Academic Senate for College of the Canyons
March 10, 2016 3:00 p.m. to 4:45 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: February 25, 2016 (pg.3)
   b) Curriculum: March 3, 2016 (pg.10)
4. Academic Senate President's Report – Rebecca Eikey (pg.21)
   - AB 798/OER Resolution and approval of OER Plan
   - Update on Portal Committee
   - CTE Data Unlocked
   - March 18, IAC discussion Department Issue and Department Chairs
   - Academic Senate Procedures for FT Faculty Office Allocations
5. Academic Senate Vice President's Report – Teresa Ciardi (pg. 29)
   - ☐ Professional Development

B. Committee Report
1. Academic Senate Policy Flow Chart DMG – David Andrus (pg.31)

C. New Future Business

D. Unfinished Business
1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence
3. Program Viability and Academic Departments
4. Determine whether certain activities should be included as other duties as assigned or as Professional Development (i.e. CTE Advisory Training, Outreach By Coaches)
5. Faculty Climate Survey

E. Discussion Items
1. Revisions of Online Teaching Requirements – James Glapa-Grossklag (pg. 34) 2. Consideration of Resolution on Nepotism and /or Ethical Hiring Practices (pg. 37)
3. Senators Report:
   - Minimum Qualifications Equivalencies for Interdisciplinary Studies – Aivee Ortega ☐ Diversity Requirement
   - Institutional Learning outcomes

F. Action Items
1. Adjunct Senate Representatives from election
   - Thea S Alvarado
   - Noemi Beck-Wegner
2. Approval of discipline assignment for the following faculty:
   - ☐ Jason Burgdofer (pg. 40)
3. Honors Operating Procedures (pg.41)

4. BP 7221 and AP 7221 FIT Faculty Interns (pg. 44)
5. Ed Tech committee
   - ☐ Thea Alvarado, Erin Barnthouse, Regina Blasberg, Kelly Burke, Katie Coleman, Audrey Green, Anne Marenco John Makevich, Andy McCutcheon, Sonny Requejo, Brent Riffel, Jasmine Ruys, Matt Teachout, Brian Weston, Robert Wonser and Micah Young
6. OER Advisory Committee:
   - ☐ Thea Alvarado, Erin Barnthouse, Regina Blasberg, Kelly Burke, Katie Coleman, Anne Marenco, Sonny Requejo, Brent Riffel, Matt Teachout and Robert Wonser

G. Announcements

- Upcoming elections for spring are School Senators and Department Chairs. These are for Fall 2016- Spring 2018
- IEPI Workshop information: http://www3.canyons.edu/Offices/IEPI/workshops.html and http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx
- Academic Academy March 18 to 19, Sheraton Sacramento
- CTE Data Unlocked, March 18th, South Central Coast Region 9:30 am to 3:30 pm. location TBD
- IAC 8:30 am to 10:00 am location TBD
- Area C meeting April 2 Ventura College
- Common Assessment Initiative, *What It Means for your Campus*. April 15, 2016, Sheraton San Jose Hotel, Milpitas, Ca RSVP by March 18, 2016
- 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 **March 24, 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 February 25, 2016

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	A
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	A
Student Services Senator	Garrett Hooper	X	Adjunct Senator	Kimberly Bonfiglio	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	VACANT	
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	VACANT	

Dr. Jerry Buckley	X	Guests	
Lita Wangen	X	Diane Fiero, Miriam Golbert, Lisa Hooper, Jason Burdgofer, Claudia Acosta, Brian Weston, James Glapa-Grossklag	
Amy Foote			
Dr. Michael Wilding			
ASG Representative, Andrew Gonzalez	X		

A. Routine Matters

1. Call to order: 3:03 p.m.
2. Approval of the Agenda: Motion Victoria Leonard, seconded, Amy Shennum. Unanimous. Approved.
3. Approval of the Consent Calendar: Ann Lowe wanted to shorten her statement in the summary. Motion Wendy Brill-Wynkoop, seconded, Garrett Hooper. Unanimous. Approved. Approval of the calendar with the change, motion Victoria Leonard, seconded Ann Lowe. Unanimous. Approved
4. <u>Academic Senate President's Report, Rebecca Eikey</u>
   - Rebecca asked for someone to take on Climate Survey. She stated we need to get this moving along. Wendy Brill-Wynkoop volunteered to take this on. If anyone is interested please contact Wendy.
   - There is a proposal to reorganize Academic Affairs and Athletics would be moved to Academic Affairs. The athletics would be under Dr. Buckley's school and no longer under Michael Wilding. There is a discussion going on now and Rebecca feels this is the direction it is going.
   - In the board agenda there is listed the 26 positions for full time faculty for hire. This will take place of the next year. Here are a certain number to be hired for Fall 2016, Spring 2017 and Fall 2017.

- There is a meeting March 4th for the Regional College Conversational 2.0 related to doing What Matters. There will be funds released as early as August to help specifically for the CTE Program.
- There is now money in the budge to for INNOVATION Maker. Dr. Buckley stated this is specifically for the STEM/STEAM areas.
- The statewide senate is interested in opening Liaison positions for CTE, Legislative and Noncredit. Regina is interested in CTE, Ann Lowe is interested in Noncredit and please take this back to your schools for the Legislative.
- The funded budget is now available. 7 ½ million approved. You can see this on the intranet and you can download the 18-page document.

5. <u>Vice President's Report Teresa Ciardi</u> - N/A

B. Committee Report

1. <u>Advocacy – Eric Harnish</u>
Eric passed around the documents below and went over it with the Senators. He explained what this means for COC. In the next week or two they will have an idea of what is happening there.

2016-17 Governor's Budget Proposal

What it means for College of the Canyons

Overview

While Governor Brown's proposed 2016-17 budget directs significant resources to community colleges, it fails to provide funding to address increasing operational costs. Without the funding to meet these cost pressures, community colleges across the state – including College of the Canyons – will be forced to divert resources away from the classroom at a time of increasing enrollment.

Increasing Costs

Legislation passed last year requires community colleges to cover statewide pension shortfalls. In 2016-17, College of the Canyons will be required to pay almost **$1 million more** in STRS and PERS contributions. Over the next five years, our contribution rate will grow to 19.1 percent (STRS) and 20.4 percent (PERS) of payroll. The **total amount** of increased contributions over that time **exceeds $6.6 million.** This state-mandated obligation is paid from our general fund, the same pot of money that enables us to offer more classes, and expand student services and academic programs.

With the state's revenue growing, we are asking the Legislature to fully fund a 1.6 percent cost of living adjustment (COLA), as well as augment our base allocation, which bolsters our general fund. Both increases would enable us to fund the increased STRS/PERS contributions mandated by the Legislature.

We are also required by formula to hire additional full-time faculty in 2016-17. However, no funding was included in the governor's budget to address this cost. Last year's budget provided $62 million, so we are asking that $80 million be provided as detailed in the state Chancellor's Office funding request.

Growing Enrollment

Enrollment continues to grow at College of the Canyons and we are working to meet the demand for education.

- The **number of classes available grew 27.5 percent** between Fall 2011 (before Prop. 30 funding) and Fall 2015.
- We make **Career Technical Education a priority**. o Of the 1,037 courses that are approved for College of the Canyons through the Title 5 curriculum processes, **55 percent are career technical education or workforce training courses**.
    - o Of those, **84 percent are transferable**, which is the same percentage as the non-CTE courses that exist in the curriculum.
- Even with added classes, we still have **more students than we can accommodate**. The **Spring 2016** semester will approximately 1,700 classes available, but **more than 4,000 students are waitlisted**.

Enhancing Student Success

COC continues to focus on helping students succeed and achieve their educational goals, whether they seek to transfer to a four-year campus, or acquire training needed to land a high-paying job in a fast-growing field.

- Our **completion rate** is among the **top 5 in the state** as measured by the Chancellor's Office Student Success Scorecard.
- Our **transfer rate** is **48 percent**, which **exceeds the statewide average** of 41 percent.

Business Partner of Choice

We are a leader in economic development, and the partner of choice for companies in our region looking to upgrade the skills of their work force.

- We **generated $3.9 million** to meet training and development needs in 2014-15.
- We **served 866 businesses** last year with job-specific customized training.
- We **trained over 5,000 employees** of local businesses.
- Our Small Business Development Center helped client companies to **increase their sales by $26.3 million and raise $15.9 million in new capital.**

Our Position on Specific Budget Proposals

Governor's Proposal	COC Position
No increase in base allocation funding	**$250 Million Statewide Augmentation Needed** ▪ The state provided a $266.7 million general fund augmentation for 2015-16, which help offset increased PERS/STRS contributions. The Governor's budget did not include an augmentation for 2016-17, but College of the Canyons faces a $1 million cost for added PERS/STRS contributions.
$29.3 million for a .47% percent cost-of-livingadjustment (COLA)	**1.6% COLA Needed** ▪ According to the LAO, state revenues can support a 1.6 percent COLA, which would provide community colleges with $100 million to offset increasing costs.
No funding to hire full-time faculty	**$80 Million Needed**

Governor's Proposal	COC Position
	▪ Colleges are required by formula to hire additional full-time faculty, but new funding was not proposed for 2016-17 to cover this cost.
$114.7 million to fund 2% enrollment growth	**Funding Needed to Support 3% Enrollment Growth** ▪ The state funded 3% enrollment growth last year, and should do the same for 2016-17 at a cost of $175 million to meet student demand for higher education.
No increase for the Student Success and Support program	**Support $50 million increase** ▪ Additional funding is needed to build on the successful implementation of enhanced services such as assessment, orientation, and counseling as required under SB 1456, the Student Success Act.
No increase to fund Student Equity plans	**Support $50 million increase** ▪ Additional funding is needed to build on the successful implementation of Student Equity plans that support traditionally disadvantaged students.
$283 million for maintenance, equipment and claims	**SUPPORT** ▪ One-time funding helps colleges catch up on backlogged facilities repair issues and buy equipment to offer training in emerging technologies.
$30 million for Basic Skills Categorical	**SUPPORT** ▪ Funds programs that transition students from basic skills to college-level courses, specifically in Math. ▪ College of the Canyons won the State Chancellor's Office 2015 Student Success Award for its innovative acceleration program that nearly triples students' chances of completing college-level courses.

$76 million for various initiatives	SUPPORT
	▪ Uses include: campus safety, technology needs, professional development, and OER/zero-textbook-cost degree program creation.
	▪ College of the Canyons is a national leader in the adoption of online educational resources (OER), which replace costly traditional textbooks with open source online learning materials.
	▪ College of the Canyons saves students an estimated $750,000 per year by using OER instead of textbooks.

2. <u>CPT – Claudia Acosta</u>

CPT held their first meeting on January 27, 2016 at TPC. There was a session on Innovation presented by Alan Williams. He spoke about the 3 models. Everyone moved into three groups and generated ideas about the three models. The models are Enterprise Model, Revenue Model and the Industry Model. She explained how the session went and how interesting the session was. She said it was inspirational. CPT meets every third Monday   of the month. Claudia said she would be happy to send the agenda if you are interested. Need faculty from schools of Applied Technologies, Business and Athletics/PE.

C. **New Future Business**
1. Outreach by Coaches
D. **Unfinished Business**
1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence
3. Program Viability and Academic Departments
4. Minimum Qualifications Equivalencies for Interdisciplinary Studies – in School Discussions –   expect to report out on March 10th
5. CTE Advisory Training
6. Diversity Requirement – in School discussions – expect to report out on March 10th
7. Institutional Learning Outcomes – in School discussions – expect to report out on March 10th E. **Discussion Items**

   1. <u>Honors Advisory Committee Operating Procedures, Miriam Golbert</u>
      Miriam went over the changes which were just to change "divisions" to "schools". There were no other changes. This will come back as an Action Item on March 10th.

   2. <u>Emergency Preparedness and Practice with students, Eric Harnish</u>
      Eric passed around the flyer Take a Second Emergency Preparedness. He showed a video that   students will also see when they register as to what we need to do in the event of an emergency. These videos will also be linked to Canvas. These videos are out to social media and Facebook too. He encouraged everyone to report if we see something suspicious. They are making video weekly and putting them on the web. Every building should have an evacuation notice in their classrooms telling them where they need to go in the event of an emergency. Someone asked about the occupancy in the classroom or any room. Dr. Buckley met with Jim Schrage, the Chancellor and deans to get these signs up in the classrooms. The question was asked now that we have these videos do we need to still want to have the classroom drill. The senators agreed this might be too much to do and someone could get hurt so no need to practice drill with students. Senators believe that with the videos and information going out this would be enough.

Public Information Office

TAKE A SECOND
Emergency Preparedness
at College of the Canyons

BE PREPARED
for Campus Emergencies

Welcome to TAKE A SECOND, where we show you how to prepare for an emergency when every second counts.

Emergency Numbers

For most emergencies, it's always best to call 911 right away. If you don't have access to a phone, ask someone else to do it. Then call the Swithboard or Campus Safety. Emergency numbers at both campuses are simple and easy to remember:

- **Valencia campus: Dial "7" from any campus extension.**
- **Canyon Country campus: Dial "77" from any campus extension.**

CC *Closed Captioning*

Take a Second - Emergency Numbers

00:02 / 00:44

Building Evacuation

Every classroom has an evacuation map. It shows the room's location, the best evacuation route, and where to go. Take a second to memorize the best way out. It will save time in an emergency. If you have to evacuate...

- **Walk – don't run.**
- **Bring your stuff. You may be away for a while.**
- **Take the stairs – elevators probably won't work.**
- **Help people who need it.**
- **Don't return to the building until campus staff gives the OK.**

CC *Closed Captioning*

Take a Second - Building Evacuation Video

Student Guide to Campus Emergencies

Our Student Guide to Campus Emergencies is newly updated for 2016 and contains recommended step-by-step procedures for dealing with emergencies on campus. Safety is a top priority at College of the Canyons. We have well-trained and effective Campus Safety and Incident Command teams, and we enjoy close proximity and excellent working relationships with local first responders. Our faculty and staff are trained to respond in a wide variety of emergency situations. That training will be exponentially more effective if you – our students – know what is expected of you when an emergency arises. We encourage you to review the information in this booklet – and to become actively engaged, be aware of your surroundings, and ask questions so you know how the college will respond and what your role is.

Download the Guide

STUDENT *Guide*
to Campus Emergencies
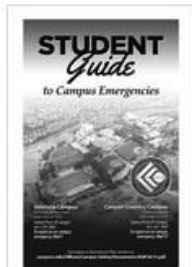
3. <u>Revisions of Online Teaching Requirements, James Glapa-Grossklag and Brian Weston</u> There have been concerns from the Ed Tech committee and Rebecca invited James GlapaGrossklag here. Regina Blasberg has also been involved in this conversation as well. There have been concerns of faculty setting up their online class and having everything be automated and then walking away from it. So the contact with the student is not being made. And another issue is the recommendation that we had from our accreditation. There has been a proposal to modify the online instructor qualifications. James said the recommendation to the accreditation has another component to it that is to develop a systemic ongoing evaluation courses and programs courses. The original onset of online instructor training requirements were approved by the senate ten years ago. So they are taking a look at them because so many things have changed. Last spring the Ed Tech committee asked for volunteers to serve on little taskforce. This committee was chaired by Kelly Burke. The proposal we are looking at three main differences from what we currently have in place. The first difference is to add a baseline tech skills or tech ability for assessment. The second difference is Accessibility Training. Add a small project face component. In other words let's have you format your syllabus so that it is readable by screen reader. The third component regular or refresh every so many years even if you are teaching online to show some currency. The number the group came up with is three years. The group is taking the differences one piece at a time. There was a discussion on the recommendations were given to James to modify. This will come back to the Senate as a discussion item with some modifications: add numbers instead of bullets to "other recommendations". #6 conflicts with #8 and intent needs to be clearer.

4. <u>FIT Faculty Interns, David Andrus and Diane Fiero</u>
   David gave an overview of the BP and AP for Faculty Intern. This is meant to recruit grad students and graduates that want to serve as faculty interns and it is voluntary from departments and instructors if they want to participate. It serves as an experience for them possibly being a mentor for those who participate year after year at COC. This could be a work load reduction.. This is an introduction to community college teaching to folks who never thought of teaching as part of their career track and giving them the opportunity to pair with a professional who can give them a lot of guidance on what it is like to be a community college instructor. They recruit in the spring. They train in the summer for two weeks. She left this really board because it is a very intense program. In the fall they shadow. There is a stipend of $800 for both the intern and the instructor. There were a couple of changes the senators asked for and this will come back as an Action Item.

5. <u>Consideration of Resolution on Nepotism and /or Ethical Hiring Practices</u>
   There was a lengthy discussion that ensued and many questions and it was decided that this will come back to the next senate meeting as a discussion item.

F. <u>Action Items</u>
   1. Approval of Committee Appointments. Motion Ron Karlin, seconded Ann Lowe. Unanimous. Approved.

G. Announcements. N/A

H. Adjourned: 4:50 p.m.

CURRICULUM COMMITTEE SUMMARY

March 3rd, 2016   3:00 pm– 5:00 pm   BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting help on February 26th, 2016.

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Barnthouse, Erin – Learning Resources; Bates, Mary – Math, Sciences & and Health Professions; Brill, David – Visual & Performing Arts; George, Tricia – Humanities; Hopper, Lisa – Co-Chair, Faculty; Hyatt, Rhonda – Kinesiology & Athletics; Jacobson, Julie – Member at Large; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social & Behavioral Sciences; Matsumoto, Saburo – Member at Large; Ruys, Jasmine – Director Admissions and Records; Stephens, Cindy – Member at Large; Solomon, Diane – Student Services

Members absent: Adjunct Representative – Vacant; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Applied Technologies

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ENGL	275	Shakespeare	Revised SLO's (2), revised objectives and content, updated textbooks. **Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation.**	D. Davis	Fall 2016
ESL	100	College Reading and Writing IV	Revised objectives and content, updated textbooks. **Added DLA.**	E. Maclean	Fall 2016
ESYST	101	Basic Electronics	Revised objectives and content, updated textbooks.	L. Hilliard	Fall 2016
ITAL	101	Elementary Italian I	Revised content and updated textbook.	C. Acosta	Fall 2016
MATH	240	Math Analysis-Business/Social Science	Revised description, objectives and content based on C-ID reviewer requests.	S. Matsumoto	Fall 2016
SURV	101	Introduction to Land Surveying	Revised objectives and content, updated textbook.	R. Blaxberg	Fall 2016
SURV	102	Advanced Land Surveying	Revised description, objectives and content, updated textbooks.	R. Blaxberg	Fall 2016
THEATR	180A	Rehearsal/Performance (Drama): Ensemble	**Changed title (formerly "Modern Rehearsal and Performance I").** Revised description, **revised SLO's (2),** revised objectives and content, revised textbooks.	P. Wickline	Fall 2016
THEATR	180B	Rehearsal/Performance (Drama): Supporting Role	**Changed number and title (formerly THEATR-190A "New Plays Workshop and Production").** Revised description, **revised SLO's (2),** revised objectives and content, revised textbooks.	P. Wickline	Fall 2016
THEATR	180C	Rehearsal/Performance (Drama): Principle	**Changed number and title (formerly THEATR-190D "Theatre Production - Drama").** Revised description, **revised SLO's (2),** revised objectives and content, added textbook.	P. Wickline	Fall 2016

MODIFIED COURSES:

Subject	#	Title	Description of action	Author	Effective
COMS	100	Process of Communication	**Changed number (formerly COMS-250).** Revised description, objectives and content.	V. Leonard	Fall 2016
COMS	100H	Process of Communication	**Changed number (formerly COMS-250H).** Revised description, objectives and content.	V. Leonard	Fall 2016
COMS	120	Small Group Communication	**Changed number (formerly COMS-223).** Revised description, objectives and content. **Added DLA.**	V. Leonard	Fall 2016
COMS	246	Interpersonal Communication	Revised description, objectives and content, updated textbooks.	V. Leonard	Fall 2016
COMS	256	Intercultural Communication	Revised objectives and content, updated textbooks.	V. Leonard	Fall 2016
ECON	202H	Microeconomics – Honors	**Revised SLO,** revised objectives and content, updated textbook.	G. Cruz	Fall 2016
~~WATER~~	~~020~~	~~Introduction to Water Systems Technology~~	~~Revised description, **revised SLO's (2),** revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~030~~	~~Waterworks Mathematics~~	~~Revised description, **revised SLO,** revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~031~~	~~Advanced Waterworks Mathematics~~	~~Revised description, **revised SLO,** revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~032~~	~~Water Supply~~	~~**Revised SLO,** revised objectives and content, updated textbook. **Changed recommended preparation to WATER 020 (formerly WATER 030).**~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~035~~	~~Water Quality~~	~~**Revised SLO,** revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~040~~	~~Water Distribution Operator I~~	~~Revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~041~~	~~Water Distribution Operator II~~	~~Revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~050~~	~~Water Treatment Plant Operation Process I~~	~~Revised objectives and content.~~	~~R. Blaxberg~~	~~Fall 2016~~
~~WATER~~	~~052~~	~~Water Treatment Plant Operation Process II~~	~~Revised objectives and content, updated textbook.~~	~~R. Blaxberg~~	~~Fall 2016~~

-**Motion to approve all Consent Calendar Items and the Modified Course on the March 3rd, 2016 Curriculum Committee Agenda; Motion by Cindy Stephens, second by Julie Jacobson. All in favor: Unanimous.**

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
ENGL	275	Shakespeare	Added ENGL-091 or ENGL-094 or ENGL-096 or ESL-100 as prerequisite. Added ENGL-101/101H as recommended preparation. – **Approved.**	D. Davis
~~WATER~~	~~032~~	~~Water Supply~~	~~Changed recommended preparation to WATER 020 (formerly WATER 030).~~	R. Sinsberg

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
COMS	120	Small Group Communication	Online/Hybrid. – **Approved.**	V. Leonard
ESL	100	College Reading and Writing IV	100% Online, Online/Hybrid. – **Approved.**	R. Maclean

Discussion Items:

1. Math Department recommendations for AP Exam credit. Saburo Matsumoto presented the Math Department recommendations for AP Exam Credit, see attached recommendations.
-Motion to approve the Math Department recommendations for AP Exam credit; Motion by Julie Jacobson, second by Mary Bates. All in favor: Unanimous.

2. English and Math Department – Changes to the Assessment Process. The English and Math departments presented to the Curriculum Committee the proposed changes to their assessment process. Attached at the end of this summary are the old & new English cut scores, the English placement chart, Success Rates for Basic Skills Writing courses, the Math placement reform summary, and the Math placement chart.
-Motion to approve the cut scores that the English Department in recommending, and to make ENGL-091 & ENGL-094 not degree applicable (effective Fall 2016); Motion by Anne Marenco, second by Rhonda Hyatt. All in favor: Unanimous.
-Motion to approve the Math Placement Reform; motion by Julie Jacobson, second by Saburo Matsumoto. All in favor: Unanimous.

3. New course proposal that reached stage 7 in Fall 2015. The Curriculum Committee reviewed a list of new course proposals that reached stage 7 after the deadline for new course proposals to be considered for review for the 2016-2017 academic year. The curriculum committee agreed that if there was time at upcoming meetings in the Spring 2016 semester that some of these courses could be reviewed even though the missed the posted deadline.

4. Updated Five Year Revision List. An updated five year revision list was distributed to the curriculum committee for review. The list included the dates that requested revisions on modified courses were sent back to the author.

New Courses Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	2	Deleted Courses	-0-
Modified Courses	16	New SLO's	-0-	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	9	Proposals Reviewed in Technical Review Session	15
New Non Credit Courses	-0-	New Prerequisites	1	Proposals Returned from Technical Review Session	5

Recommendations of the Mathematics Department

- A student who has passed the AP Calculus AB exam (a score of 3 or above) will be given 5 credits for Math 211.
- A student who has passed the AP Calculus BC exam (a score of 3 or above) will be given 10 credits for Math 211 and 212.
- A student who has passed the AP Statistics exam (a score of 3 or above) will be given 4 credits for Math 140.
- If a student who has passed the AP Statistics exam (a score of 3 or above) chooses the STEM pathway, he/she needs to take Math 070 (even though 070 is a prerequisite for 140) unless placed into a higher-level course by the assessment process.
- All these students should be clearly informed that their transfer institution may not grant the same number of units for these courses upon transfer.

I would like to thank Diane Solomon for being there to answer questions and to add clarification. It was very helpful to have someone from the Counseling Department.

I also need to add an explanation. At the meeting, the department agreed that those who have passed Math 140 (or the AP Statistics) would need to go back to Math 070 (or wherever they were placed) if they need to take Math 102, 103, 104, 211, etc. However, under the current course chart, by virtue of having passed Math 140, they have already shown their proficiency in Math 075, so they are allowed to go into Math 111 or Math 130 without a prerequisite challenge.

Let me know if you have any questions or concerns.

Sab

Hello Ann and Patrick,

The Physics Department would welcome a change in the current AP Calculus exam policy as it relates to Physics 220. Similar to what the Math Department recognizes for the AP Calc AB exam as equivalent to someone who meet the prereq for Math 212, the Physics Department wants to recognize that the AP Calc AB/BC Exam is equivalent to meeting the prerequisite for Physics 220.
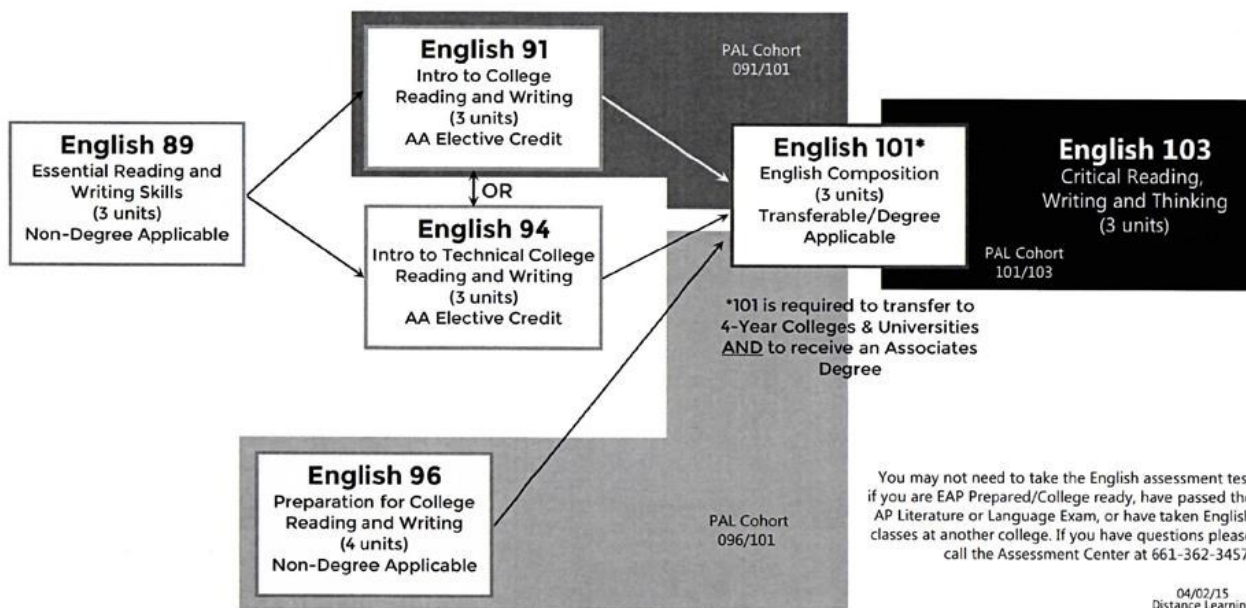
Thanks,

David

ENGLISH CUT SCORES

Old Course Placement	Old Cut Score Range
ENGL 071	0 - 62
ENGL 081 or 096 (4 units)	63 - 84
ENGL 091 or 094	85 - 105
ENGL 101	106 - 120

New Course Placement	New Cut Score Range
ENGL 089	0 - 54
ENGL 096 (4 units)	55 - 79
ENGL 091 or 094	80 - 100
ENGL 101	101 - 120

ENGLISH PLACEMENT CHART

English 89
Essential Reading and
Writing Skills
(3 units)
Non-Degree Applicable

English 91
Intro to College
Reading and Writing
(3 units)
AA Elective Credit

PAL Cohort
091/101

OR

English 94
Intro to Technical College
Reading and Writing
(3 units)
AA Elective Credit

English 101*
English Composition
(3 units)
Transferable/Degree
Applicable

PAL Cohort
101/103

English 103
Critical Reading,
Writing and Thinking
(3 units)

*101 is required to transfer to
4-Year Colleges & Universities
AND to receive an Associates
Degree

English 96
Preparation for College
Reading and Writing
(4 units)
Non-Degree Applicable

PAL Cohort
096/101

You may not need to take the English assessment test
if you are EAP Prepared/College ready, have passed the
AP Literature or Language Exam, or have taken English
classes at another college. If you have questions please
call the Assessment Center at 661-362-3457.

04/02/15
Distance Learning

Success Rates for Basic Skills-Writing

Colleges with 3 Levels Below Transfer

#	College	Fall, 2010 3 Levels Below	Spring, 2013 Transfer Success	Percent	Fall, 2010 2 levels Below	Spring, 2013 Transfer Success	Percent	B=Blended B. Attempts	B. Success	B. Percent
1	Antelope Valley	147	23	15.6	257	52	20.2	404	75	18.6
2	Bakersfield	530	53	10	312	57	18.3	842	110	13.1
3	Canyons	236	67	28.4	630	272	43.2	866	339	39.1
4	Fresno	245	17	7	363	48	13.2	608	65	10.7
5	Pierce	126	18	14.3	723	219	30.3	849	237	27.9
6	Moreno Valley	447	62	13.9	230	79	34.3	677	141	20.8
7	Mt. San Antonio	394	67	17	1543	670	43.4	1937	737	38
8	Oxnard	60	7	11.7	107	30	28	167	37	22.2
9	Pasadena	11	1	9.1	738	222	30.1	749	223	29.8
10	Sacramento	290	28	9.7	304	69	22.7	594	97	16.3
	Total							7693	2061	26.8

Colleges with 2 Levels Below Transfer

#	College	Fall, 2010 2 Levels Below	Spring, 2013 Transfer Success	Percent
1	Cabrillo	268	68	25.4
2	Chabot	384	144	38.5
3	Irvine	325	157	48.3
4	Lake Tahoe	43	13	30.2
5	Ohlone	413	180	43.6
6	Orange Coast	202	68	33.7
7	Rio Hondo	118	28	23.7
8	Saddleback	364	143	39.2
9	San Jose City	192	52	27.1
10	Skyline	217	65	30
	Total	2526	918	36.3

Source

California Community Colleges Chancelor's Office Management Information Systems Data Mart
http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx

Reforming Math Placement

The Challenge: Each Level of Math below transfer cuts in half the number who complete transfer level and high-stakes placement exams where students are dramatically under placed are part of the problem.

For example: Four levels below (100), Three levels below (50), two levels (25), one level (12), complete transfer level (6).

In Fall 2014, a third of our students placed four levels below, where they had a 6% chance of completing a transfer level (60% of African- Americans placed into arithmetic)

Support for change from CCC Academic Senate:
Can The Demise of the COMPASS Placement Exam Lead to Improved Student Success at California Community Colleges? A Look at Some Relevant Research and Recent Developments (http://www.asccc.org/content/can-demise-compass-placement-exam-lead-improved-student-success-california-community)

In fact, recent studies have found serious problems with the accuracy of both tests. Belfield and Crosta's 2012 study confirmed the results of prior research, noting that, "the tests do not have much explanatory power across a range of measures of performance including college GPA, credit accumulation, and success in gatekeeper English and math classes."

"Alone, HS GPA was a better predictor of college performance than all other measures put together."

Student Capacity for Success: City University NY Experiment:
City University of New York randomized experiment that placed 721 "Elementary Algebra ready students" into three treatment groups (with each instructor teaching one of each type of course to control for teacher-effect) with respective success rates:

If placed into placed into traditional Elementary Algebra -- success rate in that course is 38%
If placed into placed into traditional Elementary Algebra with support -- success rate in that course is 45%
If placed into placed directly into transfer level statistics with support -- success rate in that course is 56%

can be found at:
https://www.cuny.edu/academics/initiatives/cuny-math-initiative/current/MathMainstreamingAbstract2014.pdf

So most students don't need two levels of developmental math to successfully complete statistics.

Revised English and Math Cut Scores

Meuschke, Daylene

Sent: Tuesday, February 24, 2015 8:27 PM

To: Ruys, Jasrrine

Cc: Maple, Chelley; Brezina, Jennifer; Gerda, Joe; Buriel, Juan; Petersen, Mary; Matsumoto, Saburo; Gibson, Collette; Teachout, Matt; Monsour, Michael

Hi Jasmine,

Per our meeting today with faculty from the math department, I am providing the revised cut-scores for both math and English. Both departments have received blessing from their respective faculty members to move forward with the revisions. Please let me know if you have any questions.

English

- Slight adjustments to cut-scores for 081,091/094 and 101 will allow more students to get into the next level. For example, students scoring between 80-84 would have previously been placed into ENGL-081 but with the new revision they will place into ENGL-091/o94.
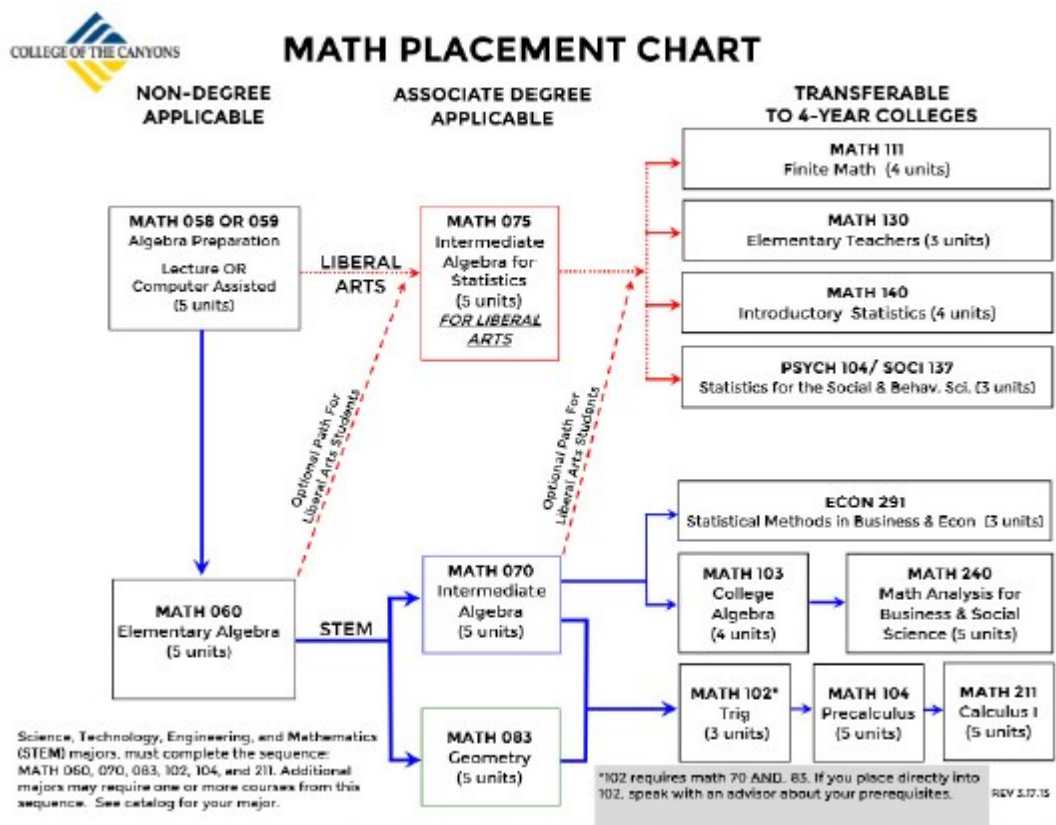
Old Course Placement	New Course Placement	Old Score Range	New Score Range
ENGL-071	ENGL-089	0-62	0-54
ENGL-081 or 096	ENGL-096	63-84	55-79
ENGL-081	ENGL-091/094	80-84	80-100
ENGL-091/094 (or 096)	ENGL-091/094	85-105	80-100
ENGL-091/094	ENGL-I01	101-105	101-120
ENGL-101	ENGL-101	106-120	101-120

Math

	Old Placement Score Range			Revised Placement Score Range			
Course Placement	ARITH	ELEM	CLM	ARITH	ELEM	CLM	Notes
Math-211			112-120			112-120	
Math-104/240			85-111			78-111	
Math-102 (see note)			70-84			54-77	Score of 54 or higher on CLM and 2 semesters of HS Geometry with a "C" or better or earning a "C" or better in Math-083)??
Math-14o/130/103/111			60-69			54-77	Math-102 placement now has its own row (see above)
Math-083/070		88-120			82-120	32-53	
Math-060	112-120			112-120	58-81		
Math-075	112-120	88-120		50-111	52-81		
Math-oS8/059	58-111			490rbelow	51 or below		If students score 26 or below on ARITH test, they will be encouraged to take MA-1 before enrolling in Math-OS8 or take it concurrently.

Take care,

Daylene Meuschke, Ed.D.

https:llowa.can}Ons.edulov.tal?ae=Item&t=IPM.Note&id= RgAAMCf8fQytV4ya TpdFDIoDUT 4ABwA88WMVi wAkTY 4Vg b9fXAWzAAACcbuZAAD8IWo1dSAXVNSpo. . . 1/2

MATH PLACEMENT CHART
COLLEGE OF THE CANYONS

Note to Faculty

High school grades and courses will be taken into account for placement into math classes at COC, and we recommend that high school transcripts be verified as needed.

Mathematics Cut Scores

Cut Scores

Before

	Arithmetic Exam	Elementary Algebra Exam	College Level Math Exam
Math 25/26	0 to 57		
Math 58/59	58 to 111		
Math 60,75	112 to 120	66 to 87	
Math 70,83		88 to 120	60 to 84
Math 103/111/130/140 102*			60 to 69 or 70 to 84*
Math 104,240			85 to 111
Math 211			112 to 120

Cut Scores

Revised

	Arithmetic Exam	Elementary Algebra Exam	College Level Math Exam
Math 58/59	Below 50	Below 52	
Math 60,75	50 to 120	52 to 81	
Math 70,83		82 to 120	32 to 53
Math 102*/103/111/130/140			54 to 77
Math 104/240			78 to 111
Math 211			112 to 120

Math 102 still requires completion of geometry.

COC Statistics Pathway Placement

Three ways for students to become eligible for entrance into Statistics: Math 140/Psych 104/Soci 137

The following options apply if a student's math placement does not already qualify them as eligible for Math 140/Psych 104/Soci 137.

(High School GPA of 3.0 or higher)

OR

(High School GPA of 2.7 and Algebra 2 or higher with C or higher,)

OR

(High School GPA of 2.7 and Algebra 1 with B- or higher OR Geometry with B- or higher.)

Draft of Sample Letter to Student:

"You are also eligible for Liberal Arts(Statistics): Math 140 or Psych104 or Soci137.Your math choice depends on major and transfer plans. If you choose Liberal Arts path (e.g. sociology/history/English/social sciences/ humanities) take Statistics-Math140 or Psych104 or Soci137 UNLESS your transfer plan requires college algebra or calculus. Biology, physics, chemistry, math and business majors should choose the STEM Path.

UNSURE? Speak with a program adviser or go to a New Student Advising Workshop."

Please see the letter that will be given to students in the assessment center after completing their math assessment exam if they qualify for Math 140/Psych 104/Soci 137 using one of the options above.

Research will be conducted regarding the success of the students who enter Math 140/Psych 104/Soci 137 through either of the three options listed above.

From: Julie Adams <julie@ASCCC.ORG>

Date: February 24, 2016 at 8:39:52 AM PST
To: <SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET>
Subject: AB 798, Bonilla, 2015 -- provides funding for campuses to support faculty and students choosing and using high quality no-cost and low-cost course materials. Reply-To: Julie Adams <julie@ASCCC.ORG> Dear Colleagues.

National and state surveys have indicated that one reason students take fewer courses is the cost of their course materials, including textbooks. Recently passed legislation (AB 798, Bonilla, 2015) provides funding for campuses to support faculty and students choosing and using high quality no-cost and lowcost course materials. This email is designed to provide an overview of the funding opportunity, guidance for acquiring the funding, and upcoming support services that will help your campus be successful in acquiring the funding.

ABOUT THE LEGISLATION: The goal of the College Textbook Affordability Act of 2015 is to reduce the costs of course materials for California college students by encouraging faculty to accelerate the adoption of high- quality no-cost and low-cost course materials, especially Open Educational Resources (OER). The legislative strategy will be implemented through the OER Adoption Incentive Program, which provides funding for faculty professional development focused on significantly lowering the cost of course materials for students while maintaining the quality of materials. As part of the legislation, the State of California has allocated $3 million dollars for the program, and each California State University and California community college can request up to $50,000 for its campus program.

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER) and WHAT ARE OUR CHOICES? OER are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. You can find a wealth of OER at the California Open Online Library for Education (www.cool4ed.org), though you are not restricted to this collection of materials for purposes of the AB 798 grants. You may also include other resources that are legally available and free of cost to students, such as ebooks and ejournals that are freely and legally available to all students. OER include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

HOW DOES YOUR CAMPUS ACQUIRE THE FUNDING? Your campus Academic Senate must complete **two requirements**:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students.   The Academic Senate for California Community Colleges has crafted a resolution template for local senates to use, if they desire:

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, Many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials; and

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER);

Resolved, That the Academic Senate of _____ support efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students.

2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of OER.   This approval can be signaled in the format of a resolution, a senate directive, or other locally established process, but the plan should be approved only after it has been vetted by faculty, students, and administrators.

These two requirements must be completed and submitted for review by June 30, 2016. For full details, review the legislation. The resources and support services on the California Open Online Library for Education website (www.cool4ed.org) include sample academic senate resolutions, sample templates for your proposal, easy access and discovery of OER, and more.

The faculty-led California Open Educational Resources Council (COERC) will be conducting webinars in the Spring of 2016 to review the resources and services available as well as distributing print and digital communications describing the opportunities and resources available.   In addition, members of COERC will be available to provide advice and guidance about OER.

The COERC CCC representatives, as well as a newly created ASCCC Taskforce on OER, and COERC will be sending out additional memos and communications via social media and an online community connected to the COOL4Ed website.

Thank you for your participation in this important initiative. We will continue to distribute information about support services in the spring of 2016. If you have questions about this program, please email info@asccc.org or, for technical questions, cool4ed@cdl.edu

Cheryl Aschenbach

Dan Crump

Dolores Davison

CCC Members of the California Open Educational Resources Council

Providing leadership, empowerment and voice to California community college faculty

Institutional Effectiveness Partnership Initiative (IEPI) Workshop

CTE Data Unlocked
Data Tools for Measuring Student Success, Supporting Integrated Planning, and Managing Accreditation and Program Review

- Wondering how to explain the new Scorecard CTE skills-builder metric to your board?
- Curious about how to calculate regional supply and demand for program review?
- Seeking to benchmark program outcomes for accreditation?
- Looking for information on students' employment and earnings outcomes?

Increasingly, colleges are examining employment outcomes and evaluating regional labor market data to shape their career and technical education (CTE) offerings. This analysis is particularly important given new requirements to create regional workforce plans, the promise of $200 million in additional CTE funding in 2017, and recommendations by the Strong Workforce Task Force. However, many colleges struggle to access and understand these new sources of information.

This day-long training will walk you through a suite of resources and a new grant program that can help your college get the data you need, understand how to integrate it into processes like program review, accreditation, and planning, and use tools that provide this information in a user-friendly format. Bring your computer and your leadership team—you'll have the opportunity to examine the outcomes of your own college's programs in tools like Data Mart and the LaunchBoard.

Having a member of the college's senior leadership team attend this training makes your college eligible for 10 hours of technical assistance and $50,000 to support CTE data usage.

Additional information on this grant opportunity is available online at:
http://doingwhatmatters.cccco.edu/LaunchBoard/CTEDataUnlocked.aspx

Who Should Attend?
Each district/college must bring a team of representatives including: a senior administrator (CEO, CIO, or CSSO), plus one or more CTE deans, faculty, and institutional researchers. Senior administrators only need to stay for the morning portion of the training.

Workshop Details

All workshops will take place from **9:30-3:30**. Lunch will be provided. Workshops cost $50 and advanced registration is required through EventBrite. Click here to register now.

- Friday, March 11 in the Central/Mother Lode region at Clovis Community College
- Friday, March 18 in the South Central Coast region (location TBD)
- Friday, April 1 in the North/Far North region (location TBD)
- Friday, April 15 in the LA/Orange County region at the Sheraton Cerritos Hotel
- Friday, April 29 in the Bay Area region (location TBD)
- Friday, May 6 in the Inland Empire region in Fontana
- Friday, May 13 in the San Diego/Imperial region at San Diego City College

CTE Data Unlocked is a partnership of the California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, the Centers of Excellence, CTE Outcomes Survey/ Santa Rosa Junior College, Delta College/Educational Results Partnership/Butte CCD, the Institutional Effectiveness Partnership Initiative, Regional Consortia Chairs, the RP Group, Sector Navigators, and WestEd/Butte CCD.

FAQ: CTE Data Unlocked Technical Assistance and Funding

What kinds of technical assistance and funding are available?

Each college is eligible for 10 hours of technical assistance and $50,000 to support the use of data in decision-making and planning for career and technical education (CTE) programs. Technical assistance and funding will become available in September 2016. Technical assistance will be providing during the 2016-17 academic year. Funding can be spent at any point before June 30, 2019.

What types of technical assistance will be provided?

Technical assistance can be accessed on a number of issues including securing better access to data, improving the ability of practitioners to understand this information, and supporting the use of data in college practices. For example, technical assistance could include:

- Onsite training on how to use the LaunchBoard in the context of local program review, accreditation, and planning activities, including:

    o Overview training, where participants learn about statewide CTE data tools and engage in hands-on exercises related to program review, accreditation, and planning

    o Deep dive training into a scenario such as program review, planning, or accreditation, where participants do hands-on work to find data in statewide tools and apply it to local processes

    o Training with a specific department or program, where participants examine outcomes in various statewide data tools

    o Training with student services professionals, faculty, and deans on using employment data for educational planning and to strengthen support services

- Technical support to pull and format data from statewide data tools to support local and regional processes like program review, accreditation, and planning

- Technical support to develop a CTE profile for the college that documents the following information for high-enrollment programs: participation levels, student characteristics, milestone attainment, success outcomes, and employment and earnings data, benchmarked against regional and statewide figures.

- Technical support to examine TOP code assignments and identify data points that are missing from the LaunchBoard, leading to recommendations on how to improve data quality in statewide tools

Colleges can also request other types of technical assistance that address local concerns.

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www.doingwhatmatters.ccco.edu

What types of expenses are allowable for the $50,000?

The funds are intended to augment the technical assistance to deep the college's integration of CTE data into local and regional activities like program review, planning, and accreditation. For example:

- Hire a consultant or pay for faculty release time to pull and format data from statewide data tools to support local and regional processes like program review, accreditation, and planning

- Hire a communications consultant to develop outreach and educational planning materials based on data found in the LaunchBoard, Salary Surfer, and other tools

- Hire a consultant to support the process of examining TOP code assignments and to develop recommendations on how to make the assignment more consistent within and across colleges

- Hire a consultant to gather stories on skills-builder students and analyze skills-builder pathways, to provide a deeper understanding of these students, course clusters, and outcomes

- Support integration of the CATEMA system, including faculty stipends to support the development of processes with K-12 partners and A&R offices to gather and process information on articulated courses and credit by exam

- Improve response rates for the CTE Outcomes Survey, such as purchasing services that can provide updated contact information for former students or providing faculty stipends to develop communications plans to clarify the importance of the survey to students

Colleges can also propose other uses for the funds that meet the goals of the program.

How do I access technical assistance and funding?

All colleges are eligible, provided that the send a team to trainings that will be held between March-May 2016. Seven trainings, hosted by the Institutional Effectiveness Partnership Initiative, will be held in regions across the state. An additional training will be held at the joint CCCAOE/CIO/CSSO conference on April 20. College representatives can attend training at any of these locations.

Colleges also need to submit a brief questionnaire describing how they plan to use the technical assistance and funding to their regional consortia chair. This questionnaire is due June 1, 2016.

Who should attend training?

A senior administrator, such as the CEO, CIO, or CSSO, must attend the morning portion of the regional training or the preconference session. A practitioner who will be responsible for working with statewide data tools, such as a CTE dean, senior faculty member, or IR director, must attend the full day of regional training or the preconference plus two LaunchBoard breakout sessions at the CCCAOE/CIO/CSSO conference. Colleges are strongly encouraged to send teams that include more than two people.

Where can I get more information?

See the dates and descriptions for regional training, plus find more information about the CTE Data Unlocked initiative at: http://doingwhatmatters.cccco.edu/LaunchBoard/CTEDataUnlocked.aspx

Or, send an email to launchboard@cccco.edu.

Teresa Ciardi

Please review this information regarding Professional Development.

A. **EDUCATION CODE SECTION
    87150-87154**

87153. The authorized uses of funds allocated under this article
shall include all of the following:
(a) Improvement of teaching.
(b) Maintenance of current academic and technical knowledge and
    skills.
(c) In-service training for vocational education and employment
    preparation programs.
(d) Retraining to meet changing institutional needs.
(e) Intersegmental exchange programs.
(f) Development of innovations in instructional and administrative
    techniques and program effectiveness.
(g) Computer and technological proficiency programs.   (h) Courses
    and training implementing affirmative action and upward mobility
    programs.
   (i) Other activities determined to be related to educational and
professional development pursuant to criteria established by the Board
of Governors of the California Community Colleges, including, but not
necessarily limited to, programs designed to develop self-esteem.

B. California Code of Regulations (Title V)

(4) The activities which college personnel will be engaged in during their designated staff, student and
instructional improvement days. Activities for college personnel may also include, but need not be limited
to, the following:
(A) course instruction and evaluation;
(B) staff development, in-service training and instructional improvement.
(C) program and course curriculum or learning resource development and evaluation;
(D) student personnel services; (E) learning resource services;
(F) related activities, such as student advising, guidance, orientation, matriculation services, and student,
     faculty, and staff diversity;
(G) departmental or division meetings, conferences and workshops, and institutional research;
(H) other duties as assigned by the district;
(I) the necessary supporting activities for the above;

C. ARTICLE 12: WORKLOADAND WORK DAYS (COCFA Contract)

All full time teaching faculty shall provide a full (defined
as no less than 35 hours) professional
service week, from on or off campus, that includes, but is not limited to, teaching, preparation and
grading for assigned courses, maintenance of office hours for student conference, division meetings,
and other professional responsibilities that may include:

a.Continuing professional development
b.Sponsorship and support of student activities
c.Participation in budget development
d.Participation in employment interviewing and selection procedures
e.College committees
f.Department meetings
g.Curriculum development
h.Articulation and matriculation
i.Writing of grant proposals and research projects
j.Recruitment and high school relations
k.College-related community activities and projects
l.Activities of faculty in shared governance

ACADEMIC SENATE POLICY REVIEW COMMITTEE
PROCESS OF BOARD POLICY AND ADMINISTRATIVE PROCEDURE REVIEW

The Policy Review Committee is a sub-committee of the Academic Senate and serves as a clearinghouse for all Board Policies and
Administrative Procedures requiring Academic Senate approval or sent to it for collegial input.

STEP 1

Proposals for new or revised Board Policies and Administrative
Procedures are Submitted to the Committee by:

-The Academic Senate,
-The President of the Academic Senate,
-The Faculty Chair of the Curriculum Committee,
-College Administration,
-A Committee Member if approved by a majority of the Committee.

STEP 2

An initial review of the submitted proposals is undertaken.
Initial review consists of assessment of relevant provisions of Title 5 of the
California Code of Regulations, California Education Code and Local
Board policies and procedures.

STEP 3

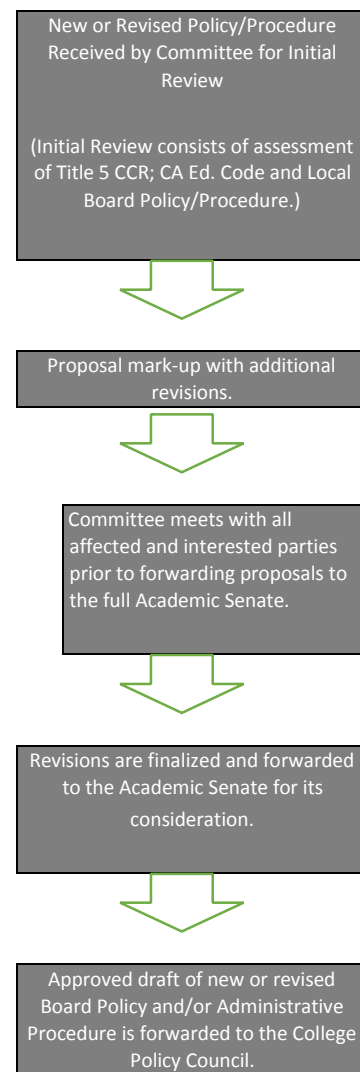If necessary, the draft is marked up with additional proposed revisions.

STEP 4

Committee schedules collaborative meetings, as appropriate, with affected parties, to include: campus constituent groups, Administration and other interested groups or individuals. The Committee will collaborate with all parties to reach agreement, where possible, prior to forwarding the proposal to the full Academic Senate for its consideration.

STEP 5

Proposed revisions to the policy and/or procedure are finalized and forwarded to the Academic Senate for its consideration. In accordance with the Committee's operating procedures, it may recommend to the Academic Senate a particular action in its deliberations of the proposed revisions.

STEP 6

Proposed draft revisions approved by the Academic Senate are forwarded to the College Policy Council. Administration shall be notified of all draft revisions not approved by the Academic Senate.

New or Revised Policy/Procedure Received by Committee for Initial Review

(Initial Review consists of assessment of Title 5 CCR; CA Ed. Code and Local Board Policy/Procedure.)

⬇

Proposal mark-up with additional revisions.

⬇

Committee meets with all affected and interested parties prior to forwarding proposals to the full Academic Senate.

⬇

Revisions are finalized and forwarded to the Academic Senate for its consideration.

⬇

Approved draft of new or revised Board Policy and/or Administrative Procedure is forwarded to the College Policy Council.

APPENDIX H

BOARD POLICY: HOW NEW POLICIES ARE DEVELOPED, AND EXISTING POLICIES ARE CHANGED

When considering how policies are developed, it is important to understand the differences between policy and procedure. Policies put consistent guidelines in place and lay out the rules under which the college will operate. New policy, and any changes to existing policy, must be approved by the Board of Trustees. A step-by-step explanation of this process is provided below.

Procedures provide the practical detail of how policies will be implemented. They contain such detail as who will perform a procedure, the necessary steps in doing so, and the appropriate timing. Because procedures can change more frequently due to technology or other external variables, they can be altered without Board of Trustees approval.

WHAT TRIGGERS POLICY CHANGES?

- **State and Federal Law**

- **Chancellor's Office Regulations**

- **Local District Choice**

HOW POLICY IS DEVELOPED

STEP 1

A new or revised policy is proposed by an administrator, the Academic Senate, Associated Student Government, or Board of Trustees. Note: If a sample policy is available from the Community College League of California, it will serve as a starting point.

STEP 2

Draft policy is reviewed by those who have a vested interest in the policy, as well as those responsible for implementing the policy. It will also be reviewed by the CEO, Executive Cabinet, and if necessary, legal counsel. Policy shall go to all affected constituent groups, as outlined in AB 1725.

STEP 3

After proposed policy has been reviewed and approved by all constituent groups, it goes to College Policy Council (CPC) for review.

STEP 4

Policy is finalized, with changes as agreed to.
OR
Policy returns to the originating group for further development.
After revisions are approved by all constituent groups and interested parties, it is returned to College Policy Council for review.

STEP 5

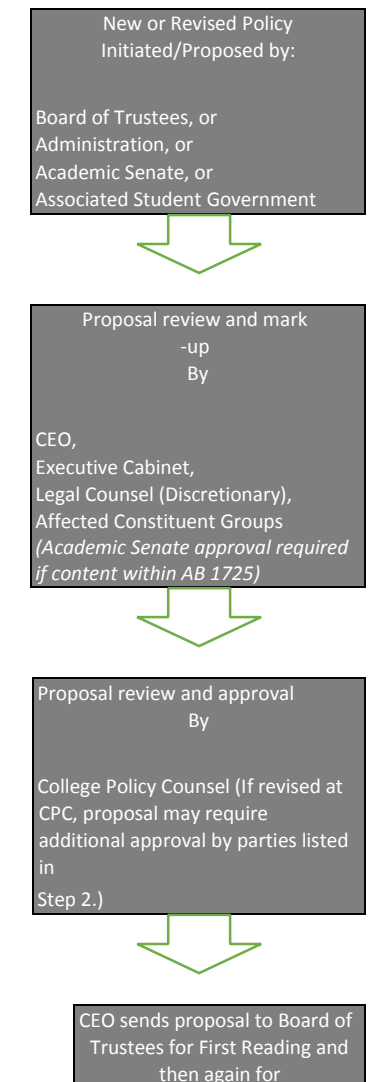Completed policy is placed on Board of Trustees meeting agenda.

STEP 6

First reading by Board of Trustees.

STEP 7

Second reading and adoption by Board of Trustees.

STEP 8

New or Revised Policy Initiated/Proposed by:

Board of Trustees, or
Administration, or
Academic Senate, or
Associated Student Government

Proposal review and mark-up
By

CEO,
Executive Cabinet,
Legal Counsel (Discretionary),
Affected Constituent Groups
(Academic Senate approval required if content within AB 1725)

Proposal review and approval
By

College Policy Counsel (If revised at CPC, proposal may require additional approval by parties listed in
Step 2.)

CEO sends proposal to Board of Trustees for First Reading and then again for

Second Reading and Adoption

Adopted policy is uploaded to canyons.edu and notification of adopted policy is sent to campus community, to include the Academic and Classified Senates as well as all leaders of Administrative units. Adopted policies shall be immediately uploaded to the campus web site once approved by the Board of Trustees.

VP of Student Services (CPC Co-Chair) posts policy and associated administrative procedure(s) to campus web site.

* Proposals for new or revised Administrative Procedures that are in the purview of policies reviewed by the College Policy Council shall be reviewed by the CPC before they are considered adopted and operable. If exigent circumstances do not allow for this, the CEO will communicate to CPC members the reason(s) why.

Insert online teaching requirements

Refresh Recommendations for Online Instructor Qualifications
Submitted to and endorsed by the Ed Tech Committee on May 27, 2015

Ed Tech Online Instructor Qualifications Sub-committee:
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,
Regina Blasberg, Katie Coleman

Background

The 2014 ACCJC external evaluation team made the following recommendation:
Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub-committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

Outline

Current training modules	New training module recommendations	Notes
	0. Technology baseline	Basic computer skills (with test-out option)
1. LMS 1, 2, 3	1. LMS 1, 2, 3	Updated regularly
2. "ITL" 106	2. Pedagogy course	Updated regularly
3. 508	3. 508	More robust: apply knowledge. For example, by formatting a document, creating captions, etc.
	(Above training recommended for ALL LMS users)	
None	4. Certificate Renewal every 3 years ~2 hour online training to stay certified	Updates on: -Technology -New regulations -Best practices -Reminders

Other Recommendations

1 DL should develop a Faculty Handbook for Online faculty.
   http://www.cabrillo.edu/services/tlc/docs/Cabrillo_DE_Faculty_Handbook.pdf
2 Training should be recommended for FLEX credit. If taken for credit towards the certificate an assessment will be given.
3 Basic Computer Skills Assessment list of topics has been compiled by Mindy Albee, Anne Marenco, Thea Alvarado, and Katie Coleman.
4 IT should create the online basic computer skills assessment.
5 508 module should include training in actual object development, and the pedagogy course will require further development of 508 compliant objects.
6 New online instructors at COC should complete our training regardless of whether or not they have been trained elsewhere. [*Pertains to instructors who have not been onlined certified before.]
7 Experienced online faculty should be able to opt to test out of the Basic computer skills, and 508 modules.
8 Instructors should be able to take outside workshops/courses to fulfill the online certificate requirements. [*Pertains to instructors who have been onlined certified before and are renewing.]
9 No substitution should be accepted for the certificate maintenance online training. If adopted, currently certified instructors should have 1 year from adoption to fulfill this training component and should renew every 3 years.
10 Institution should establish a tracking method.
11 Institution should evaluate online instructors in their online courses periodically in accordance with established procedures in collective bargaining agreements.
12 Training should be free to participants.
13 Full-time Faculty and Adjunct Faculty should follow the same cycle.

*Clarification added as a result of Feb 25, 2016 Academic Senate Meeting

BP 7310   Nepotism

Reference:
   Government Code Section 12920 et seq., 1090 et seq.

The District does not prohibit the employment of relatives or domestic partners as defined Family Code Section 297 et seq. in the same department or division, with the exception tha they shall not be assigned to a regular position within the same department, or division tha has an immediate family member who is in a position to recommend or influence personne decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative or domestic partner as defined by Family Cod Section 297 et seq.

Immediate family means spouse, parents, grandparents, siblings, children, grandchildren and in-laws or any other relative living in the employee's home.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest.

Approved 05/14/08

COLLEGE OF THE CANYONS

ACADEMIC SENATE/COLLEGE OF THE CANYONS FACULTY ASSOCIATION (COCFA)
JOINT RESOLUTION on
SHORT TERM HIRING PROCEDURES

WHEREAS, Board Policy 7230 identifies particular Board action as it relates to "short term" employees but does not require, nor are there, established Administrative Procedures governing the hiring of such "short term" employees;

WHEREAS, in the absence currently of any Administrative Procedures related to the hiring practices of "short term" employees such matters are governed solely by the internal processes of the Office of Human Resources;

WHEREAS, the existing practice of hiring "short term" employees can, De facto, and by institutional default, affect and influence the hiring practices of "regular" employees at College of the Canyons, as it would in any similar organization, and adversely impact morale and functional efficiency of all College staff;

WHEREAS, the current hiring processes of "short term" employees fails to establish sufficient and necessary levels of transparency and checks and balances to ensure confidence and integrity in the resulting outcomes;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA request the Board of Trustees be advised of the need to have Administration revise its "short term" employee hiring procedure to address the foregoing related concerns, to include potential revisions to Board Policies 7120 and 7230 as well as Administrative Procedure 7120.

Approved XXXXXXX

COLLEGE OF THE CANYONS

ACADEMIC SENATE/COLLEGE OF THE CANYONS FACULTY ASSOCIATION (COCFA) JOINT RESOLUTION on

NEPOTISM

WHEREAS, relatives and domestic partners as defined by California Family Code Section 297 *et seq*, are not prohibited employment at College of the Canyons, with the exception that they shall not be assigned to a "regular" position within the same department, or division that has an immediate family member who is in a position to recommend or influence personnel decisions;

WHEREAS, the practice of Nepotism is generally disfavored and widely viewed as inequitable, allowing for conflicts of interest and creating the appearance of impropriety, especially in public institutions;

WHEREAS, Board Policy 7310 enables permissible nepotism for employees that are not categorically "regular" employees;

WHEREAS, Board Policy 7310, paragraph four, requires the District to "*make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, or morale, or creating other potential conflicts of interests*" and whereby such adverse impacts can and sometimes do occur as a result of "short term" employees and related hiring processes;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA support and value the legal

right of gainful employment being extended to relatives and domestic partners as defined by California Family Code Section 297 *et seq*, including being hired in the same department or division, with the exception that they shall not be assigned to a position within the same department, or division that has an immediate family member who is in a position to recommend or influence personnel decisions;

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA reject any permissible nepotism and its corrosive effect on the morale of College staff and functions.

NOW, THEREFORE, BE IT RESOLVED, that paragraph four of Board Policy 7310 be interpreted to stand alone from paragraph one of that policy and thereby apply to all College positions.

NOW, THEREFORE, BE IT RESOLVED, the Academic Senate and COCFA request the Board of Trustees direct Administration to work in collegial consultation with the represented groups on campus to review the status of nepotism in current hiring practices as it relates to Board Policy 7310.

Approved XXXXXXX

HUMAN RESOURCES

Date: March 7, 2016

To: Rebecca Eikey
               President, Academic Senate

From: Christine Lopez
               Human Resources Technician III

CC: Christina Chung

               Director, Human Resources
               Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment – Jason Burgdorfer

The following information is provided for discipline assignment:

Jason Burgdorfer

Mr. Burgdorfer has been hired as a Geography/Geology Instructor, effective start date February 1, 2016. He meets the minimum qualifications* listed below.

- Master of Arts in Geography
- Equivalency #1 (Grandfathered from 2013) Master of Arts in Geography and 24 units of course work in the discipline assignment (Geology). At least 12 of these units must be graduate or upper division.

The following is provided for discipline assignment:

- Master of Arts degree in Geography from The George Washington University
- Bachelor of Arts degree in Geography, with a minor in Geological Studies from the University of California, Santa Barbara
- Associates of Science degree in Biological & Physical Sciences

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

- Geography
- Geology

College of the Canyons

Honors Advisory Committee Operating Procedures

I.   Mission Statement

a. The Honors Program at College of the Canyons offers an enriched curriculum to students with a strong academic record in order to increase their chances for successful transfer to competitive four-year institutions. The program provides opportunities for critical thinking, extensive writing, and in-depth learning in a wide variety of transferable general education courses. In addition, honors courses will be augmented with seminar-style events, special projects, and community activities.

II.   Vision Statement

a. The Honors Program at College of the Canyons is dedicated to providing a dynamic, enriched educational curriculum for academically motivated students that emphasizes scholastic excellence, strives for innovation in teaching and learning, and fosters the growth of individuals who are imaginative, dedicated, and excited about their short- and long-term academic goals.

III. Oversight

a. The Academic Senate reviews the activity of the committee and gives general directions to its work.

IV. Duties and Function

The committee will:

a. Promote an honors curricula consisting of a variety of GE transferable courses which will be designated with an "H" on college transcripts
b. Provide an academically enriched learning environment for students emphasizing critical thinking, reading, writing, and research skills.
c. Continue to strengthen the Transfer Alliance Program (TAP) with UCLA and other transfer agreements with other public and private universities.
d. Promote student scholarship and involvement in state, national and international honor societies.

e. Join state and national honors organizations to provide greater recognition, including membership to the Honors Transfer Council, Western Regional Honors Council, and the National Collegiate Honors Council.

f. Provide membership benefits to students, faculty, and college.

g. Foster campus-wide institutional support.

h. Require honors students to complete 15.0 units of designated "Honors" courses.

i. Facilitate assistance, guidance, and advice to the faculty teaching honors courses.

j. Encourage and support innovative teaching methods for faculty, including guest lecturers, field trips, educational travel, service learning, and learning communities.

k. Promote cross and interdisciplinary collaborations among faculty who teach honors courses.

l. Create opportunities for honors students to assist College Skills students by offering tutorial assistance.

V.   Membership

i.   The committee will be composed of members appointed by the Academic Senate president. It is suggested one faculty representative from each instructional School: a. Applied Technology

b. Business

c. VAPA

d. Humanities

e. Kinesiology/PE/Athletics

f. Math, Science, and Health Professions

g. Social and Behavioral Sciences

h. Learning Resources

i. MESA representative

j. EOPS representative

k. Student Services (counselor)

l. Transfer Center

m. Student(s) representative(s)/ASG (preferably an Honors Student)

ii.   Any change in membership structure of the committee must be made in advance of the academic year in which the change is to occur and must be approved by the Academic Senate. If a new academic division is created, it will be immediately entitled to representation within the committee.

VI. Management

a.   There will be a faculty co-chair (the Honors Program Faculty Coordinator).

b.   The administrator co-chair will be the college's CIO or a designee.

c. Only school representatives will have voting rights concerning academic program review processes and functions.
d. When there is more than one faculty representative per school present, only one vote per school is allowed.
e. While alternates may attend in place of school representatives, they will not have voting rights unless the appointed representative has given permission for his/her proxy to vote.
f. Committee co-chairs may vote only if they are also acting as their school's main representative.
g. Committee members will share the responsibility of taking minutes.
h. All documents related to the business of the committee will be posted on the COC intranet committee website.
i. The committee will meet twice each month during the fall and spring semesters. Additional meetings may be necessary during event planning semesters.
j. All changes to procedures and forms will be submitted to constituencies for review before implementation.
k. Quorum will be 50% plus one of the total current membership.
l. The committee will make decisions based on a majority vote.
m. The members of the committee will be collaborative, engage in collegial discussions, be respectful of other members and presenters and their different points of view, and consider the college and community as a whole, not just the constituent group that the member represents.
n. The committee will review this agreement on an annual basis.

VII. Attendance
a. It is the responsibility of the committee member to notify a co-chair when he/she is unable to attend a scheduled meeting.
b. If a member of the committee isn't able to attend a meeting, he/she may have another faculty member attend in his/her place.

BP 7221 FACULTY INTERNS

In accordance with the California Education Code Section 87487 and Title 5, Section 53500-53502, it is the intent of this policy to permit the Santa Clarita Community College District to employ professionals or graduate students who are enrolled in a master's or doctoral program at an accredited institution of higher education in our faculty internship program. Professionals must meet the minimum qualifications for the discipline in which they apply. Graduate students must have completed at least seventy-five percent of the course work for the master's degree or the equivalent. Graduate Students may only be assigned to intern in a discipline in which they would be legally qualified to teach upon completion of their graduate studies.

Intern assignments are initiated by the department. Faculty interns must serve under the direct supervision of a faculty mentor. Faculty interns may be employed for one semester only.

Adopted: XX/XX/XX

AP 7221 FACULTY INTERNS

1. Each fall departments will determine if they will participate in the faculty internship program. The Dean will be notified of the department's interest in participating in the internship program.

2.

3. The department shall have sole discretion in the selection of its faculty interns.

4. Upon application to the faculty internship program, professional interns will be required to provide verification of their ability to meet the minimum qualifications for the discipline in which they are applying. Graduate Students will be required to provide transcripts documenting their progress in their applicable graduate program at a minimum of 75% complete.

5. The faculty mentor and faculty intern will receive a stipend after completing the faculty internship program requirements. FLEX credit may be earned in lieu of compensation at the discretion of the Faculty Development Committee.

6. Faculty Interns are subject to BP and AP 5912 and shall, prior to commencement of their internship, receive confidentiality and FERPA training in accordance with that policy and procedure.

Adopted: XX/XX/XX