

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

November 10, 2016 3:00 p.m. to 4:50 p.m. BONH 330



A. Routine Matters

1. Call to order
2. Public Comment
3. Approval of the Agenda
4. Approval of the Consent Calendar:

Academic Senate Summary for October 27, 2016 (p.3)	Program Review for October 26, 2016 (p. 17)
Curriculum Summary for November 3, 2016 (pg.8)	Policy Review Committee (pg. 18)
Faculty Professional Development for (pg. 13)	Program Viability Summary for September 22, 2016 (pg.19)
CASL Summary for October 26, 2016 (pg. 17)	Program Viability Summary for October 20, 2016 (pg. 21) and Evaluation Rubric for Public Health AS-T Proposal (pg. 22)

B. Reports

1. Rebecca Eikey, Academic Senate President's Report/ASCCC Fall 2016 Plenary
2. Wendy Brill Wynkoop, ASCCC Fall Plenary for November 3-6, 2016
3. Lisa Hooper, Curriculum Update

C. Action Items

1. Approval of appointments to the Hiring Committee for:

Cinema (pg.25)	English – Multiple positions (pg.31)
Political Science (pg.26)	Sociology – Multiple positions (pg.32)
ECE (pg.27)	Paralegal (pg.33)
Culinary (pg.28)	Business/Accounting (pg.34)
Mesa Program Director (pg.29)	Business/Business Law (pg.35)
Dean of Enrollment Services (pg.30)	

AP 7120 Committee Selection and Orientation, Academic Hiring Procedures Section 6.1:

The committee usually consists of 5 to 7 faculty members, with the department Chair or designee serving as the committee chair. The Senate confirms members of the committee, one of whom should be from outside the academic division.

2. Online Education Initiative MOU
<https://www.canyons.edu/Offices/AcademicSenate/Documents/COC%20MOU.PDF>
3. Civic Engagement Procedures (pg.36)
4. Resolution on Civic Center Use (pg.40)
5. Resolution on Evaluation of Administrators (pg.41)
6. Resolution on Faculty Emeritus Program (pg.42)
7. Faculty Emeriti Procedures (pg. 43)
8. Equivalencies Recommendation (pg. 47)

D. New Future Business

1. Doing What Matters Local Plan, Regina Blasberg and Dr. Jerry Buckley

2. Accreditation Mid-Term Report, Dr. Jerry Buckley

E. Unfinished Business

1. Evaluation of Committees (Committee on Committee Survey)
2. Syllabus Survey, Ann Lowe
3. SCCRC Regional Plan, Dr. Jerry Buckley
4. Revisions to BP 4235 and AP 4235 Phase II, Michael Dermody
5. Adjunct Discipline List, Aivee Ortega
6. Climate Survey Results

F. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend.

Policy Review meets every Thursday from 1:30 – 3:00 pm in Bonelli 330.

Faculty Office Allocation	Final Exams
Tracking of policy development	Grant Policy
Credit by Exam	Use of Cameras on Campus

G. Discussion Items

1. (IE)² Committee Report as related Canyons Completes and California Pathways, Audrey Green & Daylene Meuschke
 - California Pathways Model Description (pg. 48)
 - College Readiness Assessment – the national example of the application to participate (pg. 50)
2. Basic Skills Initiative (BSI) Expenditures, Denee Pescarmona (pg. 64)
3. Zero-Textbook Cost Degree Grant Application, Brian Weston (pg. 68)
4. Year 3 Update of Program Review for the Academic Senate, Rebecca Eikey (pg.70)

I. Announcements

- Scholarly Presentation by Professor Mary Bates, Geography, “Ice Age California” November 17, 2016, 6:00 pm in the Performing Arts Center
- Formerly Incarcerated Student Regional Meetings, November 18- 19, TBD
- Contextualized Teaching and Learning Regional Meetings, December 2- 3, TBD
- Common Assessment Initiative Regional Meetings, December 9 – 10 Sacramento, Ca
Grand Sheraton Hotel Sacramento, 1230 J Street, Sacramento, CA 95814
- Faculty Hiring Regional Meetings, February 10 - 11, 2017, TBD
- Hayward Award <http://www.asccc.org/events/hayward-award-0> application deadline is 12/23/16
- Norbert Bischof Faculty Freedom Fight Award <http://www.asccc.org/events/nbfff> application deadline is 2/1/17
- Stanback-Stroud Diversity Award <http://www.asccc.org/events/stanback-stroud-diversity-award-0> application deadline is 2/3/17
- Accreditation Institute February 17 -18, 2017 Napa Valley Marriott
- Part Time Faculty Regional Meetings, February 24- 25, 2017, TBD
- Area C Meeting March 17, TBD
- Curriculum and Noncredit Regional Meetings, March 31, -April 1, 2017, TBD
- Spring Plenary April 20 – 22, 2017 TBD
- CTE Leadership Institute May 5 – 6, 2017 San Jose Marriott, San Jose
- Faculty Leadership Institute June 15 – 17, 2017 Sheraton, Sacramento
- Curriculum Institute July 12 – 15, Riverside Convention Center

Summary for the Academic Senate Meeting October 27, 2016

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	VACANT		Business Senator	VACANT	
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jason Burgdorfer	X
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Saburo Matsumoto	X
Student Services Senator	Garrett Hooper, <i>Chelley Maple, Proxy</i>	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard, WebEx	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	X
Lita Wangen	X
Dan Portillo	A
Dr. Wilding	A
Brenda Plona	A

Guests	
Patty Robinson	Brian Weston
Diane Fiero	Barry Gribbons
Ambika Silva	Omar Torres

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Public Comment: Wendy Brill-Wynkoop brought to the Senate a correction to the summary. Those will be corrected. On page 6 under Action it should read AP 4235 not 4234/
3. Approval of the Agenda: Motion to approve Lisa Hooper, seconded Mary Bates. Rebecca Eikey, Michael Dermody, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Philip Marcellin, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner(Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.
4. Approval of the Consent Calendar:

Academic Senate Summary, October 13, 2016	Curriculum Summary for October 20, 2016
Faculty Professional Development Summary for October 17, 2016	CASL Summary for October 12, 2016
Program Review for October 12, 2016	Academic Staffing Committee for September 13, 2016
Policy Review Committee for October 20, 2016	

Motioned to approve Michael Dermody, seconded by Mary Bates. Rebecca Eikey, Michael Dermody, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Philip

Marcellin, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Lisa Hooper Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner(Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear her during the meeting). Unanimous. Approved.

5. Academic Senate President's Report, Rebecca Eikey

- The Rostrum for September has been put in the boxes. The October issue has not arrived yet, but here is a link to it:
<http://asccc.org/sites/default/files/RostrumOctober-2016.pdf>
 There are some interesting articles in the October issue, for example, "The Senate and Union Relationship" article on page 8. The article explains the role of both the Senate and the Union.
- We had an ASCCC site visit on October 21, 2016 for Minimum Qualifications and Equivalencies. Thank you to those who could attend. We have copies of the ASCCC publication: Equivalence to the Minimum Qualifications (http://asccc.org/sites/default/files/equivalency_paper.pdf) from the conference still available if anyone is interested. There will be two copies in the Senate office. We had the Academic Senate President from Ventura, representatives from Questa College and the AVC. We had a group activity where we talked about the equivalency for the associate's degree. Some of the take away messages we learned from there was the interpretation of Title 5 and making sure we are interpreting it in the present tense. What does that mean? Our current equivalencies for Masters, Bachelors and Associates degree have an option for equivalencies for those who are enrolled in a program with a certain number of units completed and requirement to complete the degree with 24 months. We realize this is an issue. We are not able to have a timeline bound nature to the equivalency. If they walk in the door with those units we have to be comfortable with those equivalencies. The Minimum Qualifications and Equivalency Committee are generating changes to our policies related to this. Also each department has the choice to decide if they want to accept an equivalency or not. This is an important conversation that you want to take back the schools and remind faculty about what their equivalencies are for their department. Questions were asked about the equivalencies and urgency for changing them. Diane Fiero stated that they should be taking it off their website right now because of this issue. The Minimum Qualifications and Equivalency Committee will be addressing this.
- I would like to draw your attention to Victor Valley College's AP 6200 which uses a decision tree when they are assigning priorities as part of their budget development process. It is very visual, clearly clean. They have 4 planning categories; mandated, returned to base operations, improvement, and innovative. It is "yes-no" chart. There are weighting factors as far as what elevates something to high priority versus something that is not a priority. In PAC-B, we were discussing developing rubrics for our Force Cost categories.
- At the Board of Trustees meeting last night, I followed up with the Board regarding the Open Meeting/Brown Act. This topic is on our agenda.
- I also updated the Board on the results of the Climate Survey and some of the discussions we have had in the Senate, including our recommendations and the Ad-Hoc Open Forum. The first Open Forum will be tomorrow Friday, October 28th at noon in BONH 330.
- I would like to commend Wendy Brill on her bravery for sharing with the Board a very personal story related to freedom of speech. Wendy also shared with the Board a

copy of the PERB violation that had recently occurred after the Union did not endorse Michelle Jenkins. It is very important that our voices be heard and I commend Wendy on her bravery.

B. Action Items

1. Vacancy of Vice President. Michael Dermody motioned to accept the resignation by Teresa Ciardi with the understanding it requires a 2/3 majority by the constitution. Philip Marcellin seconded. Rebecca Eikey, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Lisa Hooper, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. (Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.
 There was a discussion as to how we want to proceed for the replacement of the Vice President for Senate. The Senate decided go through the nomination process and an election. The new Vice President would start in February 2017 and the term would end Spring 2018. Motioned Mary Bates, seconded Kimberly Bonfiglio Rebecca Eikey, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. (Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.
2. Minimum Qualifications for Interdisciplinary Studies.
 Masters in the interdisciplinary area
 OR
 master's in one of the disciplines included in the interdisciplinary area AND 6 semester units of upper division or graduate course work in at least one other constituent discipline or a combination of units in the constituent disciplines.
 Motion Wendy Brill-Wynkoop, seconded Mary Bates. One opposed Lisa Hooper. Rebecca Eikey, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. (Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.
3. Disciplinary Assignment for Violeta Kovacev-Nikolic. Motioned Mike Sherry, seconded by Mary Bates. Rebecca Eikey, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Tracey Sherard, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Lisa Hooper, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. (Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.
4. Emeriti Status for Kathy Alfano. Chelley Maple nominated Kathy for Emeriti Status. Motioned by Chelley Maple, seconded by Wendy Brill-Wynkoop. Rebecca Eikey, Regina Blasberg, Wendy Brill-Wynkoop, Chelley Maple, Lisa Hooper, Tracey Sherard, Rebecca Shepherd, Jason Burgdorfer, David Martinez, Deanna Riveira, Michael Sherry, Saburo Matsumoto, Benjamin Riveira, Kimberly Bonfiglio, Mercedes McDonald and Noemi Beck-Wegner. (Tracey Sherard is using WebEx so we will be counting everyone individually since we are not able to see her. We could only hear during the meeting). Unanimous. Approved.

C. New Future Business

1. (IE)² Committee Report as related “Canyons Completes,” Audrey Green & Daylene Meuschke
2. Office Allocation Policy, Michael Dermody
3. Finals Exam Policy, Michael Dermody
4. Doing What Matters Local Plan, Regina Blasberg and Dr. Jerry Buckley
5. Program Review for Senate, Rebecca
6. Accreditation Mid-Term Report, Dr. Jerry Buckley

D. Unfinished Business

1. Syllabus Survey, Ann Lowe
2. SCCRC Regional Plan, Dr. Jerry Buckley
3. Revisions to BP 4235 and AP 4235 Phase II, Michael Dermody
4. Adjunct Discipline List, Aivee Ortega
5. Civic Engagement Steering Coming Operating Procedures, Patty Robinson

E. Discussion Items

1. Legal Opinion on the Brown Act/Open Meeting Act

What does this mean, how does it affect us and where do we go from here? Rebecca’s understanding of the Legal Opinion that if Senate Standing Committee is informing or making recommendations to the Academic Senate, the committee is subject to the Brown Act. There was a good analysis in the Legal Opinion about whether our hiring and tenure committees are subject to the Brown Act. These committees are not subject to the Brown Act since they are Ad Hoc in nature. Rebeca did have a question about Academic Staffing Committee.

- Have we have looked at other schools?
- We need to implement this in a diligent fashion. This a work load issue.
- Is there a way to prioritize some of the committees?
- Diane Fiero said there is another call they will be having with the attorney and she will ask.
- We want to get the accurate information. We want to approach this with mindfulness.
- We should look to the statewide Senate and ask them for help us with this.

We will be discussing the Committees on Committee’s survey further in the Agenda. There is an Ad Hoc Committee of the Academic Senate reviewing committee charters to get sense of how consistent we are. One suggestion would be perhaps this discussion item could go that group since they are already looking at committee charters. Another suggestion could be Policy Review committee. The consensus was to move this discussion to the Ad Hoc Committee reviewing charters.

2. Civic Center Use Resolution

This is a result of the last Academic Senate meeting regarding the concern once again about filming on campus. Filming occurred on October 7 that disrupted instruction. There was no advance notification to faculty related to this filming. The Academic Senate wanted a Resolution immediately on this. The decision was to move this resolution to an Action item with the understanding that we will be having a conversation with Jim Schrage.

3. Resolution on Evaluation of Administrators/Vote of No Confidence

There are a couple resource papers from the ASCCC website related to the inclusion of faculty and the evaluation of administrators: “Coronations and Assassinations: Finding the Appropriate Role for Faculty in the Evaluation of Administrators” and “Administrators in our Midst: Retreat Rights and Evaluation.” The inclusion of faculty in the evaluation of administrators is called out in Ed Code. In one of the papers, it is explained that faculty often feel they have no choice but to go through a Vote of No Confidence in the absence of inclusion of them in the evaluation of administrators. It was asked if Classified Senate and yes, this has been shared with them. The decision was to move this resolution to an Action Item.

4. Emeritus Faculty Policy and Resolution

Michael review the historical context of how Emeritus Faculty have been established. The decision was to move both the Emeritus Faculty Policy and Resolution to Action Items.

5. Basic Skills Initiative Expenditure Report

This will come back as there were many questions the Senators had. Tabled.

6. COC OEI MOU update

Online Education Initiative is sponsored through the state Chancellor's Office. We are a pilot college through OEI so they provide us with a lot of resources, such as Canvas. There are other technical resources also provided through OEI. This is an update to our agreement to continue being a pilot college and receiving benefits, such as Net Tutor, which is being used in philosophy. Although a lot of the support is for online purposes, the technology and support benefits the majority of our students and our faculty, regardless of class modality. Continuing to be a pilot program is in our best interest. We can get a lot of cost savings to our district as being a part of it. OEI is currently encouraging colleges participate in the Course Exchange. The purpose of the Course Exchange to allow students to enroll in online courses at other colleges participating in the exchange without having to matriculate again. Being in the Course Exchange is not mandatory for the pilot colleges and there is no interest at the present time for us to participate in the Course Exchange. The decision was to move this resolution to an Action Item.

7. Committee on Committee Survey

As a result of a Recommendation from the 2014 Accreditation Site Visit, a Committee on Committees has formed this semester. This group has started the process of inventorying committees and developing an evaluation tool. This survey was created by Daylene Meuschke, Justin Hunt and others. Since there is already work begun on starting to evaluate our committees, Rebecca thought that it would be beneficial for the Academic Senate to review the committee charters for the Academic Senate Standing Committees. There has already been some discussion about this with in the Program Review and CASL committees. The Ad Hoc committee members are:

- Rebecca Eikey Kelly Burke, Nicole Faudree, Jason Burgdorfer, Cindy Stephens, Erin Delaney, Miriam Golbert

This is a good time for the Academic Senate's input on the survey. This will come back as a discussion item.

F. Announcements. The soccer team played a game on the new field. It is really nice. Very happy with it.

G. Adjourned: 4:57 p.m.

CURRICULUM COMMITTEE SUMMARY

November 3rd, 2016

3:00 pm – 5:00 pm

Bonelli Hall 330

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Tricia George – Humanities; Audrey Green – Administrative Co-Chair; Lisa Hooper – Faculty Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Julie Jacobson – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; ; Emily Prior (Substitute for Anne Marengo) – Social and Behavioral Sciences; Cindy Stephens – At large member; Rebekah Villafana – Adjunct Representative

Members Absent: Erin Barnthouse – Learning Resources

NEW COURSE PROPOSALS – DISCUSSION OF NEED The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outline will not be reviewed at this meeting.				
Subject & Number	Title	Rationale for New Course Proposal	Author	Effective
ASTRON-103	Observational Astronomy	Rationale: 1) Adds a new general education lab-science option 2) Aligns COC astronomy offerings with other southern California colleges and universities.	T. Ciardi	TBD
WELD-112A	Introduction to Gas Tungsten Arc Welding	Rationale: Part of three-course program needed to address the growing need for skilled GTAW welding technicians.	T. Baber	TBD
WELD-112B	Intermediate Gas Tungsten Arc Welding	Rationale: Part of three-course program needed to address the growing need for skilled GTAW welding technicians.	T. Baber	TBD
WELD-112C	Advanced Gas Tungsten Arc Welding	Rationale: Part of three-course program needed to address the growing need for skilled GTAW welding technicians.	T. Baber	TBD
WELD-113A	Introduction to Pipe Welding	Rationale: This course replaces the existing WELD-165 and includes additional content and specific lecture and lab content that better aligns with industry standards. This is the first of a four course series that leads to Certificate and will be added to the AS Degree as an option.	T. Baber	TBD
WELD-113B	Pipe Layout and Fabrication	Rationale: This is course is needed to provide students with the necessary skills to plan, prepare, and construct pipe joint connections as used in the piping industry.	T. Baber	TBD
WELD-113C	Intermediate Pipe Welding	Rationale: This is the third of a four course series for pipe welding.	T. Baber	TBD

Advanced Pipe Welding	Rationale: This is the fourth of a four course series for pipe welding.	T. Baber
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-Motion to adopt the need for and conduct a full review of ASTRON-103; Motion by Mary Bates, second by Rhonda Hyatt. All in favor: Unanimous.

NEW PROGRAM PROPOSALS – DISCUSSION OF NEED				
The following new program proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the programs to our curriculum. The program outline will not be reviewed at this meeting.				
Program	Degree/Certificate	Description of Action	Author	Effective
Gas Tungsten Arc Welding	Certificate of Specialization	Rationale: There is a lack of qualified skilled GTAW technicians to meet the local and nationwide demand by today's industry. The addition of the Certificate of Specialization in Gas Tungsten Arc Welding will help provide the necessary training to help meet this demand.	T. Baber	TBD
Pipe Fabrication/Welding	Certificate of Specialization	Rationale: Provides a comprehensive program of study in the field of layout, fitting, and welding of carbon steel pipe. There is a worldwide need for skilled labor in the fields that using piping.	T. Baber	TBD

-Motion to adopt the need for and conduct a full review of WELD-112A, WELD-112B, WELD-112C, and the Gas Tungsten Arc Welding Certificate of Specialization; Motion by Rhonda Hyatt, second by Julie Jacobson. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of WELD-113A, WELD-113B, WELD-113C, WELD-113D, and the Pipe Fabrication/Welding Certificate of Specialization; Motion by Cindy Stephens, second by Mary Bates. All in favor: Unanimous.

NEW COURSE PROPOSALS – FINAL READ				
The need for the following new course proposals were approved at the October 20 th , 2016 curriculum committee meeting. These course outlines were reviewed through a technical review process and will now will be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.				
Subject & Number	Title	Description of Action	Author	Effective
AUTO-110	Diesel Engines	3-units, 32 hours of lecture, 64 hours of lab, new SLO's (2). Adding to the "Plus nine units from the following" section of the Automotive Technology A.S. Degree & Certificate of Achievement.	G. Sornborger	TBD
AUTO-111	Diesel Fuel Systems	3-units, 32 hours of lecture, 64 hours of lab, new SLO's (2). Adding to the "Plus nine units from the following" section of the Automotive Technology A.S. Degree & Certificate of Achievement.	G. Sornborger	TBD

GMD-104	Graphic Design for Web and Social Media	3 units, 36 hours of lecture, 54 hours of lab, new SLO's (2). Adding to the GMD—Graphic Design & GMD—Multimedia Certificate of Achievement.	K. Jenkins	TBD
GMD-107	Multimedia for Web and Social Media	3 units, 36 hours of lecture, 54 hours of lab, new SLO's (2). New recommended preparation of GMD-101. Adding to the GMD—Graphic Design & GMD—Multimedia Certificate of Achievement.	M. Daybell	TBD

-Final read of the new course proposal above will be tabled until a future meeting.

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session on October 27th, 2016 by the following curriculum committee members: Lisa Hooper, Julie Jacobson, and Susan Ling. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
CAWT-156	Microsoft Excel II	Revised description, content, and objectives. Updated textbook.	M. Lipman	Fall 2017
CAWT-161	Microsoft Access II	Revised description, content, and objectives. Updated textbook.	M. Lipman	Fall 2017
CAWT-166	Desktop Publishing	Revised content, and objectives. Updated textbook.	M. Lipman	Fall 2017
FIRETC-109	Principles of Fire and Emergency Services Safety & Survival	Revised SLO , revised objectives and content, updated textbooks. Added DLA.	K. Kawamoto	Fall 2017
SOCI-208	Sociology of Death and Dying	Revised objectives and content, updated textbooks.	K. Coleman	Fall 2017
SOCI-233	Sociological Issues of Life and Longevity	Revised objectives and content, updated textbooks.	K. Coleman	Fall 2017

MODIFIED PROGRAM PROPOSALS – CONSENT CALENDAR

The following programs are being modified as a result of the newly approved courses on this agenda. These program modifications will not be reviewed during this committee meeting, and the authors of the following program are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Automotive Technology	A.S. Degree	Adding AUTO-110 & AUTO-111 to the “Plus nine units from the following” section of the degree. No change in total units required.	N. Faudree	Fall 2017

Automotive Technology	Certificate of Achievement	Adding AUTO-110 & AUTO-111 to the “Plus nine units from the following” section of the certificate. No change in total units required.	N. Faudree	Fall 2017
Graphic & Multimedia	Certificate of Achievement	Adding GMD-104 & GMD-107 to the program requirements of the	M. Daybell	Fall 2017

Design – Graphic Design		certificate. Total certificate units required increased to 28.		
Graphic & Multimedia Design – Multimedia	Certificate of Achievement	Adding GMD-104 & GMD-107 to the program requirements of the certificate. Total certificate units required increased to 28.	M. Daybell	Fall 2017

-Modified Programs on consent items above will be tabled until a future meeting.

TECHNICAL CHANGES – CONSENT CALENDAR The following items are being approved as a technical change and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.				
Subject & Number	Title	Description of Action	Author	Effective
BIOSCI-106	Organismal & Environmental Biology	Adding “field trips may be required” to description.	J. Chari	Spring 2017
WINEST-084	Wine Service and Hospitality	Adding prerequisite of “Must be 21 years of age”. Adding “Pregnant women and persons with allergies to sulfites are advised not to take this class. Wine will be tasted” to the catalog description.	C. Schwanke	Spring 2017

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR The following is a summary of new and modified prerequisites that were reviewed in the technical review session on October 27 th , 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new and modified prerequisites are not required to attend this meeting.			
Subject & Number	Title	Type of Delivery	Author
GMD-107	Multimedia for Web and Social Media	New recommended preparation of GMD-101.	M. Daybell
WINEST-084	Wine Service and Hospitality	Adding prerequisite of “Must be 21 years of age”.	C. Schwanke

-New recommended preparation of GMD-101 to the new course proposal of GMD-107 will be tabled until a future meeting.

NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in the technical review session on October 27 th , 2016 and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.			
Subject & Number	Title	Type of Delivery	Author
FIRETC-109	Principles of Fire and Emergency Services Safety & Survival	100% Online, Online/hybrid	K. Kawamoto

-Motion to approve all items on the 10/20/2016 Consent Calendar, with the exception of the tabled items; Motion by Rhonda Hyatt, second by Cindy Stephens. All in favor: Unanimous.

Discussion Items:

Chairs Reports

- Minimum Qualifications & Equivalencies (10/21) – visit from ASCCC Curriculum Committee reps. No more Equivalency Option #2 (not equivalent; cannot hire and then “un-hire” a faculty member). Disciplines list requires constant attention by state and local curriculum committees. CTE areas triggering more frequent revisions of the list.
- ASCCC Southern California Curriculum Meeting (10/22), Attended by Audrey Green, Lisa Hooper and Rebecca Eikey. Coding; C-ID issues (CSU reviewer shortage in some disciplines); software implementation; inventory clean-up by “next semester”; we are a pilot college. Break-out Sessions for New Chairs, Dual Enrollment, and CTE. CIO should schedule regular meetings with chairs, Articulation Officer should give report at every meeting, Curriculum Specialist is responsible for catalog, should develop process for conflict resolution, keep rules and procedures separate for committee and process and accessible
- Dual Enrollment – the term for use with concurrently enrolled H.S. students. AB 288 (Holden) creates CCAP’s, pathways that are specifically designed to increase college and career readiness and reduce the number of underprepared students (remedial). Allows courses taught on H.S. campuses to be limited to H.S. students. Raises max number of units to 15 (but no more than 4 courses). Provides students same enrollment priority as middle college H.S. students. MQ’s do not change. No PE and no overlap with another CCC service area.
- CTE (Strong Workforce Recommendations). Primarily focuses on skills attainment > Doing What Matters. Recommendations: “Evaluate, strengthen, and revise curriculum development process to ensure alignment from education > employment”. “Evaluate, revise, and resource curriculum processes to ensure timely, responsive & streamlined curriculum approval”. Consider curriculum portability, course repetition when appropriate to maintain skills, etc. Use data to validate new curriculum. Train faculty on curriculum processes. C-ID for CTE is coming. Develop ways to recognize prior learning & work experience for credit. Develop a website repository of CTE model curricula. CTE Liaison – Regina Blasberg.
- Checklists & Process Consideration (handout): New Course Documentation Form – sufficient? New Course & Major Course Modification Proposals (AHC). New Program Proposal (AHC). Tech Review – consider our format; opportunities to improve? Clearly defined “1st Steps” between Program Viability and Curriculum. Should CTE Liaison attend Curriculum meetings? Frequency?

Faculty Development Committee Meeting Minutes

October 24, 2016

11:00am @ BONH 330

Chair: Teresa Ciardi

Mehgen Andrade, Sarah Burns, Leslie Carr, Sandy Carroll, Chris Cota,
Alexa Dimakos, Nicole Faudree, Phil Gussin, Mike Harutunian, Brandon Hilst,
Susan Ling, KC Manji, Galeen Roe, Gregory Shrout, Diane Sionko, Cindy
Stephens, Heidi Williams

- A request was made for the committee to approve 1.5 hours of Flex credit for full-time faculty who attended the MSH School meeting on opening day because they had their one hour school meeting and then proceeded to work in groups on various tasks for an additional 1.5 hours. This request resulted in questions and discussion regarding: how are hours counted on opening day; can activities that take place on opening day be counted as flex or are we contractually obligated to attend activities that occur on opening day since opening day is a service day? It was stated that department meetings and division meetings can be counted as flex according to the law. It was also noted that attending division meetings are in in the COCFA contract as a required professional responsibility. Further clarification about what is required of faculty on Opening Day is needed. The committee proceeded to approve 1.5 hours of flex for fulltime faculty for the MSH school meeting on opening day because it went over the usual 1 hour school meeting and a school wide collaboration component was included.
 - Statements made during a conversation between an FDC committee member and a faculty colleague were shared with the full committee. The faculty colleague said that anything done outside of required contractual duties should count as flex. The committee was reminded that evidence of professional growth is needed for an activity to count as flex.
1. Professional Development hours for diversity training through HR (Phil Gussin)
 - Flex credit for the 1 hour diversity training required as part of the HR hiring committee training was requested. The committee approved it. Leslie will request a list from HR and will add the flex hours upon receipt of the list.
 2. Meeting 2x per month request
 - Teresa proposed meeting twice per month to address the work load in a more timely manner. Alexa proposed to post the proposals in canvas and have the committee review faculty proposals and provide feedback in canvas. The committee voted to keep the meeting dates as scheduled this academic year: 10 members voted to meet once per month; 2 members voted to meet twice per month; 2 members abstained.

- There was a motion to move voting on the proposals to the beginning of the meetings, and this motion was seconded. The committee unanimously approved the motion.
3. Recommendation that evaluating full-time faculty be included in allowable professional development. **(More discussion needed)**
 - The committee discussed permitting flex credit for evaluating fulltime faculty, and there was discussion regarding whether this would also include faculty going through the tenure process. It was stated that serving on tenure committees is part of the required faculty professional responsibilities. There was also discussion about whether evaluates should also receive flex credit. The discussion was tabled due to time constraint and this topic will be brought back for further discussion at a later meeting.
 4. Review Faculty Proposals for Professional Development
 - The committee reviewed faculty proposals for flex credit (see spreadsheet of approved faculty proposals).
 - The committee approved all of the workshop presentation proposals by acclamation.
 5. Discuss edits to Pre-Approved Professional Development Activities **(Tabled)**
 6. Spring 2017 Flex Week sub-committee report on Flex Schedule plan **(Tabled)**
 - a. determine next steps
 - b. administrator workshops during Flex week
 - c. PD training topic ideas from Dianne Van Hook (Leslie)
 7. Identify subcommittee to work on rubric for faculty proposals that was requested by academic senate president **(Tabled)**
 8. Identify potential faculty co-chair as requested by academic senate president **(Tabled)**
 9. Recall “blanket rule that faculty got a certain number of FLEX hours per HITE project” and have those hours recorded for Chris Blakey, as instructed by academic senate president
 - This item was addressed via email with the full committee. Leslie reported that past practice was to award 1 hour of flex credit per HITE project. FDC committee members voted via email to have the hour(s) recorded for Chris Blakey. Total hours will be based on the number of HITE projects Chris Blakey agreed to do.

10. Homework: Read Title V and papers on ASCCC related to how to award FLEX credit
(Tabled)

Approved Faculty Proposals for Professional Development Hours (Flex Credit)

	Submitted by	Title/Description	Activity
1	Reynolds, Bradley	Community College Association Fall Conference	Conference
2	Reynolds, Bradley	Galileo's Middle Finger and Academic Freedom	Non-COC Provider Training
3	Reynolds, Bradley	The "I" in LGBTQI: Reasons to Add - and Reasons Not to Add	Non-COC Provider Training
4	Edwards, Rebecca	art department studio visits	Collaboration
5	Kawamoto, Keith	California Fire Technology Directors Association	Conference
6	Silva, Dustin	CAP Statistics Workshop at Irvine Valley College (October 1, 2016)	Conference
7	Silva, Ambika	California Acceleration Project Statistics Workshop (Southern California)	Conference
8	Williams-Paez, ...	Teaching Orientation at Pitchess Detention Center	Independent Project
9	Ciardi, Teresa	ESES Multi-Discipline Collaboration	Collaboration
13	Frydrych, Emily	Eliminate Sexual Misconduct	Non-COC Provider Training
14	Duncan, Sylvia	Preventing Suicide: Help and Hope Conference	Conference
15	Duncan, Sylvia	NLN Summit 2016	Conference
16	Beecher, Consuelo	Chemistry SLO Analysis	Collaboration
17	Gelker, Necia	"Incorruptible Beauty: Gold and the Alchemy of Color in Illuminated Manuscripts" 12½	Non-COC Provider Training
18	Feldman, Bernardo	Electronic Music and Multi-Media	Collaboration
19	Stephens, Cindy	Strengthening Student Success - RP Group	Conference
20	Malinoski, Vale...	San Fernando Valley American Association of Critical Care Nurses It Matters; Matters of the Heart"	Conference
21	Golbert, Miriam	Honors Faculty orientation	Independent Project
22	Gerda, Joe	Jo Boaler Victor Valley College	Non-COC Provider Training
23	Kaiserman, Adam	UC Writing Conference	Conference
24	Pescarmona, Denee	New World of Work: 21st C. Workplace Skills Train the Trainer	Non-COC Provider Training
25	Corbett, Mary	The Nursing Force Awakens: Evolving Trends in Nursing Education : COADN Fall Conference	Conference
26	Kubo, Kathy	The Mindset Revolution: Teaching Mathematics for a Growth Mindset	Non-COC Provider Training
27	Silva, Dustin	California Acceleration Project - Statistics Workshop with Dr. Roxy Peck	Conference

28	Aceves, Kelly	California Acceleration Project - Statistics Workshop with Dr. Roxy Peck	Conference
29	Schulz, Sherry	California Acceleration Project - Statistics Workshop with Dr. Roxy Peck	Conference
30	Ramirez, Ciro	California Acceleration Project: Statistics Workshop with Dr. Roxy Peck	Conference
31	Faudree, Nicole	American Association for Paralegal Education	Conference

Approved Workshop Proposals

	Submitted by	Workshop Title
1	Robinson, Patty	Finding Purpose: Well-Being of Self and Society Through Civic Action
2	Robinson, Patty	Creating a Civic-Mindset for Our Students: Embedding Civic Engagement in the Classroom
3	Weber, Samantha	Garden Walk at the Canyon Country Campus
4	Weber, Samantha	Star Party
5	Acosta, Claudia	Romance Languages Series: Catalan for Spanish-Speakers
6	Acosta, Claudia	Modern Languages Series: German for English-Speakers
7	Coleman, Katie	Social Responsibility and Domestic Violence
8	Hepburn, Peter	Books & Ideas
9	Stephens, Cindy	Days of Assessment Training
10	Pennington, Sherrill	Film Presentation: "Bob Roberts" in the History Department's Election Fever! Series
11	Pennington, Sherrill	Film Presentation: "All the King's Men" for the History Department's Election Fever! Series
12	Acosta, Claudia	Making flowers for Day of the Dead altars
13	Acosta, Claudia	Cross-Cultural Forum
14	Acosta, Claudia	Language Film Series: Spanish Film
15	Acosta, Claudia	Language Film Series
16	Acosta, Claudia	Language Film Series
17	McFarland, Ronald	High Tech Crime Investigation Association (HTCIA) Meeting
18	Rice, Tammera	Story of Survival - Veteran to Victim

Next FDC Meeting – Nov 28, 2016

CASL meeting summary 10.26.16

1. Paul Wickline presented the Interstate Passport project. Of note was the idea that The WICHE outcomes are based on LEAP Outcomes, as are COC's ISLOs so that Passport Blocks and our courses/assessments would align well.
2. Updates on Days of Assessment, Spring PD week, School and Dept. meetings were given. Especially regarding assistance with PLOs, HIPS, etc.
3. Committee continued discussed Accreditation requirements for disaggregation of data for learning outcomes, improvement, etc. Equity indicators will be used to drive the decisions regarding groups to disaggregate. With the data a separate working meeting will be necessary for final decisions.
4. Committee operating procedures will be reviewed and streamlined/standardized to match Senate recommendations, CASL, PR, and others will meet on Nov. 4th.
5. Peer-review of Dept. PRs was discussed to re-institute the process. Imperative to create a culture of inquiry and reciprocity in this process. In addition, the issue of how to capture these and other SLO. PLO, ISLO conversations was discussed. The idea of a template for use during meetings was well received, as well as looking at where this can occur and be stored in eLumen. Important to both institutionalize the highlighting of these conversation in minutes, and the store and easily find evidence in these documents.
6. Budget requests: need to be tied to SLOs (new/augmentations), gap data, etc. Need PD training on PR, Budget requests and the additional form for Dr. Buckley, including a 1 page document that explains the process.
7. SLO data and migration to eLumen. Curricunet should be used only for curriculum at this point and will stop being used for everything on 12.9.16. Evis Wilson is entering/holding SLO data at this time. MyCanyons should continue to be used.

Program Review Committee Summary for the Meeting on 10/26/16

1. Accreditation Update: It is important that discussion of SLO's at department meetings are documented/ minutes taken. A standardized method needs to be developed for this across campus. Establishing a peer review process for department's program review submissions is another aspect that will be explored further. Training for program review should focus on tying program review requests to institutional goals and department objectives. Finally, establishing metrics for prioritizing requests was suggested as something the committee should explore further.
2. SLO data and migration to eLumen: An update was provided regarding the timeline and logistics of switching SLO data over to eLumens. December 9th was the suggested cutoff date for SLO data and curriculum to be entered into the old system.
3. Program Review Data Elements: Data on student's majors currently consists of a students declared major and the subject they have taken more than two classes in. Transferred students' majors are flagged by what subject a transferred student took the most classes in at COC before transferring. Faculty will be asked what other data they would like to be included in their program reviews. Ways to integrate additional data for CTE programs and a way to indicate different potential funding sources (general, lottery, grants, perkins...) for budget request will be explored further.

4. Orphan Programs: Discussion took place on what to do with the programs that do not have a departmental home (Liberal Studies, Elementary Education AD-T). Discussion focused on the value of keeping these programs due to amount of completers, is it necessary to assess these programs (Yes), and where to give these programs a departmental home. ECE will look into taking the Elementary Education AD-T and Sociology has taken the Social Science A.A. degree.
5. Next CASL/PR committee meeting on November 9th will be dedicated to the eLumen's assessment module.

Policy Review Committee October 27, 2016

The committee has a variety of policy revisions underway. Since the Policy Committee is charged with developing recommendations that are then presented to the full Senate for discussion, it is incumbent upon the Policy Committee to receive input from any interested party as those recommendations are being developed. While many (most?) of our colleagues may not experience the same sense of joy that is experienced by the committee members as we immerse ourselves into an ocean of different policy topics, there may be small ponds of individual topics where a faculty member may want to wade into. Any faculty member interested in a specific proposal should contact the committee chair so as to be notified when a meeting is scheduled to look at a specific policy area.

Summary PV Committee, September 22, 2016

Members Present: Rebecca Eikey, David Andrus, Ann Lowe, Albert Loaiza, Jerry Buckley, Kimberly Bonfiglio, Audrey Green

Members Absent: Wendy Brill, Lisa Hooper & ASG Student rep

Guests: Daylene Meuskche, Omar Torres, Micah Young, Patti Haley, Cindy Schwanke, Eric Arnold, Regina Blasberg, Ron McFarland, Mark Daybell, Bernardo Feldman, Carmen Dominguez, Michael McCaffery

The first part of the meeting was a Q&A.

1. *Is it okay to have credit and noncredit curriculum in same proposal?*

It depends. If the data supporting the both credit and noncredit curriculum is the same, then yes, it is okay to include both in the same proposal. However, there should be an Executive Summary provide so that it is clear as to how the credit and noncredit curriculum fits into the overall program. A list of courses including brief description, units (for credit), and hours (for noncredit) should be provided.

2. *When credit is re-packaged into non-credit, should it go to Program Viability?*

If these could become a stand-alone non-credit courses, then they do not need to go to PV. However, it depends on the skill set needed to be successful in the non-credit course. Who's going to be populating the course? At COC, we expect that the noncredit offering should be unique and different from credit offering. An advantage of non-credit is that it has more flexibility in when it is offered and can target students who are not interested in credit programs. Some colleges allow students to be enrolled in duplicated credit/non-credit courses (Mt Sac, for example). If there are more substantial changes, then a proposal should be sent to PV.

3. *What about changing an existing certificate to an AS degree, should this come to PV?*

It depends on if the degree is Transfer or CTE. If there is no new transfer course needed in the discipline and only GE courses would need to be added to create the degree, then this would be a "Categorical" Modification and would go to Curriculum Committee and not PV. However, if the degree is CTE and would require Labor Market data then it should come to PV in a proposal that matches what needs to be submitted to the State and Region for their approval.

4. *I understand that CTE programs must be established with evidence with Labor Market data, but how is "area" defined?*

The state Chancellor's office defines the "area" through the Center of Excellence to be Northern Los Angeles County and beyond according to our assignment to the South Central Coast Regional Consortium <http://sccrcolleges.org/>. The South Central Coast Regional Consortium includes all of Ventura County, north though Santa Barbara County, to San Luis Obispo, east to the northern end of Los Angeles County in Santa Clarita and the Antelope Valley. Our labor market data we pull typically is restricted to the zip codes within our district boundaries but that area is expanded out within defined region on a case by case basis as needed.

5. *Why do we need Labor Market data?*

There has to be a demonstrated Need for the program. Labor Market data is one way of

demonstrating the Need. For CTE programs, input from Advisory Committees is also important evidence when establishing Need. The Region needs to also approve the CTE courses, so that the Need in the region's area must be understood in addition, it must be clear as to which colleges in the region are offering similar programs. Our Institutional Research office can assist with focus groups and even surveys to the industry partners as needed.

6. *What if Occupation Codes may not match up with the program, such as Commercial Music?*
If a program, such as Commercial Music is wrapped up in other codes then it can be more difficult to find the supporting data for the program viability proposals. Our Institutional Research office will work with program proposal authors to find ways to triangulate the data and to gather focus groups.
7. *What is a Pilot program status and when does it start?*
Pilot programs are for Initiated and Substantial Program Modifications. The Pilot program status starts when the first classes in the program are offered to students.

The second part of the meeting was a presentation and evaluation for the program proposals.

1. **Public Health AS-T Proposal** was reviewed. This proposal includes the addition of one new credit courses to an existing credit courses to create a new AS-T degree.
The committee recommendations:
Public Health AS-T Proposal be considered an Initiation of new pilot program and evaluated using the Program Viability Evaluation Rubric.
2. **Construction Technology Proposal** was reviewed for the second time. There is an existing grant, Career Pathways Trust Grant, related to the development of Construction Technology Programs. The Proposal consisted of a **Substantial Modification** to an existing credit program (solar/plumbing) and an **Initiation** of a new non-credit program. There were additional questions related to ability of the program to meet standards of outside agencies/licensing boards; status of curriculum of courses; institutional support of program; and plan for institutionalization since it is a grant funded program.
The committee recommendations:
 - a. The Construction Technology Proposal should be go through PV Process since these CTE programs are determined to be Substantial Modification and Initiation.
 - b. Additional information is needed and authors should resubmit proposal.

Summary PV Committee, October 27, 2016

Members Present: Rebecca Eikey, David Andrus, Ann Lowe, Albert Loaiza, Jerry Buckley, Kimberly Bonfiglio, Wendy Brill, Lisa Hooper

Members Absent: ASG Student rep

Guests: Omar Torres, Cindy Schwanke, Eric Arnold, Regina Blasberg, Ron McFarland

The following Program Proposals were evaluated/reviewed.

3. The Program Viability Evaluation Rubric was reviewed for the Public Health AS-T Proposal.

There was initial concern from the committee as the amount of information required for state approval for this program since it is an AS-T degree but also designated as CTE. It was confirmed with Jackie Escajeda, Academic Affairs in the California Community Colleges Chancellor's Office, that additional supporting data will not be needed for Chancellor's Office approval.

The committee recommendation:

Public Health AS-T Proposal be initiated as a **new pilot** program status.

4. Culinary Arts AS-T Degree Proposal was reviewed. The Culinary Arts program would like to create an AS-T degree per direction from their Advisory Board and local employers.

The committee recommendation:

Additional information is needed and authors should resubmit proposal.

5. Construction Technology Proposal was reviewed for the third time. There is an existing grant, Career Pathways Trust Grant, related to the development of Construction Technology Programs. The Proposal consisted of a **Substantial Modification** to an existing credit program (solar/plumbing) and an **Initiation** of a new non-credit program. The solar component was removed from this version of the proposal. There were still questions from the committee related to which courses are planned for credit vs noncredit.

The committee recommendation:

Additional information is needed and authors should resubmit proposal.

Committee Business.

- A Quick Checklist for Program Viability was reviewed.
- The following resources are recommended for the Committee and proposal authors and these are available on the PV Committee website:
<http://www.canyons.edu/Offices/AcademicSenate/Pages/Program-Viability-Committee.aspx>
 - o Understanding Labor Market Information Resources
 - o Making Use of Labor Market Information
- Proposals submitted less than one week in advance may not be addressed by the committee.

BP/AP 4021 Program Viability Evaluation Rubric: *Public Health AS-T Degree*

Proposal Submitted by: Patti Haley, Omar Torres & Micah Young

Committee Meeting Date(s): 9/22/16 and 10/27/16

Committee Members: David Andrus, Kimberly Bonfiglio, Jason Burgdorfer, Rebecca Eikey, Ann Lowe, Albert Loaiza, Jerry Buckley (absent: Wendy Brill-Wyncoop, Lisa Hooper and ASG Student Rep)

Program Viability Evaluation Criteria		Program Viability Committee's Assessment
Justification		
1. Relevance of the discipline		The state Chancellor's office recently approved the AS-T degree for Public Health.
2. If CTE, what does the labor market study indicate?		Although all of courses that comprise the degree are not CTE designated course, with the possible exception of Intro to Public Health, the program itself falls within the 1201 TOP code, indicating that the program is CTE. There is regional demand in the area of healthcare in general. Public Health AS-T degree could be a gateway to other professions in the healthcare fields where is a general need according to the labor market data.
3. If Transfer, are there local universities with this program for students to transfer to?		Yes, CSUN have BS and MS programs in Public Health.
4. Replication of programs in surrounding college districts		None.
5. Enrollment trends and success/retention rates in program disciplines (past, present, future, such as in Program Review)		The majority of the courses for the degree have solid enrollment patterns indicating a future demand in support of this new AS-T.
Curriculum and Program Design		
6. Which individual, academic department and school will be responsible? Will AP 4023 (Merging/Splitting Departments) be needed?		Health Science is the department responsible and this is in the MSHP school. No additional merging or splitting of departments is needed.
7. Quality of program (input from program review, advisory committees, universities, community)		The Advisory Committee for the EMT program provided feedback on this potential degree. The EMT Advisory Committee indicated support for this program as this program is a potential gateway into so many health fields.
8. Ability of students to complete program		While the unit total seems high, 32 units, most of the required courses can be used for Transfer GE Prep. There are a number of pre-nursing and pre-healthcare students who will also complete the majority of the courses in this degree. These students would only need one additional course to get the AS-T in Public Health. There is high ability for

	students to complete the program. In fact, this degree will help with pre-nursing students who drop out of that pathway.
9. What is the status of curriculum of program courses?	All courses are existing with high enrollments. One new course (Intro to Public Health) would need to be created.
10. Ability of program to meet standards of outside agencies/licensing boards	The program will align with the standards set by the Council on Education for Public Health.
11. Any articulation considerations?	All but one of the courses in this degree are existing and have articulation agreements already. Additional articulation for the new course will be sought.
12. Appropriateness of the projected timeframe for implementation of program	Only one new course is needed to be created for this program. The only concern is the submission of this proposal to the state and required supporting evidence.
Institutional Support	
13. Are faculty and chairs in the school, department, or proposed program discipline area supportive of this the program?	Yes. Patti Haley was very clear in her support of this.
14. Are instructional support/academic affairs, other campus offices, and staff (lab techs, administrative assistant, and program technicians) available to support this program? If not what additional resources are needed?	Yes.
15. What will be the programs impact on current staff and faculty?	There will be the need for additional adjunct faculty and possibly in the future an additional FT faculty.
16. Are there facilities available for this program? If not what is the plan for getting facilities?	Yes
17. What is the funding source for this program?	Standard funding through apportionment

18. Plan for institutionalization (if grant funded)	n/a
Alignment	
19. Alignment with the mission of the CCC Chancellor's Office	Meets with mission of the CCC.
20. Alignment with the mission, values, and goals of the institution	Meets with mission of College of the Canyons.
21. Alignment with access and equity goals for students (is there a potential for disproportionate impact?)	None
22. What effect would this proposal have on institutional outcomes?	It would increase the number of degrees and potentially completers.
23. Is there a potential for disproportionate impact on diversity? If so, how?	No.
24. How does this program align with the goals and strategies of the College as outlined in the most recent Strategic Plan?	Aligns with teaching and learning, innovation and leadership.
Program Viability Committee Recommendation <hr/> Committee Chair's Signature	<input checked="" type="checkbox"/> Initiate <input type="checkbox"/> Not Initiate <input type="checkbox"/> Modify <input type="checkbox"/> Not Modify <input type="checkbox"/> Discontinue <input type="checkbox"/> Not Discontinue

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The committee recommends initiate as a pilot status. There was support for this program as there are a number of students who could meet this new degree just by taking one additional class in public health. This program would allow more students access into a variety of health-related fields. The existing courses that are part of this program have demonstrated success in enrollment trends.

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Cinema/Film Instructor (ACA16-247)	Closing Date:	September 30, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Andy McCutcheon	Position/Title:	Interim Dean of Humanities
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2. Committee Chair:

Name:	Gary Peterson	Position/Title:	Chair – Cinema Dept.
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Claudia Acosta	Position/Title:	Faculty
Name:	Pierre Etienne	Position/Title:	Faculty
Name:	Mike Harutunian	Position/Title:	Faculty
Name:		Position/Title:	

4. Faculty member outside Division selected by Academic Senate President:

Name:	Anh Nguyen	Position/Title:	Counselor
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5. Others (outside experts, etc.)


Name:	Jeffrey Baker	Position/Title:	Faculty
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6. Selection Committee Representative (Advisory Vote):

Name:		Position/Title:	
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

 11/4/16
Division/Dean's Signature/Date


Human Resources Signature/Date

NOTE: Jeffrey Baker has replaced Anh Nguyen on this committee, per 11/4/16

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	FT Political Science Instructor	Closing Date:	October 11, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Paul Wickline	Position/Title:	Interim Dean
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2. Committee Chair:

Name:	David Andrus	Position/Title:	Chair
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Dr. Phil Gussin	Position/Title:	Political Science Professor
Name:	Dr. Majid Mosleh	Position/Title:	Political Science Professor
Name:	Michelle LaBrie	Position/Title:	Psychology Professor
Name:		Position/Title:	

4. Faculty member outside Division selected by Academic Senate President:

Name:	Kelly Burke	Position/Title:	Biology Professor
Name:	Dr. Chelley Maple	Position/Title:	Director of Matriculation

5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Paul Wickline	Position/Title:	Interim Dean
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

Division Dean's Signature/Date

Yvette Pina

Human Resources Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Early Childhood Education	Closing Date:	October 7, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Paul Wickline	Position/Title:	Dean, SBS
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2. Committee Chair:

Name:	Cindy Stephens	Position/Title:	ECE Dept. Chair
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee:

Name:	Katie Coleman	Position/Title:	Faculty, Sociology
Name:	Karyl Kicenski	Position/Title:	Faculty, Comm Stud
Name:	Brett Riffel	Position/Title:	Faculty, History
Name:		Position/Title:	

4. Faculty member outside Division selected by Academic Senate President:

Name:	Brittany Applen	Position/Title:	Faculty, Sign Language
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5. Others (outside experts, etc.)

Name:	Monica Marshall	Position/Title:	Center Director
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6. Selection Committee Representative (Advisory Vote):

Name:		Position/Title:	
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Cindy Stephens 9/21/16
Committee Chair's Signature/Date

Paul Wickline 9/21/16
Division Dean's Signature/Date

Academic Senate President's Signature/Date

Quetta Piquet
Human Resources Signature/Date

*The committee usually consists of 5 to 7 faculty members, with the Department Chair or designee serving as the committee chair. The Senate confirms members of the committee, one of whom should be from outside the academic division.

ACADEMIC STAFF SELECTION COMMITTEE MEMBERSHIP

Position:	Culinary Arts Instructor	Closing Date:	10/14/2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Russell Waldon	Position/Title:	Dean, School of Business
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2. Committee Chair:

Name:	Ms. Cindy Schwanke	Position/Title:	Chair, Culinary Arts
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee:

Name:	Daniel Otto	Position/Title:	Culinary Arts, Asst. Professor
Name:		Position/Title:	
Name:		Position/Title:	

4. Faculty member outside Division selected by Academic Senate President:

Name:	Mr. Tim Baber	Position/Title:	Chair, Welding
Name:	Dr. Vincent Devlahovich	Position/Title:	Geology Professor
Name:	Ms. Dorothy Minarsch	Position/Title:	Architecture and Interior Design Professor
Name:	Mr. Lee Hilliard-Chair		

5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Russell Waldon	Position/Title:	Dean, School of Business
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

 10/25/16
Division Dean's Signature/Date


Human Resources Signature/Date

**ADMINISTRATIVE/MANAGEMENT
SELECTION COMMITTEE MEMBERSHIP**

Position:	MESA Program Director	Closing Date:	October 20, 2016
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1. Administrator/Supervisor of position to be filled ():

Name:	Mr. Omar Torres	Position/Title:	Dean, School of Mathematics, Sciences and Health Professions
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2. Administrative/Management Employees:

Name:	Dr. Micah Young	Position/Title:	Associate Dean, School of Mathematics, Sciences and Health Professions
Name:	Mr. Paul Wickline	Position/Title:	Interim Dean, School of Social and Behavioral Science
Name:	Ms. Noelia Borcharding	Position/Title:	Student Services Coordinator III
Name:	Mr. Tom Bilbruck	Position/Title:	Director, Financial Aid

3. Faculty:

Name:	Dr. Sab Matsumoto	Position/Title:	Mathematics Professor
Name:	Mr. Ricardo Rosales	Position/Title:	Biology Assistant Professor

4. Classified & Confidential Staff:

Name:	Ms. Joni McMahon	Position/Title:	STEM Program Coordinator (72.5%)
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5. Student Representative:

Name:	Mr. Michael Diaz	Position/Title:	MESA Student and SHPE President
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6. Selection Committee Representative (SCR):

Name:	Dr. Micah Young	Position/Title:	Associate Dean, School of Mathematics, Sciences and Health Professions
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Committee Chair's Signature/Date


Human Resources Signature/Date

Academic Senate President's Signature/Date

**ADMINISTRATIVE/MANAGEMENT
SELECTION COMMITTEE MEMBERSHIP**

Position:	Dean, Enrollment Services (ACA15-240)	Closing Date:	August 4, 2016
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1. Administrator/Supervisor of position to be filled:

Name:	Dr. Michael Wilding	Position/Title:	Assistant Superintendent/Vice President, Student Services
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2. Administrative/Management Employees:

Name:	Mr. Michael Joslin	Position/Title:	Dean, Student Services
Name:	Ms. Gina Bogna	Position/Title:	Acting Assistant Dean, Internships, Job Development, and Career Center
Name:	Ms. Dence Pescarmona	Position/Title:	Dean, Instructional Support & Student Success
Name:	Dr. Ryan Theule	Position/Title:	Vice President, Canyon Country Campus and Grants Development

3. Faculty:

Name:	Ms. Diane Solomon	Position/Title:	Counselor Professor
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4. Classified & Confidential Staff:

Name:	Linda Maricle	Position/Title:	Student Services Technician II (Counseling)
Name:	Yvette Pesina-Vazquez	Position/Title:	Senior Human Resources Generalist

5. Selection Committee Representative (SCR):

Name:	Mr. Michael Joslin	Position/Title:	Dean, Student Services
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Committee Chair's Signature/Date



Human Resources Signature/Date

Academic Senate President's Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	English Instructor (Multiple Positions) ACA16-246	Closing Date:	September 27, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Mr. Andy McCutcheon	Position/Title:	Interim Dean, School of Humanities
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2. Committee Chair:

Name:	Ms. Alene Terzian	Position/Title:	English Professor
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Dr. Juan Buriel	Position/Title:	English (Generalist) Professor
Name:	Dr. Adam Kaiserman	Position/Title:	English Assistant Professor
Name:	Dr. Tracey Sherard	Position/Title:	English Professor
Name:	Dr. Tricia George	Position/Title:	English Assistant Professor

4. Faculty member outside Division selected by Academic Senate President:

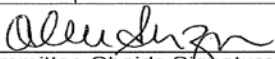
Name:	Ms. Pamela Williams-Paez	Position/Title:	Sociology Professor
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5. Others (outside experts, etc.)

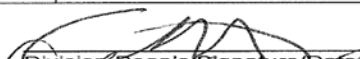
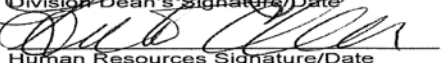
Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Mr. Andy McCutcheon	Position/Title:	Interim Dean, School of Humanities
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

 9.12.16
Division Dean's Signature/Date

Human Resources Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Sociology Instructor (Multiple Positions) ACA16-245	Closing Date:	October 4, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Mr. Paul Wickline	Position/Title:	Interim Dean, School of Social and Behavioral Sciences
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2. Committee Chair:

Name:	Dr. Anne Marengo	Position/Title:	Sociology Professor
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Ms. Katie Coleman	Position/Title:	Sociology Assistant Professor
Name:	Mr. Sheldon Helfing	Position/Title:	Sociology Professor
Name:	Ms. Pamela Williams-Paez	Position/Title:	Sociology Instructor

4. Faculty member outside Division selected by Academic Senate President:

Name:	Ms. Wendy Brill-Wynkoop	Position/Title:	Photography Professor
Name:	Ms. Tina Waller	Position/Title:	Nursing Lab Coordinator Associate Professor

5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Mr. Paul Wickline	Position/Title:	Interim Dean, School of Social and Behavioral Sciences
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

Division Dean's Signature/Date

Human Resources Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Paralegal Instructor (ACA16-250)	Closing Date:	October 21, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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2. Committee Chair:

Name:	Ms. Nicole Faudree, Esq.	Position/Title:	Paralegal Studies Professor
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Mr. Kevin Anthony	Position/Title:	Hotel/Restaurant Management Professor
Name:	Ms. Melanie Lipman	Position/Title:	Information Technology Professor
Name:	Mr. Daniel Otto	Position/Title:	Culinary Arts (Restaurant Operations) Assistant Professor

4. Faculty member outside Division selected by Academic Senate President:

Name:	Ms. Victoria Leonard	Position/Title:	Communication Studies Professor
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5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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Nicole L. Faudree 10/4/16
Committee Chair's Signature/Date

Academic Senate President's Signature/Date

Division Dean's Signature/Date

Human Resources Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Business/Accounting Instructor (ACA16-249)	Closing Date:	October 20, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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2. Committee Chair:

Name:	Ms. Nicole Faudree, Esq.	Position/Title:	Paralegal Studies Professor
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Mr. Bob Maxwell	Position/Title:	Accounting Professor
Name:	Mr. Stan Wright	Position/Title:	Business Professor
Name:	Ms. Diane Sionko	Position/Title:	Business Professor

4. Faculty member outside Division selected by Academic Senate President:

Name:	Ms. Diana Stanich	Position/Title:	Physical Education Professor
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5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

Division Dean's Signature/Date

Human Resources Signature/Date

**ACADEMIC STAFF
SELECTION COMMITTEE MEMBERSHIP**

Position:	Business/Business Law Instructor (ACA16-248)	Closing Date:	October 19, 2016
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1. Administrator/Supervisor of position to be filled (may or may not serve on screening/interviewing committee and may or may not serve as a voting member); Hiring Committee should determine voting status of Supervising Administrator:

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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2. Committee Chair:

Name:	Ms. Nicole Faudree, Esq.	Position/Title:	Paralegal Studies Professor
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3. Faculty member(s) from Department/Division* selected by Division Chair or designee (select 3 or 4):

Name:	Mr. Bob Maxwell	Position/Title:	Accounting Professor
Name:	Mr. Stan Wright	Position/Title:	Business Professor
Name:	Ms. Diane Sionko	Position/Title:	Business Professor

4. Faculty member outside Division selected by Academic Senate President:

Name:	Mr. David Andrus, Esq.	Position/Title:	Political Science Professor
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5. Others (outside experts, etc.)

Name:		Position/Title:	
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6. Selection Committee Representative (Advisory Vote):

Name:	Mr. Russell Waldon, Esq.	Position/Title:	Dean, School of Business
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Committee Chair's Signature/Date

Academic Senate President's Signature/Date

Division Dean's Signature/Date

Human Resources Signature/Date

NOTE: Mike Hartunian has replaced Diane Sionko on this committee, per 10/29/16

College of the Canyons Civic Engagement Steering Committee Operating Procedures

I. Mission Statement

The Civic Engagement Initiative at College of the Canyons fosters civic knowledge, social responsibility, civility, and mutual respect among the campus community to transform self and society. Civic literacy is enhanced through campus and community partnerships which emphasize the public good at local, national, and global levels and helps to create “citizens of the world.” Civic scholarship can be achieved through a variety of methods, such as critical thinking, reflection, community-based learning, and service-learning, available through curricular and co-curricular activities.

II. Vision Statement

The Civic Engagement Initiative at College of the Canyons is dedicated to bridging theory with practice to create a “civic-minded” culture which fosters democratic thought and action for the public good. Fostering collaboration, volunteerism, and critical thinking, students, faculty, staff, and community will serve as civic leaders to bring attention of social issues to others. Through social awareness, an empowered citizenry can confront issues of inequity facing person, place, and environment. Emphasizing the use of High Impact Practices (HIPs) throughout curricular and co-curricular activities, opportunities to build inclusion and unity are enhanced.

III. Philosophy

Demonstrate an understanding of civic knowledge, diversity, and equity by exercising a philosophy of civic engagement, personal leadership, and social responsibility to confront community, national, and global issues in order to foster the public good.

IV. Scope and Duties

Working to support and provide guidance with the Center for Civic Engagement and its goals to create a “civic-minded” campus culture, the overarching responsibilities of the Civic Engagement Steering Committee could include:

- a. Assist with the development of a civic engagement activity calendar.
- b. Embed civic engagement literacy throughout the campus community through curricular and co-curricular activities.
- c. Create a civically-engaged campus which will promote a life-long commitment to civic engagement and social responsibility.
- d. Foster a civic identity among students, faculty, and staff.
- e. Increase civic awareness, literacy, and action throughout the campus.
- f. Assess outcomes through institutional measures and metrics.
- g. Utilize campus partnerships and presentations to increase civic awareness and literacy.

- h. Incorporate community partnerships with local agencies and government organizations, as well as individuals.
- i. Promote student success, retention, and completion through civic knowledge and engagement.
- j. Plan civic engagement workshops and events among campus-wide staff and community members through professional development opportunities.
- k. Identify, suggest, and assist with the creation of activities and workshops associated with civic engagement events, including those organized for students, faculty, staff and/or community.
- l. Assist with identifying speakers for guest presentations and student, faculty, staff and/or community training sessions and workshops.
- m. Promote cross-, multi-, and inter-disciplinary collaborations among faculty who are interested in addressing themes of civic engagement or single-issue social topics.
- n. Evaluate and assess activities, workshops, and events to maximize potential learning.
- o. Work to provide outreach to the campus and the SCV community regarding civic engagement activities and events.

V. Responsibilities of Members

- a. The Civic Engagement Steering Committee reports to the Academic Senate.
- b. Attend and fully participate in regularly scheduled committee meetings, as well as attend at least *one* civic engagement function per semester.
- c. Arrive to meetings ready to provide ideas and engage in informed and thoughtful dialog of activities and events.
- d. Serve as civic engagement liaisons to the campus community, including academic schools, while providing information about the civic and community engagement initiative and its goal to foster student success.
- e. Plan and facilitate civic engagement faculty training workshops specifically organized to help faculty embed components of civic engagement into their classes, including assessment rubrics.
- f. Work in collaboration with campus groups, schools, and departments to foster increased civic literacy across the campus environment.
- g. Make decisions reflecting the best interest of the campus community, including curricular and co-curricular areas.

VI. Responsibilities of the Committee Co-Chairs

- a. Faculty co-chairs will be selected by the committee and confirmed by the Academic Senate president to serve a two-year term.
- b. Provide an annual committee status report to the Academic Senate by the end of every spring semester, including committee membership for the following academic year.
- c. Recruit and manage committee membership.

- d. Schedule committee meetings and develop meeting agendas.
- e. Facilitate committee discussion of all workshops, events, and activities.
- f. Meet once per semester with CEO or CIO to discuss workshops, events, and community partnerships.
- g. When the Center for Civic Engagement needs guidance and the committee is unable to meet outside of the regular semester or vote, co-chairs will make a decision(s) on behalf of the committee. Co-chairs will report back to the full committee at the beginning of the semester.

VII. Committee Membership

- a. The Civic Engagement Steering Committee reports to the Academic Senate.
- b. The committee should reflect a diverse membership in order to incorporate as many representative groups when possible. When developing membership, priority shall be given to the following campus areas and groups:

- **Academic Schools (Fulltime and/or Adjunct)**

- School of Applied Technologies
- School of Business
- School of Humanities
- School of Kinesiology and Athletics
- School of Mathematics, Sciences and Health Professions
- School of Social and Behavioral Sciences
- School of Visual and Performing Arts

- **Offices/Departments**

- Service-Learning
- Student Development
- Health and Wellness Center
- Learning Resources
- MESA Center
- Student Services/Counseling
- Veterans Office
- EOPS

- **Student Government (ASG)**

- **COC Civic Engagement Club (CEC)**

- **COC Alum/Community Member**

- c. Members who are in good standing and who are present during voting times may have one vote each. (“Good standing” is defined as missing no more than two meetings per semester.)

- d. Serve a minimum of one full academic year as a committee member; however, if unforeseen circumstances arise, a member may step down from the committee at any time during the year. With the consent of the committee, the member may rejoin the group.
- e. Recognize the dialog and debates occurring within the national civic engagement movement and keep abreast of related discussions to assist in planning efforts, especially those originating from the American Association of Colleges and Universities, (AAC&U), American Association of State Colleges and Universities (AASCU), The Democracy Commitment (TDC), California Campus Compact, etc.

VIII. Voting Rights

- a. Decisions will be based on a majority vote.
- b. Each member in good standing will have one vote, including co-chairs.
- c. Decisions will be based on a quorum of active members who are in good standing.

IX. Procedures

- a. Members will provide comments concerning the annual academic program review for the Center of Civic Engagement and provide input.
- b. Co-Chairs will set the agenda for meetings.
- c. Committee members will review these operating procedures at least once per year.
- d. Any changes to these procedures require committee approval.

X. Meetings

- a. Committee members will establish a set time of meeting dates which will be published at the beginning of every academic year.
- b. Additional meetings dates may be added, if necessary.
- c. A committee member is responsible for notifying a co-chair when s/he is unable to attend a scheduled meeting.
- d. A committee member can miss no more than two (2) meetings per semester without approval from the co-chairs.
- e. Conference call arrangements will be made available for a member(s) who is unable to attend a meeting in person.
- f. Agenda items will be discussed by co-chairs and presented to committee members before scheduled meetings.
- g. Committee members are encouraged to submit items for discussion; when necessary, an item(s) will be added to a published agenda.
- h. Shared responsibility of taking minutes will take place among committee members.
- i. Meeting minutes, as well as all other related documents, will be posted on the COC Center for Civic Engagement website.

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS

RESOLUTION ON CIVIC CENTER USE

Whereas, According to the Mission Statement, “College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals;” and

Whereas, College of the Canyons believes in “fostering a broad range of community partnerships,” and, thus shared use of the District’s properties for the community and local businesses demonstrates this value; and

Whereas, Education Code 82537(d) states “the use of any community college facility and grounds for any meeting is subject to reasonable rules and regulations as the governing board of the district prescribes, and shall not interfere with the use and occupancy of the community college facilities and grounds, as is required for the purposes of the community colleges”; and

Whereas, College of the Canyons’ Board Policy 6700, Civic Center and Other Facilities Use, states that “public use of District property shall not interfere with scheduled instructional programs or other activities of the District on behalf of students;” and

Whereas, The civic center use including filming activities has negatively impacted instructional programs and other activities for students resulting in lost instruction time, such as:

- blocked access to classrooms, student health center, parking, and other areas of campus,
- barriers to access for disabled students and faculty, due to loss of designated disabled parking or barriers to elevators,
- students being denied access to faculty office hours, delayed opening of tutoring centers, cancellation of student club fundraising events,
- changing of classroom sets ups that delayed, damaged, and/or prohibited instructional use,
- cancellation of classes, and more; and

Whereas, There is little to no advanced communication to students and faculty about filming or civic center use activities on campus.

Resolved, The Academic Senate for College of the Canyons urges that instruction and activities for students takes priority over filming activities and filming is not permitted at the expense of student, staff, and faculty access; and

Resolved, The Academic Senate for College of the Canyons urges that direct communication to students, faculty, and staff, related to civic center use, such as filming, be done in a manner that consists of advanced notification of areas to be affected, and in the case of filming, includes advanced posting of film permits in public areas on campus; and

Resolved, The Academic Senate for College of the Canyons urges that civic center use, such as filming, should not occur if it is at the expense of students' access to their curricular or co-curricular activities.

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS RESOLUTION ON THE EVALUATION OF ADMINISTRATORS

Whereas, College of the Canyons has not included faculty input in the evaluation of administrators despite the fact that has been over 25 years since California Education Code was amended, in the spirit of AB 1725, to say “it is the intent of the Legislature that evaluation of administrators include, to the extent possible faculty evaluation” [Education Code 87663(i)]; and

Whereas, College of the Canyons has not included student input in the evaluation of administrators despite Title 5 section 51023.7(c) indicating “The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff;” and

Whereas, ASCCC have had at least two Resolutions passed, multiple Rostrum articles, and two published papers defining models for the evaluation of academic administrators¹¹ that are aimed at fostering meaningful professional growth and ACCJC Standard III.A.5 states that “evaluation processes seek to assess effectiveness of personnel and encourage improvement;” and

Whereas, The ASCCC’s publication, *Administrator Evaluation: Toward a Model Academic Administrator Policy* defines the term “administrator” to mean “those employees of the local district who have management and/or supervisory responsibility; and includes that the proposed model is meant to apply to all levels of the administration with only slight variations at the levels of Chancellor or President;” and

Whereas, In the evaluation of administrators, including CEOs, Community College League of California² identifies as a “typical component” of those evaluations the input of various groups involved in participatory governance such as fellow administrators, faculty, students and community members; and

¹ *Toward a Model Academic Administrator Evaluation Policy*, adopted by ASCCC 1992:

http://www.asccc.org/sites/default/files/publications/AcademicAdministratorEvaluation_0.pdf *Toward a Model Chief Executive Officer Evaluation Policy*, adopted by ASCCC 1993: http://asccc.org/sites/default/files/publications/CEOEval_0.pdf

² *The Contract and Evaluation: The Board/CEO Partnership for Student Success*, Community College League of California Annual Trustee Conference, 2012: http://www.ccleague.org/files/public/AssessingCEO_S3_CEOEvalComp.pdf

Whereas, College of the Canyons Board Policy 7250 states, “All Educational Administrators shall be evaluated annually based on criteria developed by the CEO with the essential purpose of recognizing successes, committing to progressive improvement, identifying weaknesses, correcting deficiencies and increasing achievement of goals and objectives.”

Resolved, That the Academic Senate of College of the Canyons believes that in order for the evaluation of educational administrators to address the BP 7250 stated above that faculty, staff, and students must be included in the evaluation of educational administrators; and

Resolved, That the Academic Senate of College of the Canyons will work with the administration to develop a formal evaluation process for all level of administrators that includes but is not limited to formal written input from students, faculty, staff, and peers and that this evaluation occurs on a continued comprehensive basis.

ACADEMIC SENATE FOR COLLEGE OF THE CANYONS RESOLUTION ON FACULTY EMERITUS PROGRAM

Whereas, The College has been built and sustained by the dedication and commitment of our colleagues, whose service and sacrifices should not be forgotten and fade away after they retire; and,

Whereas, The Academic Senate has developed the Faculty Emeritus program to recognize retired faculty members; and

Whereas, While it is appropriate for each constituent group (Faculty, Classified, and Administrators) to develop their own method of recognizing retirees, the Senate recognizes that there are some common recognitions that should extend across all three groups,

Resolved, That the Academic Senate ~~asks~~ invites the ~~college~~ District administration and Board to join with us as we celebrate and recognize our retired faculty members through their support of the Faculty Emeritus program; and

Resolved, In grateful recognition of the retirees’ contribution to the growth of the college, and so that our retired colleagues may continue to enrich our academic community with their experience and knowledge, the college should welcome their continued association with the college through

- complimentary campus parking;
- complimentary tickets to select college performances;
- lifetime library borrowing privileges;
- being encouraged to participate in general faculty professional development opportunities;
- continued access to the COC Email system;

- invitations to campus-wide celebrations (eg, Opening Day, Retiree BBQ);
- access to District letterhead to facilitate the ability to write letters of recommendations for former students and colleagues; and

Resolved, ~~That since retirees are often asked to write letters of recommendation for former students as well as colleagues, retirees should have access to district letterhead, until or unless a separate “emeritus letterhead” has been developed; and~~

Resolved, That the Academic Senate requests that the Administration facilitates a discussion on appropriate campus-wide recognition for all three constituent employee groups, including the possibility of creating a retired employee association through the Alumni office; and

Resolved, That due to the historic and traditional nature of “emeritus” for identifying retired professors, we ask that the term be restricted to retired faculty members.

FACULTY EMERITI PROCEDURES

1. Purpose

Faculty Emeritus is a recognition³ bestowed by the Academic Senate to recognize our retiring academic colleagues for their service to the college, students, and peers; as well as an acknowledgment that their service will not be forgotten after they leave the college.

2. Qualification

A. To be considered for the award of Faculty Emeritus, an individual must be a tenured COC faculty member in good standing who is retiring from full-time service at College of the Canyons and the California Community College system. Subsequent post-retirement service as an adjunct faculty member does not disqualify an individual from emeritus status.

B. Administrators who earned faculty tenure at COC, and who subsequently become a COC administrator, are eligible due to their COC Faculty Tenure status.⁴

C. Emeritus status may be granted posthumously to tenured faculty members who died prior to retirement.

3. Selection Process⁵

³ In some universities this is considered as a Rank. However, this might not be appropriate in this situation. In most rank-granting institutions, rank has an impact on salary – at community colleges “rank” is an honorific.

⁴ Example: Nancy Smith, emeritus professor of Psychology, Division Dean

⁵ While some colleges require retiring faculty member to complete an application to reach emeritus status, after some discussion it was felt that such a practice would not be appropriate for COC. The goal is for us (continuing faculty) to recognize and honor our retiring colleagues; this rank is not intended as a way for retirees to seek personal recognition.

- A. After consultation with the appropriate school senators⁶, the Academic Senate President will present a recommendation to the Senate that an individual be recognized as a Faculty Emeritus.
- B. The recommendation for emeritus status should be presented at the last Senate meeting before the effective date of retirement. If that is not possible, the recommendation should be presented at a Senate meeting as soon as practical.⁷
- C. Emeritus status will be granted upon a majority vote of the Senate.
- D. If there are questions whether the faculty member is retiring in “good standing” the Senate President may convene a small ad hoc committee to review and make a recommendation to the Senate.⁸

4. Honorary Faculty Emeritus

- A. There may be unique and compelling circumstances where the Senate may decide to grant honorary faculty emeritus status to retiring members of the college’s academic community who did not earn faculty tenure at COC.⁹
- B. Honorary Faculty Emeritus status is a recognition from the Academic Senate for an individual who, while they did not earn faculty tenure at COC, has demonstrated an outstanding commitment to working collegially with the college faculty as well as a long and successful history of dedication toward student success here at the college.¹⁰
- C. A resolution to grant honorary tenure will be presented to the Senate by the Academic Senate President at the request of faculty senators.¹¹

⁶ This allows the Senate President the opportunity to gauge the attitude of faculty members close to the retiree. This will provide the Senate President with an “early-warning alert” that the awarding of emeritus status to a particular faculty member may be problematic.

⁷ A candidate should not be denied the recognition because we (the Senate) forgot to take action. Bureaucracy was rampant through the candidate’s career; it should not follow them into their retirement.

⁸ While we do not want to create a witch hunt fueled by personal vendetta, there may be a few cases when it would not be appropriate to recognize a colleague with emeritus status. Since this process should be a joyous affirmation and celebration of a colleague’s career, a full Senate meeting should not be the first place to “air our dirty laundry”.

⁹ This is not unprecedented. Although they did not earn faculty tenure here at COC, faculty emeritus status was awarded to Carter Doran, Rav Manji, and Sue Albert.

¹⁰ This allows for the possibility of Honorary Faculty Emeritus status to be granted to both Academic Administrators as well as long time adjunct faculty.

¹¹ If the Senate is granting faculty emeritus status to someone who normally would not be receiving that honor, the Senate should delineate the rationale for the recognition. Without providing any rationale, we risk creating a

D. A super-majority vote of 75% will be required to grant Honorary Faculty Emeritus status.¹²

E. Honorary Faculty Emeritus status may be granted posthumously

5. Rights and privileges of faculty emeriti

In addition to rights and privileges granted to all District retirees, Faculty Emeritus status will include the following:

A. An emeritus may make a written request to have any of the following recognitions removed.¹³

B. A photograph of all emeriti faculty will be placed in the Faculty Center.

i. Emeriti faculty will have the opportunity to have a new picture taken by college reprographics. If it is not possible for a new photograph to be taken, a photo may be used from the college collection.

iii. The photos will bear the name of the individual, their employment dates at the college, and their title (e.g., Professor of xxxx)

C. All emeriti will be listed in the college catalog.

i. The Senate office will review and provide updates to the appropriate college office developing the catalog.

ii. The Senate office will ask the appropriate college office for any updates on retirees who have died. A notation will be placed to indicate a deceased individual (eg, "Carter Doran *")

D. All emeriti will be able to retain the use of their COC email address, as well as have access to appropriate college letterhead for the purpose of writing letters of recommendation.¹⁴

i. Use of the college email and letterhead by emeriti is subject to all COC policies that would apply to active employees. The college retains the right to remove access to email and/or letterhead violation of these policies.

ii. An emeritus who uses the college email or letterhead must identify themselves as holding emeritus status.

E. Library privileges applicable to current faculty members should be extended to all emeriti faculty.

Emeriti Faculty – Background

When we first began to recognize Faculty Emeriti we were still a very small college¹⁵, and many of our practices were somewhat informal and based on shared institutional memory. Yet over the years our

situation where honorary faculty emeritus status would be granted to non-tenured faculty....just because everyone else go it..

¹² The 75% threshold for honorary faculty emeritus status should be seen as an indication of the high level regard that the Senate holds for an individual.

¹³ An individual may be extremely private and we should respect that privacy (or an individual may be so angry at the college when they retire that they want to cut all ties with the college).

¹⁴ It has been suggested that we work with PIO to develop a separate, distinct Emeritus letterhead.

¹⁵ We were a member of the "Small College" caucus of the California Community Colleges.

college has grown, not only in the number of students and employees, but also in our approach to many of our practices. We need to formalize what was once “tribal knowledge” so that it can continue to be implemented in a coherent, rational manner. Such is the case with the Faculty Emeriti recognition.

BACKGROUND

When the college first began, there was very little emphasis on honoring retirees: the college was so new that no one was going to retire for quite some time. The focus was on building the campus and hiring new employees, not saying “goodbye” to long serving colleagues.

In the mid-1970s we began to have our first retirees. To recognize those retirees, wooden plaques with the names of the retirees were placed on upright poles placed in the ground near the front of the Bonelli building. Thus was born the Honor Grove.

By the late 1980s the signs in the Honor Grove were showing their age as the wooden name plaques showed signs of weathering. A backlog emerged as there was a period when no new plaques were being made for additional retirees. In time, even the existing plaques were removed to be refurbished, with the hope that the backlog would be addressed at that time. Later, a new area was established to list the names of retirees. This was set up in Independence Grove (named after trees planted as part of COC’s participation in the national Bicentennial celebrations).¹⁶ However, Independence Grove no longer exists; the trees (and plaques) were removed to during the construction of Hasley Hall.

In the early 1990s a retirement incentive saw the departure of a large number of faculty members (including many of the charter faculty members). It was felt that these colleagues, who had dedicated their professional careers to building this college, should not be allowed to simply disappear from our institutional memory. It was during this time that the Academic Senate began to develop the recognition of “Faculty Emeriti”.

¹⁶ Causing one faculty member to remark that “there is no honor left in the honor grove”.

Sent: Tuesday, November 1, 2016 11:18 AM
To: Eikey, Rebecca <Rebecca.Eikey@canyons.edu>
Subject: Equivalencies Recommendation

Hi Rebecca,

The MQ&E committee met on October 31, 2016 to discuss the existing conditional/provisional equivalencies that exist for each the masters, bachelor's and associates degree. Members who could not be present provided their feedback via email/phone.

The majority of voting members have agreed to remove the following equivalency options:

- Equivalency to a Masters Option #2
- Equivalency to a Bachelors Option #3
- Equivalency to an Associates Option #3

By removing these equivalencies, we recommend to grandfather existing faculty hired under said equivalencies. Our recommendation is based on standards and criteria recently provided by the ASCCC, and not due to illegal hiring practices or in violation of Title 5. We certainly agree that moving forward, it is best practice to remove the conditional equivalencies. The committee will then meet in the future to discuss if there is a need to replace these equivalencies.

Furthermore, a concern was raised regarding giving current hiring committees time to be notified of the above changes. Many departments are currently reviewing applications that are now in their hands and may have applicants who meet these equivalencies. Christina Chung has agreed to notify department chairs that this will become an action item on the Senate agenda and will be effective immediately upon approval.

Please let me know if you have any questions regarding our recommendations.

All the best,



Aivee Ortega, MS
Counseling Faculty

Chair, Minimum Qualifications & Equivalencies Committee



What is the “California Guided Pathways Model?”

The California Guided Pathways Model is an *integrated, institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Central to the pathways model are clear, educationally coherent program maps—which include specific course sequences, progress milestones, and program learning outcomes—that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field. Students are helped from the start to explore academic and career options, choose a program of study, and develop a plan based on the program maps. These plans simplify student decision-making, and they enable colleges to provide predictable schedules, frequent feedback, and targeted support as needed to help students stay on track and complete their programs more efficiently. They also facilitate efforts by faculty to ensure that students are building the skills across their programs that they will need to succeed in employment and further education.

Guided Pathways Essential Practices

The four dimensions of the Pathways Model, together with essential practices under each, are the following:

1. *Clarify paths to student end goals*

- a) Simplify students’ choices with default **program maps** developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.
- b) Establish **transfer pathways** through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

2. *Help students choose and enter a pathway*

- a) Bridge **K12 to higher education** by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships, such as the TN SAILS model.
- b) Redesign traditional remediation as an **“on-ramp” to a program of study**, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student’s program of study, and integrates and contextualizes instruction to build academic and non-academic foundation skills throughout the college-level curriculum, particularly in program “gateway” courses.

- c) Provide **accelerated remediation** to help *very poorly prepared* students succeed in college-level courses as soon as possible.

3. *Help students stay on path*

- a) Support students through a strong **advising** process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.
- b) Embed **academic and non-academic supports** throughout students' programs to promote student learning and persistence.

4. *Ensure that students are learning*

- a) Establish program-level **learning outcomes** aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.
- b) Integrate **group projects, internships, and other applied learning experiences** to enhance instruction and student success in courses across programs of study.
- c) Ensure incorporation of **effective teaching practice** throughout the pathways.

Essential Capacities for Guided Pathways Reforms

Research and experience in the field indicate that the following capacities are essential for motivating and supporting higher education institutions and systems to undertake the broad-scale institutional reforms involved in implementing guided pathways effectively and at scale.

- **Leadership** demonstrating skills for managing and sustaining large-scale transformational change.
- Broad and authentic **engagement** of college faculty and staff—particularly advisors—in the design, implementation, evaluation, and ongoing improvement of pathways for students.
- **Institutional will and capacity to use data and evidence** to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- **Technological tools and infrastructure** appropriate to support student progress through guided pathways.
- Commitment to the level of **strategically targeted professional development** that will be required to design and implement pathways at scale.
- **Policy conditions** established at the state, governing board, system, and institutional level that provide incentives, structures and supports for pathway design

and implementation at scale while removing barriers.

- A **continuing action research agenda** that examines the efficacy of guided pathways and develops practical knowledge and tools to support effective implementation at scale



The Pathways Project

Readiness Assessment and Application Submission

AACC member colleges are invited to apply for participation.

Please see also the Project Description and the Project Participation Agreement.

AACC member institutions are invited to complete and submit—**by 5 PM ET September 21, 2015**—application materials for participation in the Pathways Project.

The application materials are designed to enable both the college and the project partners to ascertain the institution's readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for *all* students.

Readiness Assessment & College Selection Timeline:

- September 21, 2015: Application materials due.
- September 21 - September 30, 2015: One-hour scheduled interviews with finalist college presidents and two or three other institutional leaders.

- October 2015: Project notifies colleges of selection decisions and works with selected colleges to launch advance work for Pathway Institute #1 in early February 2016.

Instructions for Submission of Application Materials: **by 5 PM ET September 21, 2015**

- Complete College Readiness Assessment.
- Complete Participation Agreement, signed and dated by the president/chancellor.
- Email completed College Readiness Assessment and College Participation Agreement as an attachment to Sarah Cale at scale@aacc.nche.edu. Confirmation of receipt will be provided.
- Please label your submission using the following format for the file name: Pathways Project Application [FullCollegeName_StateAbbreviation].doc

For information regarding the application process and materials, please email Sarah Cale at scale@aacc.nche.edu. For further information about project activities and goals, contact Kay McClenney, Senior Advisor to the AACC President & CEO (kmcclenney@aacc.nche.edu), or Gretchen Schmidt, Executive Director of the Pathways Project (gschmidt@aacc.nche.edu).

SECTION 1: INSTITUTIONAL INFORMATION

INSTITUTION NAME:		
DESIGNATED CONTACT PERSON/TITLE:		
CONTACT TELEPHONE:	CONTACT EMAIL:	
INSTITUTION ADDRESS:		
CITY, STATE, ZIP:		
WEBSITE URL:		
PRESIDENT/CHANCELLOR'S NAME:	PRESIDENT/CHANCELLOR'S EMAIL:	PRESIDENT/CHANCELLOR'S PHONE:
NUMBER OF YEARS CURRENT PRESIDENT/CHANCELLOR HAS HELD THE POSITION:		
PRESIDENT'S ASSISTANT:	ASSISTANT'S EMAIL:	ASSISTANT'S PHONE:
<input type="checkbox"/> APPLICATION IS FOR PARTICIPATION BY: <input type="checkbox"/> SINGLE COLLEGE <input type="checkbox"/> MULTI-CAMPUS COLLEGE (ALL CAMPUSES) <input type="checkbox"/> MULTI-COLLEGE DISTRICT (ALL COLLEGES) <input type="checkbox"/> SINGLE COLLEGE IN MULTI-COLLEGE DISTRICT		
IPEDS ENROLLMENT (FALL 2014) <input type="checkbox"/> UNDUPLICATED HEAD <input type="checkbox"/> JUNT CREDIT STUDENTS):		
<input type="checkbox"/> CHECK ONE PRIMARY LOCATION: <input type="checkbox"/> RURAL-SERVING <input type="checkbox"/> SUBURBAN-SERVING <input type="checkbox"/> URBAN-SERVING		
<input type="checkbox"/> CHECK ALL THAT APPLY: <input type="checkbox"/> HISTORICALLY BLACK COLLEGE <input type="checkbox"/> HISPANIC-SERVING INSTITUTION <input type="checkbox"/> <input type="checkbox"/> MINORITY-SERVING INSTITUTION <input type="checkbox"/> TRIBAL COLLEGE <input type="checkbox"/>		
<input type="checkbox"/> CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION: <input type="checkbox"/> <30 CREDIT-HOUR CERTIFICATES <input type="checkbox"/> >30-CREDIT-HOUR CERTIFICATES <input type="checkbox"/> ASSOCIATE DEGREES <input type="checkbox"/> BACHELOR'S DEGREES <input type="checkbox"/> MASTER'S DEGREES		

ACCREDITATION STATUS	CHECK ONE: <input type="checkbox"/> CURRENTLY AFFIRMED <input type="checkbox"/> PROBATION <input type="checkbox"/> WARNING REGIONAL ACCREDITING ORGANIZATION: NEXT ACCREDITATION VISIT (YEAR):
STUDENT SUCCESS INITIATIVE AFFILIATION/PARTICIPATION	CHECK ALL THAT APPLY: <input type="checkbox"/> ACHIEVING THE DREAM <input type="checkbox"/> COMPLETION BY DESIGN <input type="checkbox"/> TEXAS COMPLETES <input type="checkbox"/> PATHWAYS TO PROSPERITY <input type="checkbox"/> COMPLETE COLLEGE AMERICA ALLIANCE <input type="checkbox"/> ACCELERATING OPPORTUNITY <input type="checkbox"/> CLASS (CALIFORNIA LEADERSHIP ALLIANCE FOR STUDENT SUCCESS) <input type="checkbox"/> STUDENT SUCCESS BY THE NUMBERS <input type="checkbox"/> GOVERNANCE INSTITUTES FOR STUDENT SUCCESS <input type="checkbox"/> BOARD OF TRUSTEES INSTITUTE (TX) <input type="checkbox"/> NEW MATH PATHWAYS <input type="checkbox"/> STATWAY®/QUANTWAY® <input type="checkbox"/> ASPEN PRIZE FINALIST NETWORK OTHER (PLEASE PROVIDE NAME):
PERCENT OF CREDIT COURSE SECTIONS (INCLUDING DEVELOPMENTAL EDUCATION) TAUGHT BY FULL-TIME FACULTY IN THE FALL 2014 ACADEMIC TERM	_____%
NAME OF THE MAJOR TRANSFER UNIVERSITY (LARGEST NUMBER OF STUDENTS TRANSFERRING FROM YOUR COLLEGE)	

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

1. Student Success Goals

List in the box below the student success goals formally established for your institution. [If none have been established, simply leave this item blank.]

Are the student success goals incorporated into the institution's strategic plan?

☐ Yes ☐ No

Is there a formal statement of governing board support for a student success agenda?

☐ Yes ☐ No

Is there a formal statement of governing board direction for achieving equity in student outcomes? ☐ Yes ☐ No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? ☐ Yes ☐ No

2. Data Collection and Use

Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision-making, and monitoring student progress (250 word maximum):

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

☐ Yes ☐ No If yes, briefly describe in the box below **how** and **by whom** the cohort data are used (150 word maximum):

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

☐ Yes ☐ No If yes, list in the box below the five most important metrics (i.e., what are you measuring?):

If yes, briefly describe **how** and **by whom** the metrics are used (150 word maximum):

Does your institution participate in student engagement surveys—*CCSSE* and/or *SENSE*?

☐ Yes ☐ No If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement):

SENSE (Survey of Entering Student Engagement):

If yes, briefly describe in the box below **how** and **by whom** the survey results are used (150 word maximum):

Briefly describe in the box below your two best examples of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

3. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Briefly describe in the box below **how** and **by whom** assessments of learning outcomes are used (150 word maximum):

4. Completion and Transfer Outcomes (500 word maximum)

Describe in the box below the results over the past 5-10 years of your institution's **best work** to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

5. Labor Market Information (500 word maximum)

Describe in the box below how and to what extent to which your institution systematically uses current labor market data/information to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the number and percentage of entering students who currently experience career counseling, including labor market information as an established part of the college intake process.

6. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

☐ Yes ☐ No If yes, check all routinely disaggregated variables that apply

☐ Race/ethnicity ☐ Gender ☐ Income ☐ Enrollment status (FT/PT)

☐ College readiness ☐ First time in college

If yes, briefly describe **how** and **by whom** the disaggregated data are used (100 word maximum):

Briefly describe in the box below your institution's most successful work to improve equity in outcomes for the college's students of color and students from low-income backgrounds. Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

7. Policy Change (250 word maximum)

Describe in the box below a key policy change at the institutional level that has been critically important in your institution's student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?)

8. Reallocation of Resources (250 word maximum)

Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college's student success agenda.

9. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

10. Pathways Work (500 word maximum)

Describe in the box below work currently underway at your college that is directly related to *design and implementation of academic and career pathways for students*.

SECTION 3: PATHWAYS READINESS CRITERIA

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

LEADERSHIP

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college's academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college's service area.	<p>Check one: 1 2 3 4 5</p> <p><u>Remarks:</u></p>
College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.	<p>Check one: 1 2 3 4 5</p> <p><u>Remarks:</u></p>
College leadership is committed to a reform process that will likely take 4-5 years for full implementation.	<p>Check one: 1 2 3 4 5</p> <p><u>Remarks:</u></p>
President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.	<p>Check one: 1 2 3 4 5</p> <p><u>Remarks:</u></p>
Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.	<p>Check one: 1 2 3 4 5</p> <p><u>Remarks:</u></p>

Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.	Check one: 1 2 3 4 5 Remarks:
Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.	Check one: 1 2 3 4 5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION

MAGNITUDE OF INSTITUTIONAL CHANGE

Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Capacity and Commitment	Assessment and Remarks
Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.	Check one: 1 2 3 4 5 Remarks:
College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.	Check one: 1 2 3 4 5 Remarks:
College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.	Check one: 1 2 3 4 5 Remarks:
College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.	Check one: 1 2 3 4 5 Remarks:
College leaders understand that pathways reforms will involve more structure and more prescription for students.	Check one: 1 2 3 4 5 Remarks:

College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>
College leaders have the will and capacity to reallocate resources at a substantial scale.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION					
FACULTY ENGAGEMENT					
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree					
Capacity and Commitment	Assessment and Remarks				
College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement pathways for students.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>				
There is commitment from the faculty organization (e.g., senate, council) to support the Pathway Project work.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>				
At least one faculty representative is on the project leadership team.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>				
If the faculty is unionized: There is commitment from the faculty union(s) to support the Pathway Project work.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>				

	If the faculty is unionized: A union representative is on the project leadership team.	Check one: 1 2 3 4 5 Remarks:
	College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.	Check one: 1 2 3 4 5 Remarks:

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK		
DATA COLLECTION, ANALYSIS AND USE		
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree		
Capacity and Commitment		Assessment and Remarks
	At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.	Check one: 1 2 3 4 5 Remarks:
	The college IR and IT functions regularly track student participation in support services.	Check one: 1 2 3 4 5 <u>Remarks:</u>
	The college governing board regularly sees, reviews and discusses data on student progress and success.	Check one: 1 2 3 4 5 <u>Remarks:</u>
	Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.	Check one: 1 2 3 4 5 Remarks:

<p>College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.</p>	<p><u>Check one:</u> 1 2 3 4 5</p> <p><u>Remarks:</u></p>
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READINESS FOR PATHWAY DESIGN & IMPLEMENTATION								
TECHNOLOGY								
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree								
Capacity and Commitment			Assessment and Remarks					
	The college has in place technology tools to support academic planning and advising.		Check one: Remarks:	1	2	3	4	5
	The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.		Check one: Remarks:	1	2	3	4	5
	The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor's degree attainment data.		Check one: Remarks:	1	2	3	4	5
	The college has in place technology to support learning analytics.		Check one: Remarks:	1	2	3	4	5

READINESS FOR PATHWAY DESIGN & IMPLEMENTATION					
PARTNERSHIPS					
Scale: (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree					
Capacity and Commitment			Assessment and Remarks		
	The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.	<u>Check one:</u> 1 2 3 4 5 Remarks:			
	There is a pattern of trust between the college and the four-year colleges/universities at which most of the college's transfer students enroll evidenced through data sharing about student transitions and performance.	<u>Check one:</u> 1 2 3 4 5 Remarks:			
	The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.	<u>Check one:</u> 1 2 3 4 5 Remarks:			
	The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.	<u>Check one:</u> 1 2 3 4 5 <u>Remarks:</u>			

SECTION 4: STATEMENT OF INSTITUTIONAL ASPIRATION AND COMMITMENT

In 500 words or less, describe in the box below why your institution wishes to participate in the Pathways Project and what your shared aspirations are for work to be accomplished through your college's participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Indication of governing board support (describe action taken and date):

Indication of faculty senate/council and/or faculty union support (describe action taken and date):

Instructions

Deadline for submission: October 17, 2016

In a single email addressed to:

enelson@cccco.edu

Please send both of these items:

- 1) This Excel spreadsheet—(*not a pdf*)
- 2) PDF scan of signed certification

Thanks!

1. All data should be entered on the "Worksheet" tab.
2. Allocation data must be the correct and final value. If you are in a multi-college district, you may need to ask your district office for this amount. NOTE: Allocation entries will always be \geq \$90,000. If you do not know what your allocation is, see Note 1, below.
3. Expenditure entries must be supported by documentation. You do not need to submit documentation, but should have it on hand. Estimates should not be entered.
4. A value must be entered into each expenditure cell, even if the value entered is \$0.
5. Automatic calculations are carried out and reported in summary sections below each report section. These are provided to help illuminate expenditure insufficiencies.
6. Partially completed worksheets will be returned for completion.
7. A signed certification form is provided on the tab called "Certification". These must be signed and scanned into a pdf format.
8. The completed worksheet and signed certification form should be submitted in a single email to:
enelson@cccco.edu
9. Original signed certification forms should be mailed to:

Eric Nelson
Chancellor's Office
1102 Q. Street
Sacramento CA 95811

Note 1: All Fiscal Division allocation data is available online, click on the link below.

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/Reports/AppportionmentReports.aspx>

To locate the specific allocation data you need, do this:

1. Click on the FY for which you need data.
2. For closed FY's, you can find final data on the R1 tab. You may see more than one recalculation; so, check the dates of the files linked there, selection the newest one.
3. For FY's that are not yet closed, you should sequentially search the tabs backwards, starting with R1, then P2, then P1, then AD. When you find a tab that has a calculation or recalculation, select the most recent link and that will take you to the most recent allocation calculation.

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

The Chancellor's Office, in cooperation with the Basic Skills Advisory Committee created an expenditure guideline that can be retrieved the link below. This document provides specific, micro-level, hands-on examples of permissible and not advised expenditures.

<http://bit.ly/29YvouY>

An additional information guide that can be retrieved from the link below. This document provides set of meta-level constraints that can help with decision making.

<http://bit.ly/1SbOCOW>

Together, these documents provide a complimentary view of basic skills expenditures. Ultimately, colleges must decide on specific potential expenditures. Below are the nine expenditure categories that are permissible for use by the colleges, and which are reportable to the Chancellor's Office:

Data Category	Explanation of Expense Category
A	Program, curriculum planning, and development
B	Students assessment
C	Advisement and counseling services
D	Supplemental instruction and tutoring
E	Course articulation / alignment of the curriculum
F	Instructional materials and equipment
G.1	Coordination
G.2	Research
G.3	Professional development

It is essential to distinguish between disparate interpretations of the word "support" in relation to basic skills activities. BSI funds cannot be used to support the costs of a non-basic skills course; however, they can be used to support basic skills deficiencies for basic skills students, regardless of the course in which these deficiencies manifest.

For example, suppose a student who is one level below in mathematics never the less takes a for-credit, transferrable, degree-applicable algebra course. Basic Skills funds could not be used to support the cost of a non-basic skills course; however, BSI funds could be used to support tutoring for the basic skills student related to those aspects of the algebra course that correspond to their basic skills deficiency. These funds could also be used to provide basic skills professional development training for the instructor.

		Please Be Sure To Fill Out All Boxes Including Name Of College And Each Year's Allocation	
Name of College	Canyons		
FY 14/15 Allocation	\$138,754		
FY 15/16 Allocation	\$113,191		
For FY 14/15 Allocation			
Expenditures July 01, 2014 to June 30, 2016			
Category A	\$3,943		
Category B	\$0		
Category C	\$3,489		
Category D	\$11,047		
Category E	\$6,702		
Category F	\$0		
Category G1	\$19,678		
Category G2	\$0		
Category G3	\$93,915		
	\$138,754	<== Expenditures (Calculated Automatically)	
	0.0%	<== Percent Not Yet Expended (Calculated Automatically)	
For FY 15/16 Allocation			
Expenditures July 01, 2015 to June 30, 2017			
Category A	\$0		
Category B	\$0		
Category C	\$0		
Category D	\$0		
Category E	\$0		
Category F	\$0		
Category G1	\$0		
Category G2	\$0		
Category G3	\$0		
	\$0	<== Expenditures (Calculated Automatically)	
	100.0%	<== Percent Not Yet Expended (Calculated Automatically)	

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

BRICE W. HARRIS, CHA



In submitting this spreadsheet document to the Chancellor's Office, and by our signatures, we the undersigned certify these data reported in this ESL / Basic Skills Allocation spreadsheet are accurate.

<hr/>		
Name of college		
<hr/>		
<hr/>	<hr/>	<hr/>
Signature, Chief Executive Officer	Printed Name	Date signed
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Signature, Academic Senate President	Printed Name	Date signed
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Signature, Chief Business Officer	Printed Name	Date signed

CCCCO RFA for ZTC (OER Degree) Overview for Academic Senate 11/4/16

- “To develop and/or implement associate degrees and career technical education certificate programs earned entirely by completing courses that *eliminate conventional textbook costs* by using alternative instructional materials and methodologies.”
- “The Legislature [intends] that community college districts develop and implement zero-textbook-cost degrees to reduce the overall cost of education for students and decrease the time it takes students to complete degree programs.”
- “Prioritize the adaption of existing open educational resources through existing OER initiatives, or elsewhere, before creating new content.”
- For development of an OER degree in either an **existing** Associate Degree for Transfer or an **existing** Career Technical Education certificate with high regional labor market value.
- Does not require new curriculum or additional review; akin to faculty adopting a different book.
- Should eliminate conventional textbook costs; does not prohibit supplemental materials that might be purchased, such as calculators and goggles, or novels and plays.

Timeline

10/19/16	RFA released
10/21/16	Rebecca and James agree to convene a work group to advise on application
11/1/16	Work group convened 11/1/16
11/2/16	Call for departmental participation issued to department chairs
11/10/16	Discussion at Academic Senate
12/8/16	Request Academic Senate endorsement of application
12/12/16	Application due

\$150,000 implementation grants, \$35,000 planning grants (can receive one of each)

Planning grants (9 months) are designed to provide colleges with resources to plan for the development of a Zero-Textbook-Cost Degree. These funds are to assist colleges with research, professional development, meetings, coordination, and other resources and activities that are required to organize and discuss the components of adapting/creating these degrees and/or certificates. Outcomes include proof that research was done, meetings held, professional development accomplished, etc, and at the end a degree should be chosen. Colleges selected may compete for implementation grants but are not assured of receiving one.

Implementation grants (12 months) are designed to enable a college to implement a Zero-Textbook-Cost Degree. Must offer at least one section per course using OER. Plans that identify a way to offer more than one section per course using OER will receive more points.

Plans must include:

- a. Describe the college's current practices with regard to the textbook cost and the college's effort on selected practices and its readiness to implement these methods.
- b. Articulate targets for the number of students projected to be served by the degree or certificate over a three- year period after implementation.
- c. Identify key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected degree or certificate.
- e. Number of campus faculty likely to be involved in all selected courses and sections of the plan
- f. Describe how the grant will leverage existing resources and funds to implement or plan for this pathway.

Reporting

- 1. The number of degrees developed and implemented,
- 2. The estimated annual savings to students,
- 3. The number of students who completed a zero-textbook-cost degree program, and
- 4. Recommendations to increase, expand, or improve the offering of degrees.

Sample Budget for Planning Grant

Project director X% of salary	\$5,000
Faculty coordinator (s)	\$5,000
Stipends for peer review of materials \$500 x 10 courses	\$5,000
Stipends for Faculty Inquiry Group \$500 x 10 participants	\$5,000
Fringe benefits	\$6,000
Capacity building via train-the-trainer on OER search and adoption	\$5,000
Supplies and materials	\$4,000
Total	\$35,000

Sample Budget for Implementation Grant (scenario in which 10 courses in pathway are not using OER)

Project director X% of salary	\$10,000
Faculty coordinator (s)	\$10,000
Stipends for creating new materials where none exists \$3,000 x 5 courses	\$15,000
Stipends for creating ancillary/supplemental materials \$1,000 x 5 courses	\$5,000
Stipends for peer review of materials \$500 x 5 courses	\$2,500
Hourly production assistant (illustrations, formatting, proofreading)	\$5,000
Fringe benefits	\$15,500

Intellectual property vetting/open licensing (outside consultant)	\$10,000
Capacity building via train-the-trainer on OER search and adoption	\$5,000
Reading Apprenticeship training for faculty using OER	\$10,000
Training for students and tutors on reading and interacting with digital materials	\$2,500
Supplies and materials	\$5,000
Total	\$95,500

YEAR 3 UPDATE FOR THE PROGRAM REVIEW OF THE ACADEMIC SENATE

MISSION

The Academic Senate is a faculty organization whose function is to make recommendations to the Board of Trustees on 10+1 academic and professional matters, pursuant to California Administrative Code of Regulations - Title 5, Section 53200 and local Board Policy 7215, Academic Senate Participation in Collegial Consultation.

DESCRIPTION

The Academic Senate oversight of the faculty's role in implementing the 10+1 (curriculum, prerequisite and planning of course disciplines, certificate and degree requirements, grading policies, standards and policies regarding student preparation and success) helps the college fulfill its mission. In addition to the eleven specific areas defined by Title 5 described above, the Education Code assigns additional responsibilities to Academic Senates:

- Minimum qualifications and equivalencies processes
- Faculty hiring
- Faculty evaluation and tenure review
- Administrative Retreat Rights
- Faculty Service Areas

WHO ARE THE CUSTOMERS/RECIPIENTS OF THE SERVICES AND FUNCTIONS?

The Senate represents ~~184~~ 210 full-time faculty and approximately ~~500~~ 600 part-time instructors in shared governance structures. A representative body, it meets twice monthly each semester. Full-time faculty elect a President and Vice-President for 2-year terms. Full-time faculty in each division elect one representative. The full-time faculty as a whole elects additional at-large senators based on a formula of 1 Senator per every 40 full-time faculty members. The Senate also reserves three seats for adjunct faculty Senators elected at large by the adjunct faculty.

PROVIDE A SHORT DESCRIPTION OF THE HISTORY OF YOUR DEPARTMENT, INCLUDING HOW IT HAS CHANGED OVER THE YEARS.

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

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

NOTE: Budget requests must be connected to an Objective.

Do we have New Objectives that should be included?

OBJECTIVES

Open Objectives

1). Update the Academic Senate's Procedures for Faculty Office Allocation to address the issue of multiple campuses. (FA2016)

Goal: Institutional Effectiveness

Status: None

2). Will begin to hold Annual Senate Retreats each Fall semester.

Goal: Institutional Effectiveness

Status: None

3). Begin dialog on requirements for local degrees and AS-T including the courses eligible for the Diversity requirement in order to support the work of the Curriculum Committee

Goal: Institutional Effectiveness

Status: None

4). Create local resolution for OER (Open Education Resources) as related to the ZTC Degree (zero textbook cost) degree and the state assembly bill, AB-798 College Textbook Affordability Act of 2015.

Goal: Leadership

Status: None

5). Contribute to the policies related to the Faculty Internships (including the minimum qualifications).

Goal: Teaching and Learning

Status: None

6). Open the discussion the requirements of FLEX to consider the outreach work of coaches as FLEX credit and the work of the CTE faculty for their Advisory Training.

Goal: Teaching and Learning

Status: None

7). Approve new Institutional Learning Outcomes based on the AAC&U's Essential Learning Outcomes.

Goal: Student Support

Status: None

8). Lead discussion of defining local High Impact Practices.

Goal: Teaching and Learning

Status: None

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

Goal: Technological Advancement

Status: In progress

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

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

Goal: Leadership

Status: In progress

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

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

Goal: Leadership

Status: In progress

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

Goal: Leadership

Status: In progress

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

13). Revise the academic staffing policies.

Goal: Leadership

Status: In progress

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

14). Revise program viability policy and procedures. To include standing committees and department procedures.

Goal: Leadership

Status: In progress

Activity/Comment: Much work has been done to revise the procedures including making the committee a standing committee. The final policies need to be approved though by the entire senate (spring 2016).

15). Collaborate with COCFA and AFT on areas of mutual concern.

Goal: Campus Climate

Status: In progress

16). Collaborate with various consistencies to establish the Center for Excellence in Teaching and Learning.

Goal: Leadership

Status: In progress

17). Secure funding and resources to provide faculty and Academic Senate representation at all ASCCC and related conferences.

Goal: Leadership

Status: In progress

18). Secure increased release time for Academic Senate officers and chairs of senate subcommittees which perform significant institutional service directly related to the 10+1.

Goal: Leadership

Status: In progress

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

Goal: Physical Resources

Status: In progress

Completed Objectives

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

Goal: Human Resources

Status: Completed

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

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

Goal: Human Resources

Status: Completed

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

Goal: Human Resources

Status: Completed

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

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

Goal: Institutional Effectiveness

Status: Completed

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

Goal: Institutional Effectiveness

Status: Completed

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

Goal: Campus Climate

Status: Completed

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

Goal: Campus Climate

Status: Completed

Activity/Comment: The Senate sends the materials and deadlines for application to all faculty and calls for nominations annually. It submitted a nomination for the Diversity Award in 2012 and a

nomination for the Hayward Award in 2014. Neither nominee was selected. Update Exemp. Program. Award to honorable

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

Goal: Leadership

Status: Completed

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

Goal: Leadership

Status: Completed

Activity/Comment: They started meeting Fall 2015

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

Goal: Leadership

Status: Completed

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

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

Goal: Leadership

Status: Completed

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

Cancelled Objectives

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

Goal: Leadership

Status: Cancelled

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

- 1). Approve the Department Merger and Splitting Procedures as part of Program Review Viability.(SP2011) (Goal: Institutional Effectiveness)

- 2). Publish Academic Senate Meeting agendas 72 hours prior to Senate meetings in order to comply with the Brown Act and improve communication with the Senate's constituencies. (Goal: Institutional Effectiveness)

- 3). Establish a Policy Review Committee of the Senate to propose new Board policies and to propose revisions to existing Board policies as needed. (Goal: Leadership)

- 4). Revise and keep current the Academic Senate website. (Goal: Institutional Effectiveness)

- 5). Conduct Senate elections for officers electronically if more than one candidate is nominated for each office instead of using paper ballots. (Goal: Technological Advancement)

- 6). Reclassify the Academic Senate Administrative Assistant (Goal: Human Resources)

- 7). Update the Academic Senate Constitution, have faculty ratify it, and develop Academic Senate Bylaws. These need to be updated 2016 due to the Reorganization of Academic Affairs. (Goal: Institutional Effectiveness)

- 8). Revise the document, Guidelines for the Implementation of the Tenure Process, to align with the COC Faculty Association Bargaining Agreement. Updated Fall 2015. (Goal: Human Resources)

- 9). Successfully helped coordinate and participate in the Self Study process to receive reaffirmed accreditation in fall 2013- fall 2014. (Goal: Leadership)

- 10). Migrated website to Sharepoint and added additional information and details. (Goal: Leadership)
- 11). Created a Twitter page for the Academic Senate (fall 2014) (Goal: Leadership)
- 12). Facilitated the discussion and drafting and/or revision of district policies. (Goal: Leadership)
- 13). Facilitated faculty involvement and development of submission of degree proposal as part of statewide Baccalaureate degree initiative. (Goal: Leadership)
- 14). Participated in the AB86 steering committee in 2014-15 representing the Academic Senate and faculty interests. (Goal: Leadership)
- 15). Helped facilitate development and implementation of plan to address need for an interim business department chair for 2014-15. (Goal: Leadership)
- 16). Approved and signed the Basic Skills and Equity Plan for 2014-15 and 2015-16. (Goal: Institutional Effectiveness)
- 17). Approved and signed the 3SP Credit and Noncredit Plans for 2015/16. (Goal: Student Support)
- 18). Increase faculty participation in the Doing what Matters (DWM) Workforce development initiative. (CTE) (Goal: Teaching and Learning)
- 19). Created Academic Senate Logo and letterhead. (Goal: Leadership)
- 20). Create a CTE Liason (Goal: Institutional Effectiveness)
- 21). 2016 Exemplary Program Award Honorable Mention was received for the Math and English Acceleration Programs. (Goal: Student Support)

What are our Additional Accomplishments?

Date	Title	Amount of Faculty	Est Cost	Local or Travel	Total
12/16	Contextualized Teaching and Learning Regional Dec. 3	2	\$ 50	L	\$ 100
12/16	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
11/16	2016 Fall Plenary Session Nov. 3-5	4	\$ 1,200	L + hotel	\$ 4,800
11/16	Incarcerated Student Regional	1	\$ 50	L	\$ 50
11/16	C-ID Discipline Input Group	4	\$ 25	L	\$ 100
11/16	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
10/16	C-ID Advisory Committee Meeting	2	\$ 50	T	\$ 100
10/16	2016 Academic Academy October Institute	3	\$ 1,000	L	\$ 3,000
10/16	Area C Meeting	4	\$ 25	L	\$ 100
10/16	Student Regional Meeting	2	\$ 25	L	\$ 50
10/16	2016 Curriculum Regional South	3	\$ 25	L	\$ 75
10/16	MQ and Equivalency Regional Meeting	3	\$ 25	L	\$ 75
10/16	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
9/16	C-ID: Fall Discipline Input Group (DIG) Meeting - South	2	\$ 25	L	\$ 50
9/16	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
7/17	2017 Curriculum Institute July 12-15	3	\$ 1,200	T	\$ 3,600
7/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
7/16	2016 Curriculum Institute July 7-9	3	\$ 1,500	T	\$ 4,500
6/17	2017 Faculty Leadership Institute June 15-17	2	\$ 1,500	T	\$ 3,000
6/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
6/16	2016 Faculty Leadership Institute Jun. 15-17	2	\$ 1,500	T	\$ 3,000
5/17	2017 CTE Leadership Institute May 5-6	3	\$ 1,500	T	\$ 4,500
5/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
5/17	ASCCC Lobby Day	3	\$ 500	T	\$ 1,500
4/17	Curriculum and Noncredit Regional South Apr. 1	3	\$ 25	L	\$ 75
4/17	2017 Spring Plenary Session Apr. 20-22	4	\$ 1,500	T	\$ 6,000
4/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
3/17	2017 Instructional Design and Innovation Mar. 17-18	2	\$ 1,500	T	\$ 3,000
3/17	Area Meetings Feb. 25	4	\$ 25	L	\$ 100
3/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
2/17	Student Learning Outcomes Symposium Feb. 3	3	\$ 25	L	\$ 75
2/17	Faculty Hiring Regional Meeting Feb. 11	1	\$ 50	L	\$ 50
2/17	2017 Accreditation Institute Feb. 17-18	5	\$ 1,500	T	\$ 7,500
2/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
1/17	SCCRC Regional Meetings	2	\$ 50	L	\$ 100
	TOTAL		\$ 15,375		\$ 46,500