ACADEMIC SENATE FOR COLLEGE OF THE CANYONS
May 26, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters
1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar:
   a) Academic Senate Summary for May 19, 2016 (pg.3)
4. Academic Senate President's Report, Rebecca Eikey (pg. 11)
5. Academic Senate Vice President's Report, Teresa Ciardi

B. Travel Report
1. ASCCC CTE Leadership Institute
   a) Aivee Ortega (pg. 13)

C. Committee Report
1. Standards and Practices Committee, Ann Lowe
2. Calendar Committee 2018/19, Garrett Hooper and Lisa Hooper (pg. 15)

D. New Future Business

E. Unfinished Business

F. Discussion Items
1. BP 4235 and AP 4235 Credit By Exam, David Andrus (pg.16)
   http://www.asccc.org/papers/awarding-credit-where-credit-due-effective-practices-implementation-credit-exam
   http://www.asccc.org/sites/default/files/Awarding%20Credit%20Where%20Credit%20is%20Due.pdf

G. Actions Items
1. Elections Results at large Senators - results will be announced at meeting
2. Election Results Department Chairs – results will be announced at meeting
3. Resolutions on Nepotism (pg.22)
4. Resolutions on Short Term Hiring Procedures (pg.23)
5. Climate Survey (pg.24)
6. BP 4021 and AP 4021 Program Viability (pg.28)
7. Amendment to the Academic Senate Bylaws (pg.42)
8. Juan Buriel interim department chair English June 2, 2016 to January 1, 2017. Alene Terzian, English Department Chair starting January 2017

H. Announcements
- Applications are now open for faculty who are interested in serving on ASCCC Statewide Committee. http://www.asccc.org/content/application-statewide-service
- Faculty Leadership Institute June 9-11, Mission Inn, Riverside

- Institutional Excellence & Inclusive Excellence (IE)2 Planning Retreat, TBD June , June 27, 2016 12:30 to 4:30.
  Open to all faculty, stipends will be available.
  Opportunity to contribute to the development of plans to support the "Canyons Completion" Initiative
- Curriculum Institute July 7-9, Double Tree, Anaheim
- Academic Senate Retreat, August 25, 2016, 3:00 p.m. to 4:30 p.m. in BONH 330
- Academic Senate Fall Plenary November 3-5, The Westin South Coast Plaza, Costa Mesa

I. **Adjournment**

The next Senate Meeting will take place) on **August 25, 2016 (Retreat)**
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 comments

Summary for the Academic Senate May 19 2016

Voting Members				
Senate President	Rebecca Eikey	X	SBS Senator	VACANT	
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	A
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 Riveira	A
MSHP Senators	Amy Shennum,	A	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	Thea Alvarado	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Noemi Beck-Wegner	X

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

Guests
Lisa Hooper, Barry Gribbons, Daylene Meuschke, Marlene, Demerjian, Diane Fiero, Dr. Buckley, Brian Weston, Chelley Maple, Michelle La Brie, James Glapa-Grossklag, Jasmine Ruys

A. **Routine Matters**
   1. Call to order: 3:05 p.m.
   2. Approval of the Agenda: David Andrus made a motion to table Endorsement of Measure E and remove that item from Action until further discussion. Based on discussion with others and information from the Statewide Senate, he found some information that indicated that local senates should not get involved in endorsing ballot measures. The article of note came from the Vice President of the Statewide Senate in 2013: http://www.asccc.org/content/advocacy-local-level-what-your-senate-can-do-stay-informed-and-active-0   Motion to amend the agenda Wendy Brill, seconded Ron Karlin. Unanimous. Approved.
   Approval of the agenda with the amendment motion made by Thea Alvarado, seconded Ron Karlin. Unanimous. Approved.
   3. Approval of the Consent Calendar: Motion to approved Wendy Brill, seconded Ron Karlin. Unanimous. Approved.
   4. **Academic Senate President's Report, Rebecca Eikey**
   ASCCC CTE Leadership Academy Travel Report

Breakout Sessions:

- Dual Enrollment Toolkit – issues related to AB288 and Dual Enrolled Courses (college level course with COR) http://www.asccc.org/content/dual-enrollment-toolkit
   o LAUSD & LACCD districts have combined information on http://www.ab288inla.com/
   o College level classes taught in HS locations must follow Course Outline of Record and assess SLOs
   o Issues related to Contract Bargaining Agreements – related to hiring practices for college courses taught at High School, for example how is the "eligible" list of adjunct faculty handled?
   o AB288 limits who can teach the course. In other words, a HS teacher can't be hired to teach the college level class if the college district is paying for the course. A college faculty would be given priority. If there is no college faculty available, then HS faculty who meets Min Qual could be hired.
   o HS teacher teaching a college level class must meet Min Qual for that discipline
   o HS courses articulated with college courses – each course is taught separately and there is no shared COR and HS teacher doesn't have to meet Ca Community College Min Quals. There could be an established process using Credit by Exam so that HS students would be able to get college credit for the HS class.
   o Questions to consider when thinking about creating dual enrollment courses –
      ▪ Is the course appropriate to teach at HS level?
      ▪ Is the course appropriate to teach at college level?
      ▪ Where can dual enrollment be offered? Online? At HS? Or College Campus?
         - There are stricter guidelines for dual enrollment courses offered at HS location
            o Restriction on enrollment (not open access)
            o Additional background checks on instructor (related to sexual offender status)
      ▪ The dual enrollment course **cannot** take a college course away from the College campus and move to HS (for example to alleviate waitlists).
      ▪ Conflicting interpretation about waitlist cutoff date though
      ▪ How does the HS academic calendar match with the college's? There could be issues related to grade submission ("report delayed" status).

- o Bottom Line – each district should have a clear plan for why and how they are pursuing Dual Enrollment
    - For College/Career Pathways (CCAP) – note for these programs the college district is not required to provide same level of support services (Ed Plan, tutoring, etc) as they would for other college classes – this interpretation currently held by ACCJC; PE is not required; Must stay in district boundaries
    - Growth of FTES
- Non-credit/Adult Education CTE
    - o Presenters from North Orange County Community College District
        - Their primary focus of developing new noncredit programs – is on employment outcomes (job)
        - Secondary focus a pathway to credit programs. They use Credit by Exam for entry into credit programs (for example funeral service assistant to mortuary science program)
        - Noncredit courses in NOCCCD have high standards for pass/no pass. For example 80% = passing (they give tests, quizzes, homework assignments, etc), but are short-term (12 weeks or less) and limit enrollment to 27 or less students. They have strict policy on absences – can't miss more than 2 classes in a term.
        - They use the Block Grant/Adult Education for noncredit support, for example to develop curriculum so that they can get the programs up and running, but then switch to apportionment.
        - Integrated Basic Skills Education Training (IBEST) – a model from state of Washington – couple basic skills with CTE course – make the CTE course contextualized with, for example, math or ESL or writing (as related to CTE discipline). Model of 2 co-teachers = one for ESL and one CTE in same class (or separate).
        - At NOCCCD, the use the Block Grant to pay for ESL/Math/English basic skills teachers and then use the noncredit apportionment to pay for the noncredit CTE course.
- Program Initiation Policy
    - o They recommend that proposals for new CTE programs go the Region before local Curriculum Committees
    - o This session presented a case study and had participants discuss ways to approach the development of new program – from identifying local stack-holders, to deciding when to reach out to industry partners, and more.
    - o They recommend the Deputy Sector Navigators be involved as much as possible with new program proposal development.
    - o Recommend using Centers of Excellence to support labor market data collection: "Our passion is all about the data. Because we partner with business and industry, our regional workforce research is uniquely customized for community colleges to support them in making informed decisions and creating new avenues of resource development."
      http://coeccc.net/services_community_colleges.asp
- CTE Data Unlocked
    - o Additional training resources are becoming available, for example videos and guides (such as how to understand labor market data).

- o Grants of up to $50,000 and technical assistance are available if CIO and others attended mandatory training (**Thank you** to Dr. Buckley and the others from COC who went to these training sessions!).
- o Regional Planning – will map out what the offerings are in a particular region and use occupation as the focus point; this should help coordinating resources. They need faculty to help with this stage of regional coordination. I am not sure when this conversation will be happening and recommend those interested follow up with their Instructional Deans or Tom Vessella, CTE Dean.
- o Federal College Scorecard – what is the college education worth? http://Collegescorecard.ed.gov
  Example of metric: How much money does the graduate of the institution (per degree, etc) earn compared to a High School graduate?
- o CTE Data Launchboard: http://doingwhatmatters.cccco.edu/launchboard.aspx
  - Must be a registered user (can do for free and must work at community college)
  - Can get a snapshot of a program and number of awards granted, for example; a good resource for research programs around the state.
  - The follow the patterns of what courses students enroll in and not what the declared majors are.
  - I recommend that there are PD training sessions locally be provided so that faculty know how to use Launchboard and how that information can used for program review/planning.
- o Skill-builder Metric on Student Success Scorecard: http://scorecard.cccco.edu – look at median increase in earnings.
  - 83,000 students had a +13% median earnings increase
  - This resulted in a 1 and 4 reclassification of students as "failures" to success with the new metric.
  - Also will be able to see pre-and post-wages for students and amount of change after enrollment.
- o Employment Outcomes for Completers & Skill-builders – how does skill-building compare to completers? This matches requirement of WIOA from the US Department of Labor (https://www.doleta.gov/wioa/) - issues here still as to FT vs PT workers and self-employed is not included as part of the data.

2. Performance Indicators Update

Per the May 5 Academic Senate and May 10 (IE)[2] meetings, Institutional Research discussed the need to revise a few of the IEPI indicator targets for the 1 and 6-year targets which were not aspirational (i.e., they were set at the same or in some cases lower than the current year's data). The only indicator they didn't raise at this time is the Completion for Prepared students, which is already high at 80%. In the attached PDF shows the goals that were modified.

The following changes were made:
- Course Completion Rate-Overall (Short-Term increased from 55 to 58% / Long-Term increased from 57 to 60%)
- Course Completion Rate-Unprepared (Short-Term increased from 48 to 52% / Long-Term increased from 50 to 55%)

- Remedial Rate-Math (Short-Term increased from 40 to 42% / Long-Term increased from 42 to 45%)
- CTE Rate (Long-Term increased from 45 to 46%)

3. (IE)² June 27, 2016 Planning Retreat 2:30-4:30pm in CHCS-201
RSVP to: Daylene.Meuschke@canyons.edu

"At this month's (IE)₂ meeting we decided that a half-day planning retreat at the end of June would be needed to develop the work plans for the activities being pursued in support of the "Canyons Completes" (working title) initiative next year. Stipends will be available for faculty who are able to participate in the meeting.

We will also need to set aside time to jointly draft the Equity, Basic Skills, Noncredit and SSSP plans in July and August. Doodle Polls for the additional half-day writing sessions will be sent later this week. Stipends for faculty will be available for faculty who participate in the writing sessions."

4. Update on Short-term Employee Taskforce
The Taskforce met at least 3 times to dive deeper into exploring the issues associated with short-term employee hiring and pay scale.

- Data was collected to evaluate the pay for this group.
- Discussion about the nature of the work and relationship with pay occurred.
- Distinguishing between short-term work and permanent part-time work is an on-going discussion.
- Due to the size and complexity of the types of work provided, the TLC is the test case for fall where a more comprehensive plan/strategy related to short-term hiring and pay is being established.

5. Perkins Program Planning

- Connection to program review requests
- Clear criteria for priority of requests

6. Replacement Positions – will be placed for BOT approval on next week's agenda.

- Business – Accounting
- Business – Law
- English

5. **Academic Senate Vice President's Report, Teresa Ciardi**
   Teresa spoke on the changes to the FLEX calendar. There were only a couple of change
   Teresa went over the changes to the calendar.
B. **Travel Report** – N/A
C. **Committee Report**
   Honors Update, Miriam Golbert
   Miriam spoke on the updates for COC Honors Program. Below are the updates:

- Honors courses will be closed to general population to allow honors students to get the class they need to complete their required 15.0 units for the program. This is **NOT** priority registration, just in case you are asked. It is also a way to reduce contracts.
- If the class is very low enrolled (5-8 students), the class will then be open to the general population at open registration time. Honors courses will be allowed to run with the lower enrollment at least this first time to see how this all works. We will not cancel the class.
- If you have a student that wants to crash the course on the first day: Tell them that if they fulfill the Honors program eligibility criteria, they can apply online and I will have a very fast turnaround time during the first weeks of the semester with the acceptances, so A&R can allow the student to add the class (if it has not been open to general population before).
- Contract forms have been changed: Deadlines for requesting a contract have been set and approval from the Honors Advisory Committee is needed.
- It is the responsibility of the student to obtain forms and have instructors fill out and sign.

Please know that we are trying very hard to promote the program to capture potential Honors students early in their stay at COC, so they can all get their Honors credits taking honors classes, and meeting with a counselor to have a solid education plan, so spread the word! There are contracts and Miriam will have them. They will not be posted online.

D. **New Future Business –** Rebecca spoke about putting new items here and asked if anyone had any they wanted to add.
   1. Syllabus Project – final report in the Fall
   2. Online Instructors. Should they teach a face to face class? There has been a conversation about this and feel it is something the Senate could have a discussion on.
   3. Revision to Academic Senate Bylaws/Constitution, David Andrus and the Constitution Committee. They have been working on changes that will come to Senate in the Fall.
   4. Climate Survey – additional revisions and expansion will occur next academic year.

E. **Unfinished Business**
   1. Local Graduation Requirements – been sitting here since 2014
   2. Diversity Requirement
   3. High Impact Practices – Principles of Excellence – sitting here since September 2015

   Rebecca thanked Garrett for bringing up how long items have sat on unfinished business. Rebecca spoke on these items and asked for committees to work in the fall on them to get done and off unfinished business. Graduation Requirements and Diversity are related. Lisa Hooper volunteered to work on this and Rebecca said she was volunteering herself too. For High Impact Practices, Kimberly Bonfiglio and Wendy Brill volunteered.
   Rebecca thanked Garrett for bringing up how long items have sat on unfinished business. Rebecca spoke on these items and asked for ad hoc committees to work in the fall on them to get done and off unfinished business. Graduation Requirements and Diversity are related. Lisa Hooper volunteered to work on this and Rebecca said she was volunteering herself too. For High Impact Practices, Kimberly Bonfiglio and Wendy Brill volunteered. Rebecca will also send out email to all faculty about the opportunity to serve in one of these ad hoc committees.

F. **Discussion Items**
   1. Senators Report on:
      - Resolution on Nepotism and Resolution on Short term Hiring Procedures. Some schools have met and were able to discuss these items. Others have not met and not had a chance to discuss. After discussion it was stated that this has been discussed at Senate a few times so it was decided that both these items come back on May 26th as Action items.
   2. BP 4235 and AP 4235 Credit by Exam, David Andrus
      David discussed the changes made to the policies. What was the BP is all on the AP with some modifications. There was a discussion and many questions about where the test will be held and for how long. A question of does the student understand the impact this may be on them. Many concerns about the credit by exam so this item will come back as Discussion item for further discussion by Senators.
   3. Amendment to the Academic Senate Bylaw, Rebecca Eikey
      The Senators had questions on the % change for Policy Review and Program Review. It was suggested that we remove the % chart from the bylaws because everyone was focusing on the chart. Separate Policy Review Committee Chair and Legislative Liaison. Action.
   4. Climate Survey, Wendy Brill
      Wendy presented the climate survey to the Senators and asked for feedback. The survey is short because the first one was getting longer and longer. She would like to get something done this semester. This survey is much simpler. Has more depth and breath. The Classified Senate has reviewed the survey and are fine with it. There were a couple of suggestions, but everyone was okay with the survey. This will come back as an Action for the next agenda on May 26th.
   5. AP 4021 and BP 4021 Program Viability, David Andrus
      David went over a couple modifications and reasoning behind the modifications. There was some discussion about the policies, but everyone was okay with it. We wanted a working document to start off the fall year. This will come back as an Action item for May 26th agenda.
   6. Consideration of Resolution regarding Filming on Campus, Rebecca Eikey
      Rebecca asked the Senators what they thought a resolution and it was agreed that we need one because of all the disruption from filming. She asked for volunteers to write resolution up and Lisa Hooper and Wendy Brill volunteered to work on this in the Fall.

G. **Action Items**
   1. Revisions of Online Teaching Requirements. Motion Thea Alvarado, seconded Ron Karlin. Unanimous. Approved
   2. Institutional Learning Outcomes. Motion Kimberly Bonfiglio, seconded Ann Lowe. Unanimous. Approved.
   3. Endorsement of Measure E. Tabled
   4. OER Resolution and AB 798 Plan. Motion Regina Blasberg, second David Andrus. Unanimous. Approved.

5. AP 4023 Academic Departments. 14 yes 1 opposed. Motion Thea Alvarado, seconded David Andrus. Approved

6. Discipline assignment for Administrators: Motion Wendy Brill, seconded Ann Lowe. Unanimous. Approved.
   - ✓ Ron McFarland
   - ✓ Micah Young
   - ✓ Brian Weston

7. Adjunct Faculty Discipline Assignment. Motion Kimberly Bonfiglio, seconded by Mike Sherry. Unanimous. Approved. Diane Fiero was asked if we could get this by department instead of last name. Diane said she could do that.

8. Department Chair elections results: Motion Ann Lowe, seconded Regina Blasberg. Unanimous. Approved.

H. Announcements: please see list on the agenda
I. Adjournment: 4:50 p.m.

College of the Canyons

College-Wide Indicators and Targets

ACCJC Annual Survey Items	Average Baseline (2012-13)	2014-15 Performance Relative to the Standard	Standard (2015-16)
Completion (success)-fall term	74%	74% ⬇	76%
AA/AS Degrees AY (unduplicated)	819	1,251 ⬆	860
Certificates of Achievement AY (unduplicated)	292	504 ⬆	307
Number of Transfers AY (unduplicated)	1,068	1,278 ⬆	1,121
Additional Indicators from Scorecard			
Progression-Basic Skills to College Level English	37%	52% ⬆	39%
Progression-Basic Skills to College Level Math	36%	42% ⬆	38%
Progression-Basic Skills to College Level ESL	21%	52% ⬆	22%
Career Technical Education Completion	45%	46% ⬇	47%

Draft 05.03.16

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term)

Student Achievement Indicators:	2010-11	2011-12	2012-13	2013-14	2014-15	Short-Term Goal (1 year)*	Long-Term Goal (6 years)*
Successful Course Completion (fall)	83.2%	75.1%	74.6%	73.7%	75.1%	76%	78%
Completion Rate-Overall (Scorecard)	58.2%	56.2%	59.1%	55.0%	57.0%	58%	60%
Completion Rate-Unprepared	50.5%	49.0%	52.8%	48.0%	51.5%	52%	55%
Complete Rate-Prepared	81.4%	79.3%	80.4%	80.5%	80.0%	80.4%	80.4%
Remedial Rate (Scorecard)							
Math	37.0%	34.6%	39.6%	38.9%	42.4%	42%	45%
English	49.0%	49.9%	53.2%	51.5%	52.0%	55%	60%
ESL	27.1%	29.8%	29.1%	38.7%	51.5%	40%	42%
CTE Rate (Scorecard)	44.9%	45.7%	47.6%	43.6%	46.0%	44%	46%
Completion of Degrees	1,030	1,092	847	1,354	1,359	1,500	1,800
Completion of Certificates	529	393	546	820	657	900	1,000
Other IEPI Indicators:							
Full-Time Equivalent Students	15,592.2	14,306.5	14,207.7	15,622.8	15,534.5	16,248	17,754
Fund Balance	16.0	12.7	11.8	11.0	11.3	9.0%	9.0%
Salary and Benefits	81.7	86.2	85.8	84.2	85.9	<85%	<85%
Annual Operating Excess/Deficiency	1,780,514	(2,955,433)	737	29,767	599,386	0	0
Cash Balance	6,366,620	1,340,431	11,804,926	10,647,434	19,872,054	20,000,000****	20,000,000****
Audit Findings - Audit Opinion Financial Statement**					Unmodified	Unmodified	Unmodified
Audit Findings - State Compliance**					Unmodified	Unmodified	Unmodified
Audit Findings - Federal Award/Compliance**					Unmodified	Unmodified	Unmodified
Accreditation Status	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-No Action	Fully Accredited-Reaffirmed	Fully Accredited-Reaffirmed
College Choice Student Achievement: *Completion Rate – Unprepared***	50.5%	49.0%	52.8%	48.0%	51.5%	48%	50%

IEPI Indicator Framework: Historical Data and Goals (Short and Long-Term), Continued

*Goals set in Spring 2015. No change in goals were made at the March 22 (IE)[2] meeting.

**New indicators for 2015-16. A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies). These indicators replace the single indicator, Audit Findings (Overall Audit Opinion), included in the 2014-15 indicators.

***A required "college choice" indicator needed to be selected from one of four indicators pertaining to basic skills. These options included Completion Rate-Unprepared, Remedial Rate-Math, Remedial Rate-English or Remedial Rate-ESL.

****Tentative

Note: We have the option to enter an "optional choice" indicator related to any topic. This discussion has started in (IE)[2] but needs to be further developed. We will continue working on this metric so that we can report it next year. Under discussion is reporting the percentage of students who complete degree or transfer level within 1 and 2 years. This would recognize the work being done in the English and Math departments.

Draft 5.8.16

Report from ASCCC CTE Leadership Academy Minimum Qualifications Preconference

CTE Minimum Qualifications
Presentation by John Stanskas, ASCCC Secretary
Attended by Aivee Ortega, Counseling Faculty and MQ&E Committee Chair

John Stanskas presented on an overview of minimum qualifications. His preconference session resource document is available here: http://www.asccc.org/content/pre-conference-session. The presentation covered the following key points and my notes are highlighted below:

1. Review of minimum qualifications
   a. Disciplines and disciplines list
      i. What discipline does this course need to be in? It may not have anything to do with the local prefix or department. Prefix is irrelevant.
      ii. Example: A photo course
         1. Discipline assignment depends on the emphasis and target of the course
         2. Disciplines that require a masters: Photo, Art, Art History, Journalism
         3. Disciplines that require a bachelors: Commercial Art, Graphic Arts, Industrial Design, Photo Technology
         4. This course can be assigned to both types of disciplines; one that requires a masters and one that requires a bachelors. The question is who is best prepared to teach this class?
   b. Changes to MQ Handbook
      i. Proposals to make recommendations to modify disciplines list is open to everyone and proposals are due Sept. 30 and will need to go through Senate President. Another college from a different district needs to support the recommendation. The form is on the website.
   c. Dual enrollment
      i. Someone who does not meet MQs but has been teaching at the high school level does not meet MQs.
      ii. Need to separate minimum qualifications and teaching experience - They are two different things.
   d. CTE
      i. There is a push from local and state level to review curriculum efficiently and timely.
      ii. CTE courses are often needed to be pushed through curriculum due to meeting the need and requests of the CTE advisory committee and the need for recency in the industry.
   e. Guiding Principles
      i. Guiding Principle #1 is related to the purpose of the college.
      ii. Guiding Principle #2 is about the **depth of** knowledge (major) and **breadth of** knowledge (general education pattern).
         1. Someone can have the depth of experience in the field but missing the breadth. Having breadth of knowledge is to be able to apply our applicability of the knowledge in our discipline and in other disciplines.

     f.   Mechanisms to Increase Recency and Industry Experience in the Program of Study (CTE Program Advisory committees should give feedback if our students are meeting recency on the job)
- i. Apprenticeship
    1. Partnership between an employer and the educational facility completing some type of degree/certificate. Some require that you complete courses at the college and it can have strict training guidelines such as accumulated training hours.
- ii. CWEE
    1. Person is not there to oversee the training provided by the employer but makes sure the course outline of record is followed - student is gaining a set of skills, etc.
- iii. Other Methods
    1. Field trips - Going to a site 3 times and doing something at that site.

     g.   Alternatives to Credit/Non Credit Instruction
- i. Districts need to communicate how we offer instruction between credit and not for credit.   Every need that comes to our door is not necessarily a credit class. Example: A hospital wants their staff to take conversational Spanish but the course is not open to all and they will pay for the cost of the entire course.
- ii. Employer needs - Is it a onetime need? Or is it continuing need in several industries that we can offer it as credit and develop a program.

     h.   Equivalency
- i. Equivalency is a senate decision/recommendation.
- ii. We don't do almost when it comes to equivalencies; they either meet the equivalency or they do not.
- iii. Equivalency should be possible, flexible, and have a process to meet it but it should be rare.

The latter part of the day was spent in small groups brainstorming on the following topics:

1. How do you see standardization of processes occurring? Is that important?
2. Would sub-discipline's help in very broad disciplines?
3. What problems do you encounter locally that could benefit from statewide attention?
4. What is equivalent to the Associate's Degree?

In summary, it appears that the topic of minimum qualifications and equivalencies for CTE disciplines will be ongoing. There are CTE disciplines that have many experienced people in the industry however they do not meet the minimum qualifications and equivalencies, particularly the breadth of knowledge.

College of the Canyons
Academic Calendar – 2018/19
PROPOSED

Fall 2018

Month	Event	Date
August	Mandatory Opening Day (Employees only)	August 17 (Friday)
	First Day of Fall Semester	August 20 (Monday)
September	Labor Day Holiday	September 3 (Monday)
November	Veterans Day Holiday (Observed)	November 12 (Monday)
	Thanksgiving Day Holidays	November 22-November 25 (Thurs. – Sun.)
December	Last Day of Fall Semester	December 8 (Saturday)
	Campus Closed	TBD

Winter Intersession 2019

Month	Event	Date
January	New Year's Holiday	January 1, 2019 (Tuesday)
	First Day of Winter Term	January 2, 2019 (Wednesday)
	Martin Luther King Holiday	January 21 (Monday)
February	FLEX Week (Employees Only)	January 28 – February 2 (Monday to Friday)
	Last Day of Winter Term	February 2 (Saturday - 5 weeks)

Spring 2019

Month	Event	Date
February	First Day of Spring Semester	February 4 (Monday)
	Lincoln/Washington Holidays	February 15-18 (Friday to Monday)
March-April	Spring Break	April 1 – 7 (Monday – Sunday)
May	Memorial Day	May 27 (Monday)
June	Last Day of Spring Semester	May 30 (Thursday)
	Graduation	May 31 (Friday)

Summer 2019

Month	Event	Date
June	Start of Summer session	June 3 (Monday)
July	Independence Day	July 4 (Thursday)
August	Last day of Summer	August 10 or 17
	Flex Week	August 9-15 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First day of Fall 2019	August 19 (Monday)

BP ~~5905~~ 4235   CREDIT BY EXAMINATION

Reference: Title 5 Section 55050

4235.1 Credit may be earned by students who satisfactorily pass authorized examinations. The Santa Clarita Community College District shall establish administrative procedures to implement this policy.

4235.2 Credit by Examination is a method of assessing the entirety of a particular course as defined by its course outline of record. The primacy of Credit by Exam is shared and resides within the Office of Academic Affairs substantively, and the Office of Admissions and Records, procedurally.

5905.1   ~~Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree.~~

5905.2   ~~Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.~~

5905.3   ~~Students must obtain permission from the division dean or department chair from which the course is offered Department chairs (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.~~

5905.4   ~~Requirements for Credit by Examination:~~

        A.   ~~Students wishing to receive credit by examination must be in good academic standing at College of the Canyons and be currently enrolled in a minimum of 3 units.~~

        B.   ~~Petitions for credit by examination in approved courses must be submitted before fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.~~

        C.   ~~Courses taken through credit by examination are subject to A – F grading. Incompletes, withdrawals, or no-pass grades are not allowed.~~

        D.   ~~Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.~~

        E.   ~~A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.~~

        F.   ~~The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.~~

        G.   ~~A maximum of 18 units may be awarded through credit by examination.~~

        H.   ~~Resident, non-resident, and international students will be charged the current enrollment fee at the time of exam plus an additional $9.00 per unit processing fee. Students will be charged these fees prior to the time the examination is attempted.~~

        I.   ~~Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.~~

J. High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.

- Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment.

- Credit for the course will be given at the time the student enrolls in the course with the Santa Clarita Community College District and will appear on the student's official transcript of record.

AP 4235 **CREDIT BY EXAMINATION** *(Original Content transferred over from existing BP.)*

Reference: *Title 5 Section 55050*

4235.1 Credit by Examination may be granted **to any student who satisfactorily passes an examination approved or conducted by proper authorities of the District. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the college catalog.** for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree, if applicable, **and the term and cumulative GPAs.**

Good Standing can be defined as also having no standing with the College for the purposes of Credit by Exam.

4235.2 Credit by exam is obtained by satisfactorily completing an examination administered by the college in lieu of completion of a course listed in the college catalogue. Credit by Exam may be written, oral, and/or demonstrative/manipulative with a concomitant rubric.

4235.3 Determination of Eligibility to Take the Credit by Exam.

a. The course is listed in the current catalog.
Students wishing to receive credit by examination must be in Good Academic Standing (GS) or have No Standing (NS), at College of the Canyons and be currently enrolled in a minimum of one course.
b. The student must meet all prerequisites.
c. The student must pay all of the fees associated with credit by exam before the exam is administered. The student will be charged the same per-unit fee as a California resident student plus an additional processing fee.
d. Financial Aid programs may not cover the enrollment fees for credit by examination. Fees are non-refundable.
e. The student will not be permitted to petition for credit by exam for a course she/he was enrolled in the current semester after the drop without a W deadline.
f. Students are allowed only one credit by exam attempt per course, regardless of grade earned.
g. A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.
h. A maximum of 18 units may be awarded through credit by exam.

    i.   Courses taken through credit by examination are subject to A – F grading, unless the course is only offered Pass/No Pass option. Incompletes, withdrawals, or no-pass grades are not allowed.

    j.   Units earned by Credit by Examination are not considered as units completed in residence and will not be used for reports to insurance companies or other similar agencies.

    k.   The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

    l.   Credits acquired by examination do not count toward Selective Service deferment, Veteran's or Social Security benefits, financial aid, or scholastic honors.

4235.4   **Administration**

    a.   Each Academic Department must declare to the Office of Academic Affairs their willingness to use credit by examination as a method of awarding course and unit credit for any courses within their discipline. Participating departments must then identify new courses eligible for credit by examination. **This information must be submitted to the Office of Academic Affairs no later than April 1ˢᵗ of each academic year, otherwise the Department's previous declaration will roll over into the next academic year.** The Office of Academic Affairs shall publish a list of participating departments and eligible courses in the course catalog by the end of the spring semester **and maintain the list for five years. All Academic Departments or instructional administrative units overseeing interdisciplinary courses must be in agreement before Credit by Exam can be utilized for such courses.**

    b.   **The Academic Senate shall, on an annual basis, approve the list of departments and courses eligible for Credit by Exam.**

    c.   Because Credit by Exam affords college units, course applicability, and grades, it is considered to be part of the regular curriculum review process. In the alternative, assessment instruments must be kept on file with Academic Affairs. However, Academic Departments are solely responsible for the administration of the exam.

    d.   The ~~approved~~ list of Credit by Examination courses will also be forwarded to the Office of Student Services for distribution to counselors and to the office of A&R for record keeping. **Only courses having met the criteria of Administrative Procedure 4235 will remain on the eligibility list.**

4235.4 **Exam Instrument**

     a.   The nature and content of the examination shall be determined solely by District faculty in the discipline who normally teach the course for which credit is to be granted in accordance with the course outline of record approved by the curriculum committee**. All Academic Departments or instructional administrative units overseeing interdisciplinary courses must collaborate and agree to the design of the assessment instrument before notifying the Office of Academic Affairs of their participation.**

     b.   The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the course outline of record.

     c.   **To establish equity in the administration of Credit By Exam, only one exam shall be developed and utilized for each authorized course.**

     d.   The faculty may accept an examination conducted at a location other than the community college for this purpose. To ensure objectivity and equity, departments are required to develop and maintain on file a standardized, uniform examination for each course in which credit by examination is allowed **and to submit a copy to Academic Affairs.**

4235.5   A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

4235.6   Implementation/Procedures ~~Requirements for Credit by Examination:~~

     a. Credit by Exam applications are available in the Admissions and Records office.
     b. The student completes and signs the top half of the application.
     c. The student obtains the require signature/approval of full-time faculty member in the discipline who will be administering the exam.
     d. Upon approval from the instructor the student submits the petition to Admissions and Records before 50% of the term has passed.
     e. Admissions and Records will confirm with the VP of Academic Affairs that the exam is on file and the instructor is qualified to administer the credit by exam. If the petition is denied Admissions and Records will notify the student.
     f. Upon confirmation, the Office of Academic Affairs will build the section of Credit by Exam within five working days and notify Admissions and Records of the section number.

g. Admissions and Records will enroll the student in the designated section, and email the student a copy of the processed petition as well as notify the student of the fees to be paid within 48 hours. If fees are not paid in 48 hours the petition is denied and student will be removed from the section.

h. The student will pay the fees at the Student Business Office and make arrangements with the instructor to complete the exam within two weeks.

i. Admissions and Records will also send a copy of the original approved petition to the instructor of record so he/she knows the examination may be administered within 2 weeks.

j. Petitions for credit by examination in approved courses must be submitted **to** Admissions and Records before fifty percent of the term *has passed*. The instructor who gives the Credit by Exam is required to submit the final grade **in** MyCanyons by the grading deadline of the term.

k. A student who pays for the Credit by Exam, makes arrangements to take the exam and does not show for the exam will be assigned a FW.

4235.7 Articulated High School Courses

a. High school students enrolled in an approved high school articulated course with the Santa Clarita Community College District may be awarded college credit via Credit by Examination.

b. Students must have the Petition for Credit of Articulated Coursework for High School Students, received from the high school, completed and turned in to the Admissions and Records office during the first semester of enrollment in the Santa Clarita community college district.

c. Credit for the course will be given at the time the student enrolls in a course with the Santa Clarita Community College District and will appear on the student's official transcript of record.

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 XXXXXX

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

Climate Survey Abbreviated: Spring 2016

Introduction

On behalf of the Academic and Classified Senates, this survey is being sent to faculty and staff (full and part-time). The purpose of this survey is two-fold: 1) To assess how faculty and staff engage with and understand how to participate in decision making and planning for the college and 2) To assess perceptions of campus climate. To accomplish this we need your help completing this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Climate Survey Abbreviated: Spring 2016

Employment Classification

1. Please indicate your PRIMARY employment classification:

◯ Full-Time Faculty

◯ Adjunct Faculty

◯ Classified and Confidential Staff (Full-Time)

◯ Classified Staff (Part-Time)

> This page has logic built in. Classified staff will skip over the faculty items.

Climate Survey Abbreviated: Spring 2016

Opportunities/Awareness

2. I am aware of opportunities to engage in the following:

> Faculty items below

	Yes	No
Committee work	◯	◯
Planning processes	◯	◯
Community service	◯	◯
Involvement in decision making	◯	◯
Assessment of Student Learning Outcomes, etc.	◯	◯
Professional development	◯	◯
Celebration of diversity	◯	◯

Other (please specify)

[ ]

3. I am aware of the following:

	Yes	No
The role of the Academic Senate	○	○
How to join a committee	○	○
How faculty are appointed to committees	○	○
How to visit a committee	○	○
The purpose of committees on campus	○	○
How budget decisions are made	○	○
How staffing decisions are made	○	○

Other (please specify)

[   ]

Climate Survey Abbreviated: Spring 2016

Awareness

4. I am aware of opportunities to engage in the following: Classified Staff items below

	Yes	No
Committee work	○	○
Planning processes	○	○
Community service	○	○
Involvement in decision making	○	○
Assessment of Administrative Unit Outcomes, etc.	○	○
Professional development	○	○
Celebration of diversity	○	○

Other (please specify)

[   ]

5. I am aware of the following:

	Yes	No
The role of the Classified Senate	○	○
How to join a committee	○	○
How to visit a committee	○	○
The purpose of committees on campus	○	○
How budget decisions are made	○	○
How staffing decisions are made	○	○

Other (please specify)

[   ]

Climate Survey Abbreviated: Spring 2016

Climate

Items below are for faculty and classified staff.

6. The college works to provide an environment that has the following attributes:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Promotes lifelong learning	○	○	○	○	○
Transparent in decision-making	○	○	○	○	○
Promotes diversity	○	○	○	○	○
Focused on solutions	○	○	○	○	○
Welcomes input from people with diverse viewpoints	○	○	○	○	○
Conducive to teaching and learning	○	○	○	○	○
Values the work of its employees	○	○	○	○	○
Appreciates the work of its employees	○	○	○	○	○

Other (please specify)

[   ]

Climate Survey Abbreviated: Spring 2016

Awareness

7. Please indicate any barriers you've experienced regarding getting involved in planning and decision-making processes at College of the Canyons.

8. Please provide any additional comments or suggestions you may have regarding opportunities to get involved in planning and decision-making processes at College of the Canyons.

Climate Survey Abbreviated: Spring 2016

Submit

Thank you for your participation in this survey!

BP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference:
Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ~~ACCJC Standards.~~

Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out its policies for the initiation, modification, or discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program initiation, modification and discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District.

4021.01   A program is defined as an organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy "Program" shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of ~~Instruction~~ **Academic Affairs** that support a common ~~set of outcomes~~.

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

(b) The establishment and existence of a designated program review within the District's integrated institutional planning system does not by default confer the focus and object of that review to be a "program" if it has not met the requirements and standards of Administrative Procedure 4021.

4021.02   Program Initiation – is the institution or adoption of a new program as defined by this policy.

(a) All newly initiated programs shall be considered "pilot programs" as detailed in Administrative Procedure 4021.

4021.03   Program Modification – Program modifications shall be categorized in the following ~~two~~ **three** manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or

transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

(b) **Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.**

(1) Merging/Splitting/Departments and Programs – all modifications that propose to merge, or split existing departments or existing programs shall be governed by Administrative Procedure 7410 and not this Board policy or Administrative Procedure 4021.

(c) Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

4021.04 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

4021.05 Program Discontinuance – is the termination of an existing program, discipline, or department.

4021.06 Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

4021.07 Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.

4021.08 Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic

considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

4021.09   A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

4021.10   College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate

This Policy and the accompanying AP 4021 were previously identified as BP and AP 4400 as originally Approved 04/11/12.

AP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference:Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standards.

I. DEFINITIONS

A. Program: An organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure "Program" shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of ~~Instruction~~ **Academic Affairs** that support a common ~~set of~~ ~~outcomes~~ **outcome**.

1. Academic Department – "academic department" hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

2. The establishment and existence of a designated program review within the District's integrated institutional planning system does not by default confer the focus and object of that review to be a "program" if it has not met the requirements and standards of Administrative Procedure 4021.

B. Program Initiation – is the institution or adoption of a new program as defined by this policy.

C. Program Modification – Program modifications shall be categorized in the following ~~two~~ **three** manners:

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

2. Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.

3. Nominal Modifications – are non-substantial modifications determined to be   normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and   thus fall outside the purview and

requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer the proposing party to Administrative Procedure 4021 for action.

D. Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Modification or Program Discontinuance.

E. Program Discontinuance –is the termination of an existing program, discipline, or department.

F. De Facto Discontinuance: is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

G. Committee: ~~When Program Viability Review is initiated,~~ the Academic Senate will form ~~an ad hoc~~ a **standing** Program Viability Committee whose membership is ~~outlined~~ **listed** in Section IV of this procedure.

H. Intervention: a recommended action to remedy identified program shortcomings.

I. Determination Process: refers to the sequential process of Section III through V of this Administrative Procedure.

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

Program initiation, modification and discontinuance proposals, and De Facto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), ~~Division~~ **School** Dean, Department Chair, or Academic Program Director. He/she will consult with ~~Division~~ **School** Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program initiation, modification or discontinuance. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a fundamental and integral role in any discussion of program initiation, modification or discontinuance.

"Nominal Modifications" as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will

notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President no later than the ~~sixth~~ **eighth** week of the fall semester.[1] Proposals received after the ~~sixth~~ **eighth** week of the Fall semester, or during the Spring semester, **will be advanced but with no intent of program implementation by the start of the next academic year.** ~~only if there exists necessary and compelling reasons to do so in the judgment of the Academic Senate. Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions .~~ **The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact. Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.**

The initial proposal shall include, but is not limited to, the itemized quantitative **and qualitative** evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.[2] The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. ~~The emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed initiation, modification or discontinuance to the next procedural level.~~ **Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.[3]**

---

[1]Proposals to **initiate, modify or** discontinue **intended to have program implementation by the start of the next academic year**, may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4021). The size and diversity of the Program Viability committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and Program Viability Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

[2] Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. **If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.**

[3] **Most grant funded programs are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The program viability committee must scrutinize campus instructional and support services to**

Categorical Modifications may be excused from the requirement of a full quantitative and qualitative proposal if it is determined by the committee to be unnecessary. The proposing party should solicit such a determination from the Committee Chair in advance.

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to **the following inquiries:** *(Criteria may differ based on the nature of the proposal. Not all inquiries below will necessarily be required.)*

    a. **What are the** enrollment trends over the past five years **and how are** they **favorable to the acceptance of the proposal?**

    b. **What is** the projected demand for the program in the future, **and how** does **that demand support acceptance of the proposal?**

    c. **What is, or will be, the** frequency of course section offerings and**/or** rationale as to their reduction, if applicable?

    d. **What is** the term to term persistence of students **within the existing program, or proposed program.**

    e. **What are the** student success and program completion rates, **and how** are **they favorable to the acceptance of the proposal?**

    f. **What is** the current or projected student completion rate, **and how is that** rate **favorable to the acceptance of the proposal?**

    g. **Does the** productivity in terms of WSCH per FTE ratios **favor acceptance** **of the** proposal? **If so, how?**

    h. **What are, and how do,** the Success rate of students passing state and national licensing exams **support the proposal?**

    ~~i. Enrollment trends over a sustained period of time~~

    ~~j~~ **i. What data extracted from** Program Review supports this proposal? **And how?**

    ~~k~~ **j. Does any** data from a CTE Advisory Committee support this proposal? **If so, how?**

    ~~l~~ **k. Does the** Regional Labor Data support this proposal? **If so, how?**

    ~~m.~~ **l. Will there be** an adverse student impact resulting from discontinuance **or** **proposal?**

    ~~n~~ **m.** Implementation timeline for resulting new courses.

    n. The proposal shall substantiate adherence to standards of equity established **by the State Chancellor's Office.**

B. Qualitative Evidence *(**Copied and moved from Section IV(C) of this procedure.**)*

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum ~~and~~ offerings as they relate to the academic mission of the college.

---

determine if they can absorb and support the grant funded program without significantly diminishing the effectiveness of existing services and detrimentally increasing workload.

3. The effect of program **initiation, modification or** discontinuance on institutional outcomes.

4. The potential for a disproportionate impact on diversity.

5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.

6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.

7. Consideration of matters of articulation as they relate to curriculum.

8. The replication of programs in surrounding college districts.

9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.

10. The **relation of the proposal to** the goals and strategies of the College as outlined in the most recent Strategic Plan.

11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.

12. The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing ~~existing~~ the effectiveness of existing services and increasing workload detrimentally.

13. If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.

~~2.~~ **C.** Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate Program Viability Committee authorized by Section IV of this procedure.

~~3.~~ **D.** Vocational or Occupational Training Program Proposals

California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate and in accord with Section III(A)(1)(l) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary. **The proposing party should provide an analysis of the study as it relates to their proposal and indicate how it supports any newly proposed curriculum.**

~~B.~~ **E.** Notifications of Possible De Facto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible De Facto discontinuance. Upon receipt of such notification the Senate President will

inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a De Facto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible De Facto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

The Academic Senate shall establish a standing program viability committee. Upon receipt ~~of the proposal~~ by the Academic Senate President, the Academic Senate shall ~~approve the creation of an ad hoc~~ forward **proposals** to the Program Viability Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. Program Viability Committee Composition

1. **Academic Senate President, or designee.**
    a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee.
~~A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).*~~
2. A tenured or tenure-track faculty member from a transfer discipline. ~~A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)~~
3. A tenured or tenure-track faculty member from a CTE discipline. ~~Division Dean of the department that houses the program in question.~~
4. ~~**A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).***~~ ~~Academic Senate President, or designee.~~
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Student Government.
9. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.
11. A member of the Program Review Committee.

B. Program Viability Committee Functions

The Committee will use the quantitative and qualitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of

initiation, modification or discontinuance. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure.

2. Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.

~~2.~~ 3. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.

~~3.~~ 4. Gathering all qualitative and quantitative evidence into a written report.

~~4.~~ 5. Participating in all public meetings and discussions.

~~5.~~ 6. Recommending to the Academic Senate one of the ~~three~~ **six** potential outcomes of the ~~discontinuance~~ **proposal** process **to include documenting its findings by a narrative.** (Listed is Section V (A) of this procedure.)

7. The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

~~C. Qualitative Evidence~~

~~Factors to be considered may include, but are not limited to:~~

~~1. Contemporary analysis of the relevance of a discipline.~~
~~2. Current college curriculum and offerings as they relate to the academic mission of the college.~~
~~3. The effect of program discontinuance on institutional outcomes.~~
~~4. The potential for a disproportionate impact on diversity.~~
~~5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.~~
~~6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.~~
~~7. Consideration of matters of articulation as they relate to curriculum.~~
~~8. The replication of programs in surrounding college districts.~~
~~9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.~~
~~10. The goals and strategies of the College as outlined in the most recent Strategic Plan.~~
~~11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.~~

~~The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.~~ *Moved to Section IV(B)(7)*

~~D.~~ C. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021. If such a mandate

occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Program Viability Committee will be formed for the sole purposes listed in Section VI of this procedure.

V. REPORT OF PROGAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

The Program Viability Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered "ongoing" and can be resubmitted directly to the Committee at a future date. The Committee will determine a reasonable timeline for resubmission of the revised proposal. No Committee report need be forwarded to the Academic Senate as long as the proposal is ongoing.

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring semester of the academic year in which the proposal was submitted.[4]The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The ~~proposal~~ **report** shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are ~~five~~ **six** possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued.

1. Recommendation to Initiate

The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

2. Recommendation to Not Initiate

---

[4]The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

3. Recommendation to Modify

The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

4. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

5. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance by this process, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

6. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

    a. Mandated Discontinuance

    A recommendation to discontinue is mandated if so ordered by an external
    regulatory, governing or licensing body to which the program is subject, as stated in BP
4021 and substantiated under Section IV (C) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt. Upon acceptance of any proposal, the Academic Senate must consider and send forward a scheduled implementation timeline. The Academic

Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

California Education Code Section 78016 mandates that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meet particular criteria. The District shall ensure compliance by conducting such ongoing reviews for all initiated programs of this type.

VI. PILOT PROGRAM STATUS

All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.[5]

1. Staffing - the authorization to hire full time staff to support any new program may be restricted until the conclusion of the three year pilot process.

2. Required Reporting Content

a. Year One Report – the report shall be an informational status update to include evidence of the program's growth, success and challenges to   date.

b. Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report   shall also include a substantiated projection as to the program's   likelihood for sustainable success by the end of its third year.

c. Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report   shall also include a substantiated projection as to the program's   immediate institutional sustainability.

---

[5] **The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the program content's historical existence on campus. See the italicized note under Section III(A) of this proposal.**

2. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the program's status.

      a. Discontinuance – all pilot programs failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation plan per Section VII of this procedure.

~~VI~~. **VII.** IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original Program Viability Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Discontinuance Implementation Plan

The implementation plan must include, but is not limited to:

1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12

Academic Senate Approved Revisions 10/24/2

Amendment to the Academic Senate Bylaws

Reassign Time for Academic Senate

To meet the evolving needs of the Academic Senate, at the start of each spring semester, the Academic Senate President will, in consultation with the Senate Executive Committee, allocate the reassign time for the Academic Senate effective the following fall semester. In the case of unforeseen need, the Academic Senate President reserves the right to modify the allocations of Reassign Time at the beginning of any semester.

The positions eligible for reassign time may include, but are not limited to the following:
- Academic Senate President
- Academic Senate Vice President
- Curriculum Committee Chair
- Policy Review Committee Chair
- Faculty Professional Development Committee Chair
- Program Review Committee Chair
- Noncredit Liaison
- Legislative Liaison
- CTE Liaison

It is at the discretion of the Academic Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible for reassign time.

The Academic Senate President shall report any changes to the allocation of reassign time to the Academic Senate.

Each position given reassign time must have a clear description of the job duties and expectations. For committee chairs, these job duties must be incorporated into the respective committee procedures/charters. All other positions must have a written description of job duties and expectations that are approved by the Academic Senate.