



Academic Senate for College of the Canyons  
**February 11, 2016 3:00 p.m. to 4:30 p.m. BONH 330**

**A. Routine Matters**

1. Call to order
2. Approval for the Agenda
3. Approval of the Consent Calendar:
  - a) Academic Senate Summary: December 10, 2015 (pg.2)
4. Academic Senate President's Report – Rebecca Eikey
5. Academic Senate Vice President's Report – Teresa Ciardi

**B. Committee Report**

1. Ed Tech (OER) – James Glapa-Grossklag

**C. New Business**

1. FIT Faculty Interns
2. Emergency Preparedness and Practice with students
3. Outreach by Coaches
4. Faculty Climate survey
5. Revisions of online Teaching Requirements – James Glapa-Grossklag

**D. Unfinished Business**

1. Local Graduation Requirements
2. Resolution on Nepotism
3. High Impact Practices – Principles of Excellence
4. Program Viability and Academic Departments
5. Minimum Qualifications Equivalencies for Interdisciplinary Studies – in School discussions
6. CTE Advisory Training

**E. Discussion Items**

1. Academic Senate Program Review and Budget (pg. 6)
2. Diversity Requirement (pg. 28)
3. Institutional Learning Outcomes (pg. 29)
4. "Hypothetical Scenario: policies for Faculty Development Activities". (pg. 36)

**F. Action Items**

1. Calendar for Curriculum and Senate 2016/17 and 2017/18 (pg. 37 & 38)
2. Approval of Department Chair Diane Solomon for Spring 2016
3. Approval of Department Chair Mark Daybell for Spring 2016
4. Claudia Acosta will be the Peer evaluator for Angela Harris's Tenure committee
5. Tenure committee for Jason Burgdofer is Mary Bates, Chair, Wendy Brill-Wynkoop, Peer and Eric Lara, Administrator
6. Mike Hartunian Faculty Professional Development Committee

**G. Announcements**

- Upcoming elections for spring Academic Senate President, Academic Vice President, School Senators, Adjunct Senators and Department Chairs. These are for Fall 2016-2018
- Currently there are two open adjunct Senate seats.
- Accreditation Institute February 19-20, Marriott Mission Valley, San Diego
- Academic Academy March 18 to 19, Sheraton Sacramento
- Area C meeting April 2 Ventura College
- Spring Plenary Session April 20-23, Sacramento Convention Center
- Career Technical Education Leadership Institute May 6-7, Double Tree Hilton – Anaheim
- Faculty Leadership Institute June 9 – 11, Mission Inn, Riverside
- Curriculum Institute July 7 – 9, Double Tree Hilton, Anaheim

**H. Adjournment**

The next Senate meeting will take place on **February 25, 2016**.

As always everyone is welcomed. Comments from the public are encouraged for any item on the Agenda, but there may be a time limit for such comment

## Summary of the Academic Senate Meeting December 10, 2015

### Attendance:

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Victoria Leonard	X
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	X
Immediate Past President	VACANT		Learning Resources Senator	Ron Karlin	X
Curriculum Chair	Ann Lowe	X	At Large Senator	Diane Baker	X
Policy Review Chair	David Andrus	X	At Large Senator	Lee Hilliard	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riviera	X
MSHP Senators	Amy Shennum,	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Valerie Malinoski	X
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Kimberly Bonfiglio	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Jason Burgdofer	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Marian Smith-Subbarao	X

Dr. Jerry Buckley	X
Lita Wangen	X
Amy Foote	
Dr. Michael Wilding	
ASG Representative, Avneet Ghofra	A

Guests
Thea Alvarado, Daylene Meuschke, Aivee Ortega, Fang Liu, Ruth Rassool, Barry Gribbons, Peter Hepburn, Diane Fiero

### A. Routine Matters

1. Call to order: 3:08
2. Approval of the agenda: Rebecca asked if we could modify the agenda regarding the Adjunct Minimum Qualifications. This should have been moved to Action items. The list is currently on the agenda for Action. Motion to modify the agenda Thea Alvarado, seconded Victoria Leonard. Unanimous. Motion to approve the agenda Ann Lowe, seconded David Andrus. Unanimous. Approved
3. Approval of the Consent calendar: Motion Kimberly Bonfiglio, seconded Amy Shennum. Unanimous. Approved
4. **Academic Senate President's Report, Rebecca Eikey**
  - Rebecca passed out the Local Senates Hand Book to the senators at the meeting
  - Rebecca would like to revise the by-laws. They need to be updated. She would like to get this up and running in spring. David said the possible. We need to change "Divisions" to "Schools" because of the reorganization. If there is anything in particular that you want the committee to review or look at email David and let him know and they will put on the committee agenda.

- The Accreditation Taskforce has been meeting on a monthly basis. Ann Lowe and Rebecca Eikey are on this committee. She said it good to have this reoccurring committee and recommendations from the last accreditation and the new standards. There is discussion on how we can meet these various recommendations and there are impacts with Academic Senate, Program Review, and Curriculum especially in terms of how we evaluate distance education courses and some of the processes that we have. This brings to mind that it is so important for us to have a really good local Senate processes in place that we can follow and naturally those processes will help us to address the issues we have related to accreditation.
- Rebecca let the Senate know that we did submit the Exemplary Award for the accelerated Math and English. She thanked the Deans, Humanities, department chairs and Math for their support. And to the research for all the data their provided.
- Rebecca thanked Tim Baber for participating in the Statewide CID process for Welding. Tim will be one of the active members at the statewide level involved in that curricular level.
- Rebecca thanked everyone for participating in the Senate. She said it was important work that we have and we really couldn't do it without all of us working together.

5. **Vice President's Report, Teresa Ciardi.**

Teresa did not have a report, but wanted to wish everyone a much needed rest and she brought treats.

**B. Committee Report**

1. **Curriculum Hotlist, Ann Lowe**

Ann gave an update on the Hotlist fifth year revision list. She said this one of the best years we have ever had and thanked everyone and asked that the senators pass this onto their colleagues. Ann said that the deans would be getting the freshest hotlist soon. Changes have been requested so spring they will be working on the changes.

2. **Academic Staffing, Peter Hepburn**

Peter stated that there was a large amount of presentations. Dr. Buckley will has not had a chance to meet with Dr. Van Hook about the recommendations. Peter stated that they need representation from the following departments: Business and Learning Resources. He thanked Wendy Brill for all her help. He thanked the committee for their work. We are able to hire ten new full-time faculty – Update: 13.5 new faculty for fall. Job fair in February if you would like to go.

**C. New Business**

1. FIT Faculty Interns
2. Revisions of online Teaching Requirements
3. Emergency Preparedness and Practice with students
4. Outreach by Coaches
5. Faculty Climate survey
6. Diversity Requirement
7. Institutional Learning Outcomes
8. Committee Charters (Program Review, CASL, etc.)

**D. Unfinished Business**

1. Local Graduation Requirements
2. Resolution on Nepotism

3. High Impact Practices – Principles of Excellence
4. Program Viability and Academic Departments

#### E. Discussion Items

##### 1. Establish meeting dates for out of discipline Prerequisites – Ann Lowe

Ann said this was one of their best years they have had and wanted to thank everyone for their hard work. She is also asking if the Senate will let the committee choose a date in the spring semester due date for proposals and a date for convening the committee in addition to their calendar. The committee is looking to March or April to convene so that in February you have time to work on their proposals. A motion to approve Teresa Ciardi, seconded Ron Karlin. Unanimous.

##### 2. Minimum Qualifications for Interdisciplinary Studies– Aviee Ortega

Aviee made a change to the discussion. It should read “8” quarter units instead of “5”. Aviee came to the Senate stating that they would like to change the language. To make it more distinct it should say 6 semester or 8 quarter units. This is more distinct for faculty members coming from a quarter system. The preference is 6 and 8. Dr. Fiero and Ann Lower are leaning that way also. Some members felt that this all depended on the disciplines. Aviee suggested that everyone take this back to their schools and discuss this further and look at the options. This will come back as a discussion item in the spring.

##### 3. Calendar for Senate 2016/2017 and 2017/2018 – Rebecca Eikey

The new calendars for the Senate are on the agenda. There is a proposed academic calendar For 2016/17 and 2017/18 so the Senate has also planned a two year calendar. We have two retreats **August 25, 2016 and August 24, 2017**. Unfortunately this was left off this calendar. If there are no objections to bring this back as an action item with the dates for the retreat added. No objections this will come back as an action item in the spring.

##### 4. CTE Advisory Training – Teresa Ciardi and Regina Blasberg

Teresa said the reason she wanted to bring this forward is because it has been brought to her attention that the CTE meetings are not like our meetings and they have asked for FLEX credit and not so much full-time faculty that tend to fill their obligation very easy, but rather for the adjuncts who need to be at these meetings because they meet with our community business partners. From the contract we cannot receive professional development for serving on communities and this is called a committee. So what Teresa asked Regina to do for us is to try and show how this is different from participating in a campus committee. Then Teresa can take this back to professional development and support what they are doing. Regina spoke and said that one of the things that is different is we call it a committee, but it is an advisory board. By law the college cannot chair the board and it cannot facilitate it happening and that it happens on our campus, but it is provided by industry. In other words they are by law required to chair the meeting. It is their meeting. Certainly we work with them that that is the whole point to collaborate our industry partners so it is not a standing committee. It could be seen as the board of trustees meeting except we don't meet on a regular basis. There was a suggestion of renaming the committee, and Dr. Buckley stated to be cautious for renaming it. Barry Gribbons also said that this was correct. Recognition is important for the committee. You could have on the agenda a particular

Professional Development called out. Diane Fiero wanted to point out that many job Descriptions do include this as part of their job description so she would ask the people Who are in charge of having these advisory committee meetings to review their job description to see if it is in there because they are not supposed to get FLEX credit for things that are in their job description. She said that adjuncts do not get paid for coming to these types of activities. If that is something we would like to see happen then she would support them getting professional development for that before coming to that meeting. Adjuncts are paid on an hourly bases it is not part of their job description. She strongly advised them to read Article 12 and their job descriptions. Diane will check into Regina's job description because Regina said that this was not in her job description. This will come back as a discussion. Teresa and Regina will dig deeper into this.

#### 5. Proposed changes to Program Review – Rebecca Eikey

On pages 19-21 of the agenda are some Mock ups that this will possibly look like. For the Academic Department chairs the activity summary form has been provided from Academic Affairs. The idea is to take that Activity Summary Form. The idea is to try and blend the elements of the activity summary form with the current program review with the changes you see here in the mock up. So under each objective we have some additional information that can be tagged related to that objective and there will be some additional changes through the budget models as well. Barry and Daylene spoke about the changes. Dr. Buckley and Dr. Wilding have the task of going through hundreds of requests. On the mock up on page 20 let Dr. Buckley know the intent the timeline for fall 2016. This is complicated for Norse. He can have Norse make changes in the spring. The sooner the better to get this done. Barry would like to start the feedback. The revised form went out to the deans today. He said he could come during FLEX to discuss the changes. The first week in February. FLEX will be offered. The faculty is very important.

#### **F. Action Items**

1. BP 3518 and AP 3518 – want to add a report in the policy. That will be added. Internal procedure will be adopted. Motion Thea Alvarado, seconded Ann Lowe. Unanimous. Approved
2. Tenure Evaluation – Rebecca took the modification and suggestions and made the changes. She also had Diane Fiero make sure the contract siting is correct. Motion David Andrus, seconded Victoria Leonard. Unanimous. Approved.
3. Program Viability Summary on CAWT. Motion Ann Lowe, seconded Ron Karlin. Unanimous. Approved
4. New Adjuncts with Minimum Qualifications. Motion Kimblery Bonfiglio, seconded Jason Burgodofer. Unanimous. Approved.
5. Course Management System Training. Questions were asked as to where this resolution had come from? Rebecca wrote this to memorialize to move forward. Wendy would like to see a sub-committee and bring forward to discussion. Wendy is not against the resolution we need to make a big jump. She felt like we needed more collaboration. Comments and amendments made. Motion Regina Blasberg, seconded Ann Lowe. 2 abstained. 1 opposed. Approved.
6. Program Review Committee Chair, Rebecca Eikey. Motion Ann Lowe, seconded Teresa Ciardi. There were four opposed/voted no.

**G. Reports from School: N/A**

**H. Announcements. See listing on the Agenda**

**I. Adjournment. 4:37 p.m.**



## **College of the Canyons Program Planning and Review**

**Year(s): 2014/2015 to 2016/2017**

**Program/Department: Academic Senate**

**Year 2 (2015/2016)**

### **College of the Canyons' Mission Statement**

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

<b>Program Description</b>
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<p><b>Mission:</b></p> <p>The Academic Senate is a faculty organization whose function is to make recommendations to the Board of Trustees on 10+1 academic and professional matters, pursuant to California Administrative Code of Regulations - Title 5, Section 53200 and local Board Policy 7215, Academic Senate Participation in Collegial Consultation. The 10+1 areas are:</p> <ol style="list-style-type: none"> <li>1. Development of curriculum, establishment of prerequisites and planning of course disciplines</li> <li>2. Determination of degree and certificate requirements</li> <li>3. Establishment and review of grading policies</li> <li>4. Establishment of standards and policies regarding student preparation and success</li> <li>5. Appointment of faculty members to District and College committees</li> <li>6. Development of processes for program review.</li> <li>7. Development of new educational programs</li> <li>8. District governance processes</li> <li>9. Delineation of faculty roles and involvement in accreditation</li> <li>10. Determination of processes in institutional planning and budgeting</li> <li>11. Other academic and professional matters.</li> </ol> <p><b>Description:</b> Briefly describe how the program supports the College's mission.</p> <p>The Academic Senate oversight of the faculty's role in implementing the 10+1 (curriculum, prerequisite and planning of course disciplines, certificate and degree requirements, grading policies, standards and policies regarding student preparation and success) helps the college fulfill its mission. In addition to the eleven specific areas defined by Title 5 described above, the Education Code assigns additional responsibilities to Academic Senates:</p> <p>Minimum qualifications and equivalencies processes Faculty hiring</p>
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2/2/2016

- Administrative Program Planning and Review

Faculty evaluation and tenure review  
 Administrative Retreat Rights  
 Faculty Service Areas

Who are the customers/recipients of the services and functions?

The Senate represents 184 full-time faculty and approximately 500 part-time instructors in shared governance structures. A representative body, it meets twice monthly each semester. Full-time faculty elect a President and Vice-President for 2-year terms. Full-time faculty in each division elect one representative. The full-time faculty as a whole elects additional at-large senators based on a formula of 1 Senator per every 40 full-time faculty members. The Senate also reserves three seats for adjunct faculty Senators elected at large by the adjunct faculty.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: [orgcharts\\_2079\\_Senate Organizational Chart.docx](#)

Provide a short description of the history of your department, including how it has changed over the years.

In Fall 2015 there was a new Senate President (who was VP one year) and a new Vice President due to reorganization of Academic Affairs in which the 2014 Senate President moved into an interim dean position.

In 2014, a new Senate President was elected who previously served as the Vice President.

In 2010, a new Senate President was elected. The previous President had served for 18 years. The Senate has experienced some significant changes since the 2010 election.

1. The Senate began to publish and post its agendas 72 hours prior to Senate meetings in order to comply with the Brown Act.
2. The Senate created a Policy Review Committee to both proposed new Board policies and procedures and to review and propose revisions to existing Board policies and procedures.
3. The structure of the Academic Senate has changed to establish an Executive Committee of the Senate composed of the Chairs of the Academic Senate Committees. Started meeting in Fall 2015.
4. The Academic Senate President has attended the statewide Senate fall and spring plenary sessions to cast the one representative vote on ASCCC resolutions on behalf of COC faculty.
5. To improve Senate communication with the faculty, the Senate website was revised and expanded; it is reviewed regularly to maintain its currency.
6. The Senate President attends Board of Trustees meetings year-round and regularly provides a report on the work of the Senate to the Board as the Senate Report is a standing item on the agendas.
7. Senate Committees were charged with developing committee procedures which are available for viewing through the Senate website.
8. The Senate provides funding for faculty to attend ASCCC sponsored conferences such as the Leadership Institute, Curriculum Institute, SLO Conference, and Accreditation Institute.
9. The Senate writes a Program Review linked to the college's strategic goals and budget development.
10. The full-time Senate administrative assistant was reclassified to capture accurately her current job description.

**Administrative Unit Outcomes**

**Administrative Unit Outcomes (AUOs) Assessment Model:**  
 The purpose of this assessment process is to improve the unit's service.

Department Goals (Overarching AUOs)	Specific Objectives	Means of Assessment and Criteria for Success	Summary of Data Collected and Number of Cycles	Use of Results	Next Assessment Cycle (Month, Year)
				Cycle(s)	
	Publish Academic Senate Meeting Agendas and	Senate meeting agendas and summaries for every Academic Senate meeting both fall and spring semesters.	Agendas were sent electronically to all full-time and adjunct faculty as well as	1	The Senate will continue to post agendas 72 hours prior to Senate meetings

Meeting Summaries in compliance with the Brown Act.

other interested parties and posted in a public Senate Bulletin Board 72 hours prior to the Senate meetings. Agendas and meeting summaries for Academic Senate meetings were posted 72 hours in advance on the Academic Senate website.

to comply with the Brown Act. We now sent the agenda to COC-all to increase communication.

<p>Communicate with faculty and others by providing critical information to faculty for their participation in shared governance</p>	<p>Publish Academic Senate Meeting Agendas and Meeting Summaries in compliance with the Brown Act.</p>	<p>At least 70% of the full-time faculty will report on an Academic Senate survey that they read the Senate meeting agendas and summaries for every Academic Senate meeting both fall and spring semesters.</p>	<p>Agendas were sent electronically to all full-time and adjunct faculty as well as other interested parties and posted in a public Senate Bulletin Board 72 hours prior to the Senate meetings. Agendas and meeting summaries for Academic Senate meetings were posted 72 hours in advance on the Academic Senate website and in the Senate bulleting board in a public location. Sixty-seven percent (67%) of the full-time faculty reported on the Academic Senate Survey that they read Senate meeting agendas and summaries.</p>	<p>2</p>	<p>The Senate will continue to post agendas 72 hours prior to Senate meetings to comply with the Brown Act and the email message accompanying the agendas and summaries will encourage the faculty to read them. In addition, Division Senators will use the Senate meeting summaries as their report at Division meetings. There is more to be done and a new survey.</p>	<p>Fall 2016</p>
<p>Communicate with the Board of Trustees by attendig Board of Trustees meetings regularly and presenting an</p>	<p>The Academic Senate President will represent faculty at Board of Trustees meetings</p>	<p>Board of Trustees meeting minutes will record Academic Senate President's reports</p>	<p>Board of Trustees meeting minutes reflect that the Academic Senate President attended all Board of Trustees meetings and gave an oral report on the work of the</p>	<p>1</p>	<p>The Senate President will continue to attend Board of Trustees meetings and deliver an Academic Senate report at each business</p>	<p>Fall 2016</p>

<p>oral Senate Report.</p>			<p>Senate at all scheduled meetings except for one in 2014-2017.</p>	<p>meeting. The reports will focus on committee reports.</p>	
<p>Increase faculty participation with the 10+1 responsibilities.</p>	<p>Presentations</p>	<p>FLEX Presentations and special workshops will be conducted to educate faculty as to their roles in the 10+1 responsibilities. Evaluation surveys will be used to address the effectiveness of the presentations/workshops.</p>	<p>Feb 3, 2016 there is a planned event: Faculty Leadership, Empowerment, and Voice, where David Morse and Julie Bruno, of the ASCCC will be helping to present. This event is co-sponsored by COCFA</p>		<p>Fall 2016</p>
	<p>Surveys</p>	<p>Faculty surveys will be created with the support of Institutional Research office.</p>	<p>New survey is under development for 2016.</p>	<p>Results of the surveys will be used to inform work of the Academic Senate.</p>	<p>Fall 2016</p>

	Committee Work	Senate appointments of faculty to key college committees, and to have responsibilities of the committee members defined in committee charters.	Senate appointments will be identified in Senate Minutes, posted on Senate's website, including the committee charters.			Fall 2016
	The Academic Senate President will attend the ASCCC Plenary Session each semester and cast votes on ASCCC resolutions on behalf of COC faculty	Academic Senate meeting summaries will reflect report from Academic Senate President and vote results on resolutions.	The Academic Senate President attended the ASCCC Plenary Sessions in 2013-2014 and 2015-2016. The President sent the ASCCC proposed resolutions to the faculty prior to the Plenary and asked for input. The President sent the vote outcomes to the faculty after the Plenary and reported on the Plenary at the next Senate meeting. That we will twitter live from the plenary.	1	Finding the Plenary information, both the Academic Senate President and Vice-President will attend the ASCCC Plenary Sessions in 2014-2015. The President will be the official delegate and cast votes on resolutions on behalf of the COC faculty.	Fall 2016

<p>Represent faculty at ASCCC Plenary Sessions</p>	<p>The Academic Senate President and Vice-President or Alternate will attend the ASCCC Plenary Session each semester. The President will cast votes at the Plenary sessions as the voting delegate on ASCCC resolutions on behalf of COC faculty and attend as many workshops as possible.</p>	<p>Academic Senate meeting summaries will reflect a report from the Academic Senate President on the workshops attended at the ASCCC Plenary Sessions and on the vote results on resolutions at the ASCCC plenary sessions.</p>	<p>Both the Academic Senate President and Vice-President attended the Plenary of the ASCCC each semester. The Senate President sent the proposed Senate resolutions to the faculty prior to the Plenary asking for input, voted at the plenary according to the faculty's recommendations, and communicated the outcome of the votes with the faculty upon her return via e-mail and in an oral report at the next scheduled Senate meeting.</p>	<p>2 Finding the Plenary Sessions informative and in order to cover more conference workshops than 1 person can possibly cover, both the Academic Senate President and the Vice-President should attend the ASCCC Plenary Sessions in 2013-2014 and into the future. In case the Vice-President does not attend, a designated alternate will attend in the VPs place. The President will be the official delegate and cast votes on resolutions on behalf of the COC faculty. The Senate's</p>	<p>Fall 2015</p>
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budget request in spring 2014 will reflect a request for an augmentation to fund both officers and designees to attend the ASCCC plenary and training institutes.

## Objectives

### Status of Objectives. ([Review College Strategic Goals](#))

Open Objectives

1). Equip the Faculty Center, BNHL 330, with computer with speakers, ceiling mounted projector, electronic projection screen, smart whiteboard, and conference call equipment.

**Goal:** Technological Advancement

**Status:** In progress

**Activity/Comment:** There continues to be a need for this space (spring 2015). Bookshelf removed fall 2015 and we are currently waiting on computer support to install the equipment.

2). Write local Academic Senate resolutions to express and document the view of the Senate on professional matters.

**Goal:** Leadership

**Status:** In progress

**Activity/Comment:** The Senate has only approved resolutions so far: 1) 2010/11-01 Joint resolution with the Board of Trustees and ASG, In Support of California Community Colleges Budget Priorities and Principles 2) 2013/14-01 COC Academic Senate Resolution on Student Learning outcomes 3) Accreditation Taskforce Fall 2015 4) CMS Resolution. COC Academic Senate Resolution on Student Learning Outcomes

3). Draft a syllabi "best practices" document and submit to Academic Senate by the end of spring 2016. A new Standards and Practices Committee has been created.

**Goal:** Leadership

**Status:** In progress

4). Reexamine and revise the Online Certification requirements which allow faculty to teach online.

**Goal:** Leadership

**Status:** In progress

**Activity/Comment:** We are working with Ed Tech Committee to get the draft that was created in spring 2015. We are requesting this to be part of Feb 2016 agenda discussion.

5). Revise the academic staffing policies.

**Goal:** Leadership

**Status:** In progress

**Activity/Comment:** There have been on-going changes to how this committee operates. Peter Hepburn is the new faculty co-chair.

- 6). Revise program viability policy and procedures. To include standing committees and department procedures.  
**Goal:** Leadership  
**Status:** In progress  
**Activity/Comment:** Much work has been done to revise the procedures including making the committee a standing committee. The final policies need to be approved though by the entire senate (spring 2016).
- 7). Collaborate with COCFA and AFT on areas of mutual concern.  
**Goal:** Campus Climate  
**Status:** In progress
- 8). Collaborate with various consistencies to establish the Center for Excellence in Teaching and Learning.  
**Goal:** Leadership  
**Status:** In progress
- 9). Secure funding and resources to provide faculty and Academic Senate representation at all ASCCC and related conferences.  
**Goal:** Leadership  
**Status:** In progress
- 10). Secure increased release time for Academic Senate officers and chairs of senate subcommittees which perform significant institutional service directly related to the 10+1.  
**Goal:** Leadership  
**Status:** In progress

11). Secure funding to replace chairs in Bonelli 330, Faculty Center with cushioned, adjustable office chairs for table, and padded guest chairs for the rest of the room. In progress as part of doing what matters.

**Goal:** Physical Resources

**Status:** In progress

Completed Objectives

1). Updated the equivalencies to discipline specific minimum qualifications for teaching at COC in order to meet the statewide Academic Senate guidelines.

**Goal:** Human Resources

**Status:** Completed

**Activity/Comment:** The Senate reactivated the Equivalencies Committee, engaged in dialog with the department chairs, administrators, and faculty to gather input on the development of the new equivalencies. The Equivalency Committee also developed committee procedures to standardize the determination of qualifications for equivalencies upon the request of faculty. Revise the minimum qualifications for Interdisciplinary Assignments.

2). Present FLEX workshops on topics selected by faculty in their responses to the Academic Senate survey sent in February 2014. e.g. The Role of the ASCCC; the Role of Faculty in Budget Development. Leadership day planned 2016.

**Goal:** Human Resources

**Status:** Completed

3). Survey faculty on their understanding of the work of the Academic Senate and requesting input for improvement.

**Goal:** Human Resources

**Status:** Completed

**Activity/Comment:** Reassess in Fall 2015/Spring 2016. Faculty Climate Survey regular assessment.

4). Maintain annual calendar on Senate website of important events and deadlines.

**Goal:** Institutional Effectiveness

**Status:** Completed

5). Update and publish annually the lists of faculty members serving on Academic Senate Committees, Collegial Consultation Committees, and College Committees.

**Goal:** Institutional Effectiveness

**Status:** Completed

6). Purchase conference table for the Faculty Center in Bonelli Hall 330 large enough to accommodate all Senators.

**Goal:** Campus Climate

**Status:** Completed

7). Create a Senate web page to promote statewide Academic Senate awards such as the Stanback-Stroud Diversity Award, the Exemplary Program Award, and the Hayward Award, and encourage faculty to apply as a way to recognize faculty achievement and contributions.

**Goal:** Campus Climate

**Status:** Completed

**Activity/Comment:** The Senate sends the materials and deadlines for application to all faculty and calls for nominations annually. It submitted a nomination for the Diversity Award in 2012 and a nomination for the Hayward Award in 2014. Neither nominee was selected. Update Exemp. Program. Award to honorable

8). Ensure participation of Senate leaders in Academic Senate of California Community Colleges (ASCCC) Plenary Sessions by sending Senate President or designee as a voting delegate.

**Goal:** Leadership

9). Schedule monthly meetings of the Executive Committee composed of the Chairs of Senate Committees.

**Goal:** Leadership

**Status:** Completed

**Activity/Comment:** They started meeting Fall 2015

10). Ensure participation of Senate faculty leaders in the leadership training institutes of the Academic Senate for California Community Colleges (e.g. Accreditation, Leadership, Curriculum Institutes)

**Goal:** Leadership

**Status:** Completed

**Activity/Comment:** The Senate has sent a Senate representative to each of the ASCCC training institutes annually since 2010.

11). Work with administration to establish calendar for review of all institutional policies.

**Goal:** Leadership

**Status:** Completed

**Activity/Comment:** For 2015-16, the College Policy Council established a calendar.

Cancelled Objectives

1). Establish and schedule meetings with Academic Senate Steering Committee.

**Goal:** Leadership

**Status:** Cancelled

**Additional Accomplishments.** ([Review College Strategic Goals](#))

- 1). Approve the Department Merger and Splitting Procedures as part of Program Review Viability.(SP2011) (Goal: [Institutional Effectiveness](#))
  - 2). Publish Academic Senate Meeting agendas 72 hours prior to Senate meetings in order to comply with the Brown Act and improve communication with the Senate's constituencies. (Goal: [Institutional Effectiveness](#))
  - 3). Establish a Policy Review Committee of the Senate to propose new Board policies and to propose revisions to existing Board policies as needed. (Goal: [Leadership](#))
  - 4). Revise and keep current the Academic Senate website. (Goal: [Institutional Effectiveness](#))
  - 5). Conduct Senate elections for officers electronically if more than one candidate is nominated for each office instead of using paper ballots. (Goal: [Technological Advancement](#))
  - 6). Reclassify the Academic Senate Administrative Assistant (Goal: [Human Resources](#))
  - 7). Update the Academic Senate Constitution, have faculty ratify it, and develop Academic Senate Bylaws. These need to be updated 2016 due to the Reorganization of Academic Affairs. (Goal: [Institutional Effectiveness](#))
  - 8). Revise the document, Guidelines for the Implementation of the Tenure Process, to align with the COC Faculty Association Bargaining Agreement. Updated Fall 2015. (Goal: [Human Resources](#))
  - 9). Successfully helped coordinate and participate in the Self Study process to receive reaffirmed accreditation in fall 2013- fall 2014. (Goal: [Leadership](#))
  - 10). Migrated website to Sharepoint and added additional information and details. (Goal: [Leadership](#))
  - 11). Created a Twitter page for the Academic Senate (fall 2014) (Goal: [Leadership](#))
  - 12). Facilitated the discussion and drafting and/or revision of district policies. (Goal: [Leadership](#))
  - 13). Facilitated faculty involvement and development of submission of degree proposal as part of statewide Baccalaureate degree initiative. (Goal: [Leadership](#))
  - 14). Participated in the AB86 steering committee in 2014-15 representing the Academic Senate and faculty interests. (Goal: [Leadership](#))
- 
- 15). Helped facilitate development and implementation of plan to address need for an interim business department chair for 2014-15. (Goal: [Leadership](#))
  - 16). Approved and signed the Basic Skills and Equity Plan for 2014-15 and 2015-16. (Goal: [Institutional Effectiveness](#))
  - 17). Approved and signed the 3SP Credit and Noncredit Plans for 2015/16. (Goal: [Student Support](#))
  - 18). Increase faculty participation in the Doing what Matters (DWM) Workforce development initiative. (CTE) (Goal: [Teaching and Learning](#))
  - 19). Created Academic Senate Logo and letterhead. (Goal: [Leadership](#))
  - 20). Create a CTE Liason (Goal: [Institutional Effectiveness](#))
  - 21). 2016 Exemplary Program Award Honorable Mention was received for the Math and English Acceleration Programs. (Goal: [Student Support](#))

**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the [Strategic Goal](#) to which the objective relates.

- 1). Update the Academic Senate's Procedures for Faculty Office Allocation to address the issue of multiple campuses. (FA2016) (Goal: Institutional Effectiveness)
- 2). Will begin to hold Annual Senate Retreats each Fall semester. (Goal: Institutional Effectiveness)
- 3). Begin dialog on requirements for local degrees and AS-T including the courses eligible for the Diversity requirement in order to support the work of the Curriculum Committee (Goal: Institutional Effectiveness)
- 4). Create local resolution for OER (Open Education Resources) as related to the ZTC Degree (zero textbook cost) degree and the state assembly bill, AB-798 College Textbook Affordability Act of 2015. (Goal: Leadership)
- 5). Contribute to the policies related to the Faculty Internships (including the minimum qualifications). (Goal: Teaching and Learning)
- 6). Open the discussion the requirements of FLEX to consider the outreach work of coaches as FLEX credit and the work of the CTE faculty for their Advisory Training. (Goal: Teaching and Learning)
- 7). Approve new Institutional Learning Outcomes based on the AAC&U's Essential Learning Outcomes. (Goal: Student Support)
- 8). Lead discussion of defining local High Impact Practices. (Goal: Teaching and Learning)

### **Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

2015 update - the 2014 president moved into an interim dean position, so the VP stepped into the president role and a new VP was elected in October 2015.

The Senate is working diligently to recruit and train future officers. In 2014-16 the state emphasized several initiatives: 3SP, Equity Plan, AB86, SB850, AB 798, and the CTE Workforce Initiative. There will be additional funding for basic skills development in 2016. There is also occurring at the state level C-ID creation for the CTE areas. Faculty are heavily impacted by each of these initiatives and the senate has worked to make sure faculty are involved in local and state meetings and decisions concerning each of these. These and other initiatives are likely to continue over the next few years as the State Chancellor's office works to meet demands of legislators and Department of Education. The Senate needs to remain vigilant and involved in these and other initiatives.

As the college winds down from and gears up for the next accreditation process, the Senate wants to make sure it is included and involved in the establishment of a proposed Accreditation Taskforce, which has started to meet.

A new president (and former Senate vice president) assumed the role in fall 2014 after the previous officer served 4 years in the position. The current VP is very active in senate business and has attended the fall 2014 plenary.

2010

A new President was elected in 2010 after the previous President served for 18 consecutive years. The Constitution was revised and ratified by the full-time faculty. An important new Policy Review Committee of the Academic Senate was established and it is proving to play an important role in shared governance. In the next three years, the Senate expects to formalize the Executive Committee of the Senate. Composed of the Chairs of Senate Committees, the Executive Committee will meet once each semester to discuss issues of common interest, and to improve communication and collaboration among Senate committees. All Senate committees are developing committee procedures to make the work of the committees consistent and transparent. Links to the procedures have been added to the committees' page on the Academic Senate website. The Academic Senate committees are Policy Review, Curriculum, Faculty Professional Development, Minimum Qualifications and Equivalencies, Academic Staffing, SLOs, and Program Review. It also has two operational committees: 1) Constitution and Bylaws, 2) Elections.

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**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

2010

The Academic Senate is using technology for service delivery. The Senate's Election Committee has been using electronic voting since spring 2012. It currently uses Microsoft Office Window programs such as Word to publish meeting agendas and meeting summaries, Excel to publish the faculty seniority list and lists of committee membership, and Sharepoint to maintain its website. The Senate has developed a comprehensive multi-page website to make its work transparent and accessible by faculty and others. In the Senate office a new computer is needed with additional memory and speed. In the Faculty Center, Bonelli Hall 330, new chairs for the conference table, a ceiling mounted projector, computer with speakers, and an electronic screen are all needed to project and view documents and to access Internet sites related to the work of the Senate and its committees. The Senate wishes to have conference call technology installed in the Faculty Center, Bonelli Hall 330, so that meetings can be simultaneously shown at the Canyon Country Campus and any other new campus when necessary.

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**Other Departments involved in initiatives in Program Review.**

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**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

2015 Update:

Academic Affairs Reorganization has affected the committee charters for the Academic Senate sub-committees and the Academic Senator positions themselves. 2016-2018 Division/School Senators is underway.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department's services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

As the college continues to expand at Canyon Country, there will be a need to have an Academic Senate meeting room (dedicated to the Academic Senate) at CC. There is a continued need for increase in faculty office space at CC.

**Connection to Educational and Facilities Master Plan.** ([Educational & Facilities Master Plan](#)) How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

An interview was scheduled for the 2016-2018 Education Master Plan in Jan 2016.

The last Educational Master Plan was developed for 2007-2012 by all of the colleges departments based on their annual and 3-year planning processes. Since the Academic Senate did not develop its own program review, it was not included in the Master Plan at that time. The Academic Senate is submitting a Program Review for the first time in spring 2012 and should be reflected in subsequent Master Plans.

**Other Information.** Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The Academic Senate at College of the Canyons is part of Area C of the Academic Senate of California Community Colleges (ASCCC). Area C is comprised of 27 colleges, ranging from Cuesta College in San Luis Obispo County in the north to Los Angeles Harbor College in Wilmington to the south and east to Mount San Antonio College in Walnut and Citrus College in Glendora. Within the scope of this extensive geographic region

are the nine colleges from the Los Angeles Community College District. Area C has one meeting in the fall and another in the spring prior to the plenary sessions, and the Area C reps also meet at the fall and spring plenary sessions. A comparison with the other colleges in Area C reveals that other colleges have Senates with greater release time for President, Vice-President, and Curriculum Committee Chairs and that other Senates' officers include additional positions such as president elects, secretaries, and as limited as it is.

**Use of Data.** Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

**Departmental Strengths.** Describe the department's strengths or unique features. This should principally include information from the data summarized above.

One strength of the Academic Senate is having dedicated and committed faculty members serve as senators, committee members and committee chairs who give their time and effort to represent their colleagues. This academic year 2013-14, 73% of full-time faculty serve on standing committees. A second strength of the Academic Senate is having the financial support and resource allocations from the district for a full-time administrative assistant, a dedicated office, and the Faculty Center (Bonelli Hall 330) space to hold meetings.

Additionally, the current Academic Senate officers have experience as accreditation site-team members, SLO coordinators, program review committee co-chair and department chairs which provides the Senate and faculty with insight into institutional and accreditation-related issues.

**Departmental Challenges.** Describe the department's challenges. This should principally include information from the data summarized above.

The most significant challenge facing the Academic Senate is the limited release time allotted for the Academic Senate. The Senate needs and will pursue additional release time for the President, as well as release time for the Vice-President, and more release time for the Curriculum Committee Chair so that they may better perform their duties. Additionally, with the increase in demand and need for faculty to serve on a variety of state mandated initiatives, it is more important than ever that faculty be represented at all Academic Senate and related area and statewide meetings and conferences. Currently, the budget doesn't allow for full coverage at all of these events.

**Budget Planning**

[Click Here for Budget Planning](#)

**Program Needs**

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

**Supplies and Services**

Non-instructional supplies are needed for the Academic Senate Office to support faculty and meet its clerical functions: paper, pens, ink cartridges for the printer/fax, tape recorder, flash drives, file folders, lubricant for the paper shredder in the Senate Office (Bonelli Hall 315) and other office supplies.

**Equipment**

The following equipment is needed to support the work of the Academic Senate:

- 1) In the Senate Office, a new computer with increased memory and speed for the use of the Academic Senate President.
- 2) In the Faculty Center, Bonelli Hall 330, a projector, computer, electronic projection screen, computer with speakers, and a dimmer on the lights to facilitate the viewing of documents and access to Internet websites at meetings.
- 3) SMART Board in the Faculty Center, Bonelli Hall 330
- 4) Conference call technology installed in the Faculty Center, Bonelli Hall 330, so that meetings can be simultaneously shown at the Canyon Country Campus and any other new campus when necessary, such as with

WebEx

**Facilities and facility modification**

A new carpet is needed in the Academic Senate Office, Bonelli Hall 315, to replace the existing worn and stained carpet.

In the faculty Center, Bonelli Hall 330, new chairs for the conference table, a SMART Board, a dimmer on the lights, a ceiling mounted projector, computer with speakers, conference call capability, and an electronic screen are all needed to project and view documents and to access Internet sites related to the work of the Senate and its committees. The Senate President has submitted a work order to Computer Support requesting the new computer, projector, and screen. A dedicated space for a Faculty Conference Center at the Canyon Country Campus and at any new campus are necessary for faculty to hold meetings. Such a spaces should be equipped with the same technologies.

A dedicated meeting room is needed at Canyon Country.

**Personnel**

The college reclassified the Academic Senate Administrative Assistant from Level I to Level II so that job description matches the scope of duties and responsibilities exercised currently at the request of the Academic Senate President.

**Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)**

The Computer Support Technology Department for new equipment in the Faculty Center, the Facilities Department to install a new carpet in the Academic Senate Office.

**The following staff participated in conducting this program planning and review.**

To complete this program review, the Academic President developed a draft and provided the opportunity for the Senate Vice-President, to review and provide input.

The Program Review will be an action item on the Academic Senate meeting agenda of February 2016 for Senate approval.

Upload additional files.



College of the Canyons Program Planning and Review

Year(s): 2014/2015 to 2016/2017

2016/2017 Budget Request Entry - (Academic Senate)

Fund Source: 11  
 Activity: Academic Senate (603000)  
 Location Code: 2000

Object Code	Description	Location Code	Actuals 2012/2013	Actuals 2013/2014	Actuals 2014/2015	Allocated 2015/2016	Ongoing 2016/2017	Augmentation Request 2016/2017	Project Group	One-Time or On-Going	Department Objectives	Comment
00000	* Cut Budget	2000	\$0.00	\$0.00	\$0.00	\$0.00	0	0		-	-----	-
00001	* Give Money to Another Department	2000	\$0.00	\$0.00	\$0.00	\$0.00	0	0		-	-----	-
64550	NON-INSTRUCTIONAL SUPPLIES	2000	\$276.66	\$220.88	\$317.41	\$330.00	330	300	FC	On-Going	Publish Academic Senate Meeting agendas 72 hours prior to Senate meetings in order to comply with the Brown Act and improve communication with the Senate's constituencies.	FORCED COST -a new printer was installed in Senate Office and it requires ink to be changed more frequently.
65210	MILEAGE	2000	\$0.00	\$0.00	\$92.96	\$2,610.00	2610	2000	1	On-Going	Ensure participation of Senate faculty leaders in the leadership training institutes of the Academic Senate for California Community Colleges (e.g. Accreditation, Leadership, Curriculum Institutes)	-

65220	CONFERENCES	2000	\$6,494.02	\$5,598.31	\$6,764.94	\$4,700.00	4700	4000	1	On-Going	Ensure participation of Senate leaders in Academic Senate of California Community Colleges (ASCCC) Plenary Sessions by sending Senate President or designee as a voting delegate.	-
66475	NEW EQUIP N-I (NON GASB)	2000	\$765.99	\$0.00	\$0.00	\$0.00	0	0		-	-----	-
99999	* Receive Money from Another Department	2000	\$0.00	\$0.00	\$0.00	\$0.00	0	0		-	-----	-
Total Fund 11			\$7,536.67	\$5,819.19	\$7,175.31	\$7,640.00	7640	6300				

2/2/2016

- Budget Request Rank



College of the Canyons Program Planning and Review

Year(s): 2014/2015 to 2016/2017

2016/2017 Budget Request Ranking - (Academic Senate)

Fund Source: 11

Activity	Object Code	Description	Location Code	Actuals 2012/2013	Actuals 2013/2014	Actuals 2014/2015	Allocated 2015/2016	Ongoing 2016/2017	Augmentation Request 2016/2017	Proposed Request 2016/2017	Project Group	Department Priority	One-Time or On-Going	Objectives	Comment
Academic Senate	64550	NON-INSTRUCTIONAL SUPPLIES	2000	\$276.66	\$220.88	\$317.41	\$330.00	\$330.00	\$300.00	\$630.00	FC	1	On-Going	Publish Academic Senate Meeting agendas 72 hours prior to Senate meetings in order to comply with the Brown Act and improve communication with the Senate's constituencies.	FORCED COST -a new printer was installed in Senate Office and it requires ink to be changed more frequently.
Academic Senate	65220	CONFERENCES	2000	\$6,494.02	\$5,598.31	\$6,764.94	\$4,700.00	\$4,700.00	\$4,000.00	\$8,700.00	1	2	On-Going	Ensure participation of Senate leaders in Academic Senate of California Community Colleges (ASCCC) Plenary Sessions by sending Senate President or designee as a voting delegate.	-
														Ensure participation of	

<https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/BARListRank.asp?fund=11&printflag=1>

1/2

2/2/2016

- Budget Request Rank

Academic Senate	65210	MILEAGE	2000	\$0.00	\$0.00	\$92.96	\$2,610.00	\$2,610.00	\$2,000.00	\$4,610.00	1	3	On-Going	Senate faculty leaders in the leadership training institutes of the Academic Senate for California Community Colleges (e.g. Accreditation, Leadership, Curriculum Institutes)	-	
Total Fund 11				\$6,770.68	\$5,819.19	\$7,175.31	\$7,640.00	\$7,640.00	\$6,300.00	\$13,940.00						

Diversity Requirement Proposal  
College of the Canyons

REVISED PROPOSAL

To prepare students for life in a culturally diverse society, the College of the Canyons AA/AS degrees<sup>2</sup> should include one 3-unit course<sup>3</sup> that meets the following criteria:

1. Substantive attention, at least 50% or more of course content, to general issues of diversity, equity, ethnocentricity, and/or ethnicity; and the relationships to problems facing contemporary society, especially those resulting from prejudice, discrimination, and cultural conflict.
2. Attention to critical thinking skills which allow students to address cultural, racial, and/or gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.

<sup>1</sup>A Diversity Course may also satisfy another General Education requirement simultaneously.

<sup>2</sup>RN and LVN to RN Nursing majors meet this requirement by virtue of their major.

<sup>3</sup>The Curriculum Committee will approve a list of qualifying courses and review any new course developed in the future for diversity content.

## Institutional Learning Outcomes Assessment: Fall 2015

### *Executive Summary*

At the request of the Committee for the Assessment of Student Learning (CASL), the Institutional Research, Planning and Institutional Effectiveness Office conducted a survey to gather data from adjunct faculty, full-time faculty, division deans, the College Planning Team (CPT), Learning Resources staff, Student Services staff, and Associated Student Government in Fall 2015. Revised ILOs are being proposed in order to move towards a more meaningful, simplified institutional assessment process that is more inclusive, coherent, and manageable. In Spring 2015, a survey was conducted to assess six proposed ILOs. The results from this survey were used to create the eight newly proposed ILOs for this survey.

Surveys were distributed through surveymonkey.com the week of August 31, 2015 to adjunct faculty, full-time faculty, division deans, the College Planning Team (CPT), Learning Resources staff, Student Services staff, and Associated Student Government.

Out of the 923 individuals who were invited to participate in the survey, completed surveys were received from 166 individuals, resulting in an overall response rate of 18 percent. As indicated below, the highest number of responses were from adjunct faculty, followed by full-time faculty, the College Planning Team, Learning Resources Staff, Student Services staff, division deans, and the Associated Student Government.

**Table 1. Survey Response Rate**

	<b>Responses</b>	<b>Invited to Participate</b>	<b>Response Rate</b>
Overall	166	923	18%
Adjunct Faculty	74	661	11%
Full-Time Faculty	60	191	31%
College Planning Team	11	32	34%
Learning Resources Staff	9	14	64%
Student Services Staff	5	6	83%
Division Deans	4	6	67%
Associated Student Government	3	13	23%

The following results were observed:

**Respondent Groups.** As indicated in Table 2, the majority of respondents were adjunct faculty and full-time faculty. Responses are disaggregated by employee groups for sample sizes larger than ten.

**Table 2. Employment Classification of Respondents**

<b>Adjunct Faculty</b>	<b>Full-Time Faculty</b>	<b>College Planning Team</b>	<b>Division Deans</b>	<b>Learning Resources Staff</b>	<b>Student Services Staff</b>
<b>11%</b> (n=74)	<b>31%</b> (n=60)	<b>34%</b> (n=11)	<b>64%</b> (n=9)	<b>83%</b> (n=5)	<b>67%</b> (n=4)

### **Familiarity and Satisfaction with the Proposed Institutional Learning Outcomes (ILOs)**

Familiarity. Overall, more than half of the respondents (58 percent) indicated that they are familiar with the proposed ILOs. Within each employee group, the majority of the full-time faculty (75 percent) are familiar with the proposed ILOs, while nearly one-half (43 percent) of the adjunct faculty are familiar with the proposed ILOs.

Satisfaction. Overall, two-thirds of the respondents that are familiar with the proposed ILOs indicated that they are “satisfied” or “very satisfied” with them (66 percent). Thirty-two percent of the respondents indicated a “neutral” response regarding their satisfaction with the proposed ILOs. Within each employee group, the majority of adjunct faculty indicated that they are “satisfied” or “very satisfied” with the proposed ILOs, while about half of the full-time faculty indicated that they are “satisfied” or “very satisfied”.

### **Importance of the Proposed ILOs**

Respondents were provided with the list of proposed ILOs and asked to rank their level of importance from 1 to 8.

Overall, respondents ranked the proposed ILOs in the following order:

- Critical Thinking – Students demonstrate the ability to think critically and analytically.
- Effective Communication – Students communicate effectively.
- Collaboration – Students develop the knowledge and skills to work with others in a professional and constructive manner.
- Creative & Innovative Thinking – Students think creatively and innovatively.
- Information Literacy – Students develop information literacy.
- Quantitative Literacy – Students develop quantitative literacies necessary for their chosen field of study.
- Community Engagement & Global Responsibility – Students develop the knowledge and skills to actively engage in the local, national and global community.
- Lifelong Learning – Students develop the knowledge and skills to be lifelong learners.

Within each employee group, adjunct faculty and full-time faculty results were consistent with the overall results.

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- Lifelong Learning – Students develop the knowledge and skills to be lifelong learners.

Within each employee group, adjunct faculty and full-time faculty results were consistent with the overall results.

### **ILOs Reflection of College of the Canyons**

Respondents were provided with the list of proposed ILOs and asked their level of agreement that the proposed ILOs reflect College of the Canyons.

Overall, the majority of respondents (75 percent) “agreed” or “strongly agreed” that the proposed ILOs reflect College of the Canyons. Within each employee group, adjunct faculty and full-time faculty results were consistent with the overall results.

### **Proposed ILO Category Names**

Overall, 14 percent of the respondents indicated that there are categories in the proposed ILOs that they would consider renaming. Respondents indicating that there are categories in the proposed ILOs that they would consider renaming were asked to indicate which categories they would rename and why. Fourteen respondents provided suggestions regarding renaming or reorganizing the proposed ILOs, specifically proposed ILO#2 - Critical Thinking (5 respondents), proposed ILO #6 - Community Engagement and Global Responsibility (7 respondents), proposed ILO #7 - Creative and Innovative Thinking (5 respondents), and proposed ILO #8 - Lifelong Learning (7 respondents).

### **Areas that are missing in the Proposed ILOs**

Overall, 13 percent of the respondents indicated that there are areas missing in the proposed ILOs. Respondents indicating that there are areas missing in the proposed ILOs were asked to indicate which areas were missing. Thirteen respondents provided comments or suggestions regarding areas missing in the proposed ILOs, specifically: career skills/development (4 respondents), physical/emotional health (4 respondents), arts/humanities (2 respondents), technology (2 respondents), ability to plan (1 respondent), diversity (1 respondent), equity (1 respondent), hands-on skills (1 respondent), leadership (1 respondent), scientific inquiry (1 respondent), and social sciences (1 respondent).

### **Participation in the Assessment of Course or Program SLOs**

Overall, more than half of the respondents (61 percent) indicated that they participate in the assessment of course or program SLOs. Within each employee group, 87 percent of the full-time faculty and 52 percent of the adjunct faculty indicated that they participate in the assessment of course or program SLOs.

### **Methods of Course or Program SLOs Assessment**

Overall, just over half of the respondents (51 percent) indicated that they use essay assessment to assess their course or program SLOs and 39 percent use multiple choice assessment. Forty-eight percent of the respondents indicated that they use “other” methods of assessment.

Forty-three respondents provided “other” methods that they use to assess their course or program SLOs, specifically assess critical thinking (14 respondents), best assesses the SLO (11 respondents), assessment evaluation by the department (10 respondents), best method for the discipline/field (10 respondents), assesses skills (9 respondents), accuracy (5 respondents), easiest method (5 respondents), mandatory assessment method (2 respondents), and more meaningful than multiple choice (2 respondents).

Respondents were asked to indicate why they use their current method of assessment. Sixty-five respondents provided comments, specifically assessment evaluation by the department (14 respondents), assess critical thinking (11 respondents), accuracy (10 respondents), easiest method (8 respondents), mandatory assessment method (6 respondents), more meaningful assessment than multiple choice (5 respondents), assess skills (4 respondents), accreditation (3 respondents), addresses SLOs (3 respondents), and “other” reasons (4 respondents).

### **Additional Training**

How to create assessments. Overall, nearly one-third (30 percent) of the respondents indicated that they need additional training in how to create assessments. Within each employee group, 36 percent of full-time faculty and 26 percent of adjunct faculty indicated that they need additional training in how to create assessments.

Rubric development. Overall, more than one-third (36 percent) of the respondents indicated that they need additional training in rubric development. Within each employee group, 40 percent of full-time faculty and 39 percent of adjunct faculty indicated that they need additional training in rubric development.

### **Difficulties Assessing Program SLOs**

Respondents were asked if there were any difficulties they have encountered when assessing program level SLOs. Fifty-eight respondents provided comments, specifically that it is a time consuming process (6 respondents), lack of student response (5 respondents), creating accurate assessments (4 respondents), there is a lack of consistency among instructors (4 respondents), collection of student data/information (4 respondents), assessing the validity of the assessment (3 respondents), mapping (2 respondents), and SLO program/course alignment/differentiation (2 respondents). Thirteen respondents indicated that they had no difficulties and twelve respondents indicated that they have not assessed program SLOs.

### **Challenges Assessing Program or Course SLOs**

Respondents were asked if there were any areas that were challenging when assessing course or program SLOs. Fifty-five respondents provided comments regarding challenges when assessing course or program SLOs, developing accurate assessments (10 respondents), assessing the validity of the results (8 respondents), consistency among the instructors (6 respondents), tracking/analyzing data (5 respondents), time consuming (4 respondents), students not passing the tests (4 respondents), creating valuable SLOs (3 respondents), and lack of student response (2 respondents). Twelve respondents indicated that they have had no challenges when assessing course or program SLOs.

### ***Recommendations***

Upon review of the results the following recommendations should be taken into consideration:

- Consider respondents' suggestions to rename the proposed ILOs, specifically ILO#6 (Community Engagement and Global Responsibility), ILO #7 (Creating and Innovative Thinking), and ILO#8 (Lifelong Learning).
- Consider providing additional training on creating assessments and rubric development.

## College of the Canyon's Mission Statement

*As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.*

## How Can We Make Our Student Learning More Visible?

### Institutional Learning Outcomes

The **Institutional Learning Outcomes (ILO)** are the umbrella that all degree, program, and course-level outcomes are housed under. The ILOs should align with the Mission Statement. There are 7 proposed Institutional Learning Outcomes: Critical Thinking, Effective Communication, Collaboration, Creative & Innovative Thinking, Information Literacy, Quantitative Literacy, Community Engagement & Global Responsibility. Students cannot develop college-level achievement of these outcomes in only one course or one experience. These outcomes are developed over time, at ideally progressively more challenging levels. It is imperative that we coordinate assessment work across courses and programs, including, at the assignment level, in the form of Signature Assignments.

#### 1. Critical Thinking

***Students think critically and analytically.*** This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in critical thinking, expression, and application; Engaging in reflective thinking and expression; Demonstrating higher-order skills such as analysis, synthesis, and evaluation; Demonstrating ethical reasoning by analyzing an issue/problem and arriving at a solution while using a set of ethics or morals as strict guidelines; Making connections across disciplines; Applying scientific methods to the inquiry process.

#### 2. Effective Communication

***Students communicate effectively.*** This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; Organizing and presenting ideas and information visually, orally, and in writing according to standard usage; Understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

#### 3. Collaboration

**Students develop the knowledge and skills to work with others in a professional and constructive manner.** This includes engaging with a diverse set of others to produce professional work; Interacting competently across cultures; understanding and appreciating human differences; Understanding and acting on standards of professionalism, ethics, and civility, including the COC Student Code of Conduct.

#### 4. Creative & Innovative Thinking

**Students think creatively and innovatively.** This includes being creative, imaginative, and innovative in the ability to communicate and solve problems. Synthesize existing ideas, images or expertise so they are expressed in original, imaginative ways in order to solve problems and reconcile disparate ideas, and to challenge and extend current understanding or expression.

#### 5. Information Literacy

**Students develop information literacy.** Gathering and analyzing information using technology, library resources, and other modalities; Understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.

#### 6. Quantitative Literacy

**Students develop quantitative literacies necessary for their chosen field of study.** This includes approaching practical problems by choosing and applying appropriate mathematical techniques; Using information represented as data, graphs, tables, and schematics in a variety of disciplines; Applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

#### 7. Community Engagement & Global Responsibility

**Students develop the knowledge and skills to community engaged learners and scholars.** This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong; Integrating classroom and community-based experiential learning; Identifying and articulating the assets, needs, and complexities of social issues faced by local, national, and global communities; Evaluating personal strengths, challenges, and responsibility for effecting positive social change in local, national, and global communities; Drawing upon classroom and community-based learning to develop professional skills and socially responsible civic behaviors; Engaging in service-learning for community building and an enhanced academic experience; developing geospatial literacy.

**Scenario 12 HYPOTHEICAL**

- The faculty and staff development committee has approved a particular flex day activity for faculty. A group of faculty object to this activity, have gotten no satisfaction in complaints to the faculty and staff development committee, and now have brought a resolution to the academic senate to stop that particular activity.

## Curriculum and Senate Meetings 2016/2017

### PROPOSED

<b>Fall 2016</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
<i>August</i>	<i>Senate Retreat</i>	<i>25-Aug</i>	<i>BONH 330 3:00 pm to 4:30 pm</i>	
September	Sep 01	Sep 08	Sep 15	Sep 22
October	Oct. 6	Oct. 13	Oct. 20	Oct. 27
November	Nov. 3	Nov. 10	Nov. 17	Holiday
December	Dec 01	Dec. 08	Winter break	Winter break
<b>Spring 2017 Proposed</b>				
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
February	Winter break	Feb 09	Feb 16	Feb 23
March	Mar 02	Mar 09	Mar 16	Mar 23
April	Mar 30	Spring Break	Apr 13	Apr 20
May	May 04	May 11	May 18	May 25

## Curriculum and Senate Meetings 2017/2018

### PROPOSED

		<b>Fall 2017</b>		
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
<i>August 24</i>	<i>Academic Senate Retreat</i>	<i>BONH 330</i>	<i>3:00 pm to 4:30 pm</i>	
September	Sep 07	Sep 14	Sep 21	Sep 28
October	Oct. 5	Oct. 12	Oct. 19	Oct. 26
November	Nov. 2	Nov. 9	Nov. 16	Holiday
December	Dec 07	Dec. 7	Winter break	Winter break
		<b>Spring 2018</b>		
<b>Month</b>	<b>Curriculum I</b>	<b>Senate I</b>	<b>Curriculum II</b>	<b>Senate II</b>
February	Winter break	Feb 08	Feb 15	Feb 22
March	Mar 01	Mar 08	Mar 15	Mar 22
April	Mar 29	Spring Break	Apr 19	Apr 26
May	May 03	May 10	May 17	May 24