College of the Canyons Academic Senate

September 28, 2017 3:00 p.m. to 4:50 p.m. BONH 330

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. Information: Academic Senate Agenda Calendars
5. Approval of the Consent Calendar

Academic Senate Summary, Sept. 14, 2017 (pg. 3)	Curriculum Committee Summary, September 20 2017 (pg. 10)
Samuel Bolanos, Educational Technology Committee	Program Viability minutes Sep. 14 (pg.16)
Seniority List	

B. Reports

1. Academic Senate President, Rebecca Eikey
2. Vice President/Program Review Chair, Jason Burgdorfer
3. Year One Status Report Pilot Programs in Web Development, Publishing and Design, CAWT, Alan Strozer (pg.17)

C. Action Items

1. Administrator Retreat Rights(pg.18)
   1) BP 7250 & AP 7250 INFORMATION ONLY (pg. 20 &23)
2. Discipline Assignments for Administrators (pg.):

Jasmine Ruys(pg. 27)	Jeremy Goodman(pg. 25)
Chuck Lyon(pg. 26)	

3. CASL Committee Charter Changes (pg.28)

D. Discussion

1. Integrated Plan for BSI, Equity and SSSP
   a) Instructions (pg. 31)
   b) Category Definitions (pg. 32)
   c) Basic Skills Initiative Allocation Expenditure Report (pg. 33)
   d) Certificate (pg. 34)
2. State of the Senate, Rebecca Eikey
   a. Academic Senate Survey
   b. Program Review – Year 3 Update (2017-18)
   c. Resources/Budget 2017-18
   d. Identify Academic Events that could be Endorsed by Academic Senate
   e. Applying for ASCCC Awards
   f. Consideration of Constitution and/or Bylaw Changes
      1) Signature of the Academic Senate President
      2) Recordings of Meetings

3. AB 705 (Irwin, 2017) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment (pg. 35)

E. Unfinished Business
1. Curriculum Committee Procedures, Lisa Hooper
2. Ad Hoc Committee Update – OEI Rubrics, Anne Marenco
3. Deliberative Dialog: Campus Culture & Safety

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.

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 David Andrus 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 2:00 – 3:00 pm in BONH 330.

BP 3105 Establishment Approval or Review Revision of Policies
Credit by Exam, BP 4235 – Phase 2
Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection

H. Announcements
- September 28th Academic Senate Meeting, 3:00 pm, BONH 330
- 2017 Fall Plenary Session, November 2-4, Irvine
- 2018 Accreditation Institute February 23-24, Anaheim
- 2018 Instructional Design & Innovation, March 16-17
- 2018 Spring Plenary Session, April 12-14, San Mateo
- 2018 Career Technical Education Institute, May 4-5
- 2018 Faculty Leadership Institute, June 14-16
- 2018 Curriculum Institute, July 11-14

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 September 14, 2017

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Rebecca Shepherd	A
Vice President	Jason Burgdorfer	X	Business Senator	Gary Collis	A
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Erika Torgeson	X
Policy Review Chair	David Andrus	X	At Large Senator	Jennifer Paris	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	David Brill	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	VACANT		Adjunct Senator	Noemi Beck-Wegner,	X
Kinesiology/Athletics Senator	Phillip Marcellin	A	Adjunct Senator	Carly Perl	X
			Adjunct Senator	Aaron Silverman	X

Non-voting Members	
Dr. Buckley	A
Lita Wangen	X
Dan Portello	
Dr. Wilding	
Devon Miller, ASG	X

Guests	
Brian Weston	James Glapa-Grossklag
Kelly Burke	Patty Robinson
Denee Pescarmona	

A. Routine Matters
1. Call to order: 3:05 pm
2. Public Comment: None
3. Approval of the Agenda: With the new revised attachment from HR for Rebekah Child, Nursing. Rebecca Eikey sent this to the Senators. Motion to approved Jason Burgdorfer, seconded by Garret Hooper. Unanimous. Approved.
4. Approval of the Consent Calendar: Motion to approve by Erin Barnthouse, seconded by David Brill. Unanimous. Approved.

B. Reports
1. Academic Senate President, Rebecca Eikey

   The California Community Colleges Chancellor's Office Vision for Success brochure was passed around for the Senators to review. It has been presented to the Board of Governors. Interestingly enough the budget legislative proposal from the Board of Governors is interwoven within the document, terms of the goals for the system. There are six goals for the system that the Vision for Success sets up: Increase at least 20% the number of community college students annually who earn an Associate Degrees, Certificates, Credentials, and skills set that prepare them for on demand jobs; Increase

35% the number of community college students transferring annually to a UC or CSU (this is for the entire system); Increase average number of units accumulated by community college students earning degrees from approximately seven units to 79 total; Increase the percent of existing career technical education students who report being employed in their field 60% to an improved rate of 69%; Reduce the Equity gap; Reduce the Achievement gaps to close it within ten years.

2. Curriculum Committee & Program Viability Committee Report, Lisa Hooper

   Lisa is the Program Viability Chair for this academic year; primary objective to delineate role and responsibilities separate from Curriculum Committee. The Curriculum Committee can always defer to Program Viability. Program Viability Committee has had its first meeting. This was a planning meeting. We are in the process of formalizing our meetings. The committee is trying to create some fillable forms for the Program Viability for any documentation that needs to be submitted when someone is trying to initiate a program or modify a program or discontinue a program. This would be helpful to the committee because all of our documents will be in a similar format and easier for us to review. Lisa also feels it will be easier for faculty when they are trying to submit those forms. The committee will also supply links for faculty to find information they need to submit the forms. Lisa is hoping by the next Senate meeting she will be able to bring documents to show the Senators.

   Curriculum Institute, July 2017 Lisa Hooper

   Noncredit (NC) Update. It is coming… but not as fast as we thought. IEPI PRT grant to fund program creation and stewardship. Noncredit Committee has formed; meets Thursday, September 14th 1:00 -2:00 PM.

   Local control explained – courses are locally approved and then Chancellor's office "records", still can make mistakes in this automated (not "automatic") process; degrees, certificates, Noncredit, Cooperative Work Experience, and Public Safety courses still undergo a full review; district representatives "certify" curriculum annually. We (the committee) have to pay attention to codes; they are increasingly being used for financial aid, outcomes, career and educational planning.
   -Important consideration for curriculum committees: Can you use a NC course as a requisite for a CR course – yes, should you? Are units consistent with articulation agreements? Overlap – are courses the same in different disciplines, cross listing? DLA's – distance learning cannot exceed 50% of the curriculum in a program without triggering additional paperwork. General Education – more choices aren't always better for student completion.
   -Guided Pathways. Doesn't directly impact our work, but could help pare down electives.
   -Moving Credit to Noncredit. Positive attendance; tracking attendance and/or online participation essential! Must be a clear pedagogical objective, clear sequencing. You can articulate with own district.

   Articulation Report (Patrick Backes)
   4 new systems related to curriculum have come on board this semester.
   -eLumen (https://canyons.elumenapp.com). Replaces CurricUNET as our curriculum

management system. Public view site for eLumen is still "under construction", if you need a copy of a course outline, contact Patrick as all of the CurricUNET course and Program outlines have been downloaded and saved. Contact Patrick if you need a user account set up for you, training sessions (group or one-on-one) are also available and can be scheduled with Patrick…FLEX credit is available for attending eLumen training.
-C-ID 2.0 (https://c-id.net). Same information as original C-ID site, layout is a little different, all information can be viewed without a login. Contact Patrick if you feel a course needs to be submitted for a C-ID descriptor that has not yet been submitted.
-ASSIST Next Generation (https://prod.assistng.org/PublicSite). Legacy site (www.assist.org) still available but no information will be updated past Spring 2017. The new public site is very similar to the legacy site but a little more user friendly. Accounts will now be made available for anyone to access the reporting areas. Much easier and open for submitting curriculum changes.
-Chancellor's Office Curriculum Inventory 2.0 "COCI 2.0" (https://coci2.ccctechcenter.org). Public search available, have run into some submission issues. System updates are released twice a year, so hopefully issues will be fixed in as the come up.
- The list of newly approved CSU-GE and IGETC course were displayed, as well as an updated on courses that were recently submitted for UC transferability. There will not be a 2nd cycle review for UC transferable courses this year.

3. ASG Report, Devon Miller
If you want to have students on committees, there are ten of them and about 50 committees. It is a bit difficult. Devon himself is on four committees, helping with a couple more and going to classes. So please keep in mind that it is a bit difficult for them to attend. Devon's goal is one student throughout the entire semester on a committee. He thinks if you have the same person they are more likely to participate because they will know what has been going on in the committee.
Devon is putting together a cheat sheet of acronyms. He believes it would be beneficial for students and new faculty who do not or have not used abbreviated words.
ASG is working with an organization called Strengths United and another program called Cougars United. This is a grant funded by the NFL. They are working with athletes to prevent sexual assaults on campus.
Yesterday September 13, 2017 we had our DACA event. He wants to reiterate that ASG is a nonpartisan organization. We have founding member's republican and young democrats on our board. Devon feels they are very balanced. The event was all about students and we try not be political, but we saw something we wanted to help out with.

C. **Action**
1. Proposed Calendar for Senate and Curriculum 2018/19. Rebecca Shepherd would like to see if we revisit the dates for the next calendar because of the turnaround for grades to be turned in and is an actual meeting necessary. Rebecca stated yes because we approve the Curriculum and that is the last meeting before January for curriculum to get on the board agenda. She would like more discussion on this and well it serves us. Motion to approve David Andrus, seconded by Wendy Brill-Wynkoop. Unanimous. Approved.
2. Discipline Assignment for Harriett Happel: Motion to approve Gary Collis, seconded by Erin Barnthouse. Unanimous. Approved.

3. Discipline Assignments for new Faculty: it was suggested that HR leave off "Dr." "Ms.", "Mr.) and be consistent. Some have the title and others do not. Rebecca stated she would contact HR. Motion to approve David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved

Dr. Chase Dimock, English	Dr. Catlin Newcomer, English
Dr. Hernan Ramirez, Sociology	Ali Naddafpour, Business Accounting
Heaven Warner, Business Accounting	Tara Williams, Chemistry
Marco Llaguno, Philosophy	Holly Hitt-Zuniga, Interior Design
Dr. Erik Altenbernd, History	Julianne Johnson, History
Dr. Rebekah Child, Nursing	Shannon Doronio, Graphic & Multimedia
Larry Alvarez, Administration of Justice	Alisha Kaminsky, Career Counselor
Nadia Monosov, Psychology	Gary Collis, Business/Business Law

D. Discussion

1. Deliberative Dialog: Campus Culture & Safety, Patty Robinson

    Patty came to give an update on the deliberative dialogue held here on campus.

    ➢ We are partnership with Democracy Commitment and Kettering Foundation

    ➢ We are one of four colleges that went through this process last year. A training was held here on campus. Over twenty faculty went through the training along with a couple students.

    ➢ Deliberative Dialogue is being used around the country to try and bring people together to look for common anility.

    ➢ Deliberative Dialogue goes beyond a dialogue because I is very structured. This comes out of the National Issues Forum. They have a guide for some topics. We looked at the specific issue of whether to arm our security here on campus. They looked at this guide and it did not have the specific issue of guns on campus. They had safety and justice and this did not home in to what the issue was guns on campus. We created our own Issues guide. This came out of Lonestar College they also did this with regard their deliberative dialogue they had on their campus. Three options came out of this guide, to arm security, not to arm security and what are our options.

    ➢ We have had a total of five dialogues since May. In these dialogues the people talked about these three options and what was the take away. To date the common consensus from the dialogues is arm our security. Even though the consensus was to arm our security there was a tremendous array of differences of opinion. She has sent this document forward to Dr. Buckley, Mike Wilding and Barry Gribbons was very interested in seeing the document so this document has been forwarded on.

    ➢ Patty does not know what will happen. This was to let them know that we are a campus and we have a voice. Patty gave the pros and cons that came from these dialogues.

    ➢ The question came up could we have some dialogues in the evening? She asked to send her some times and she will look into it. We want to keep the dialogues going. We don't want just anyone carrying guns. We don't want a decision to be made without our voices being heard. Garrett Hooper stated safety needs to be negotiated. We will bring this back as a discussion on what direction do we want to go with this.

Announcement for Civic Engagement coming to COC: College of the Canyons is pleased to announce that it will host the first California Community Colleges Civic Engagement Summit: *Reaffirming the Mission of "Democracy's Colleges" and Fostering Civic Engagement Across the Disciplines.* This two-day event, scheduled from October 5-6, will include a Thursday pre-conference workshop from 2:00-5:00 p.m. presented by Dr. Brian Murphy, President of De Anza College and Verdis Robinson, National Director of The Democracy Commitment. A late afternoon reception will follow. The complete Summit agenda will be out within the next couple of days; however, the Summit's Keynote Speaker is internationally renowned author and scholar Thomas Ehrlich. Please let Patty know if you would like to attend.

2. Guided Pathways, Rebecca Eikey

Currently in California, three major guided pathways programs have been initiated: the American Association of Community Colleges (AACC) Pathways Project, the California Guided Pathways Project, and the California Community Colleges Guided Pathways Award Program. The programs all have different features, and thus the Academic Senate for California Community Colleges is working to provide information on all three as well as general guidance for faculty as they address guided pathways at their local institutions.

AACC Pathway Project

The AACC Pathways Project is a national initiative funded by the Bill and Melinda Gates Foundation and supported by other national partners such as Achieving the Dream, the Aspen Institute, Jobs for the Future, the National Center for Inquiry and Improvement, and others. The AACC describes its pathways model as "an *integrated*, *institution-wide* approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market." To achieve this end, the intent of the AACC Pathways Project is to support colleges as they establish four essential practices: clarify paths to student end goals, help students choose and enter a pathway, help students stay on path, and ensure that students are learning.

A rigorous and competitive application process took place during Fall 2015, resulting in 30 colleges from 17 states being selected to participate, three of which are from California: Bakersfield, Irvine Valley, and Mt. San Antonio. Colleges participating in the 2016-2018 program are committed to sending teams to multiple institutes at a cost to each college of about $45,000. The AACC recently approved applications from additional colleges to participate in the 2017-2019 cohort, and these selected colleges will not receive grant funding from the AACC Pathways Project; rather, participation is based on a full fee-for-service model.

The California Guided Pathways Project

The California Guided Pathways Project adapted the national AACC Pathways concept in California. This project intends to support "a student-centered approach that can significantly increase the number of students earning community college credentials, while closing equity gaps. Rather than work with a subset of students, guided pathways are a college-wide undertaking that provides a framework for integrating California-based initiatives such as SSSP, Equity, Basic Skills Transformation, the Strong Workforce Program, and the California College Promise."

As with the AACC Pathways Project, an application process took place in Spring 2017 that resulted in the selection of 20 California community colleges for participation in the California Guided Pathways Project. Tailored to meet the governance structure of the California Community College System, this process required the signature of the local academic senate president. The Foundation for California Community Colleges is the fiscal agent for this project with additional fiscal support from the College Futures Foundation, the Bill and Melinda Gates Foundation, the James Irvine Foundation, the Teagle Foundation, and required fees paid by participating colleges.

The California Community College Guided Pathways Award Program

In order to support more participation in guided pathways, the California Community College Guided Pathways Award Program was approved by Governor Brown in the 2017-18 budget. A total of $150 million will be distributed to California community colleges in grant form by the California Community Colleges Chancellor's Office. The Chancellor's Office and the Board of Governors will be responsible for statewide implementation of the one-time grant program for colleges. The program includes "organizing students' academic choices in a way that promotes better course-taking decisions" and creating a necessary "framework for colleges to better organize existing student support programs and strategically use existing funding to support student success." Local senates of California community colleges must be prepared to address the impacts of this transformational effort, which requires engaging in deliberative conversations and creating collaborations around guided pathways at local colleges.

The Academic Senate for California Community Colleges (ASCCC)

The ASCCC has been involved in guided pathway discussions for over a year and strongly encourages the use of innovative strategies and actions that support students in achieving their educational goals. Resolution 9.12 F15 *Support Local Development of Curricular Pathways* urges local academic senates and curriculum committees to be genuinely involved in any decisions regarding curricular pathway programs under consideration. Although no single guided pathways model for all community colleges has been or is planned to be proposed, the ASCCC will investigate frameworks for implementation of pathways programs and disseminate effective practices as directed by Resolution 9.03 F16 *Investigate Effective Practices for Pathways Programs*.

In response to resolutions and recent legislation, and because pathways are an academic and professional matter, the ASCCC is forming a Guided Pathways Task Force. In addition, the ASCCC requests that each college establish a liaison that will communicate guided pathways program information, issues, questions, and concerns between the local academic senate and statewide groups.

What's Next?

Guided pathways are here. Faculty can either be pulled along as decisions are made by others, or faculty, through local academic senates, can take the lead. The Chancellor's Office will soon announce a request for applications for colleges to apply for the CCC Guided Pathways Award Program funds. Faculty must be directly involved in the design and implementation of the programs at each college. The application for the grants will require that colleges demonstrate a commitment to the guided pathways framework as specified in Education Code §88922(c):

3. Zero Cost Textbook Degree Grant Application, Jennifer Paris and James Glapa-Grossklag
College of the Canyons (COC) is pleased to present this application to the Chancellor's Office for a grant under the Zero-Textbook-Cost Degree program develop Open Educations Resources for our Early Childhood Education Associate in Science for Transfer Program (AS0T). There is no signature required from the Academic Senate President they only ask that the Senate support this grant. The Senators agreed that we do support this grant.
4. State of the Senate Rebecca Eikey: Tabled

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. 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity & SSSP (Sept 28 & Oct 14)

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 David Andrus 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 2:00 – 3:00 pm in BONH 330.

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Credit by Exam, BP 4235 – Phase 2
Student Discipline (BP 5529, 5530, 5531)
AP 7120 Recruitment and Selection

H. Announcements

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CURRICULUM COMMITTEE SUMMARY

September 21st, 2017   **3:00 pm – 5:00 pm**
Bonelli Hall 330

Members Present: Patrick Backes – Curriculum & Articulation Coordinator (Non-voting); Mary Bates – Mathematics, Science and Health Professions; Erin Barnthouse – Learning Resources; David Brill – Visual and Performing Arts; Kerry Carlson (Substitute for Steve Erwin – Admissions and Records, Non-voting); Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Rhonda Hyatt – Kinesiology, Physical Education & Athletics; Susan Ling – At large member; Anne Marenco – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Hervé Guillard – Adjunct Representative

Student Representative: Tien Phan

<table>
<tr><td colspan="5">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.</td></tr>
<tr><th>Subject & Number</th><th>Title</th><th>Rationale for New Course Proposal</th><th>Author</th><th>Effective</th></tr>
<tr><td>KPEA-106</td><td>Bowling</td><td>Former active course that was archived in Fall 2014.</td><td>H. Fisher</td><td>TBA</td></tr>
<tr><td>THEATR-199</td><td>Theatre Festival Competition Preparation</td><td>The department students are eligible for nomination and competition at the regional festival. This course give the department the ability to prepare students for competition and to travel to the competition as a COC group.</td><td>C. Boltz</td><td>TBA</td></tr>
</table>

-Motion to adopt the need for and conduct a full review of KPEA-106; Motion by Cindy Stephens, second by Rhonda Hyatt. All in favor: Unanimous.
-Motion to adopt the need for and conduct a full review of THEATR-199; Motion by Mary Bates, second by Susan Ling. All in favor: Unanimous

NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at the December 1st, 2016 Committee meeting. 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
ENGR-220	Programming and Problem-Solving in MATLAB	3 units, 36 hours lecture, 54 hours lab. **New SLO's (2), New DLA. New prerequisite of MATH-211 (C-ID requirement).**	D. Martinez	TBD
ENGR-260L	Electrical Circuits I Laboratory	1 unit, 54 hours lab. **New SLO. New co-requisite of ENGR-260.**	D. Martinez	TBD

-Motion to approve ENGR-220 & 260L; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous. Lori Young abstained from voting.

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
WELD-104	Introduction to Gas Tungsten Arc Welding	Course will no longer be offered and has been replaced with WELD-112A "Introduction to Gas Tungsten Arc Welding"	T. Baber	Fall 2018
WELD-105	Advanced Gas Tungsten Arc Welding	Course will no longer be offered and has been replaced with WELD-112B "Intermediate Gas Tungsten Arc Welding"	T. Baber	Fall 2018
WELD-165	Pipe Welding Fundamentals	Course will no longer be offered and has been replaced with WELD-113A "Introduction to Pipe Welding"	T. Baber	Fall 2018

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
MATH-060	Elementary Algebra	**Adding 100% online option to existing DLA.**	S. Matsumoto	Spring 2018
MUSIC-176	Chamber Singers	**Changed to 1 unit**, 70 hour of lab (formerly 2 units with 18 hours of lecture and 54 hours of lab). Course is now repeatable 3 times (4 total enrollments) due to lower division major preparation requirements at CSU campuses.	B. Feldman	Spring 2018
MUSIC-177	Women's Choir	**Changed to 1 unit**, 70 hour of lab (formerly 2 units with 18 hours of lecture and 54 hours of lab). Course is now repeatable 3 times (4 total enrollments) due to lower division major preparation requirements at CSU campuses.	B. Feldman	Spring 2018
MUSIC-185	Symphonic Band	**Changed to 1 unit**, 70 hour of lab (formerly 2 units with 18 hours of lecture and 54 hours of lab). Course is now repeatable 3 times (4 total enrollments) due to lower division major preparation requirements at CSU campuses.	B. Feldman	Spring 2018
MUSIC-186	Music Ensemble	**Changed to 1 unit**, 70 hour of lab (formerly 2 units with 18 hours of lecture and 54 hours of lab). Course is now	B. Feldman	Spring 2018

Subject & Number	Title	Description of Action	Author	Effective
		repeatable 3 times (4 total enrollments) due to lower division major preparation requirements at CSU campuses.		
NC.BCSK-100	GED Preparation	**Adding DLA, hybrid option only.**	S. Prier	Spring 2018

MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session held on September 15th by the following curriculum committee members: Lisa Hooper, Tricia George, Julie Jacobson, Susan Ling, and Erin Barnthouse. 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
ENGL-135	Literature and Film	**Revised SLO**, revised objectives and content, updated textbooks, **added ENGL-091 as recommended preparation.**	A. Terzian	Fall 2018
MUSIC-125	Studies in Music Composition	Revised objectives and content.	B. Feldman	Fall 2018
PHOTO-140	History of Photography	Revised objectives and content, updated textbooks.	W. Brill-Wynkoop	Fall 2018
THEATR-127	Improvisational Performance	Revised objectives and content, updated textbooks.	C. Boltz	Fall 2018

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
Engineering	AS Degree	Program updated, adding ENGR-220 and ENGR-260L.	D. Martinez	Fall 2018

	NEW INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR			
The following courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. 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**
FIRET-120	Company Officer 2A: Human Resource Management for Company Officers	2 units, 40 hours lecture, **New SLO.**	K. Klar	TBD
FIRET-121	Company Officer 2B: General Administrative Functions for Company Officers	1 units, 20 hours lecture, **New SLO.**	K. Klar	TBD

Discussion Items:

Faculty Chair Report (Lisa Hooper)
-Tricia George will be serving as the Curriculum Committee Vice Chair.
-Program Viability Committee – Deadline for proposals is Friday October 13th.
Program Viability will be meeting on the following dates this academic year: Mondays 8:00-9:15 AM 10/9, 11/6, 2/12, 3/12, 4/9, 5/14.
-2 eLumen trainings have been scheduled for Monday 10/20 and Monday 10/30 from 9:30 am – 11:00 am. These training will most likely be held in the Tech Center (BONH-106).
-The following links were provided for more information regarding Guided Pathways and Credit Hours – Carnegie Units

https://www.dropbox.com/s/5nna2gjpnrn3nn3/Guided%20Pathways%20Academic%20Senate%20Presentation.pptx?dl=0
http://extranet.cccco.edu/Portals/1/AA/Credit/2015/HoursandUnitsCalculationsforCreditCoursesInstructions.pdf

Articulation Report (Patrick Backes)
-eLumen update. We've been assigned a second support contact from eLumen to "ensure timely responses to all of our inquiries and needs. Distance Learning Addendum "step template" has been added, now mapping the DLA template language into eLumen. Contact Patrick to get an eLumen account set up. Trainings available, contact Patrick if you'd like to set up a training with your department, or a one-on-one

training. FLEX credit is available.

-Chancellor's Office Curriculum Inventory Public Search does not currently give many options for searching courses at other community colleges. If you need to find course examples from other community colleges, contact Patrick and he can help.

-ASSIST Next Gen update. Continue to use Legacy site (www.assist.org) for the time being, 2017/2018 information not yet uploaded on ASSIST Next Generation site. Intended temporary solution is to provide a hyperlink on the legacy site that takes public users to 2017/2018 articulation related information.

New Courses - Includes ISA's	7	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	2	Deleted Courses	3
Modified Courses	4	New SLO's	9	Deleted Programs	-0-
Modified Programs	1	Modified SLO's	1	Proposals Reviewed in Technical Review Session	12
New Non Credit Courses	-0-	New Prerequisites	3	Proposals Returned from Technical Review Session	8

PROGRAM VIABILITY COMMITTEE
PLANNING MEETING MINUTES
9/14/17 8:00-9:30 AM

Members Present: David Andrus, Omar Torres, Jason Burgdorfer, Chris Boltz, Wendy Brill-Wynkoop, Albert Loaiza, Lisa Hooper

- Our standing meeting time for 2017-2018 will be the **second Monday of every month from 8:00-9:15 AM** with the exception of the month of November during which we meet on the first Monday.
- Unique questionnaires will be created for: initiation, modification, and discontinuance; Lisa Hooper will bring templates of these questionnaires to the October meeting
- Those unique questionnaires will become fillable PDF's when finalized
- Tech Review sessions will be scheduled as needed with 2-4 standing members of the committee
- The checklist for tech reviews will be revised to reflect proposal type
- The deadline for proposal submissions for consideration during this academic year is **Friday, October 13th;** others may be reviewed if submitted after this deadline and committee workflow permits
- A flowchart will be created to provide faculty with a progression of the PV process, including the three-year term for those programs designated "pilot" status
- Fillable PDF's will be created for pilot program reporting – reports submitted directly to the Senate
- Curriculum Procedures and AP 4021 will be modified to include language describing the interrelationship between the PV and Curriculum committee regarding program origination; David Andrus will begin revision of the AP and bring new language to the October meeting; Lisa Hooper will finalize language in Curriculum Procedures at the Curriculum Committee meeting on September 21st
- Further revision of the AP to include "revitalization" language discussed; this will be further discussed at the October meeting
- The committee recommends an Ad Hoc committee of the Academic Senate be formed to review the reports as submitted by Pilot programs.

Year One Status Report
Pilot Programs in Web Development, Publishing & Design
Department of Computer Applications and Web Technologies
Fall 2017

In 2016, the Computer Applications & Web Technologies Department (CAWT) proposed four new programs based on the recommendation of the CAWT Advisory Committee and on growing interest expressed by students.

The programs include:
- A.S. Degree in Web Development (interdepartmental, integrating Computer Science courses)
- A.S. Degree in Web Publishing & Design (interdepartmental, integrating GMD courses)
- Certificate of Achievement in Web Development
- Certificate of Achievement in Web Publishing & Design

A program viability survey was conducted and a report was presented to the Program Viability Committee in 2016. Based on the program viability report, the programs were approved to serve as *pilots*, requiring completion of a three-year status report process, after which a conclusion will be rendered to determine if permanent, long-term implementation would ensue.

The proposed programs passed through Curriculum Committee in May, 2016, following revision based on guidelines offered by the Program Viability Committee, but approval was delayed somewhat due to a backlog of curriculum proposal submissions. The programs are still awaiting State approval and, consequently, have neither been officially added to the CAWT curricula nor offered to students. It is hoped that State approval will be granted before or during the Spring 2018 semester, in which case the proposed programs can be offered beginning Fall 2018.

A challenge during the provisional period and thereafter will be to procure sufficient staffing to offer all of the featured core and elective courses within a one-to-two-year period. It is hoped that if and when the provisional programs become permanent, the CAWT Department will be permitted to hire a full-time, qualified instructor, thus enabling the expansion of course offerings in the field of Web Development.

An additional challenge will be to assure that the proposed curricula, including course content and course outlines remain current while awaiting State approval. This will entail appraisal and likely modification of course content before initial implementation of the programs, given the rapid rate at which technology advances and the resultant impact on course content.

A number of CAWT students have completed the core courses included in the proposed Web Development programs and are awaiting the opportunity continue their studies or to obtain their certificates.

Item No. C.2	Time Requested: 10 min
Subject: Administrator Retreat Rights	Category: Action Item
Desired Outcome: Approval of Administrator Retreat Rights	Background: See BP and AP 7250

Retreat Rights 2017/18		
Tenured Administrators		
1-Jul-88	Van Hook, Dianne	Psychology, counseling and Guidance, Education
5-Jan-98	Mahn, Mojdeh	Mathematics
19-Jul-99	Glapa-Grossklag, James	History, Humanities, Education
10-Jan-00	Waldon, Russell	Business Law and Management
8/19/2002	Pescarmona, Denee	English
8/8/2005	Cheng-Levine, Jia-Yi	English
8/18/2008	Wickline, Paul	Theatre #2, English #2, Education
8/17/2012	McCutcheon, Andy	English
Retreat Right Administrators		
28-Oct-91	Joslin, Mike	Counseling and Guidance, Journalism(E1)
5-May-97	Wilding, Mike	Anthropology, Education
22-Nov-99	Gribbons, Barry	Education, Psychology(E1)
26-Nov-01	Michaelides, Anthony	Psychology, Counseling(E1)
8/11/2004	Fiero, Diane	Psychology(E1) Sociology(E1)
1-Oct-07	Theule, Ryan	History

1-Apr-08	Wood, Murray	Counseling
12-Aug-10	Torres, Omar	Chemistry
8/8/2011	Dominguez, Carmen	Music/Theatre(E3)
8/12/2010	Makevich, John	Atmospheric Sciences, Earth Science
8/1/2013	Buckley, Jerry	Biology, Education
12/9/2013	Schallert, Lawrence	Psychology, Counseling, Philosophy (E1)
8/21/2015	Young, Micah	Doctor of Medicine, Biology
8/18/2015	Weston, Brian	Public Administration, Psychology, Admin.of Justice
8/31/2015	McFarland, Ronald	Comp. Science #1, Comp. Applications & Web Technologies (CAWT), Computer Networking
4/1/1998	Bogna, Gina	Management
1/28/2013	Marshall, Renee	Child Development
8/18/2014	Goodman, Jeremy	Mathematics
7/25/2016	Forrest, Jeff	VP Economics
4/19/2001	Amy Foote	Biological Science
4/17/2017	Happel, Harriet	Management, Business, Manufacturing Technology
1/20/1998	Lyon, Chuck	Physical Education, Education
4/20/2015	Manuel, Mary	Nursing, Nursing Science/Clinical Practice, Health, Health Services Director/Coordinator, College Nurse, Health and Safety; noncredit
9/13/2001	Ruys, Jasmine	Management, Counseling
12/10/2014	Honadel, Tim	Director, International Services and Programs (ISP)

INFORMATION ONLY: BACKGROUND FOR ITEM 2C

BP 7250   Educational Administrators

Reference:
> Education Code Sections 72411 et seq., 87002(b), 87457-87460;
> Government Code Section 3540.1(g) and (m)

An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, et seq.

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his or her administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the CEO and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.

- The requirements of Education Code Section 87458(c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the CEO. Educational Administrators shall further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the CEO.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the CEO.

All Educational Administrators shall be evaluated annually based on criteria developed by the CEO with the essential purpose of recognizing successes, committing to progressive improvement, identifying weaknesses, correcting deficiencies and increasing achievement of goals and objectives.

Every educational administrator shall be employed by an appointment or contract of up to four years in duration.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment

with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his or her appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

See Administrative Procedure 7250

INFORMATION ONLY: BACKGROUND FOR ITEM 2C

AP 7250   Educational Administrators

Reference:
> Education Code Sections 72411 et seq; 87002(b); 87457-87460
> Government Code Section 3540.1(g) and (m)

ADMINISTRATIVE RETREAT RIGHTS PROCEDURE

In order to achieve a proper balance among the rights of students, administrators, and faculty and in accordance with Education Code Section 87458, the Santa Clarita Community College District adopts the following Administrator Retreat Rights Procedure. This policy does not apply to certificated administrators hired before June 30, 1990 (the effective date for these sections of Assembly Bill 1725.) A tenured employee when assigned from a faculty position to an administrative position retains is/her status as a tenured faculty member. The assignment of such and administrator to a faculty position shall be done in accordance with Section II below. Administrators hired after the effective date can acquire the right to become first-year probationary faculty members as provided by Education Code Section 87458 and in accordance with this procedure.

A. An Administrator hired after June 30, 1990, who did not have faculty tenure in this District at the time of employment, may be reassigned to a first-year probationary faculty position provided that such reassignment does not result in the termination of any contract and regular faculty member and she/he meets all of the following:
   1. At the time of employment, is certified ay the Academic Senate as possessing the minimum qualification in a specific discipline or disciplines equivalent to that which would be required of a newly-hired faculty member. This certification will be sent to the Board of Trustees tat the time of employment.
   2. Has served in this District a minimum of two years as a regular or contract faculty member and/or a District administrator whose service has been documented as satisfactory.
   3. Is being dismissed for reasons other than cause. These "non-cause" reasons could include the elimination of the current position as part of an administrative reorganization or as part of an administrative reduction of work force.
       a. If another administrative position of similar rank and responsibilities is open within the District for which the administrator ahs the minimum qualifications, she/he shall be assigned to the position contingent upon approval of the Board of Trustees.
       b. Even though the current administrative position is not being eliminated, the administrator may voluntarily elect to transfer to a full-time faculty position for which she/he is qualified, as stipulation in II.C below.
B. To determine the discipline to which an administrator shall be assigned, all of the following shall apply:
   1. The administrator can be assigned only to a discipline in which she/he has at least the minimum qualification as specified in the Education Code and Title 5 as certified by the Academic Senate.
   2. The administrator shall be assigned to a discipline in which she/he has not only the minimum qualifications, but to a discipline where there are sufficient adjunct faculty and overload assignments to make a full-time assignment for an additional full-time faculty member.

       a.   When an administrator is qualified for more than one discipline, the administrator may indicate his/her preference for one discipline over another.

       b.   Whenever possible, full-time positions created for reassigned administrators would be single-discipline positions.

3.   If a new full-time position has been approved in a discipline in which an administrator is qualified, an administrator may be reassigned to that position (for reasons other than cause) or may voluntarily elected to retreat to that position, only if such a move is made before the position is opened for applications.

Revised 05/14/08

HUMAN RESOURCES OFFICE

Date: September 8, 2017

To: Rebecca Eikey
               President, Academic Senate

From: Linda Clark
               Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources

               Lita Wangen, Administrative Assistant to Academic Senate

Subject:Discipline Assignment for Jeremy Goodman

Name: Jeremy Goodman

Position: Assistant Director of the Learning Center

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Jeremy Goodman meets the minimum qualifications with:

- MA in Mathematics, San Diego State University
- Seven years of leadership experience as Coordinator, Math & Science Tutorial Program (2007-2014)

Discipline Assignment: Mathematics

The minimum qualifications for the discipline of mathematics:

- ✓ Master's in mathematics or applied mathematics
- Bachelor's in either of the above and Master's in statistics, physics or mathematics education
- Equivalency option 1

Jeremy Goodman meets the minimum qualifications with:

- MA in Mathematics, San Diego State University

HUMAN RESOURCES OFFICE

Date: September 8, 2017

To: Rebecca Eikey
                President, Academic Senate

From: Linda Clark
                Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
                Lita Wangen, Administrative Assistant to the Academic Senate

Subject: Discipline Assignment for Chuck Lyon

Name: Chuck Lyon

Position: Interim Dean, Physical Education, Kinesiology, and Athletics and Athletic Director

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Chuck Lyon meets the minimum qualifications with:

- Master degree in Education, Physical Education, Azusa Pacific University
- Nine years of leadership experience as Athletic Director (2007-2016).

HUMAN RESOURCES OFFICE

Date: September 8, 2017

To: Rebecca Eikey
                President, Academic Senate

From: Linda Clark
                Senior Human Resources Generalist

CC: Rian Medlin, Director, Human Resources
                Lita Wangen, Administrative Assistant to Academic Senate

Subject: Discipline Assignment for Jasmine Ruys

Name: Jasmine Ruys

Position: Dean, Enrollment Services

Discipline Assignment: Educational Administrator

The minimum qualifications for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Jasmine Ruys meets the minimum qualifications with:

- Doctorate degree, Organizational Leadership, University of La Verne
- Over 10 years of leadership experience as the Director, Admissions and Records and Online Services (2006-2016) and Interim Dean, Enrollment Services (six months)

Discipline Assignment: Counseling

The minimum qualifications for the discipline of counseling:

- Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling.

Jasmine Ruys meets the minimum qualifications with:

Master of Science, Educational Counseling, University of La Verne

College of the Canyons
Committee for Assessing Student Learning (CASL)

Mission Statement
~~The mission of the Committee for Assessing Student Learning (a subcommittee of the Academic Senate) is to ensure that the college goes through an ongoing, systematic process that clarifies and improves Student Learning Outcomes (SLOs) at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Committee for Assessing Student Learning works with faculty to ensure the methods of assessment of course SLOs, program SLOs, and Institutional SLOs are authentic, aligned, and consistent across the college.~~

The Committee for Assessing Student Learning's mission is to engage faculty, staff, and administration in the important work of assessment at all levels in order to improve teaching and learning, and student success. The Committee supports faculty work in developing and implementing authentic and meaningful assessment of course, program, and institutional SLOs that comply with college and accreditation standards.

Operating Procedures:

Committee Co-Chairs
SLO Co-Coordinators

Academic Senate Standing Committee

Connections
Academic Senate Standing Committees:
Program Review (PR)
Curriculum Committee
Center for Excellence in Teaching and Learning (CETL)
Faculty Professional Development Committee (PD)
Collegial Consultation Committees:
Accreditation Committee
College Planning Team (CPT)
President's Advisory Council on Budget (PAC-B)
Institutional Effectiveness and Inclusive Excellence Steering Committee (IE^2)

Oversight
The CASL reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committee (OASA)

Duties and Functions
CASL responsibilities include but are not limited to:
- guiding and facilitating faculty and staff in implementing outcome and assessment processes;

- supporting faculty and staff about institutional, program, degree/certificate, course level SLOs as well as the processes and timing for establishing and assessing them;
- providing colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and authentic assessment;
- assisting faculty and staff in analyzing the results of assessment to improve learning and services;
- maintaining open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department Chairs, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Academic Affairs, and College Planning Team.

Committee Membership

The committee is co-chaired by SLO Coordinator(s), appointee(s) of the Academic Senate. Membership includes representatives from Office of Instruction, Professional Development, Curriculum Committee, Program Review Committee, and Institutional Research, adjunct faculty, and one faculty member from each Academic School:

The following academic schools shall have 1 academic senate appointed voting member:

- Applied Technology
- Business
- Visual & Performing Arts
- Humanities
- Kinesiology, Physical Education, & Athletics
- Learning Resources
- Math, Science & Health Professions
- Social and Behavioral Sciences
- Student Services
- 2 at large full time faculty
- 2 at large adjunct faculty

Management and Expectations of Committee Members

1. Committee members will attend and fully participate in committee meetings
2. Academic School Representatives serve as consultants to members of their schools.
3. Committee members will inform and update their school about SLO issues such as (but not limited to):
   a. Processes and timing for establishing and assessing SLO's
   b. Available training, tools, rubrics, models available for SLO development & authentic assessment
   c. Student Learning Outcome reporting deadlines
   d. Assisting with analysis of assessment results
4. All members of the committee shall make decisions based on a college wide perspective.

5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
   a. Read the Student Learning Outcome Assessment Reports in the Program Review or CurricuNET Assessment Module (eLumen projected date of Fall 2017) prior to meeting
   b. Stay current on ACCJC requirements regarding Student Learning Outcomes and assessment
   c. Be knowledgeable about Student Learning Outcomes, Curriculum, and Program Review policies, procedures, writing standards, resources, forms, and deadline dates
6. Only faculty school representatives are given voting rights. Faculty co-chairs vote only in the event of a tie vote. A quorum will be 50% of the total current voting members of the committee.

Attendance Expectations

As a courtesy to the committee, any member unable to attend should notify a co-chair, and is encouraged to ask another faculty member from their school to attend in his/her place.

Meetings

Faculty co-chairs will set the Agenda for meetings, which are held twice a month during fall and spring semesters. The first meeting of each semester will be a planning meeting. Additional meetings may be held based on mutual agreement of co-chairs. A summary of committee activities will be reported to the Academic Senate and the Outcomes and Assessments Steering Committee on a regular basis.

Program Review

The committee Co-Chairs prepare an Annual Program Review integrating work of the committee as it relates to the goals and objectives.

The committee also confers and works in conjunction with the Program Review committee.

Joining/Observing

The committee is open to all. Interested individuals may attend any meeting and should contact the Co-Chairs to formally join the committee.

1. All data should be entered on the "Expenditure Worksheet" tab.

2. Allocation data must be the correct and final value. If you are in a multi-college district, you may need to ask your district office for this amount. NOTE: Allocation entries will always be ≥ $90,000. If you do not know what your allocation is, see Note 1, below.

3. Expenditure entries must be supported by documentation. You do not need to submit documentation, but should have it on hand. Estimates should not be entered.

4. A value must be entered into each expenditure cell, even if the value entered is $0.

5. Automatic calculations are carried out and reported in summary sections below each report section. These are provided to help illuminate expenditure insufficiencies.

6. Partially completed worksheets will be returned for completion.

7. A signed certification form is provided on the tab titled "Certification Form". Certification forms must be signed and scanned into a pdf format.

8. The completed worksheet and signed certification form should be submitted in a single email to:

cguiney@cccco.edu

9. Original signed certification forms should be mailed to:

Chantee Guiney
Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811

Note 1: The CCCCO Fiscal Division webpage contains a posting of all BSI allocation data. Click on the link below.
http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Apport/2015-16/R1/Exhibit_D_2015-16R1Feb.pdf

BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT, 2015-16

Category Definitions

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

Note 1:

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

Note 2:

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

BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT, 2015-16

Report Due Date: October 16, 2017 (see CCCCO submittal guidelines on "Instructions" tab)

SANTA CLARITA COMMUNITY COLLEGE DISTRICT	
COLLEGE OF THE CANYONS	

2015-16 BSI Allocation ➡	$140,755

Actual Expenditures

Please report **actual** 2015-16 Basic Skills Initiative allocation expenditures by expense category, as defined on worksheet tab "2 - Category Definitions"

FY 2015-16 BSI Expenditures July 01, 2015 to June 30, 2017		
Category A - Program, Curriculum Planning, and Development	$18,097	
Category B - Students Assessment	$0	
Category C - Advisement and Counseling Services	$5,443	
Category D - Supplemental Instruction and Tutoring	$2,052	
Category E - Course Articulation/Alignment of the Curriculum	$3,897	
Category F - Instructional Materials and Equipment	$0	
Category G1 - Coordination	$17,947	
Category G2 - Research	$0	
Category G3 - Professional Development	$93,146	
	$140,582	**<== Total 2015-16 Expenditures (Calculated Automatically)**
	0.1%	<== Percent Not Yet Expended (Calculated Automatically)

California Community Colleges – Basic Skills Initiative 2015-16 R1 Allocation

Santa Clarita Community College District (College of the Canyons) = $140, 755

2015-16 BASIC SKILLS INITIATIVE ALLOCATION EXPENDITURE REPORT

STATE OF CALIFORNIA   **ELOY ORTIZ OAKLEY, CHANCELLOR**

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Certification:

By signing and submitting this certification form to the Chancellor's Office, we, the undersigned,
hereby certify that the data reported in the 2015-16 Basic Skills Initiative expenditure report
are true and accurate.

College	District	
Signature, Chief Executive Officer	Printed Name	Date signed
Signature, Academic Senate President	Printed Name	Date signed
Signature, Chief Business Officer	Printed Name	Date signed

Due Date: October 16, 2017 (see submittal guidelines on "Instructions" tab)

President
Julie Bruno
Sierra College

Vice President
John Stanskas
San Bernardino Valley College

Secretary
Dolores Davison
Foothill College

Treasurer
John Freitas
Los Angeles City College

Area A Representative
Ginni May
Sacramento City College

Area B Representative
Conan McKay
Mendocino College

Area C Representative
Rebecca Eikey
College of the Canyons

Area D Representative
Craig Rutan
Santiago Canyon College

North Representative
Cheryl Aschenbach
Lassen College

North Representative
Carrie Roberson
Butte College

South Representative
Randy Beach
Southwestern College

South Representative
Lorraine Slattery-Farrell
Mt. San Jacinto College

Representative at Large
Sam Foster
Fullerton College

Representative at Large
LaTonya Parker
Moreno Valley College

Julie Adams, Ph. D.
Executive Director

September 18, 2017

The Honorable Governor Brown
c/o State Capitol 1173
Sacramento, CA 95814

Subject: Oppose AB 705 (Irwin, 2017) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment

Dear Governor Brown:

The Academic Senate for California Community Colleges (ASCCC) is writing to express its opposition to AB 705 (Irwin). While we recognize and support curricular innovation and the importance of multiple measures for accurate placement of students, we have concerns with specific provisions of the bill and its implementation. The Academic Senate has communicated with Assemblymember Irwin's office since February 2017 regarding our concerns. We are grateful for Assemblymember Irwin's willingness to collaborate with us to reach solutions, and through this collaboration we have been able to address a number of our concerns in several areas of the bill. Unfortunately, additional concerns have been identified as faculty from across the state continue to discuss the bill.

The Academic Senate has identified specific concerns with subsection 78213 (d)(2), which states the following:

> *Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics.*

We are concerned that this language may affect Title 5 §55003, Policies for Prerequisites, Corequisites, and Advisories. Currently, college curriculum committees are required to use rigorous content review when applying the appropriate standards that demonstrate students are highly unlikely to succeed in a course without the prerequisites or corequisites. Content review establishes a prerequisite by analyzing the exit skills that students obtain from one course and comparing those skills to the entry skills that students need to be successful in a subsequent course. Students may demonstrate readiness for the course by either successfully completing the prerequisite course or through assessment for placement using multiple measures. The Academic Senate is concerned that the language in AB 705 could be interpreted to supersede current regulation.

In order to conduct the placement research required by AB 705, colleges may be forced to remove prerequisites from courses, collect data on failure rates, and then re-impose prerequisites. In other words, colleges could be put in the position of taking actions that would harm current students in order to complete the required research necessary to demonstrate the need for a prerequisite that would benefit future students. The goal of improving student success does not align with the current language in the bill and appears to be in contrast with the numerous Academic Senate publications and positions supporting the use of multiple measures in the assessment for placement of students to best meet the needs of our students.

The Academic Senate had requested that Legislative Counsel provide an opinion regarding subsection 78213 (d)(2) to clarify how this section might interact with current Title 5 regulation through Assemblymember Irwin's office. However, this request was not accomplished within the required timeframe. Subsequently, the ASCCC offered an amendment to clarify by adding the following two sentences to the subsection: *[T]his provision does not alter or invalidate procedures and criteria for implementing prerequisites that have been established by the board of governors. If there is a contradiction between a stated prerequisite and a student's multiple measures placement, then the student has demonstrated the ability to succeed and should be allowed access based on the multiple measures.* Unfortunately, this amendment was not adopted, and the ambiguity of the subsection's impact on curricular processes remains.

In addition to our primary concerns stated above, the Academic Senate is concerned with how this bill will be implemented. The January 2018 start date is problematic in that colleges are already preparing their catalogs for the next academic year at this time. In addition, the language in AB 705 states, *"placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe."* Already, this statement is being interpreted as mandating that students complete transfer-level coursework within one-year. For some students, this goal is not realistic without intensive and focused remediation such as the START program offered by the City and University of New York, CUNY, that requires 25 hours per week for one semester to cover both pre-college mathematics and pre-college reading/writing.[1] Such a commitment may be pedagogically sound but would severely limit access for many of our students who enroll part-time for very real fiscal or familial reasons.

The goal of remedial education reform and improving assessment for placement of students by using multiple measures more effectively in our system are completely aligned with the positions of the ASCCC. However, the details of AB 705 are problematic in too many areas for us to support the implementation schema proposed in the language. We do support language such as that found in AB19 (Santiago, as of September 8, 2017) that directs the California Community

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[1] http://www2.cuny.edu/academics/academic-programs/model-programs/cuny-college-transition-programs/cuny-start/about-cuny-start/

Colleges to utilize *"evidence-based assessment and placement practices at the community college that include multiple measures of student performance, which shall include, among other measures, overall grade point averages, including grades in high school courses, and using evidence-based practices to improve outcomes for underprepared students."* The ASCCC remains committed to working with faculty, system partners, and the Chancellor's Office to improve outcomes for students.

For these reasons, the Academic Senate for California Community Colleges expresses its reluctant opposition to AB 705 (Irwin, 2017). We would welcome a revised bill that clarified the distinction between the matriculation process and the curricular process and improved language regarding implementation challenges. Should you have any questions, please feel free to contact us.

Sincerely,

Julie Bruno
President
Academic Senate for California Community Colleges

pc:
Assemblymember Irwin
Assemblymember Santiago
Lark Park, Senior Advisor for Policy
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