 1, 2014. The following is provided for discipline assignment:

M.S., Counseling, California State University, Northridge

It would appear that Ms. Tran qualifies for the discipline(s) of:

- Counseling

## Human Resources

Date: September 8, 2014

To: Paul Wickline  
President, Academic Senate

From: Christina Chung  
Director, Human Resources

Subject: Discipline Assignment – Aivee Ortega

The following information is provided for discipline assignment:

**Aivee Ortega**

Ms. Ortega has been hired as the Counselor 3SP (Student Success and Support Programs), effective start date July 28, 2014. The following is provided for discipline assignment:

M.S., School Counseling, University of La Verne

It would appear that Ms. Ortega qualifies for the discipline(s) of:

- Counseling



## Human Resources

Date: September 8, 2014

To: Paul Wickline  
President, Academic Senate

From: Christina Chung  
Director, Human Resources

Subject: Discipline Assignment – Julia Jacobson

The following information is provided for discipline assignment:

**Julia Jacobson**

Ms. Jacobson has been hired as Counselor (General), effective start date July 28, 2014. The following is provided for discipline assignment:

M.A., Psychology, Pepperdine University

It would appear that Ms. Jacobson qualifies for the discipline(s) of:

- Counseling
- Psychology

## Human Resources

Date: September 8, 2014

To: Paul Wickline  
President, Academic Senate

From: Christina Chung  
Director, Human Resources

Subject: Discipline Assignment – David Thrasher

The following information is provided for discipline assignment:

**David Thrasher**

Mr. Thrasher has been hired as a Welding Instructor, effective start date August 15, 2014. The following is provided for discipline assignment:

California Community College Instructor Credential, Welding

It would appear that Mr. Thrasher qualifies for the discipline(s) of:

- Welding