



College of the Canyons Academic Senate

April 20, 2017 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Approval of the Agenda
4. Approval of the Consent Calendar

Academic Senate March 23, 2017 (pg. 3)	Curriculum Summary March 30, 2017 (pg. 11) and April 13, 2017 (pg.14)
CASL Summary February 22, 2017 (pg. 16) and March 22, 2017 (pg. 16)	Faculty Appointments to Selection Committees: Kevin Anthony, Chris Blakey, Ron Dreiling, Anne Marengo, Pierre Etienne, Andrew Jones-Cathcart, Michael Dermody, Majid Mosleh, Aivee Ortega, Patricia Garcia
Faculty Office Assignment Policy (pg. 17)	CPT faculty appointment, Justin Lundin, Athletics P/E
CETL Steering Committee Operating Procedures, Ron Dreiling and Brent Riffel (pg. 23)	

B. Reports

1. IEPI PRT Noncredit Visit, Lisa Hooper
2. ASG Report, Tabitha Kumar
3. Minimum Qualifications, Aivee Ortega
4. Makerspace Grant Steering Committee, Teresa Ciardi
5. Commencement Committee, Michael Dermody
6. Intranet Changes, Jim Temple

C. Action Items

1. Endorse Center for Civic Engagement's *Deliberative Dialogue: Campus Culture and Safety*
2. Endorse the Board of Trustee's Resolution No. 2016/17-19: *Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued* (pg.19)
3. Resolution to Support Students in an Uncertain Political Times (pg. 20)

D. Discussion Item

1. WICHE Passport, Paul Wickline (pg. 27)
https://www.canyons.edu/Offices/AcademicSenate/Documents/Interstate%20Passport%20Project%20Presentation%20to%20Academic%20Senate_4-20-17.pdf
2. IEPI Indicators and ACCJC Institution Set Standards, Daylene Meuschke (pg. 31)
3. ASCCC Resolutions <http://www.asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>
4. Policy Development Update and BP 5532 Student Grievance, Michael Dermody (pg. 35)

5. COC CCIE Grant Proposal and CCIE 2017 Institutional Grants, Jia-Yi Cheng-Levine (pg. 42 and Pg. 45)

E. Unfinished Business

1. Climate Survey (Lisa Hooper, Rebecca Eikey, and Wendy Brill-Wynkoop)
2. Consideration of Armed Presence on Campus (ongoing)
3. Adjunct Faculty Discipline List (HR)
4. Discipline Memos Mary Angelino and Robert Wonser

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. Program Viability Standing Procedures
2. AB 798 College Textbook Affordability Act-OER (May 11)
3. CASL Committee Charter
4. Curriculum Committee Procedures

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
BP3105 Establishment Approval or Review	AP 7120 Recruitment and Selection
Revision of Policies	BP 5055 Enrollment Priorities
Credit by Exam, BP 4235 – Phase 2	Drone Policy
Grades BP 5900	Student Discipline (multiple policies)
BP 5030 Fees	

H. Announcements

- ASCCC Spring Plenary April 19 – 22, 2017, San Mateo
- We were accepted into the California Guided Pathways Project
– COC Guided Pathways Retreat April 21 at the Instructional Advisory Council
<https://www.caguidedpathways.org/>
- CTE Leadership Institute May 5 – 6, 2017, San Jose
- Building Bridges and Programs Developing and Sustaining a Culture of Noncredit, May 4-5, Sacramento
- Faculty Leadership Institute June 15 – 17, 2017, Sacramento
- Curriculum Institute July 12 – 15, Riverside

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Academic Senate Summary for March 23, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Chelley Maple	X
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez proxy Kelly Burke	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	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Mercedes McDonald Proxy Aaron Silverman	A
			Adjunct Senator	Noemi Beck-Wegner	A

Non-voting Members	
Dr. Buckley	X
Lita Wangen	X
Aaron Silverton – as proxy for Mercedes McDonald	X
Dr. Wilding	
Edwin Torres/ASG	X

Guests	
Ann Lowe	Lee Hilliard
Ron Dreiling	Brent Riffel
David Brill	Eric Harnish
Diane Fiero	Barry Gribbons

A. Routine Matters

1. Call to order: 3:05 p.m.
2. Public Comment:
This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda: Motion to approve the Agenda Michael Dermody, seconded by Lisa Hooper. Unanimous. Approved.
4. Approval of the Consent Calendar Academic Senate Summary February 23, 2017, Curriculum Summary March 16, 2017, Program Review Senate Summary February 8 and 22, 2017 and March 8, 2017 and Faculty Professional Development for February 27, 2017.: Motion to approve the Consent Calendar Mary Bates, seconded by Kimberly Bonfiglio. Unanimous. Approved.

B. Reports

1. ASCCC Legislative Committee Report: Wendy Brill Wynkoop
January of 2017 is the beginning of a new two-year legislative cycle

- Legislators removed limit to how many bills can be introduced
- Record number of bills
- Most bills do not become law and many are significantly modified before they are voted on
- Trailer bills are different – they move quickly (e.g. Guided Pathways)

Sources for Information

Community College League for California (CCLC) www.ccleague.org/

CCLC Bill tracker <http://www.ccleague.org/i4a/pages/index.cfm?pageid=3416>

One stop shop for information on all the Higher Ed proposed legislation and the status of bills Note:

- o ASCCC (10+1) and CCLC don't always align in support
- o Certainly unions don't always align in support with CCLC

Faculty Association of California Community College (FACCC) <http://www.faccc.org/advocacy/> Bill tracker <http://www.faccc.org/current-legislation/>

- More aligned with faculty views and leans towards union issues

FACCC Point & Click <http://pointclick.faccc.org/>

- First "login" which really means enter name and address. Need 9 digit zip code (COC is 91355-1803)
- System will send positions through email to representatives on bills directly to legislators and if you prefer you can generate snail mail letters too.

ASCCC:

ASCCC Support:

AB 204 (Medina) – Requires a statewide review, every three years, of the local appeals process regarding students due process regarding the loss of a Board of Governor's fee waiver to assess whether student have received sufficient due process to address their appeals.

AB 276 (Medina) Cybersecurity

This bill requests UC, CSU, community college districts, and independent institutions of higher education to complete a report before January 1st 2019 on cyber security education and training programs. The report should include the total number of students enrolled in cybersecurity programs, the demand for these programs and a description of the programs. Pro: This bill calls for a report and assessment of BA program in Cyber Security, not adding programs. This is a logical approach.

ASCCC Watch:

No position (support or opposition) taken on the following bills at the moment. There will be more discussion as the legislative cycle continues.

Baccalaureate Degrees (AB405 - Irwin, SB769 – Hill, AB 276 - Medina)

SB 769 (Hill) Baccalaureate Degree Pilot Program.

SB 769 increases the statutory limit on the total number of community college baccalaureate degree programs from 15 to 30, and removes the 2022-23 sunset date. It also prohibits the development of a pilot program if the curricula is within 100 miles of the California State University or University of California that offers the same curricula or program of study.

Pros:

- Maintains geographic distinctions when CC offer BA programs to reduce completion
- Removes "sunset" of BA pilot programs which is likely helpful. Hard for students to commit to program that may disappear in near future.
- Growth

Cons:

- Too soon to expand BAs at CC before data is back from pilot programs
- Offering BAs at CC is mission creep – do more even though we don't have enough funds to focus on the community college mission

AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program.

AB 405 authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree cybersecurity pilot program at not more than 10 community college districts.

Pros:

- Growth
- Addressing need for new curricula

Cons:

- Cyber Security? Do we need it? Is the legislator dictating curriculum which is ASCCC purview?
- Too soon to expand BAs at CC before data is back from pilot programs
- Offering BAs at CC is mission creep – do more even though we don't have enough funds to focus on the community college mission

Other bills discussed:

Teacher Credentials (SB577 – Dodd)

SB 577 (Dodd) Community College Districts: Teacher Credentialing Programs of Professional Preparation. SB 577 authorizes the Board of Governors of the California Community Colleges, in consultation with state universities and local education boards and school districts, to authorize a community college district to offer a teacher-credentialing program, subject to approval by the California Commission on Teacher Credentialing.

Concerns:

- This bill would allow for a Post - Baccalaureate Credential to be offered by CCC but CCC can't even offer Baccalaureate Degree at the moment
- This bill is in response to rural colleges that have a teacher shortage and no training for teachers in their rural areas.
- Is teacher shortage due to lack of training? Are there other reasons?
- Likely more data and research is needed.

Multiple Measures and Assessment (AB705 – Irwin)

AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: matriculation: assessment. AB 705 requires the use of high school transcript data for the assessment and placement of students in English and mathematics courses in order to maximize student success in those courses within a one-year timeframe. The bill prohibits a student from being required to enroll in remedial coursework that lengthens their time to complete a degree unless research shows they are highly unlikely to succeed in college-level coursework.

- Hoping to modify the bill to be more flexible, e.g. not all colleges have access to high school transcript data or what if you have a more mature student entering CCC?
- ASCCC will be sending out a survey on Multiple Measures to local senates to get an idea of what colleges are currently doing.

Faculty (AB847 - Bocanegra)

AB 847 (Bocanegra) Academic Senates.

AB 847 requires the local academic senate of a campus of the California State University or of a campus of the California Community Colleges to post its membership roster on its Internet Web site or Internet Web page.

- ASCCC very concerned. This would require local senates to post DEMOGRAPHIC DATA of SENATE membership roster on Intranet.

CCA (Union):

CCA Strongly opposed to all bills expanding BAs at CCC:

SB 769 (Hill) Baccalaureate Degree Pilot Program.

AB 405 (Irwin) Baccalaureate Degree Cybersecurity Program.

But in favor of AB 276 (Medina) for generating report on pilot BA programs.

CCA Support:

AB 19 (Santiago) – Lowers the amount of financial need a student must demonstrate to qualify for a fee waiver to \$1.

AB 21 (Kalra) – Protects higher education students by requiring the CSU governing board and community college districts, and would request that the UC regents, in compliance with federal law, to refrain from releasing information regarding students immigration status as well as other community members served by their campuses; prohibits officers or employees with the United States Immigration and Customs Enforcement to enter campuses on official agency business unless notification is made at least 10 days in advance; Provides stipends for student health care for those who are not eligible for Medicaid and who are not able to afford health insurance through their respective institution; Provides housing on campus or a stipend to cover off-campus housing during academic terms for students who face significant risk of being unable to return to campuses; Provides access to legal services without cost to students who face significant risk of being able to complete their studies due to federal interferences. CRE is secondary. CFA sponsor.

AB 276 (Medina) – Requests that the UC, and requires that the CSU's and community colleges, as well as independent institutions of higher education complete a report evaluating their current state of cyber security education and training programs by January 2019; the report will include a determination of the best method of educating and training students on meeting existing demands for jobs requiring cybersecurity knowledge and experience.

AB 310 (Medina) – Requires each community college district to annually report the amount of part-time office hours that are paid divided by the total part-time faculty office hours taught during the prior fiscal year and to post this information on their website.

AB 343 (McCarty) – Exempts students granted with special immigrant visas from paying nonresident tuition at the CSU and community colleges and allows those students to apply for and receive financial aid to the same extent as refugees; requests that the UC also adopt similar policies.

AB 393 (Quirk-Silva) – Freezes student tuition at the CSU and community colleges at their current levels until 2019-20 and urges the regents of the UC to adopt similar policies.

AB 504 (Medina) – Requires the Chancellor of the community colleges to create both definitions and measures of the terms “equity” and “significant underrepresentation” for use in student equity plans; Requires that the Student Success and Support Program funding be used to support the implementation of student equity plan goals as well as the coordination of services for the targeted student population through evidence-based practices.

AB 559 (Santiago) – Requires that the community college Board of Governors create an online fee waiver application by January 1, 2019.

AB 637 (Medina) – Requires campus-based research to use a standard definition and measure of “equity” and “significant underrepresentation” which will be provided by the Chancellor of the community colleges.

SB 68 (Lara) – Exempts undocumented students from nonresident tuition at the CSU and community colleges if the student has a total of three or more years attendance in California elementary or secondary schools or community colleges or a combination of these schools; The student must graduate from a California high school or equivalent or attain an associate degree from a community college or fulfill the minimum transfer requirements for the UC or CSU system for those students transferring from community colleges. CRE is secondary.

SB 307 (Nguyen) – Requires the Legislative Analyst’s Office, in consultation with the UC, CSU and community colleges, to conduct a study by December 2018, regarding the impact that housing insecurity and homelessness has on students; Declares legislative intent to enact legislation to create a task force to implement guidelines regarding housing insecurity.

2. CTE Liaison Report and ZTC Grant, Regina Blasberg

Regina updated the Senate on what is happening with CTE. Her paperwork is also included in the agenda on page 21.

- ✓ They are moving forward with creating a new Senate subcommittee. They are currently working on the Bylaws and committee documents.
- ✓ They are looking for a first meeting before the end of the semester.
- ✓ There is a new CTE director coming on board mid-April.
- ✓ We have contracts in place now for marketing support for the CTE programs.

ZTC Grant

- ZTC Grant Funding – Although it is likely that COC (James Glapa-Grossklag) will be a fiscal agent for the grant, so far we still have not received funds from the State Chancellor’s office.
- Textbooks – The water program is moving forward with the development of the texts and ancillary materials.
- Conferences – The ZTC Grant committee is already looking at future conference presentation opportunities.

3. Curriculum Committee Report, Lisa Hooper

- ✓ Course Revision List
 - The committee has been very active reviewing courses on the Revision List.
 - They continue to see some issues with pairing of Objectives and Content. We would like to see those match.

- The Curriculum Committee recommends not having all departmental/program courses on the same cycle for revision.
- ✓ Curriculum/eLumen Workshops
 - There will be some workshops offered after Spring Break on writing or revising curriculum.
 - Lisa recommends that faculty attend these workshops if they have some courses that need to be revised.
 - These workshops are especially important for faculty to attend because we are moving to a new curriculum program, eLumen.
- ✓ Noncredit Curriculum
 - There is a statewide and local push to write noncredit curriculum. Noncredit curriculum is not the solution to FTE woes. It is not going to solve all of our problems.
 - There is no fast tracking of approval of noncredit curriculum at the California Community College's Chancellor's Office.
 - There have been some new changes at the California Community College's Chancellor's Office in terms of increasing the time of the approval process for credit curriculum. This has given us the ability to maybe allow us to offer courses sooner on the *credit* side.
- ✓ IEPI PRT Visit - Noncredit
 - We have an IEPI PRT team that is coming April 11th. This is a Partnership Resource Team through the Institutional Effectiveness Partnership Initiative. The reason for the visit is to provide us with some guidance as to how to implement noncredit in the most effective way possible. For example, DLA's may not be appropriate in noncredit.
 - With the help of Rebecca, we put together a list of faculty we thought might be helpful in terms of answering questions from that team.
- ✓ Curriculum Committee Procedures
 - Curriculum is in the process of revising their policies and procedures.
 - There are some minor changes such as identifying the system used for curriculum (WebCMS vs CurricUNET to the new system, eLumen).
 - Curriculum is also discussing a proposal to shorten the audit trail from seven stages to five. They feel they might be able to accomplish the same sort of scrutiny in a five step audit trail. This change has not been formalized. This proposal will come to Senate with our revised policies and procedures.
- ✓ When to Archive a Course?
 - There was a conversation on CIO listserve about how often courses should be offered.
 - The general consensus is that a course should be offered every two years or a justification should be provided as to why the course should not be offered.
 - A lot of data suggest that courses not taught in the last three years are unneeded, unsupportable, or perhaps not appropriate to the mission of the college.
 - Thus, we need to have a future further discussion on this.

4. Academic Senate President's Report, Rebecca Eikey

- ✓ Update on BOT Meeting 3/22/17
 - I have concerns about how the district is following the policy development process as outlined in the Decision Making Guide, Appendix H.
- ✓ California Pathways Project
 - COC has been advanced to the interview stage of the California Guided Pathways application process. We have an interview scheduled for Friday, March 24 from 8-9am. They ask that only five people be on the call. Of the five on the call they require the

Chancellor/President, Academic Senate President (or designee), and three other individuals (e.g., student services, instruction and institutional research).

- Goals of the California Pathways Project and Commitment
 - Customize and replicate the National Guided Pathways Project model
 - 15-20 CCCs will be selected to participate
 - Four Pillars of Guided Pathways: Clarify the path, enter the path, stay on the path and ensure learning
 - Attend six institutes, two-day institutes (September and November 2017, February and September 2018 and January and September 2019) with Hotel and meals covered by the CA Guided Pathways Project
 - Under the fiscal agency of the Foundation for California Community Colleges with support from College Futures Foundation, the Bill & Melinda Gates Foundation and the Teagle Foundation
- Finalists will be notified by April 15-20

C. Action Items

1. Storage of Syllabi and Syllabus Elements: motion to approve Wendy Brill-Wynkoop, seconded by Mary Bates. Unanimous. Approved.
2. COC Global Members additional faculty appointments, Samuel Mares, Ericka Kent and Claudia Acosta. Motion to approve Michael Dermody, seconded by Deanna Riveira. Unanimous. Approved
3. Discipline assignment for Christine Iskander. Motion to approve Kimberly Bonfiglio, seconded by Mary Bates. Unanimous. Approved. Robert Wonser and Mary Angelino were pulled from this agenda.
4. Faculty appointments to the Psychology and Business/Accounting Selection Committees. There was some discussion about publishing the Selection Committee. There was a suggestion for the Policy Review Committee to follow up on this issue. The Selection Committees should be updated with the correct spelling of names and placement of faculty into categories (from Department/Division vs outside). Motion to approve with those modifications Wendy Brill-Wynkoop. Seconded by Jason Burgdorfer. Unanimous. Approved.
5. College Assistants. One correction to change the word “culpable”. Michael Dermody will make this change. Motion to approve Michael Dermody. Seconded by Mary Bates. Unanimous. Approved.
6. Makerspace Grant Steering Committee. Motion to approve Kimberly Bonfiglio, seconded by Aaron Silverton. Unanimous. Approved.

D. Discussion items

1. Resolution to Support Students in an Uncertain Political Climate, Jason Burgdorfer and Eric Harnish.
The Senate discussed a draft of an Academic Senate resolution on the agenda. Eric Harnish also brought a draft of resolution that Board of Trustees is proposing. Both resolutions were discussed. We want to support and respect our students. We want to avoid certain words that may cause confusion, such as sanctuary. We want the students to know the campus is a safe place and that all students are welcomed. It was also stated that we need to include the international students in the resolution and discussion about social justice. It appears the Board of Trustees is moving forward with their resolution. Thus, we need to also make a decision. There was debate over whether or not we simply adopt the Board’s Resolution, or modify ours so that the Resolve states we support the Board’s Resolution. Do we want one resolution? At next Senate meeting there will be a final draft of the Board’s Resolution for Action.
2. CETL Steering Committee Operating Procedures, Ron Dreiling and Brent Riffel
The CETL Steering Committee had some questions as to why this committee is under the Senate. Committee discusses Professional Development for faculty. Professional Development for faculty is under the 10+1 responsibilities of the Academic Senate. Thus, the committee should be under the

Senate. There was a discussion on the committee procedures and some questions. The senators found a couple typos and they suggested standardized meeting time, day so faculty know when they will meet. With this modifications made this will come back to the next Senate meeting as Action.

3. Deliberative Dialog on Campus, Patty Robinson

Patty was not able to make the meeting today. Kimberly Bonfiglio, Rebecca Eikey, and Aaron Silverton have all had the Deliberative Dialog training. They updated the Senate in Patty's absence. The purpose of deliberation is to allow an open conversation to occur and to reach common ground, or common values, and to really listen to others point of view. Patty Robinson would like to have a dialog on Friday, May 19th 10:30 am to 1:00 pm, with refreshments and something to eat. Patty is hoping the Senate would embrace this movement to encourage dialog with faculty, staff, administrators and students. She would like the Academic Senate to endorse this. The topic for May 19th would be on Violence on Campus, this would include discussion of campus safety as well as campus culture. Patty would like to know from the Senate how big this dialog will be in terms of inviting students and administrators. Also topics that might need to be discussed, examples are found here:

<https://www.nifi.org/>

4. ASCCC Resolutions, Rebecca Eikey

Wendy Brill, Rebecca Eikey, Jason Burgdorfer, Kimberly Bonfiglio and Regina Blasberg will be attending the Plenary in April. The resolutions are out and Rebecca said that if there are any resolutions you would like for her to speak on please let her know. The link below has the resolutions for the plenary.

<http://www.asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>

E. Unfinished Business

1. Climate Survey
2. Consideration of Armed Presence on Campus (on going)
3. Faculty Office Assignment Policy (in Policy Review Committee)
4. Adjunct Discipline List (in HR)

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

1. WICHE Passport, Paul Wickline (April 20)
2. AB 798 College Textbook Affordability Act-OER Plan (May 11)
3. IEPI Indicators (May 11 and May 25)
4. Program Viability Standing Procedures

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
Tracking of policy development	AP 7120 Recruitment and Selection
Credit by Exam, BP 4235 – Phase 2	Drone Policy
Grades BP 5900	Student Discipline

H. Announcements

- Area C Meeting March 25, East Los Angeles College
- COC's Scholarly Presentation Dr. Laurie Solis, March 30th, 2017 6:00 p.m. PAC Presentation, "Tataviam: People Who Face the Sun"
- Curriculum and Noncredit Regional Meetings, North March 31, South April 1, 2017 Crafton Hills College, Yucaipa
- ASCCC Spring Plenary April 19 – 22, 2017, San Mateo

- CTE Leadership Institute May 5 – 6, 2017, San Jose
- Building Bridges and Programs Developing and Sustaining a Culture of Noncredit, May 4-5, Sacramento
- Faculty Leadership Institute June 15 – 17, 2017, Sacramento
- Curriculum Institute July 12 – 15, Riverside

I. Adjournment: 4:55 p.m.

CURRICULUM COMMITTEE SUMMARY

March 30th, 2017 → → → 3:00 pm ~ 5:00 pm → → → Bonelli Hall 330

Curriculum Committee Members

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Erin Barnhouse – Learning Resources; David Brill – Visual and Performing Arts; Steve Erwin – Admissions and Records (Non-voting); Tricia George – Humanities; Lisa Hooper – Faculty Co-Chair; Julie Jacobson – Enrollment Services; Susan Ling – At-large member; Anne Marengo – Social and Behavioral Sciences; Saburo Matsumoto – At-large member; Cindy Stephens – At-large member; Lori Young – Business

Members Absent: Mary Bates – Mathematics, Science and Health Professions; Audrey Green – Administrative Co-Chair; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Rebekah Villafana – Adjunct Representative

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
MFGT-112	Introduction to Manufacturing	Rationale: Currently, there is no introduction courses within the MFGT curriculum that provide students with the foundational skills for higher-level MFGT courses offered in the program.	T. Babero	TBD
MFGT-113	Machining Fundamentals	Rationale: Currently there are no preparatory course to provide training for students to acquire the foundational skills for CNC-based course like MFGT-121, 122, 131, and 132. MFGT-112 AND most importantly, MFGT-113 address this issue.	T. Babero	TBD
SOCI-104	Introduction to Social Justice Studies	Rationale: This is a core course for the Social Justice ADT.	A. Marengo	TBD
-Motion to adopt the need for and conduct a full review of MFGT-112 & MFGT-113; Motion by David Brill, second by Julie Jacobson. All in favor: Unanimous.				
-Motion to adopt the need for and conduct a full review of SOCI-104; Motion by Cindy Stephens, second by Julie Jacobson. All in favor: Unanimous.				



NEW-COURSE-PROPOSALS--FINAL-READ				
These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The author is not required to attend this meeting to represent these new course proposals.				
Subject & Number	Title	Description of Action	Author	Effective
GMD-104	Graphic Design for Web and Social Media	3-units, 36-lecture hours, 54-lab hours, new-SLO's (2)	M. Daybell	TBD
GMD-107	Multimedia for Web and Social Media	3-units, 36-lecture hours, 54-lab hours, new-SLO's (2)	M. Daybell	TBD
KPEI-285B	Off-Season Tennis Training	2-units, 108-activity hours, May be taken 4 times, new-SLO's (2)	H. Fishers	TBD
NC.NURS-050	Nurse Assistant Training	Noncredit, 67.50 hours of lecture. New-SLO, new prerequisite of TB test and Physical Exam within the last six months. New co-requisite of NC.NURS-050L	T. Wallers	TBD
NC.NURS-050L	Nurse Assistant Training Lab	Noncredit, 121.50 hours of lab. New-SLO, new prerequisite of TB test and Physical Exam within the last six months. New co-requisite of NC.NURS-050	T. Wallers	TBD

Motion to approve GMD-104, GMD-107, KPEI-285B, and NC.NURS-050L; Motion by Julie Jacobson, second by Erin Barnhouse. All in favor: Unanimous.

NEW-PROGRAM-PROPOSALS--FINAL-READ				
This program outline was reviewed through a technical review session and will now be reviewed by the curriculum committee. The author is not required to attend this meeting to represent this new program proposal.				
Program	Degree/Certificate	Description of Action	Author	Effective
Certified Nursing Assistant	Certificate of Completion (Noncredit)	Two courses (NC.NURS-050 & NC.NURS-050L), 2 new program SLO's	T. Wallers	TBD



TECHNICAL CHANGES--CONSENT CALENDAR				
The following items are being approved as technical changes 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
ARCHT-110	Architectural Drafting	Changed title (Formerly Architectural Drafting I)	J. Oliver	Fall-2017

ENVRMT-101	Introduction to Environmental Studies	Adding "field trips may be required" to description.	J. Charis	Fall-2017
ID-110	Architectural Drafting	Changed title (Formerly Architectural Drafting I)	J. Oliver	Fall-2017
OCEAN-101	Introduction to Oceanography	New subject prefix, changed number (Formerly GEOL-218)	M. Bates	Fall-2017



MODIFIED COURSES--CONSENT CALENDAR				
The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in technical review sessions on March 20th by the following curriculum committee members: Lisa Hooper, David Brill, 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
ADMJUS-101	Introduction to Administration of Justice	Added DLA	B. Brodes	Fall-2017
GIS-101	Introduction to Geographic Information Systems	Added 1 unit of lab, removed 1 unit of lecture. Revised description, revised SLO, added SLO, revised objectives & content, updated textbooks. Added DLA	J. Burgdorfer	Fall-2017
PHYSIC-220	Physics for Scientists and Engineers: Mechanics of Solids and Fluids	Revised SLO, revised objectives and content	D. Michaels	Fall-2017



MODIFIED PROGRAM PROPOSALS--CONSENT CALENDAR				
The following programs are being modified as a result of the newly approved courses on this agenda and modified program proposals. 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
Graphic & Multimedia Design--Graphic Design	Certificate of Achievement	Adding GMD-104 & GMD-107 to required courses. Total units required increased to 28 (formerly 22 units)	M. Daybell	Fall-2017
Graphic & Multimedia Design--Multimedia	Certificate of Achievement	Adding GMD-104 & GMD-107 to required courses. Total units required increased to 28 (formerly 22 units)	M. Daybell	Fall-2017

NEW/MODIFIED PREREQUISITES--CONSENT CALENDAR

The following is a summary of new prerequisites that were reviewed in a technical review session 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	Suggested Enrollment Limitation	Author
NC.NURS-050	Nurse Assistant Training	New prerequisite of "TB test and Physical Exam within the last six months". New co-requisite of NC.NURS-050L	T. Waller
NC.NURS-050L	Nurse Assistant Training Lab	New prerequisite of "TB test and Physical Exam within the last six months". New co-requisite of NC.NURS-050	T. Waller

NEW DISTANCE LEARNING ADDENDUMS--CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in technical review sessions 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
ADMJUS-101	Introduction to Administration of Justice	100% Online, Online/Hybrid	B. Brode
GIS-101	Introduction to Geographic Information Systems	100% Online, Online/Hybrid	J. Burgdorfer

Motion to approve all items on the 03/30/2017 Consent Calendar with the exception of the NC.NURS-050 prerequisite addition; Motion by Anne Marengo, second by Cindy Stephens. All in favor: Unanimous.

Discussion Items:

• Chairs Report

- > The Noncredit PRT (Partnership Resource Team) visit is scheduled for Tuesday April 11th. Meeting with the Curriculum Committee is scheduled for 1:30--2:15 in Canyons Hall 201. Please join us if your schedule permits; supporting documents were emailed to the committee on 3/29.
- > Revised Policies & Procedures were emailed to the committee earlier today (3/30). Minor changes in language, substantial changes include the Audit Trail and Authorship.
- > The Course Approval Chart has been finalized, this document will help with answering questions regarding when a new course can be offered. This document is available at: <https://www.canyons.edu/Offices/curriculum/Documents/New%20Course%20Offering%20Timeline.pdf>
- > A Program Approval Flow Chart was created and reviewed by the committee.
- > The new audit trail for use with eLumen was approved. The new audit trail will have 5 approval stages instead of 7. The committee school representatives will still be able to return proposals for requested revisions prior to the proposals getting to the curriculum office and tech review.
- > There is a statewide discussion among CIO's regarding "viability" of courses not offered within a three year period
- > The Biology AS-T Degree was approved on 3/27.
- > The recent approval of the Business Administration AS-T Degree may warrant a title change in the Accounting AS Degree.

New Courses--Includes ISA's	3	Modified Non-Credit Courses	-0	Modified Prerequisites	-0
New Programs	-0	New DLA's	2	Deleted Courses	-0
Modified Courses	3	New SLO's	8	Deleted Programs	-0
Modified Programs	2	Modified SLO's	2	Proposals Reviewed in Technical Review Sessions	8
New Non-Credit Courses	1	New Prerequisites	1	Proposals Returned from Technical Review Sessions	5

CURRICULUM COMMITTEE SUMMARY¶

April 13th, 2017 → → 3:00 pm -- 5:00 pm → → → Bonelli Hall 330¶

Curriculum Committee Members¶

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

Members Absent: Steve Erwin -- Admissions and Records (Non-voting); Julie Jacobson -- Enrollment Services¶

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 ¶
ADMJUS-075 ¶	LASD Explorer Academy ¶	Rationale: Transfer from the William S. Hart High School District to College of the Canyons. ¶	R. Brode ¶	TBA ¶
SIGN-114 ¶	Working and Socializing with People who are Deaf-Blind ¶	Rationale: The Deaf-Blind community is an underserved population. Individuals working with this community need to develop an understanding of the culture, communication techniques, etiologies, support services, and specialized technology. ¶	D. Sison ¶	TBA ¶

-Motion to adopt the need for and conduct a full review of SIGN-114; Motion by Cindy Stephens, second by Saburo Matsumoto. All in favor: Unanimous. ¶
 -No vote was taken on the ADMJUS-075 proposal, the committee has requested additional time to do some research on this course. ¶

NEW COURSE PROPOSALS -- FINAL READ ¶				
The need for the following new course proposals was approved at the March 30 th , 2017 Curriculum Committee meeting. These course outlines were reviewed through a technical review process and will now 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 ¶
NC.NURS-050 ¶	Nurse Assistant Training ¶	Noncredit, 67.50 hours of lecture. New SLO, New prerequisite of TB test and Physical Exam within the last six months. New co-requisite of NC.NURS-050L ¶	T. Wallera ¶	TBD ¶
MFGT-112 ¶	Introduction to Manufacturing ¶	3 units, 36 hours lecture, 54 hours lab. New SLO's (2). ¶	T. Babera ¶	TBD ¶
MFGT-113 ¶	Machining Fundamentals ¶	3 units, 36 hours lecture, 54 hours lab. New SLO's (2). ¶	T. Babera ¶	TBD ¶
SOCI-104 ¶	Introduction to Social Justice Studies ¶	3 units, 54 hours lecture. New SLO, New DLA. ¶	A. Marengo ¶	TBD ¶

-Motion to approve NC.NURS-050, MFGT-112, and MFGT-113; Motion by David Brill, second by Mary Bates. All in favor: Unanimous. ¶
 -SOCI-104 was tabled so the author could confirm all areas of the corresponding C-ID descriptor are reflected in the course outline. ¶

NEW PROGRAM PROPOSALS -- FINAL READ ¶				
The following new programs were reviewed through a technical review session and will now will be reviewed by the curriculum committee. The authors are not required to attend this meeting to represent this new program proposal. ¶				
Program ¶	Degree/Certificate ¶	Description of Action ¶	Author ¶	Effective ¶
Certified Nursing Assistant ¶	Certificate of Completion (Noncredit) ¶	Two courses (NC.NURS-050 & NC.NURS-050L), new program SLO's. ¶	T. Wallera ¶	TBD ¶
Culinary Arts ¶	A.A. Degree ¶	New PSLO, 34.5 -- 36 total units. ¶	G. Schwank ¶	TBD ¶
Manufacturing Fundamentals ¶	Certificate of Specialization ¶	3 required courses (MFGT-090, 112, and 113), new PSLO, 9 total units. ¶	T. Babera ¶	Fall 2017 ¶

-Motion to approve The Certified Nursing Assistant Certificate of Completion and the Manufacturing Fundamentals Certificate of Specialization; Motion by Rhonda Hyatt, second by Mary Bates. All in favor: Unanimous. ¶
 -The Culinary Arts A.A. Degree was tabled as the committee felt the Program SLO needed to be revised. ¶



DELETED COURSES--CONSENT CALENDAR				
The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is required to attend this meeting.				
Subject & Number	Title	Description of Action	Author	Effective
CHEM-110	Introductory Chemistry	The CHEM-110 course is no longer serving the population for which it was created--nurses. After extensive research of surrounding institutions' requirements, conversations with our counselors here at COC, and surveying our current students, it has become clear that nursing students are now encouraged, and oftentimes required, to take CHEM-151. CHEM-151 is also a course with our largest waitlists (90+). As such, the removal of CHEM-110 from our schedule will allow us to better serve the demands of our student body. We have taken steps to ensure that other programs on campus will not be negatively impacted by this archival, and can substitute in other courses here at COC for their requirements.	H. McMahon	Fall-2017
COUNS-075	Building Math Confidence	This course has not been offered in 2 years and will no longer be offered.	A. Ortega	Fall-2017
ENGR-161L	Strength of Materials Lab	No C-ID descriptor for this course. No plans to offer this course. Current equipment is insufficient to outfit this course. Will be removed from the restricted electives section of the Engineering AS Degree. No change in total units.	D. Martinez	Fall-2017
PSYCH-175	Health Psychology	After department discussion, it was determined that it would be best to archive this course at this time. This decision was made for several reasons, including, but not limited to, prior low enrollment, course/section cancellation, textbook options, etc. Will be removed from the restricted electives section of the Psychology AA & AA-T Degrees. No change in total units.	T. Mahana	Fall-2017
SOCI-136	Qualitative Analysis for the Social Sciences	Course will no longer be offered. Will be removed from the restricted electives section of the Sociology AA & AA-T Degrees. No change in total units.	A. Marengo	Fall-2017



MODIFIED PROGRAM PROPOSALS--CONSENT CALENDAR				
The following programs are being modified as a result of the newly approved courses on this agenda and modified program proposals. 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
Social Justice	AA-T Degree	Adding SOCI-104 to required courses.	A. Marengo	Fall-2017



NEW/MODIFIED PREREQUISITES--CONSENT CALENDAR			
The following is a summary of new prerequisites that was reviewed in a technical review session 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	Suggested Enrollment Limitation	Author
NC.NURS-050	Nurse Assistant Training	New prerequisite of "TB test and Physical Exam within the last six months". New co-requisite of NC.NURS-050L	T. Waller



NEW DISTANCE LEARNING ADDENDUMS--CONSENT CALENDAR			
The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in technical review sessions 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
SOCI-104	Introduction to Social Justice Studies	100% Online, Hybrid	A. Marengo

Motion to approve all items on the 04/13/2017 Consent Calendar with the exception of the Social Justice A.A.-T Program Modification and the SOCI-104 prerequisite addition; Motion by Erin Barnhouse, second by Tricia George. All in favor: Unanimous.



Discussion Items:

• Interstate Passport--"Passport Blocks"--Paul Wickline gave the committee a progress report on the Interstate Passport Block Development by the College of the Canyons faculty.



• Chairs Report--This discussion item was tabled due to time constraints. A copy of the faculty chair report will be emailed to the committee members.

New-Courses--Includes+ISA's	2	Modified-Non-Credit-Courses	-0	Modified-Prerequisites	-0
New-Programs	2	New-DLA's	-0	Deleted-Courses	5
Modified-Courses	-0	New-SLO's	7	Deleted-Programs	-0
Modified-Programs	-0	Modified-SLO's	-0	Proposals-Reviewed-in-Technical-Review-Session	11
New-Non-Credit-Courses	1	New-Prerequisites	1	Proposals-Returned-from-Technical-Review-Session	8

CASL Meeting, 2.22.17, Summary for the Academic Senate

1. ISLO working group: Kelly Burke, Dilek Sanver-Wang, Deborah Klein, and Erin Delaney will consolidate comments and review ISLO rubrics from the last Days of Assessment. They will report back to CASL for approval.
2. CASL Website revisions will begin again. A working session with the committee will occur at an upcoming CASL meeting.
3. Kelly Burke and Dilek Sanver-Wang will work with the Biology Dept. on March 15 to do some curriculum mapping, discussion of SLOs and assessments, etc. They hope to develop a session that can be taken on the road to other departments. The meeting is designed to facilitate discussion on the use Signature Assignments, identifying what could be used as assessments, making assessments more meaningful, etc., in a move from compliance to engagement.
4. Cindy Stephens reported on student survey development and planning of Fall Convocation with speaker Natasha Jankowski from NILOA (Nat. Inst. For Learning Outcomes Assessment). In addition, the norming work for Critical Thinking is being planned. Stipends have been secured.
5. CASL By-laws were reviewed. A final work session will be done at the 3/8/17 CASL meeting, after which they will move to the Academic Senate
6. The CASL survey was briefly reviewed. A discussion on the findings will occur at the 3/8/17 CASL meeting.

CASL meeting, 3.22.17, Summary for Academic Senate

1. CASL Co-Chair Kelly Burke and committee member Dilek Sanver-Wang reported on an SLO/assessment workshop they led with the Biology Dept. Rich discussion on the value of improving assessments and assignments for student learning, rather than as a compliance issue. Further collaboration is desired. Kelly and Dilek would like to meet with any other department who would like to talk about professional practice and assessments, assignments, etc. Contact Kelly for more information or particular requests.
2. ISLO rubric norming sessions are will be normed in June. An email was sent to all Full-Time faculty to elicit interest for participating. 10 FT faculty are needed for this important work. Faculty do not need to bring their own student work. A stipend of \$200 will be given. On June 6th participants will meet to discuss and assign student work examples to be normed. Participants will meet again to review the results and talk about next steps on June 20th. If faculty cannot participate they can donate student work examples to be used in the norming process.
3. CASL website design was discussed. A plan for re-design is under way.
4. Final revisions of the CASL Operating Procedures were accepted and will be submitted to the Academic Senate.

*Policy Committee Proposal:
Office Assignment Proposal – Phase 1*

BACKGROUND

In the dim, misty early years of COC, faculty office assignments were somewhat haphazard, with no formal system in place. Around 20 years ago the Academic Senate assumed responsibility for office assignment. At that time a system based primarily on seniority was devised to help guide office assignments. Although there have been a few minor adjustments, this will be one of the first major review of our office assignment procedures in many years.

These revisions should be viewed as Phase 1 of a three-phase process.

Phase 1: Clean up the current procedures in time for the arrival of the next batch of new full-time faculty hires, the overwhelming majority whose first offices will be on the Valencia Campus.

Phase 2: Should the current seniority paradigm apply to new offices for Canyon Country? Should seniority remain the primary determinant of office assignment? If not, what are some alternative paradigms/models that could be developed? Do the benefits of the alternative models outweigh the advantages of the current system?

Phase 3: If a new method for office assignment at Canyon Country is adopted, would it be desirable or feasible to adopt that newer model on the Valencia Campus?

*Substantive changes and/or additions are indicated in **bold, underline, italicized font**. Minor editorial changes clarifying existing phrases, removal of duplicated portions, and/or changing the grouping are not indicated on this document with any special font.*

The primary changes/revisions included in this proposal include:

- ✓ *Changing the title from Office Allocation to Office Assignment;*
- ✓ *Clarifying the role of the Senate (i.e., what the senate is and what it is not responsible for);*
- ✓ *Clarifying the role of COCFA;*
- ✓ *Requesting the creation of “Visiting Professor” offices for faculty members teaching outside of their primary campus;*
- ✓ *Reducing the guarantee of two permanent assigned offices for all full-time faculty members teaching on two campuses to one permanent office on one campus, and access to “Visiting Professor” office on the second campus;*
- ✓ *Clarifying what should be in each full-time office space;*
- ✓ *Formalizing method of determining office capacity;*
- ✓ *Creating a procedure to assign office spaces to newly hired full-time faculty prior to their arrival on campus;*

This proposal does not address the question of Adjunct Offices; however the Academic Senate would be willing to work with AFT and the Administration if there is any desire to develop such a policy.

COLLEGE OF THE CANYONS

Academic Senate Procedures for Full-time Faculty Office Allocation-Assignment¹

ROLE OF THE ACADEMIC SENATE

The Academic Senate is responsible for the general process of assignment of existing office spaces. However, questions of faculty offices touch upon negotiable issues of working conditions. As such the Senate should work collegially with the Faculty Associations as well as the District administration.

The Senate's primary responsibility is to oversee office assignments. Any questions regarding maintenance and/or repair to faculty offices should be directed through the standard college work-order process, and not processed through the Academic Senate.

GENERAL GUIDELINES FOR FULL TIME FACULTY OFFICES

As a working condition, specifics for office guidelines are subject to COCFA contract. The COCFA Negotiated Agreement will have precedence in case there is a conflict between that document and these policies.

Every full-time faculty member in the Santa Clarita Community College District is entitled to an one office on the main Valencia campus.

As a minimum, every full-time faculty member should have an office that is equipped with

✓ District-Provided Furniture:

- Desk
- Bookcase
- File cabinet
- Desk chair
- "Visitor" chair

✓ District-Provided Technology

- Campus phone
- Computer (Desktop or laptop)
- Office printer, or access to a nearby common printer

✓ In addition, each office should be furnished with a functioning, lockable door.

Prior to a faculty member moving (or transferring) into a new office, the College should inspect the office to ensure that it is in good working condition.

- ✓ The office should be repainted as necessary;
- ✓ Carpeting, if present, should be replaced if there are holes or other obvious signs of wear or conditions that could cause a potential trip-hazard for students or faculty members;
- ✓ Any furniture that is broken or missing should be repaired or replaced.

CATEGORIZATION OF FACULTY OFFICES

¹The term "assignment" is more appropriate than allocation. Assignment refers to placing an individual into a specific space; allocation is more appropriate if we were determining the total number of offices that would be available for faculty, classified, and/or administrators.

The Academic Senate will maintain a list of all rooms that are designated as faculty offices, including the official square footage assigned to each office and whether the office is a general office or a restricted office.

An office is considered restricted if an individual must travel through a teaching area or specific service area to access the office (e.g., Welding office, Counseling Office, Band director office).

Square footage of rooms is determined by the District's "Certification of Space Inventory".² *Any challenge to the accuracy of that inventory will be resolved by a measurement of the office conducted by a member of the Senate along with a representative of the Facilities department. Any correction made must be included in the next submission of the Certification of Space Inventory, and a notation of the revised square footage should will be amended in the official Senate list of faculty offices.*

Based on the State Architect's guidelines used when designing campus buildings, each faculty office shall contain a minimum of 72 square feet per person.

- A. A single office shall contain 72 - 143 square feet.
- B. A double office shall contain 144 - 215 square feet.
- C. A triple office shall contain 216 – 288 square feet³
- D. For multiple-person offices, there shall be a minimum of 72 square feet person.

*Grandfather Clause: Any future revisions to these guidelines that would increase the capacity of an office (e.g., a 1-person office becomes a 2-person office) will not take effect until the current occupant vacates that office. However, this grandfather clause only applies to changes in the guidelines regarding square footage, not to extended office vacancies in a multi-person office that is not filled.*⁴

DISPLACED FACULTY

Unless otherwise indicated below, faculty members may not lose their office assignment without their consent.

A faculty member may be considered displaced as a result of one of the following:

- ✓ An office space is permanently lost due to remodeling
- ✓ An office space is lost as the result of a documented health hazard;
- ✓ *A faculty member has their full load changed from one campus to another campus by the District.*⁵

Displaced faculty members may choose any available office space. Displaced faculty members will have priority over any other faculty member, with more senior displaced faculty having priority over less senior displaced faculty members.

² This is a document that each District is required to submit to the State Chancellor's Office. It details every room on campus, including square footage.

³ According to the plans of the new science building at Canyon Country, the drawings indicate a two-person office with 217 square feet.

⁴ For example: if a faculty member is a single person in a two-person office that does not become a one-person office simply because the second space was never filled by another individual. The designation based on. It was

⁵ This brings up an important point (another Pandora's Box?). Do we have a formal assignment of faculty members to a particular campus?

Faculty members who initiate a request to have their primary teaching load on a different campus are not considered displaced⁶. If a faculty member would like their permanent office on another campus they must relinquish their current office and choose any available offices based on the assignment policies for that campus.⁷

PROVISIONAL OFFICES NOT ON CAMPUS OF PRIMARY ASSIGNMENT⁸

Every full time faculty member is guaranteed a primary office on one of the two main campuses. However, there are times when a full-time faculty member will be teaching a partial- or full-load or a partial load at a sister campus.⁹ To provide office space for these circumstances, The District should identify a “Visiting Professor” office space on each campus.¹⁰

Visiting Professor Offices are not designed for exclusive use of one faculty member, and must be shared among those faculty members while they are not teaching on their regularly assigned campus.¹¹

Each Visiting Professor office should contain computer, table/working surface chairs and secure storage for each instructor who will be using the space.¹² If the Visiting Professor Offices are multi-person offices there should be arrangement for spaces to conduct student conferences with enough privacy to satisfy FERPA concerns.

⁶ This does not apply to faculty members who would like to teach a course on another campus, or even teach a full load on another campus. However while they would retain their current office on their prime campus, and not be eligible for a permanent office on the secondary campus. To obtain a permanent office on the second campus they would have to relinquish their permanent office on the first campus. If they did not wish to relinquish their current office, they would be eligible for access to a “Visiting Professor” office on the second campus.

⁷ Another important question/Pandora’s box: what if we have enough faculty offices for all of the full-time faculty, but the mix is uneven (e.g., the only way to provide all full-time faculty members with an office space would be to have some full-time faculty members have an office space on one campus with their full-time teaching load on another campus)?

⁸ It should be noted that while a Senate procedure might call for the establishment of Visiting Professor Offices, the actual designation of such rooms cannot be created by Senate fiat; it will require cooperation and agreement with the college administration and COCFA.

⁹ I am not sure of the proper term for relating to the two campuses in this context. I do not think that we have used the term “sister campus” in any official context. Perhaps there is a better term?

¹⁰ One possibility for Visiting Professor Offices could be larger rooms, similar to the old X-11, or the adjunct offices on the Canyon Country Campus. However, especially for the Valencia Campus, there may be some difficulty in identifying space(s) that could be rededicated as a Visiting Professor Office without taking away from much needed instructional space.

¹¹ Would these be in addition to adjunct faculty office spaces (which could be seen as “separate but equal” office space) or would these be at the same places as adjunct office space (which could be seen as taking away offices from the adjunct to benefit the full-time faculty)?

¹² Unresolved logistical issue: How do instructors coordinate different schedules? Who would coordinate the assignment of the lockable file cabinets (i.e., who/how would distribute keys to faculty member who start to teach at another campus, and who/how would keys be collected after the Visiting Professor’s teaching assignment at the secondary campus has ended?)

VACANCIES – VALENCIA CAMPUS

Announcement of Vacancies/Domino Effect:¹³

To expedite the assignment of faculty offices, vacant offices are divided into two categories:

- ✓ Anticipated Vacancies are the result of a known vacancy arising from a faculty member who is scheduled to retire or otherwise vacate their office; and
- ✓ “Domino” vacancies, which are vacancies that arise as a result of individuals moving into anticipated vacancies.

When office vacancies are anticipated, a memo will be sent to each full-time faculty member, asking who is interested in changing offices. This memo will list all anticipated vacancies, and a reminder that Domino vacancies may occur.

Faculty members interested in changing offices will have a week to indicate their priority interest in any anticipated vacancy; they may also indicate if they have any interest in any Domino vacancy that might emerge (e.g., “I am interested in ANY single office that becomes available”; “I am interested in any office in the [xxx] building that becomes available”; “I am interested in any available office with a window”, etc.)

Vacancies in single offices

Assignments to single offices will be determined by faculty preferences in seniority order.

Vacancies in multiple-person offices

When there is a vacancy in a multiple-person office, the remaining faculty member who is in the multiple-person office shall be invited to choose an office partner from any current or newly-hired full-time faculty member, without regard to seniority.

If vacancies in multiple-person offices must be filled to ensure that every faculty member will have a designated office space, vacancies will be filled in reverse seniority of the faculty members who occupy multiple-person offices with vacancies.

If a faculty member in a multiple-person office with a vacancy is unable or refuses to choose an office partner, the Academic Senate President will assign a faculty member to the office if the space is needed.

Vacancies – newly hired faculty members¹⁴

After all current full-time faculty members have been given an opportunity to transfer to any offices that become available at the end of a semester, the Department Chairs (or designee) for any department that has a newly hired faculty member will meet with the Academic Senate President (or designee) to determine office assignment for newly hired full-time faculty members.

When assigning offices to newly hired full-time faculty members the goal should be assigning offices that are in proximity to primary teaching areas and/or other members of their departments. However, this may not always be possible since the only available offices may not be near teaching areas/other department members.

¹³ This is not new; it is articulation of existing practice.

¹⁴ A major procedural law in the existing policy is assigning office space to newly hired faculty. The seniority lottery for newly hired faculty members may not occur until a few days until the semester starts (or in some cases after the semester starts). Since the new faculty members have not established their seniority numbers, they cannot choose an office. This would help allow newly-hired faculty members to better prepare to begin their professional responsibilities at COC by having office assignments made before they reach the campus.

VACANCIES – CANYON COUNTRY CAMPUS

The Senate may consider the merits of developing a different paradigm for assigning offices on the Canyon Country Campus. At that time the Senate will also consider the viability and feasibility of introducing a non-seniority based system on the Valencia campus. However, any modification to the office assignment procedures on the Valencia campus will not impact the current office assignment of any full-time faculty member on the Valencia Campus.

EXEMPTIONS TO THE OFFICE ASSIGNMENT PROCEDURES

Health and Safety Exemptions

In order to assure compliance with ADA regulations, exemptions made be made to the office assignment procedures meet the needs of any special health or physical requirements (e.g. wheelchair accessibility).

Full-time faculty members shall not be displaced from their current offices without their specific consent. The Displaced Faculty procedures will apply to a full-time faculty member who agrees to relinquish their current office assignment to meet the special health or physical needs of faculty member.

If there are no offices available to meet special health or physical requirements the District will need re-assign/remodel an existing non-faculty office room so as to meet those needs.

Exemptions NOT based on health/physical requirements.

To ensure equity in office assignments, the Academic Senate President will appoint a small ad hoc committee of at least three senators to consider any request for exemptions to the office assignment procedures that are not based on health or physical requirements.

In no case may an exemption be made to increase the square footage allowed for any individual faculty member for reasons other than health or safety.

Center for Excellence in Teaching and Learning (CETL) Steering Committee Operating Procedures



MISSION STATEMENT

The College of the Canyons Center for Excellence in Teaching and Learning (CETL) is an organization for the promotion and implementation of a wide range of professional development opportunities for teachers. The CETL is responsible for recruiting and training experienced teachers who can share their skills with others.

COMMITTEE DUTIES, FUNCTIONS, AND PROCEDURES

The committee is charged with these responsibilities, including:

- Recruiting presenters and facilitators, and training experienced teachers who can share their skills with others.
- Offering a collection of course-length workshops, including a 54-hour Skilled Teacher Certificate, and other professional development programs that promote the improvement of teaching.
- Developing the content and schedule for instructional improvement workshops

I. Membership

- a. The committee shall endeavor to be comprised of representatives from each academic school. If a new academic school is created, it will be immediately entitled to representation within the committee.
- b. All committee members must be current tenured, tenure-track, or adjunct faculty.
- c. There shall be no limits to how many members can serve on the committee.
- d. Members are appointed by the President of the Academic Senate and confirmed by the Academic Senate.
- e. Members are expected to serve a minimum of one full academic year, but may resign from committee service at any time.
- f. Members may be removed from the committee for non-performance by a majority vote of the other active committee members with the approval of the President of the Academic Senate. Non-performance is said to occur when a member has failed to attend three (3) or more consecutive meetings and has simultaneously failed to participate in collaborative work with the other committee members in reviewing proposals and other committee duties.

II. Oversight

- a. The committee will regularly provide updates to Academic Senate.
- b. The committee will regularly consult with Academic Affairs.

III. Responsibilities of the Committee Chair(s)

- a. Serve a two-year term
- b. Recruit and manage committee membership.
- c. Meet a minimum of once per semester with the Director of Professional Development for program evaluation including: planning, budgeting, implementation, and assessment.
- d. Schedule committee meetings and develop meeting agendas in coordination with Academic Affairs and other key constituents.
- e. Facilitate committee discussion of faculty proposals for workshops and training opportunities.

IV. Responsibilities of Committee Members

- a. Attend regularly scheduled committee meetings, and advise coordinators
- b. Vote to approve, deny, or request information regarding program offerings.
- c. Identify relevant and meaningful training content for faculty.
- d. Identify possible presenter/speakers for CETL events.
- e. Function as a link between faculty and CETL.
- f. Evaluate CETL sessions/events regarding their benefit to faculty.

V. Meetings

- a. The committee (or its subcommittees) will meet monthly in each of the following months: September, October, November, February, March, April, and May.
- b. Meeting dates and times for the following academic year will be finalized by the last meeting of the current academic year.

VI. Procedures

- a. A simple majority vote of the committee is considered for proposed motions during the academic year. Proposals are evaluated as follows:
 - i. Approve
 - ii. Deny
 - iii. Need more information
 - iv. Hold – postpone evaluation to next meeting
- b. Meeting agendas will be disseminated prior each committee meeting, and notifications of upcoming meetings will be provided at least one week prior to a meeting.

Resolution No. 2016/17-19
Commitment to Creating a Welcoming Campus Environment Where All Students Feel Valued

Whereas, in accordance with the spirit of Education Code Section 66010, the Santa Clarita Community College District is committed to ensuring that College of the Canyons is an open access education institution that is committed to helping all students achieve their educational goals in order to improve their lives; and

Whereas, College of the Canyons embraces all members of the college community, to include those from every race, ethnicity, religion, age, gender, gender identity, sexual orientation, immigration status, ability, and vulnerable populations; and

Whereas, College of the Canyons serves students who are undocumented immigrants, many of whom are experiencing uncertainty over their access to education given the current national dialog on immigration; and

Whereas, College of the Canyons supports the concepts expressed by the Board of Governors of the California Community Colleges in their resolution related to Deferred Action for Childhood Arrivals (DACA); and

Whereas, College of the Canyons is committed to serving undocumented students under the provisions contained in AB 540, which allows undocumented students in California to seek an exemption from paying nonresident tuition if they attend a California high school for three or more years, graduate from a California high school, and file an affidavit with a college or university stating that he/she will apply for legal residency as soon as possible; and

Whereas, College of the Canyons will not release any personally identifiable student information related to immigration status without a judicial warrant, subpoena or court order, unless authorized by the student or required by law; and

Whereas, a vibrant spirit of academic inquiry requires a variety of perspectives and College of the Canyons has an obligation to ensure that all viewpoints are able to be heard regarding the issues facing us as educators, students, and citizens; and

Whereas, the state's growing economy benefits from the contributions made by immigrants who work in key industries such as agriculture, science, technology, service, health care and manufacturing; and

Whereas, College of the Canyons welcomes international students, and recognizes their important contributions to the academic and cultural life of the college,

Now Therefore Be it Resolved that the Board of Trustees of the Santa Clarita Community College District re-affirms the college's ongoing efforts to create a welcoming environment for all students, and remains unequivocally committed to serving all students who can benefit from the programs and services offered on its campuses, with no regard for differences in race, ethnicity, religion, age, gender, gender identity, sexual orientation, immigration status, abilities, or other actual or perceived categories of difference; and

Be It Further Resolved that the Board of Trustees reaffirms the college's commitment to the values of equity, social justice, inclusion, diversity, unity, open discussion, and success for all students.

Adopted and signed this 12th day of April 2017.

Mr. Steven D. Zimmer
Board of Trustees President

Mr. Michael Berger
Board of Trustees Vice President

Ms. Michele R. Jenkins
Board of Trustees Clerk

Dr. Edel Alonso
Board of Trustees Member

Ms. Joan W. MacGregor
Board of Trustees Member

College of the Canyons Academic Senate**Resolution in Support of Students in Uncertain Political Times**

Whereas, reports of possible policy, legislation, and/or executive order changes following the United States Presidential election have caused many in the college community fear and anxiety regarding the uncertainty and consequences of such changes; and

Whereas, the California Community College Board of Governors has declared that all 113 California Community Colleges remain open, safe, and welcoming to all students regardless of immigration status;

Resolved, that the College of the Canyons Academic Senate affirm our commitment to the social justice mission of the community colleges, whose doors are open to all regardless of economic standing, race, ethnicity, gender identity, sexual orientation, religious beliefs, immigration status, disability, or other actual or perceived categories of difference;

Resolved, that the College of the Canyons Academic Senate will stand in defense of our most vulnerable students and fellow employees, including people of color, women, LGBTQA+ people, Muslims and Arabs (and those perceived to be Muslims or Arabs), people with disabilities, Native/Indigenous people, undocumented persons and other vulnerable populations; and

Resolved that College of the Canyons Academic Senate reaffirm its commitment to the values of inclusion, diversity, unity, open discussion, and success for *all* students,

Resolved, that the College of the Canyons Academic Senate affirms its support of the Resolution passed by the Santa Clarita Community College District Board of Trustees on April 12, 2017 titled "Commitment to Creating A Welcoming Campus Environment Where All Students Feel Valued"



To: **Academic Senate**

From: **Paul Wickline, Dean, School of Social & Behavioral Science and Interstate Passport Facilitator**

RE: **Progress Report on Interstate Passport Block Development by College of the Canyons Faculty**

Date: **April 20, 2017**

Below is a summary of the activities that took place this semester in the development of the Interstate Passport Blocks to meet deliverable and requirement of the WICHE Interstate Passport Sub-Award.

A few notes first:

- Throughout the process of developing Passport Blocks, the goal has been to focus on selecting GE courses for the 9 Blocks that a significant number of students were already taking that fulfilled both UC and CSU requirements (where possible). See the attached document "Top Courses_Revised 3-15-17."
- To become a Passport Institution, institutions must automatically notify any student who has met the requirements of the Passport. We cannot currently do this through Datatel.
- As a result of the meetings with various constituencies this year, the decision was made to prepare a **simple, "one course option" pathway** that could more easily be queried in Datatel.
- MIS is working to develop a query to search the system for the pathway below; however, any query that would involve an "either/or" selection of courses is impossible at this time. However, the "single-choice" pathway below ensures students complete GE requirements and required units in Natural Sciences (A), Social Science (B), Humanities and Fine Arts (C), Language and Rationality (D), American Institutions (E) required to transfer to CSU.
<https://www.canyons.edu/Offices/Counseling/Documents/Associate%20Degree%20Requirements%202016.pdf>
- As we explore the possibility of becoming a Passport Institution, we would expand the pathway to include multiple options ("pathways") for students to effectively complete the Interstate Passport. A spreadsheet has been prepared with those options in addition to the prescribed pathway that will be submitted to WICHE at the end of May 2017.

Summary of Activities:

- Feb 10: Meeting with more than **20 faculty and department chairs** to discuss construction of the Passport blocks. Began development of passport blocks. Faculty present from the following disciplines:



<ul style="list-style-type: none"> • Math • Biology • Chemistry • English 	<ul style="list-style-type: none"> • Geography • Geology • Spanish • French 	<ul style="list-style-type: none"> • Art • Photography • Cinema • Counseling 	<ul style="list-style-type: none"> • Sociology • History •
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NOTE: This first meeting was also to check congruence between Interstate Passport Outcomes and COC Course-level SLOs to determine whether to go forward with the project or end participation. The decision was made by the group that there was SIGNIFICANT congruence and to go forward.

Over the next two months, numerous meetings (face to face and via email) were also held with faculty in the following departments to discuss development of passport blocks:

<ul style="list-style-type: none"> • Anthropology • Communication Studies • Psychology • Sociology (stats) 	<ul style="list-style-type: none"> • Political Science • Economics • Astronomy • Physical Science
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Efforts were also made to get feedback from Philosophy and VAPA faculty to contribute courses to the Passport Blocks; however, they were unable to assist at this time. Our hope is that they would consider adding courses at a later date; however, compensation would be unavailable through the grant.

Additional meetings:

- FALL 2016: Meetings were held with or presentations made to the following groups in fall semester before submitting the application to WICHE for the sub-award:
 - Curriculum Committee
 - CASL
 - Meeting with SLO Coordinators and Academic Senate President
 - Academic Senate President's Report to Senate
 - Presentation to the BOT via President's Report
 - Meeting with Audrey Green, Associate Vice President of Academic Affairs and Dr. Jerry Buckley, Vice President of Academic Affairs
 - Presentation to CPT and Deans' Council
- Progress Report/Q&A made to the **Committee on Assessment of Student Learning** on **2/22**.
- Meeting with WICHE staff (WICHE Registrar, WICHE Project Director) and COC staff (Dean of Institutional Planning, Dean of Enrollment Services and Assistant Director of Admissions & Records on **3/21**.
- Meeting held with MIS director Mark Garcia **3/23**.
- Meeting with **Natural Sciences** faculty to discuss Bio, Chem, Astron, Geol, Geog and Physical Sciences classes on **3/23**.

DRAFT ONLY!**INTERSTATE PASSPORT -- Passport Blocks**

Note: The “single-choice” pathway below was necessary based on current limitations of our Datatel system and an inability to automatically notify students who may have completed a particular sequence of courses. MIS is working to develop a query to search the system for the pathway below; however, any query that would involve an “either/or” selection of courses is impossible at this time. However, the “single-choice” pathway below ensures students complete GE requirements and required units in Natural Sciences (A), Social Science (B), Humanities and Fine Arts (C), Language and Rationality (D), American Institutions (E) required to transfer to CSU.

<https://www.canyons.edu/Offices/Counseling/Documents/Associate%20Degree%20Requirements%202016.pdf>

FOUNDATIONAL SKILLS	KNOWLEDGE OF CONCEPTS	CROSSCUTTING SKILLS
Oral Communications (1 course)	Natural Sciences (2 courses)	Critical Thinking (1 course)
COMS 105 (#4)	BIO 100 (#19)	ENG 103 (#7)
Many additional options exist within COMS program as well.	And	Or
	CHEM 151 (#17)	ENG 101 (#1)
	Note: Also considering ANTHRO 101 (#11) , ASTRON 100 (#24) , and others but would need LABS as well.	Or
Written Communication (1 course)		(many options exist)
ENGL 101 (#1)	Human Cultures (1 course)	Teamwork and Value Systems (1 course)
	HIST 111 (#2)	COUNS 150 (#37)
Quantitative Literacy (1 course)	Or	Or
MATH 140 (#10)	ANTHRO 103 (#20)	COMS 120 (#75)
Or	Or	Or
PSYCH 104 (#113)	POLI SCI 150 (#3)	DANCE, MUSIC or THEATRE ENSEMBLES and PRODUCTION COURSES
Or	Or	Or
SOCI 137 (#151)	SPAN 101 (#13) Or.... (many options)	(many other options exist including many LAB science classes)
	Human Society and the Individual (1 course)	
	PSYCH 101 (#5)	
	Or	
	POLI SCI 150 (#3)	
	Or	
	HIST (111, 112, 120, etc....)	
	Or	
	SOCI 101 (#8) And SOCI 102 (#97)	
	Or (many options exist)	
	Creative Expression (1 course)	
	PHOTO 150 (#45)	
	Or... (see page 2)	



DRAFT ONLY!

ART 124A (#50)	
<u>Or</u> take one course each from both of the columns:	
<u>COLUMN A</u> <u>(Learning Outcomes 1,2, 3, 5)</u> MUSIC 105 (#73) MUSIC 107 (#80) DANCE 100 (#16) CINEMA 120 (#18) GMD 120 (#66) ART 110 (#44) ART 111 (#51) PHOTO 140 (#42) THEATR 110 (#75)	<u>COLUMN B</u> <u>(Learning Outcome 4)</u> MUSIC 100 (#77) Any music, theatre or dance activity /lab/performance course...

ADDITIONAL INFORMATION: add URL to the second document Paul sent

College of the Canyons Institution-Set Standards (ACCJC) and Institutional Effectiveness
Partnership Initiative (IEPI) Goal Setting Process for 2016-17

Background:

There are several major efforts that involve the use of indicators by California Community Colleges. Three of these efforts include Accountability Reporting for the Community Colleges, the Institutional Effectiveness Partnership Initiative (IEPI Indicators), and the Accreditation Commission for Community and Junior Colleges (ACCJC) Institution Set Standards.

California State Assembly Bill AB1417 (Pacheco) established the Accountability Reporting for the Community Colleges (ARCC) program that required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor a workable structure for annual evaluation of community college performance in meeting statewide educational outcome priorities. A set of indicators was developed and results for College of the Canyons have been presented to the SCCC Board of Trustees, Academic Senate, College Planning Team, (IE)² and the Classified Senate annually. The set of indicators has been revised and is commonly referred to as the Student Success Scorecard or ARCC 2.0. The following are the revised set of indicators:

- Completion (earning a degree or certificate; transferred, or became transfer prepared),
- Persistence (three consecutive terms),
- 30 Units (completing 30 units),
- Remedial (progression from basic skills to college level),
- Career Technical Education (earning a degree or certificate; transferred, or became transfer prepared for career technical education),
- Skills Builder (median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate),
- Career Development and College Preparation (of the CDCP qualified students, those who earned a degree or certificate; transferred, or became transfer prepared, or CDCP certificate),
- Completion of transfer-level math or English in 1 and 2 years (new this year), and
- Degree and certificate completion.

The first four indicators above are also disaggregated by whether or not the students were prepared for college level courses. While the purpose of ARCC, as is indicated in its name, is accountability, the information is useful for internal planning purposes and is considered in combination with the other two efforts: IEPI Indicators and ACCJC Institution Set Standards.

Timeline:

The timeline for reviewing the Student Outcome related metrics is as follows (Please note that PAC-B reviews and set the targets for the fiscal indicators associated with IEPI):

- (IE)²: March 14, April 11 and May 9
- College Planning Team: April 17 and May 15
- Academic Senate: April 20 and May 11
- Classified Senate: April 18 and May 16
- Board of Trustees: June 14

Supporting documentation for the Scorecard and IEPI metrics:

Scorecard Definitions:

http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile%20and%20College%20Specs%20jan%202017%20d

IEPI Definitions: <http://extranet.cccco.edu/Portals/1/InstitutionalEffectiveness/Year-Three%20Defs%20and%20Guide/Definitions%20for%20Student%20Performance%20and%20Outcomes%20Metrics.Final.pdf>

IEPI Information: <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

2016-17 Goal Setting for ACCJC Institution-Set Standards and IEPI Indicators

Student Performance Measure	Five Year Trend						Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
	Most recent #	06/07-11/12	07/08-12/13	08/09-13/14	09/10-14/15	10/11-15/16					
1. Completion Rate (2017 Scorecard)	Tracks a cohort of first-time freshmen with a minimum of 6 units who attempted any Math or English in the first three years and achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. <u>Prepared</u> : First Math and/or English course attempted was college level. <u>Unprepared</u> : First Math and/or English course attempted was precollegiate.										
College-Prepared	79.4%	79.3%	80.3%	80.3%	78.8%	79.4%	0.6%	2	80%	N/A	Goal setting is optional but we've historically set one. Last year the 6-year goal was set to 80%. (IE)2 agreed to keep the goal at 80%. The committee did note that if the cohort size is going to increase due to the new math placement model and potential multiple measures changes in English more "unprepared" students are going through, rates may decrease slightly.
	# in cohort:						3.0%	12			
								4.0%	16		
Unprepared for College	393						5.0%	20			This indicator was used as our "College Choice" goal in 2016 and will be used again this year. (IE)2 suggested to leave at the 6-year goal at 55%, which was the target set last year. The target can be adjusted next year. We will continue examining the impacts of the new math placement model and determine if a higher target should be set.
	50.0%	49.1%	53.0%	48.5%	51.8%	50.0%	2.0%	36			
	# in cohort:							3.0%	54		
							4.0%	72			
Overall	1,803						5.0%	90	55%	50%	Goal setting is optional but has historically been set for this indicator. (IE)2 agreed to keep the 6-year goal at 60%.
	55.3%						2.0%	44			
	# in cohort:							3.0%	66		
	2,196	56.3%	59.1%	55.3%	56.9%	55.3%	4.0%	88			
							5.0%	110	60%	N/A	

2. Remedial Rate (2017 Scorecard)	Tracks students enrolled in a credit basic skills math course who successfully completed the initial course that was two or more levels below transfer level. Improvement is defined as successfully completing a college-level course in math, English or ESL within six academic years of completing the first basic skills course in those disciplines.										
English	55.3% # in cohort: 2,332	49.8%	53.3%	51.5%	52.0%	55.3%	2.0% 3.0% 4.0% 5.0%	47 70 93 117			Goal setting is optional but has historically been set for this indicator. Current work in the English FIG may impact this indicator. For this reason (IE)2 agreed to keep the 6-year goal at 60%.
Math	44.4% # in cohort: 1,909	34.8%	39.7%	38.8%	42.6%	44.4%	0.6% 2.0% 3.0% 4.0%	14 38 57 76	45%	N/A	Goal setting is optional but has historically been set for this indicator. (IE)2 agreed to keep the 6-year goal at 45% because of recent change in placement.
ESL	43.1% # in cohort: 116	29.5%	28.9%	39.2%	52.0%	43.1%	2.0% 3.0% 4.0%	2 3 5	42%	N/A	Goal setting is optional but has historically been set for this indicator. The 6-year goal remains at the 42% set last year until further discussion can be had with ESL faculty.

2016-17 Goal Setting for ACCJC Institution-Set Standards and IEPI Indicators

3. Transfer Level English Completion (2017 Scorecard)	Five Year Trend						Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
	10/11	11/12	12/13	13/14	14/15	15/16					
Within 1 Year	49.7% # in cohort: 2,226	26.5%	31.7%	42.3%	45.8%	49.7%	2.0% 3.0% 4.0% 10.3%	45 67 89 229			New - goal setting is optional for this indicator. FYE is going to have 300 students completing transfer courses. (IE)2 felt that this goal could be set at 60%.
Within 2 Years	72.0% # in cohort: 2,226	60.3%	63.2%	72.9%	70.5%	71.9%	2.0% 3.0% 4.0% 11.1%	45 67 89 247	60%	51%	New - goal setting is optional for this indicator. The 6-year goal is suggested to be set at 83% because of FYE and other changes being discussed in the English department.

4. Transfer Level Math Completion (2017 Scorecard)	Five Year Trend						Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
	10/11	11/12	12/13	13/14	14/15	15/16					
Within 1 Year	20.1% # in cohort: 2,226	13.7%	15.5%	18.5%	17.2%	20.1%	2.0% 3.0% 4.0% 9.9%	45 67 89 220			New - goal setting is optional for this indicator. FYE is going to have 300 students completing transfer courses. Also, recent changes in the math placement are already showing an increase for this indicator. (IE)2 felt that this goal could be set at 30%.
Within 2 Years	36.9% # in cohort: 2,226	26.9%	28.5%	34.3%	33.1%	36.9%	2.0% 3.0% 4.0% 10.10%	45 67 89 225	30%	22%	New - goal setting is optional for this indicator. The 6-year goal is suggested to be set at 47% because of FYE and the new math placement model.

7. CTE Completion (2017 Scorecard)	Tracks students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved "Transfer										
Overall	56.7% # in cohort: 1,412	46.1%	47.7%	44.0%	47.4%	56.7%	2.0% 3.0% 4.0%	28 42 56			Goal setting is optional but has historically been set for this indicator. The most recent rate may be an anomaly so (IE)2 felt the goal should remain at the 46% set last year.

8. Successful Course Completion (IEPI Portal)	Five Year Trend						Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17					
Overall	77.6% # enrollments: 52,348	76.8%	75.7%	75.5%	76.8%	77.6%	2.0% 3.0% 4.0%	1,047 1,570 2,094			Goal setting required by ACCJC and IEPI. (IE)2 felt the goal should remain at 78%, which was set several years ago but efforts should continue to look at historically difficult courses and their impact on students completion.

2016-17 Goal Setting for ACCJC Institution-Set Standards and IEPI Indicators

	2011/12	2012/13	2013/14	2014/15	2015/16	Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
9. Degree and Certificate Completion (IEPI Portal)										
Number of Associate Degrees or Certificates completed in an academic year. Chancellor's Office approved awards are Associate of Arts, Associate of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units. Included below are low-unit certificates (less than 18 units) that are not Chancellor's Office approved.										
Degrees (duplicated)	1,618	1,092	847	1,354	1,359	1,618	2.0% 3.0% 4.0%	32 49 65	1,650 N/A	Goal setting optional. Exceeded the 1-year goal set in 2016 (goal was 1,500). The leap from 1359 to 1618 was partly a result of the practice in A&R to check certificate completion if a student is completing a degree, there ADT verifications have increased. The committee suggested setting the 6-year goal at 2% higher.
Certificates-Chancellor's Office approved-18 or more units (duplicated)	1,270	393	546	820	657	1,270	2.0% 3.0% 4.0%	25 38 51	1,295 N/A	Goal setting optional. Exceeded the 1-year goal set in 2016 (goal was 900). Nearly 58% were 30-60 unit certs. We also saw an increase in noncredit certificates reported. We'll see an increase because ADTs are rolling out. It was noted that the continuing student population has decreased. The 6-year goal will allow more time for Canyons Completes to be implemented. (e.g. more awareness among students based on efforts).
Certificates (low-unit: less than 18 units)	237	3	3	1	6	237	2.0% 3.0% 4.0%	5 7 9	242 N/A	This indicator is new in the IEPI portal. Goal setting optional. Includes Certificates of Specialization. COC recently increased the reporting of these low-unit certificates, which historically haven't been reported because they are not CCCCC approved.

2011/12 2012/13 2013/14 2014/15 2015/16

10. Degree and Certificate Completion (ACCJC Institution-Set Standard)										
Unduplicated number of students receiving degrees and certificates.										
Degrees (unduplicated # of students)	1,410	1,048	819	1,300	1,251	1,410	2.0% 3.0% 4.0%	28 42 56	1,438 N/A	This is required by ACCJC. For reasons noted above for the degree volume metric in the IEPI portal the goal was set at a 2% increase.
Certificates (unduplicated # of students)	1,223	252	292	432	504	1,223	2.0% 3.0% 4.0%	24 37 49	1,247 N/A	This is required by ACCJC. For reasons noted above for the degree volume metric in the IEPI portal the goal was set at a 2% increase. Reporting of low unit certificates began in 2015-16 (noncredit and specializations). We also saw an increase in 30-60 unit certificates in 2015-16.

2016-17 Goal Setting for ACCJC Institution-Set Standards and IEPI Indicators

						Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Notes	
						2011/12	2012/13	2013/14	2014/15	2015/16
11. Transfers to 4-year institutions										
Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities										
Transfers (unduplicated # of students)	1,410	1,048	819	1,300	1,251	1,410	2.0%	28	1,438	N/A
							3.0%	42		
							4.0%	56		
	This is required by ACCJC. The transfer increase was set at 2%.									

Goals not set for the following metrics but will be revisited as the College gets started with the CA Guided Pathways Project:

5. 30 Units: Tracks the percentage of first-time students with a minimum of 6 units who attempted any Math or English in the first three years and earned at least 30 units in the CCC system. Cohorts are tracked for six years.

6. Persistence: The percentage of first-time freshmen with a minimum of 6 units who attempted any Math or English in the first three years and enrolled in the subsequent three primary terms anywhere in the CCC system.

Coming soon:

12. Number of Career Development and College Preparation Awards – The number of CDCP certificates awarded.

13. Median Time to Degree – The median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree.

14. Career Technical Education (CTE) Skills Builder – The median percentage change in wages for students who completed higher level CTE coursework in a given year in any program or field and left the system without receiving any type of traditional outcome such as transfer to a four-year institution or completion of a degree or certificate.

15. We have the option of identifying another metric and setting goals within the IEPI portal and the option of adding a Noncredit College Choice goal. The (IE)2 committee agreed to set a noncredit metric goal after the Noncredit PRT and COC has completed the work started as part of the PRT process.

Resources:

Scorecard Definitions http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile%20and%20College%20Specs%20Jan%202017%20draft.pdf

IEPI Definitions <http://extranet.cccco.edu/Portals/1/InstitutionalEffectiveness/Year-Three%20Def%20and%20Guide/Definitions%20for%20Student%20Performance%20and%20Outcomes%20Metrics.Final.pdf>

IEPI Information <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

BP 5532 Student Grievances

Introduction:

The purpose of this policy is to provide a prompt and equitable means for resolving student(s) grievances. In the pursuit of academic goals, the student should be free of unfair or improper action by any member of the academic community. The grievance procedure may be initiated by one or more students who reasonably believe he/she/they have been subject to unjust action or denied rights involving their status or privileges as students. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action. Grievances pertaining to grades may be addressed through the procedures contained in Board Policy 5533, Student Grades or Grading Review Policy.

I. Definitions:

- A. Grievant –For the purpose of this policy, at the time the alleged circumstance(s) giving rise to a grievance has occurred, a grievant is defined as a student who
 - 1. has submitted an application to the College for the current or upcoming terms, or;
 - 2. is enrolled in, or registered with an academic program of the College, including classes for credit, noncredit classes, fee based training classes, and programs including, but not limited to the Employee Training Institute, Community Education, and free workshops where teaching or training occurs, or;
 - 3. has met the conditions above in the immediately preceding semester or intersession.
 - 4. Grievances by applicants shall be limited to a complaint regarding denial of admission.
- B. Days - shall mean normal business days and shall not include Saturdays, Sundays, or administrative holidays.
- C. Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.
- D. Grievance Officer – For the purposes of this policy the the Chief Student Services Officer, (CSSO) or designee shall serve as grievance officers.
- E. Standard of Evidence - Should a grievance involve a formal hearing the standard of proof in effect will be that of a “preponderance of evidence.” Evidence may be received of the sort upon which responsible persons are accustomed to rely in the conduct of serious affairs, and is not restricted to evidence admissible under the strict rules of evidence of a court of law.
- F. Burden of Proof - It is the responsibility of the grievant(s) to submit proof of alleged unfair or improper action.
- G. This Policy Does Not Apply to the Following:
 - 1. Challenge process for prerequisites, co-requisites, advisories and limitations on enrollment.

(Information on challenges to prerequisites is available from the Office of Admissions & Records.)

2. Grievances pertaining to grades. (See Board Policy 5533, Student Grades or Grading Review Policy.)
3. Alleged violations of sexual harassment, sexual assault, actions dealing with alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, physical or mental disability. **(Refer to Human Resources policy BP 3430, Prohibition of Harassment, and Administrative Procedure 3435, Discrimination and Harassment Investigations).**
4. An appeal for residency determination. (File residency determinations with the Office of Admissions & Records.)
5. Eligibility, disqualification or reinstatement of financial aid. (Refer to the Financial Aid Office.)
6. Student Discipline (Actions pertaining to student discipline are handled through the Office of the Dean of Student Services.) (See Board Policies 5529, 2230, 5531.)
7. Parking Citations (or other infractions) (Citation appeals are handled by the Office of Campus Safety.)
8. Freedom of the Press, Student Rights to Expressive Activities (Actions pertaining to freedom, of speech or freedom of expression may be referred to the Office of Student Development.
9. Employee Discipline (Students may file complaints about employee conduct with the appropriate level department chairperson and/or administrator.)
10. Challenges of established District policies, e.g. Board Policies and Administrative Procedures. (Challenges to policies, administrative procedures, or practices may be referred to the appropriate level department and/or administrator.)
11. Financial claims against the District. (Financial claims against the District may be made through the Office of Risk Management.)

II. Statute Limits:

- A. The statute of limitations period for requesting a grievance hearing under this policy is one hundred twenty (120) days after the occurrence of the incident giving rise to the grievance; or one hundred twenty (120) days after the student learns, or should have learned, that the student has a basis for filing a grievance. (For definition of “days” see, 5532.I.B, above.)
- B. Pursuing an informal remedy for a grievance does not relieve the grievant of the responsibility of requesting a grievance hearing within one hundred twenty (120) days of the incident giving rise to the grievance.

- C. Appeal of the time limits must be made to the grievance officer, and shall be based upon documented extenuating circumstances.. (Documentation of extenuating circumstances may include, but are not limited to, verifiable medical records, accident reports, court records, military records, and letters from lawyers, doctors, employers, etc. To clarify that which constitutes a documented extenuating circumstance, contact the designated grievance officer.

III. Informal Resolution

- A. Each grievant shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person(s) with whom the grievant has the grievance, or that person's immediate supervisor if there is no reasonable opportunity to solve the problem with the individual(s) directly involved.
 - 1. Specifically, the grievant(s) ~~may~~should, if appropriate, schedule a meeting about the issue(s) with the person with whom the grievant(s) has the grievance, and if necessary, schedule a meeting with the person's immediate supervisor and/or schedule a meeting with the appropriate college administrator. An "informal" discussion (for example, after class, or a chance meeting regarding the issue), does not constitute completion of III.A of the informal process.
 - 2. If the matter is not resolved at III.A above, the grievant will contact the college grievance officer for assistance. (See I.D, above.) The grievant shall provide the grievance officer with a written statement of grievance on the Statement of Grievance form provided to the grievant, and attached to this policy as Form #1, and the grievant may provide any other information and documentation in support of the grievance. The statement of grievance form shall specify the time, place, nature of the complaint, and the remedy or corrective action requested. If a grievant believes that a specific District policy has been violated, the grievant should specify the policy or policies alleged to have been violated, to the best of his or her knowledge. The grievance officer shall inform the grievant of their rights and responsibilities under this policy.
 - 3. The grievance officer will provide a copy of the statement of grievance to the respondent within ten (10) days of receipt of the grievance, or as soon thereafter as practicable. (In accordance with I.B, above.)
 - 4. The grievance officer shall gather, copy and review pertinent information, records and documentation and communicate with all parties, and attempt to mediate an informal resolution.

IV. Formal Resolution

- A. If there is no informal resolution of the grievance, the grievant has a right to request a grievance hearing through the Chief Student Services Officer (CSSO), or designee, and by employing the use of the Request for Formal Grievance Hearing form attached to this policy as Form #2. This request must occur no later than one-hundred twenty (120) days after the alleged incident. The grievant may request that any relevant information and documentation be made available at a hearing. The information requested will be provided in such a way that it does not violate the privacy rights of others. The formal grievance hearing request must be made within one hundred and twenty (120) days of the date of the alleged incident that is the

basis of the grievant's complaint.

B. Meeting of the Grievance Hearing Committee

1. Within fifteen (15) days following receipt of the request for a grievance hearing, or as soon thereafter as practicable, a Grievance Hearing Committee shall meet to select a chairperson and decide if a grievance hearing will be held. The committee shall consider whether the grievant has met the following requirements:
 - a. The request contains allegations, which, if true, would constitute a grievance under this policy;
 - b. The grievant meets the definition of a grievant as defined by this policy (See I.A.1-4, above.);
 - c. The grievant has met the requirements of the grievance policy with respect to timeliness;
 - d. The grievant has attempted to solve the matter informally;
 - e. The grievant(s) is personally and directly affected by the alleged grievance;
 - f. The remedy requested by the grievant is appropriate for the act that is alleged and is not frivolous; clearly without foundation, or clearly filed for the purposes of harassment.
 - g. The grievant has cooperated in the processing of the grievance.
2. If the above conditions are satisfied, and within five (5) days of the meeting, the Grievance Hearing Committee Chairperson shall notify the grievance officer in writing, that a grievance hearing will be held. At this time, the Grievance Hearing Committee may request the production of documents, records, and information requested by the grievant and by the respondent.
3. If the grievance does not meet each of the requirements, the hearing committee chair shall notify the grievant in writing of the rejection of the request for a grievance hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five (5) days of the date the decision is made by the grievance hearing committee. The grievant may appeal this decision per V. A of this policy.

C. Composition of the Grievance Hearing Committee:

1. The Grievance Hearing Committee shall be made up of five members of the campus community. Two members shall be faculty members appointed by the Academic Senate President. Two members shall be students appointed by the Associated Student Government President. One member shall be a classified staff member appointed by the person with the authority to appoint Classified Staff to committees. ~~President of the Classified Senate.~~ One of

the faculty members shall serve as chair. Alternates will be appointed as necessary. Three members of the above committee shall constitute a quorum. All members are entitled to vote on matters related to the grievance.

2. No person shall serve as a member of the hearing committee if that person has been personally involved in any matter giving rise to the grievance, has made any public statement on the matters at issue, or could otherwise not act in a fair manner. The grievant(s) or respondent(s) may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge, in writing, to the CEO or designee who shall determine whether cause for disqualification has been shown. If the CEO or designee feels that sufficient grounds for removal of a member of the grievance committee has been presented, the CEO or designee shall remove the challenged member or members and ask that the appropriate person name a replacement.

D. Formal Hearing Procedure

1. The grievance officer will ensure that relevant information and documentation is made available at the hearing. Information requested will be provided in such a way that it does not violate the privacy rights of others.
2. The decision of the grievance hearing committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.
3. The grievant may obtain the assistance or advice of a person of his or her choice, including legal counsel (at his or her own expense), except the grievant may not be represented by legal counsel.
4. The respondent may represent himself or herself; or the respondent may obtain the assistance or advice of a person of his or her choice, (at his or her own expense) including legal counsel, except the respondent may not be represented by legal counsel.
5. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
6. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.
7. Unless the grievance hearing committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant(s) shall make the first presentation, followed by the respondent(s). The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant(s) to prove **with a preponderance of the evidence** ~~by substantial evidence~~ that the facts alleged are true and that a grievance has been established as specified IV.B.1.a-g above.
8. Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than ten (10) days prior to the date of the hearing.
9. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.
10. The hearing shall be recorded by the grievance officer either by tape recording or digital recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape or digital recording, the hearing committee chair shall, at the beginning of the hearing, ask each person present to

identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape or digital recording shall remain in the custody of the District, at all times, unless released to a professional transcribing service. Any party may request a copy of the recording.

11. When the presentation of evidence is concluded, the hearing committee's deliberations shall be confidential and closed to all parties. The hearing committee's deliberations shall not be recorded. Only those committee members present throughout the hearing may vote on the recommendations of the Grievance Hearing Committee.

E. Findings of the Grievance Hearing Committee

1. Within twenty (20) days following the close of the hearing, the grievance hearing committee shall prepare and send a written decision to the grievant(s), respondent, and grievance officer.
2. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined in IV.B.1.a-g above.
3. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any.
4. The decision shall be based only on the record of the hearing, and not on matters outside of that record.
5. The record will consist of the original grievance, any written response, and the oral and written evidence produced at the hearing.

V. Appeal

A. Part I

1. Any appeal relating to a grievance hearing committee decision that the statement of grievance does not present a grievance as defined in these procedures shall be made in writing to the CEO within ten (10) days of that decision.
2. The CEO shall review the statement of grievance and request for grievance hearing in accordance with the requirements for a grievance provided in this policy, but shall not consider any other matters. The CEO's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.
3. The decision on appeal shall be reached within five (5) days after receipt of the appeal documents. Copies of the CEO's appeal decision shall be sent to the grievant, respondent, and the grievance officer.

Part B.

1. Any appeal related to the findings of the grievance hearing committee following a formal hearing shall be made, in writing, to the CEO within ten (10) days of that decision.
2. The CEO shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the CEO shall make a written recommendation regarding the outcome of the appeal.
3. The CEO may decide to sustain, reverse or modify the decision of the grievance hearing committee. The CEO's decision shall include a statement of reasons for the decision. The CEO's decision shall be final.
4. The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the CEO's appeal decision shall be sent to the grievant, respondent, and the grievance officer.

officer.

Approved 04/22/09

Revised _____

COC Global:

A Comprehensive Approach to Internationalization Through Campus Engagement

Jia-Yi Cheng-Levine, Ph.D.

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College of the Canyons

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Introduction and Needs Statement:

COC Global: A Taskforce on Comprehensive Internationalization was formed November 2016 as an initiative by the Office of International Services and Programs (ISP) at College of the Canyons (COC). With logistic and resource support from the ISP Office, COC Global is a faculty-led taskforce with participation from student leadership, classified staff, and administration. The Taskforce bears the mission to lead students to be successful in a globally interconnected world. It shares the College's mission of envisioning a future where all students, both domestic and international, will succeed in a world marked by interdependence, diversity, and rapid technological change. It does so by supporting faculty in the development of a comprehensive educational experience that emphasizes global awareness, responsibility, participation, and leadership through education abroad and curriculum development and infusion. The Taskforce's philosophy lies in fostering a campus climate characterized by civility, collegiality, and acceptance, and aims to instill in our students honesty, integrity, social responsibility, and ethical behavior.

Through the support of the CCIE Institutional Grant, College of the Canyons will:

- I. Produce a video to introduce COC Global and Comprehensive Internationalization, including education abroad programs at COC; and
- II. Engage students, staff, and faculty in global awareness-raising events throughout the year.

As a new taskforce with an ambitious mission, COC Global needs funding to promote its activities and to support existing international education programs, such as COC's faculty-led, short-term Education Travel programs, which have been in existence since 2004. Education Travel trips are run through the Education Travel Advisory Committee (ETAC) for discussion and suggestions. ETAC then recommends appropriate trips to the Vice President of Academic Affairs for approval. The factors by which ETAC makes recommendations are faculty experiences, avoidance of conflict with other trips, variety of locations, and availability of the classes. Our educational travel programs are inter-disciplinary in nature, providing students with learning opportunities that combine hospitality with art history, language with environmental studies, and history and literature. The Advisory Committee does not have a budget for marketing the programs. A video that showcases COC's internationalization effort, including education abroad experiences for faculty and students as well as campus engagement events, would help draw positive attention to COC Global as well as ETAC and other education abroad opportunities later on. A well-made, effective video, with shots from events and interviews with education abroad faculty and students, can promote the importance of international education, bring programs to the spotlight, and help remove institutional barriers by creating a larger buy-in from faculty, students, and administration.

In addition to education abroad, student and staff campus engagement is equally significant to bring forward the importance of international education. Campus-wide participation of events by international and domestic students, as well as faculty and staff, would help thread the dialogue on campus on subjects of international natures.

Process Narrative:

I. Video Production on Comprehensive Internationalization: \$1,455

The intent of the video is to highlight who COC Global is and what they do, as well as ETAC's education abroad experiences with faculty and students. ETAC was formed in 2004 with the intention to support faculty on developing education abroad experiences for our students. A core group of faculty, with assistance from the Dean of Distance Education and Learning Resources for logistic and administrative support, have successfully led an average of two short-term trips a year to Europe, Latin American, and Asia. ETAC supports faculty by providing guidelines on educational travel and connecting faculty to available resources on campus and in the region, such as through the Citrus Consortium. The education abroad experience of faculty and students has never formally been captured in a video for promotional purposes. The video can be used by COC Global and ETAC to encourage larger participation from the faculty and student groups.

The timeline, upon the approval of the grant, will be:

- May, 2017: Identify a current COC student with video production experience
- June-July, 2017: Discuss and brainstorm the layout and design of the video
- August-October, 2017: Complete the video for PIO approval
- November, 2017: Release the video, ideally during the International Education Week

II. Campus-Engagement Events: \$1,500 for material and marketing support for COC Global

COC Global hopes to engage the campus community by (co-)sponsoring the following events on campus to raise awareness about comprehensive internationalization and to encourage dialogue on topics of international nature:

Star Party: "Science Is International": May 5, 2017, Cost: \$200, material fees

College of the Canyons hosts a Star Party every semester. This is a free event that invites both students and community members to learn more about the complexity and beauty of the universe. This year's Star Party will have a "Science Is International" theme. Astronomy is one of the oldest of the natural sciences. The early civilizations in recorded history, like the Mayans in Mexico, performed methodical observations of the night sky. This year's Star Party will have telescope viewing, speakers, immersive education and hands-on activities that highlight how science transcends borders. COC Global will invite international students to help develop and execute activities about science and history of scientific development in their own countries. Students will make poster boards and possible models for display. Funds will cover costs of the materials students may need. Encouraging the participation of international students helps bring diverse voices and perspectives to the Star Party. Additionally, it helps further integrate international students into COC's campus life.

What Is Comprehensive Internationalization (CI): Cost: \$200, food; August 2017 and February 2018 during Flex weeks

This will be a FLEX workshop primarily for faculty to better understand what is comprehensive internationalization and brainstorm ideas on how they may effectively integrate topics and concepts into instruction. COC Global Steering Committee will provide an overview of the key concepts about CI, based on the NAFSA's statement paper on the subject, and what COC Global hopes to do to institutionalize internationalization at COC. At the workshop, we will seek input and ideas from participants on how to envision a campus with a learning and working environment characterized by civility, collegiality, and acceptance of people of all cultures and linguistic backgrounds.

International Education Week (November 13 – 17) Events: \$600

1. Coffee Around the World: History, Culture, Economy, and Science of Coffee; Cost \$400 for procurement of coffee:

Showcasing coffee from at least five regions around the world, the event will feature speakers with interest in, or expertise on, the history, economy, and science of coffee, with emphasis on cultural significance of coffee for each region/country represented.

2. Global Diversity on COC Campus; Panel; Food Cost \$200:

This panel will feature international students and faculty of international backgrounds, with focus on perceptions, realities, and hopes and dreams of the panelists from different regions of the world.

Promotional Material to Market COC Global and Its Events: \$500

Like any significant initiative on college campus, marketing and promotion are key to its success and continuation. We will utilize the College's Public Information Office to push out information on COC Global events through social media; however, an effective and well-designed video as mentioned above, along with promotional materials for the events, will be needed to brand COC Global and the events.

These events will stimulate community-wide dialogues on the topic of internationalization as viewed through the lens of food, immigration matters, and "shared scientific exploration." The involvement in planning for the events will reinforce the concept of cooperation, while highlighting the achievements of our international students and programs. The large scale of these projects are intentional, as it will necessitate teamwork across our campus. The simple act of having international students working collaboratively with domestic students, staff, and programs toward a common goal, will be a catalyst for intercultural exchanges – a primary component of the CCIE's vision statement.

As the ISP continues to grow, it will be in the position to continuously support COC Global on a series of the events as recommended by the Committee members and interested faculty and students.

Proposed Budget: \$3,000

College Assistant for video production	\$15.00/hour	\$1,455
Benefits	3%	\$45
Star Party supplies		\$200
Food for events		\$800
COC Global Promotional Items		\$500
Total		\$3,000

CCIE INSTITUTIONAL GRANTS: 2017¶
INFORMATION PAGE¶
Application Due Date: March 17, 2017¶

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Purpose: The key elements to increasing international education at our colleges are the availability of programs and the building of a cohort of leadership. Hence, the purpose of these grants is to provide start-up funding for institutions wanting to either create a new international program or augment an existing international program. In the process, we will develop a new cohort of CCIE international education mentors. ¶

¶

Each year, CCIE Institutional Grants will be competitively awarded to assist colleges overcome institutional barriers by better planning and implementing international education programs. **Up to \$3,000 will be awarded to a CCIE member college that is current with their dues.** ¶

→ ¶

Types of International Education Programs Allowed. The key goal of the institutional grants is to help demonstrate internationalization across campus and/or curriculum. All international educational programs are allowed under the guidelines of the CCIE Institutional Grant. These include, but are not limited to: ¶

- a) international student programs ¶
- b) education/study abroad programs ¶
- c) internationalizing curriculum programs ¶
- d) international development programs ¶
- e) institutionalization programs ¶

The key element of these grants is institutionalization of international education. Proposals that address multiple aspects of international education throughout the campus have preference. ¶

¶

Selection Process: All CCIE member colleges that are current with their dues will be eligible for institutional grants provided they adhere to guidelines established by the grant that indicate post-grant institutionalization of grant programs. Each college applicant will need to demonstrate the following: ¶

- a) Mandatory letter of support signed by each of the following: CEO, CIO and Faculty Senate President. The reason for this letter is to ensure that all college stakeholders support the international education initiative. This letter will indicate the willingness of the college to ensure continuation of the developed or enhanced program when grant funds end. ¶
- b) Demonstration of an existing campus-based international education committee and/or plans for the creation of such a committee. This committee becomes essential in helping to guide the creation and implementation of new programs and becomes a visible component for institutionalization. ¶
- c) Agreement to adhere to the standards of the field including health, safety and legal issues related to community college international education. ¶
- d) Agreement to participate in the CCIE mentor cohort. ¶
- e) Description of how the applicants will spend the grant monies. ¶

¶

Selection Committee: A CCIE Institutional Grant Selection Committee will be appointed by the President of CCIE and submitted to the CCIE Board of Directors for approval. This Committee will review, rank and then award the Institutional Grants. The criteria for selection will include the following: a) satisfaction of the application components; b) ability to participate in the program; c) demonstrated college support and enthusiasm to endorse international education to the college academic environment and d) foundation for institutional on-going financial and logistical support. ¶

¶

Budget: Each community college has its own unique needs that vary with size, location, and student compositions. As such, each college will want to utilize their Institutional Grant in different ways. However, in order to sustain accountability, there are four categories in which the monies can be spent. → ¶

- a) Stipends/Contracts. Included in this category is hourly salary to a) hire new staff; b) provide release time or re-assigned time for existing faculty/staff; c) professional expert pay; or d) faculty/staff developmental grants. ¶
- b) Production costs. This includes any costs affiliated with overseeing a particular project. Costs can include foundational research, site visits, professional development, etc. ¶
- c) Marketing costs. For many community college students, not having the information is the biggest barrier to participation. Funding in this category can be used towards: a) purchasing big sandwich boards placed in strategic places; b) professional-looking posters and/or banners that would be placed around campus to augment placing ads in schedules of classes; c) postage for regular mailings; and d) other forms of marketing. ¶
- d) Material costs to support an office. The single most important criteria to a successful international education is having a visible office that is appropriately staffed. The Institutional grants will help provide funding to make this a reality. Some of the items where funding in this category could be used include funding for clerical and/or student help or for office supplies such as folders, or other materials of need. ¶

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Monitoring: Continual assessment will include on-going communication between the CCIE Director, Rosalind Raby, and the award designees will help to define project accountability, feasibility and measurability. The communication will also allow for detecting programs and/or discrepancies that may arise and thereby allow them to be corrected in a timely manner. Program monitoring will include: ¶Section Break (Continuous).....

1. → **Bi-Annual reports** from college grant recipients to assess the extent to which programs are being development and/or revised. These reports will help maintain quality control over the project. Each report will be about one page and should document the progress of the development of the program. Each report should also specify how much and for what specific purposes the monies have been spent. ¶
2. → **Quarterly e-mails** between grant recipients to allow for the sharing of best practices. These e-mails will form the foundation of the CCIE cohort mentor. In the 2nd year of the program, the 1st year mentors will help mentor new members. ¶
3. → **In-person meeting** where grant recipients will be invited guest speakers. ¶

CCIE-2017- INSTITUTIONAL-GRANT-APPLICATION¶

AMOUNT → → Grants will be awarded for up to \$3,000. ¶

REVIEW → → All proposals will be screened and ranked by a CCIE Grant Review Committee. Final determination of awards rests with the CCIE Board of Directors. ¶

ELIGIBILITY → → Any California community college who is current with CCIE dues. ¶

¶

FORMAL PROPOSAL COMPONENTS¶

4-page description of the international education program being designed and the relationship of that program to your college/district. Complete the Cover Page and Application Criteria. Submit to Rosalind Raby at rabyrl@aol.com. ¶

¶

(1) Needs Statement. Why are you intending in creating or enhancing an international education program? How does it fit within the overall mission of your institution? Why does your college need this institutional grant? ¶

¶

(2) Process Narrative. Include the following items in your Process Narrative. ¶

- A) Concrete examples of what your college will need to do to develop and implement and successfully launch this new program or enhance an existing program. ¶
- B) Estimated Time-line that goes from April 1 to April 1. ¶
- C) Explain a) why the specific program was chosen, b) how it will benefit the students at your college, c) how it will be linked to other college programs; and d) why your college believes it is important to offer that program. ¶
- D) Acknowledge that your college already has, or during the granting period, will develop a plan to create the following: ¶
 - a) physical place (i.e. Office) for dissemination of information ¶
 - b) person to help staff that place; ¶
 - c) campus/district International Education Committee ¶
 - d) outreach efforts to the campus financial aid office, counseling division, faculty senate and Study Body government. ¶

¶

(3) Itemized Budget. Provide a detailed description of how the grant monies will be spent, an explanation as to why these funds are needed, and a statement as to how the program will self-sustain itself in the post-granting period. ¶

¶

(4) Letter of Support. The letters of support are for the presence of international education on the campus and in the post-grant period and NOT for the specifics of the program proposed. The letter needs to be signed by each of the following: a) Chancellor (in multi-college district) or Superintendent/President (in single college district), b) College Chief Instructional Officer; and c) College Faculty Senate President. Additional support letters can be solicited from deans, department chairs, and Board members. ¶

Letters should be e-mailed to Rosalind Raby at rabyrl@aol.com. ¶

¶

COVER-PAGE¶

¶

COLLEGE/DISTRICT:¶

¶

NAME OF INDIVIDUAL WHO WILL BE RESPONSIBLE.¶

→ FOR OVERSEEING THE PROGRAM:¶

¶

TITLE/POSITION:¶

¶

WORK PHONE¶

¶

E-MAIL¶

¶

AMOUNT REQUESTED.....¶

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COMPLIANCE CHECK-LIST¶

Colleges that apply for the Institutional Grants must meet comply with the following three Grant Standards: → → → ¶

→ → → → → → → → → → **AGREE¶**

1) Adhere to the standards of the field including health, safety, legal, and ethical issues related to community college international education → → → ☐ ¶

¶

2) Agree to submit a 1 page written report twice annually and participate in an ¶

→ e-mail exchange to share best practices and field questions. → → ☐ ¶

3) Agree to share evaluations after the completion of their programs. → → ☐ ¶

¶