



College of the Canyons Academic Senate

December 6, 2018
3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

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. Committee Appointments
 - Erica Seubert, Policy Review Committee

5. Approval of the Consent Calendar

Academic Senate Summary, November 8, 2018 (pg. 3-9)	Curriculum Committee Summary, <ul style="list-style-type: none">• Nov. 15, 2018 (pg. 10-15)• Nov. 29th, 2018 (pg. 16-23)
COCFA/Executive Senate Committee Summary, November 7, 2018 (pg. 24-25)	Executive Senate Committee Summary, November 9, 2018 (pg. 26-27)
Program Viability Committee Summary, November 15, 2018 (pg. 28-29)	CASL/Program Review Summaries: <ul style="list-style-type: none">• August, 22, 2018 (pg. 30-33)• September 12, 2018 (pg. 34-38)• September 26, 2018 (pg. 39-42)• October 10, 2018 (pg. 43-45)• October 24, 2018 (pg. 46-49)
Faculty Development Committee Summary, October 22, 2018 (pg. 50-51)	Faculty Development Committee Summary, November 26, 2018 (pg. 52-55)
Spring 2019 FLEX Calendar (pg. 56-60)	

B. Reports (time limit 7 minutes each)

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. President's Report, Rebecca Eikey
2. Guided Pathways Report, Tara Williams & Erika Torgeson (pg. 61-63)
3. Curriculum Report, Lisa Hooper
4. Armed Presence on Campus Report, Barry Gribbons

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. Emeriti Status for Faculty Retirees, Amy Shennum & Rhonda Hyatt

2. Admission and Concurrent Enrollment (BP & AP 5010), Jasmine Ruys & David Andrus (pg. 64-68)
3. Academic Senate 2019-2020 Budget Request (pg. 69-71)
4. Academic Senate Administrative Program Planning & Review 2018/2019 to 2020/2021 (pg.72-87)
5. CASL Recommendation for SLO Data Disaggregation (pg. 88)

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. 1st Reading Resolution Vote of No Confidence, Eloy Oakley (pg. 89)
2. Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 90-94)
3. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#) (pg. 95)

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Academic Departments (BP/AP 4023)
 - Note: Senators will be discussing this item with their schools

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 248

BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges

H. Announcements

- Next Academic Senate Meetings, February 14, 2019; February 28, 2019; March 14, 2019 & March 28, 2019
- [ASCCC 2019 Spring Plenary Session](#)
- Vacant At-Large Senator position

Academic Senate Summary for November 8, 2018

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	At Large Senator	VACANT	A
Curriculum Chair	Lisa Hooper	A	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	<i>Rebecca Shepherd Proxy for Deanna Riveira</i>	A
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senators	Sab Matsumoto	X	At Large Senator	Sonny Requejo	X
VAPA Senator	Wendy Brill- Wynkoop(via Zoom) <i>Address location not posted. Listed as "nonvoting member."</i>	X	At Large Senator	Benjamin Riveira	A
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	A	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X			

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
<i>Leslie Carr</i>	X	<i>Jasmine Ruys</i>	X
<i>Rick Howe (via Zoom)</i>	X	<i>Brian Weston</i>	X
<i>Mary Brunty (via Zoom)</i>	X	<i>Dr. Dianne Fiero</i>	X
<i>Dustin Silva (via Zoom)</i>	X	<i>Tara Williams</i>	X
		<i>Mary Ruth (via Zoom)</i>	X

A. Routine Matters

1. Call to order: **3:03 pm**
2. Public Comment: None
3. Approval of the Agenda
 - Motion to approve the agenda by Ron Karlin, seconded by Rebecca Shepherd.
Unanimous. Approved.
4. Committee Appointments: None
5. Approval of the Consent Calendar

- It was clarified that the Program Viability Summary is not a summary but a Rubric for three new non-credit certificates in the Human Resources Academy.
- Motion to adopt the consent calendar by Gary Collis, seconded by Ron Karlin. Unanimous. Approved.

Academic Senate Summary, Oct. 25, 2018 (pg.3-8)	Curriculum Committee Summary, Nov. 1, 2018 (pg. 9-14)
Program Viability Summary Rubric Noncredit Human Resources Academy, Oct. 18, 2018 (pg. 15-19)	

B. Reports (time limit 7 minutes each)

These are informational items no discussion or action will be taken. However, clarification questions are welcomed.

1. President's Report, Rebecca Eikey

- There was a re-election of two Santa Clarita Community College District Governing Board Members, Joan MacGregor and Michael Berger. Congratulations to both of them.
- ASCCC Fall 2018 Plenary update: The Student Centered Funding Formula, is an allocation that considers student outcomes, with "premiums" for outcomes of low-income students. An oversight committee for the Student Centered Funding Formula has been appointed by the Governor. The oversight committee will ensure community colleges receive the support for implementing these policies. In addition, the Chancellor's Office is requesting that every community college has a plan in place and are aligning local district goals with visions for success. The review for the baseline data used for funding allocations will take place between November through December.
- AB 705/Guided Pathways (GP): There was a reminder for Senates to review the law regarding Guided Pathways and focus the funding on the following: Reassign Time, Technology, and Professional Development. To receive Year 2 Allocation of the Guided Pathways funding, the plan will need to be recertified in spring 2019.
- CTE/Minimum Qualifications: There is priority statewide to look at equivalencies for associate degrees. Thus, this was a General Session.
- There was a resolution passed in which statewide senate, ASCCC, will serve as the Academic Senate for the new fully online college until such time full-time faculty are hired and establish one locally.
- There was no "Vote of No Confidence" for Eloy Oakley as the senate body is not ready. Instead San Diego senate leaders brought forth a resolution for improvement with respect to participatory involvement of faculty and other stakeholders. President stated that if anyone needs a copy of the resolution to please inform her.
- The "Canyons M" flyer from Jim Temple was shared. The app will go live soon. Students may receive texted information and this feature may integrate with CANVAS. Jim Temple may be invited to speak and share more information regarding this feature at a future senate meeting.

2. Vice President's Report, Jason Burgdorfer
 - All resolutions discussed in Senate prior to the Fall Plenary were approved at the ASCCC Fall 2018 Plenary. A resolution was passed relating to the new fully Online College in which it asks the Chancellor's Office to not refer to the online college as the 115th college until the appropriate accreditation is received. There were also several breakout sessions of interest. For example, considering how to offer Communication Studies in a fully online format and surveying what discipline faculty think is the most effective means for teaching public speaker online. Another breakout session focused on how unit requirements for certificates can be synchronized down to 8 units. However, any certificate over 16 units needs the Chancellors approval.
3. Curriculum Committee Report, Lisa Hooper
 - Lisa Hooper was not present. Report will be moved to December's meeting.
4. Update on Website Redesign Process, Eric Harnish
 - The college website has not been updated since 2013. Due to the Guided Pathways funding the college has taken on a redesign project. There is a need to integrate Canyons Completes into the website. A list of 100 web elements was generated by Interact led by Pamela Cox Otto and focus groups were conducted.
 - Key observations: Input was collected from 8 focus groups totaling about 300 people. These focus groups included students, staff, administrators and faculty. Focus groups were asked, "What is working well and what is not?" Responses include:
 - There is too much content on the homepage. The content on the website needs to be viable.
 - The current website design is outdated.
 - There is only focus on the traditional-age prospective students and excludes non-traditional students.
 - The website needs to be more mobile-friendly.
 - Basic information about safety/security, maps and resources needs to be placed in prominent locations.
 - Overall the College of the Canyons website is internally consistent but lacks design elements.
 - There are too many list and drop down menus.
 - SharePoint will be going away due to changes with DATATEL. A new contract has been signed for a new content management system, Omni Contender (OU) Campus. This new system will be easy-to-learn.
 - A survey was conducted to collect feedback on three new website design prototypes. Prototype designs include desktop and mobile versions.
 - There was a suggestion to forward the survey to current students to collect their feedback and to put together student focus groups.
 - The final design will be selected by the end of November. After the holidays the current content will be moved to the new content management system. URL's will not be affected and will remain the same. The migration of content will occur after spring break 2019 with the intent of having new website in place by end of spring semester.

- Final interviews for the new Web Master will be conducted soon. The new Web Master will be hired by the time of the migration process.
5. Renewal of Online Teaching Requirements, Brian Weston (pg. 20-23)
 - The [academic senate approved on May 25, 2017](#) updates on the Online Teaching requirements which included a three year cycle for renewing qualifications. July 1st will be the implementation of the refresh cycle. The Center for Excellence in Teaching and Learning (CETL) has done some work to ensure the online certificate is up to date. There will be a lot of faculty in the refresh cycle.
 - Faculty have 6 months to complete the courses. Until courses are complete faculty will be put in “limbo” status which means they will not be eligible to teach online. If courses are not completed in 6 months, names will be removed from the list of qualified online instructors. The current list is being updated and will be available to share soon.
 - All faculty will receive FLEX credit for completing the 2-hour course. The Course Design Checklist will be a part of this training.
 - Any faculty new to the district, who have equivalent training to teach online classes at another college, will be evaluated on a case by case basis with the respective Department Chair and Director of Online Education.
 6. Guided Pathways/Canyons Completes Report, Erika Torgeson & Tara Williams
 - A copy of the “Canyons Completes: Meta-Majors & Mapping” sheet was shared. There is a need to get the word out and get more faculty involved in the conversations. Another way to communicate is through division/school “roadshows.”
 - There are a total of 7 workgroups for Canyons Completes and contact information for the leads of the various workgroups was provided. Peer Check-in Workgroup has moved more towards an advisory role.
 - Early Alert Program and Retention: There is a need to re-engineer the Early Alert Program for students for behavioral, emotional, and academic needs. There is a need to have smaller faculty groups to discuss and share additional concerns. There was question regarding, “How does the [BIT Team](#) overlap with the [Early Alert Program](#)?” This workgroup has only selected the technology. Any additional information that anyone would like to hear about please contact Erika Torgeson.
 - The “Develop and Expand Guided Pathways (Meta-Majors & Mapping) section was missing and will be added to the sheet.

C. Action Items

Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

1. OEI Course Design Rubric for Course Exchange (pg. 24-46)
 - The senate was favorable towards adopting this rubric.
 - Motion to approve this rubric by David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved.
2. College of the Canyons [Online] Course Design Checklist (pg. 47-51)
 - Motion to approve this checklist by David Andrus, seconded by Regina Blasberg. Unanimous. Approved.

3. EEO Plan/Longitudinal Data (pg. 52-83)

- The employee diversity data was tracked back in 1991. The data was not tracked as well as it should have been. For example, Classified and Management were grouped together and should have been separated. In 1991, 86% of the employee population is categorized as “white” while the remaining population is categorized as “other.” As the data progresses in time since 1991, it is clear that there is a need to recruit more African American and Latino in all employee groups as this would better reflect the student demographics.
- There were some questions regarding how the diversity data is being collected. For example, can you pick more than one race? What if a race is not included? Or can more than one race be selected?
- It was clarified that the information provided by the applicant is anonymous and does not become a part of their application. This information is not forwarded to a hiring committee and is optional for applicants to complete. Data categorized under “unknown” in the “Employee Demographics-Historical Perspective” reports is from those individuals who chose not to select a race.
- The data collected will help to determine if COC is successfully recruiting from underrepresented groups.
- There will be changes regarding gender questions and those changes will mimic CCCapply.org. Currently individuals can select Male, Female, or they can decline to state. COC Human Resources wants to expand gender identity and ensure inclusion.
- The EEO Plan will go to the College Policy Council on Nov. 20th. The first read for this EEO Plan will be on the Dec. 5th BOT Agenda.
- Motion to adopt the EEO Plan/Longitudinal Data by Rebecca Shepherd, seconded by David Andrus. Unanimous. Approved.

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Admission and Concurrent Enrollment (BP & AP 5010), Jasmine Ruys & David Andrus (pg. 84-88)
 - Revisions were made to make sure the policy aligns with Ed Code.
 - There were 3 main changes to the Board Policy:
 - An addition was made to differentiate dual enrollment from concurrent enrollment. Dual enrollment is defined as only for current high school students. Concurrent enrollment is open to the public.
 - According to law, AB 2364 non-resident fees can be waived.
 - Section 4, sub-section I: Now states that “Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admit courses while in the 9-12 grades.”
 - Orientations and meetings are being made available to parents and students.
 - Concurrent enrollment will be for 11-12th grades only.
 - All courses will lead to specific Pathway at Castaic High School.
 - It was clarified that these dual enrollment courses will not conflict with COC’s current Math and English courses.
 - This item will be moved as an action item on the next agenda.

2. Dual Enrollment Course Selection Process (pg. 89-10)

- Results from the “COC High school course offerings survey: Fall 2018” were shared. It was understood that there is some sensitivity to what AP courses are already currently being offered and to make sure they do not overlap. Time preference for taking college courses on High School Campuses was also evaluated.
- A question was discussed regarding what would be more fun for our students?
- There was a suggestion to offer a counseling-type course to help prepare students with life-skills. For example, a special topic courses which can teach students how to vote or how to balance a checking account. Courses are needed which do not just focus on the workforce and offer an opportunity for self-exploration. There is a possibility of offering Meta-Major courses relating to career and life planning classes.
- It was suggested that for exploratory courses could be offered in a non-credit option. However, in non-credit there is an age requirement of 18 yrs. and there will be a need to advocate to lower the age requirement for dual enrollment students.
- AB 705 requirements is a concern. Could dual enrollment help to address concerns with the change in placement for the mathematics and English?
- There is a need to have a taskforce to help select which courses would be offered as dual enrollment at Castaic High School. Dr. Buckley will reach out to Melanie Hagman (Castaic High School Principle) to see if the new faculty being hired at Castaic High School can be included as part of this joint taskforce.
- This item will be brought back as a discussion.

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. 1st Reading Resolution regarding Vote of No Confidence in Eloy Oakley
2. Program Viability (BP/AP 4021)
3. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
4. Academic Departments (BP/AP 4023)
5. Elections Procedures (Elections Committee)

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 248

AP 4023- Academic Departments – to be discussed in Schools/divisions
BP & AP - 4030 Academic Freedom
BP & AP 7120 – Recruitment and Selection
Student Conduct (Phase 2 – BPs 5529, 5530 & 5531
Digital Badges

H. Announcements

- Next Academic Senate Meeting, December 6, 2018.
- ASCCC Fall Plenary, November 1 to November 3, 2018
- Vacant At-Large Senator position

Adjournment: 4:57 pm

CURRICULUM COMMITTEE SUMMARY

November 15th, 2018

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Jerry Buckley – Administrative Co-Chair (Substitute for Omar Torres); Steve Erwin – Admissions and Records; 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; Jeremy Patrich (Substitute for Cindy Stephens); Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Lori Young – Business

NEW NONCREDIT COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings. 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.PHOT-021A	Adobe Certification Training I	4 hours lecture, 4 hours lab new SLO's (2).	L. White/ W. Brill- Wynkoop	TBD
NC.PHOT-021B	Adobe Certification Training II	4 hours lecture, 4 hours lab new SLO's (2). New recommended preparation of NC.PHOT-021A.	L. White/ W. Brill- Wynkoop	TBD
NC.PHOT-021C	Adobe Certification Training III	4 hours lecture, 4 hours lab new SLO's (2). New prerequisite of NC.PHOT-021B.	L. White/ W. Brill- Wynkoop	TBD
NC.SURV-010	Principles of GNSS Technology	16 hours lecture, new SLO. New DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-015	Fundamentals of Geodesy	16 hours lecture, new SLO. New prerequisite of NC.SURV-010, new DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-020	GNSS Leveling	16 hours lecture, new SLO. New prerequisite of	R. Blasberg	TBD

		NC.SURV-015, new DLA - Hybrid option only.		
NC.SURV-025	Survey Data Adjustments	16 hours lecture, new SLO. New prerequisite of NC.SURV-010, new recommended preparation of NC.SURV-020, new DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-030	GNSS Techniques	12 hours lecture, 4 hours lab, new SLO's (2). New prerequisite of NC.SURV-015, new DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-035	Map Projections	16 hours lecture, new SLO's (2). New prerequisite of NC.SURV-015, new DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-040	Control Surveys Using GNSS	16 hours lecture, new SLO. New prerequisite of NC.SURV-030, new DLA - Hybrid option only.	R. Blasberg	TBD
NC.SURV-045	GNSS Processing and Analysis	12 hours lecture, 4 hours lab, new SLO's (2). New prerequisites of NC.SURV-010, NC.SURV-025, NC.SURV-030 and NC.SURV-040. New DLA - Hybrid option only.	R. Blasberg	TBD

NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program 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 program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
Adobe Certification	Certificate of Completion	3 courses (NC.PHOT-021A, 021B, 021C), 24 total hours, new Program SLO.	L. White/ W. Brill- Wynkoop	TBD
Global Navigation	Certificate of Completion	8 courses (NC.SURV-010, 015, 020, 025, 030,	R. Blasberg	TBD

Satellite System (GNSS)		035, 040, 045), 128 total hours, new Program SLO.		
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-Motion to approve NC.PHOT-021A, 021B, 021C, and the Adobe Certification Certificate of Completion; Motion by Saburo Matsumoto, second by Mary Bates. All in favor: Unanimous.

-Motion to approve NC.SURV-010, 015, 020, 025, 030, 035, 040, 045, and the Global Navigation Satellite System (GNSS) Certificate of Completion; Motion by Lee Hilliard, second by Rhonda Hyatt. All in favor: Unanimous.

TECHNICAL CHANGES (COURSES)

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
HLHSCI-151	Emergency Medical Technician	Increasing units to 9.5, increasing hours to 167 lecture and 27 lab hours (formerly 8.5 units, 156 lecture and 24 lab hours)	P. Haley	Spring 2019

MODIFIED COURSES – CONSENT CALENDAR

The following modified 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
ECE-144	Music and Movement for the Young Child	Title change (formerly “Music and Motor development for the Young Child”). Revised description, objectives, content, and textbooks.	G. Stephens/ W. Ruiz/ J. Paris	Fall 2019
ECE-151	Art and Creativity for Young Children	Revised description, objectives, content, and textbooks.	G. Stephens/ W. Ruiz/ J. Paris	Fall 2019
HIST-101	History of Western Civilization: Pre-Industrial West	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019
HIST-101H	History of Western Civilization: Pre-Industrial West – Honors	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019

HIST-102	History of Western Civilization: The Modern Era	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019
POLISC-230	Political Theory	Revised objectives and content.	N. Hernandez	Fall 2019
PSYCH-272	Adult Development and Aging	Revised objectives, content, and textbooks.	T. Mahan	Fall 2019
SOCI-106	Introduction to Race and Ethnicity	Revised objectives, content, and textbooks.	H. Ramirez	Fall 2019
THEATR-060	The Business of Acting	Revised description, objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-140	Acting Fundamentals	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-161	Musical Theatre Techniques	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-186A	Technical Theatre I (Beginning)	Revised description, objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-240	Acting Shakespeare	Revised objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-241	Dramatic Arts	Revised objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-242	Voice of the Performer	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
NC.PHOT-021B	Adobe Certification Training II	New recommended preparation of NC.PHOT-021A.	L. White/ W. Brill- Wynkoop
NC.PHOT-021C	Adobe Certification Training III	New prerequisite of NC.PHOT-021B.	L. White/ W. Brill- Wynkoop
NC.SURV-015	Fundamentals of Geodesy	New prerequisite of NC.SURV-010.	R. Blasberg
NC.SURV-020	GNSS Leveling	New prerequisite of NC.SURV-015.	R. Blasberg

NC.SURV-025	Survey Data Adjustments	New prerequisite of NC.SURV-010, new recommended preparation of NC.SURV-020.	R. Blasberg
NC.SURV-030	GNSS Techniques	New prerequisite of NC.SURV-015.	R. Blasberg
NC.SURV-035	Map Projections	New prerequisite of NC.SURV-015.	R. Blasberg
NC.SURV-040	Control Surveys Using GNSS	New prerequisite of NC.SURV-030.	R. Blasberg
NC.SURV-045	GNSS Processing and Analysis	New prerequisite NC.SURV-010, NC.SURV-025, NC.SURV-030 and NC.SURV-040.	R. Blasberg

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
NC.SURV-010	Principles of GNSS Technology	Hybrid option only.	R. Blasberg
NC.SURV-015	Fundamentals of Geodesy	Hybrid option only.	R. Blasberg
NC.SURV-020	GNSS Leveling	Hybrid option only.	R. Blasberg
NC.SURV-025	Survey Data Adjustments	Hybrid option only.	R. Blasberg
NC.SURV-030	GNSS Techniques	Hybrid option only.	R. Blasberg
NC.SURV-035	Map Projections	Hybrid option only.	R. Blasberg
NC.SURV-040	Control Surveys Using GNSS	Hybrid option only.	R. Blasberg
NC.SURV-045	GNSS Processing and Analysis	Hybrid option only.	R. Blasberg

-The Technical Changes and Modified Courses on Consent were tabled. The New/Modified Prerequisites and New Distance Learning Addendums on Consent were approved through the motion and vote of above on the courses.

New Courses - Includes ISA's	-0-	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs – Including Noncredit	2	New DLA's	8	Deleted Courses	-0-
Modified Courses	-0-	New SLO's	19	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	11
New Non Credit Courses – Including ISA's	11	New Prerequisites	9	Proposals Returned from Technical Review Session	-0-

CURRICULUM COMMITTEE SUMMARY

November 29th, 2018

3:00 pm – 5:00 pm

Bonelli Hall 330

Curriculum Committee Members

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Jerry Buckley – Administrative Co-Chair (Substitute for Omar Torres); 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 Marengo – Social and Behavioral Sciences; Saburo Matsumoto – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Lori Young – Business

Members Absent: Steve Erwin – Admissions and Records; Jeremy Patrich (Substitute for Cindy Stephens)

NEW NONCREDIT COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings. 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.HLTH-001	Adult and Pediatric CPR, First Aid, and AED	16 hours lecture, new SLO. New DLA - 100% online and Hybrid options.	G. Rieck	TBD
NC.HLTH-002	Personal Trainer Certification Preparation	36 hours lecture, new SLO. New DLA - 100% online and Hybrid options.	G. Rieck	TBD
NC.HLTH-003	Principles of Coaching	12 hours lecture, new SLO. New DLA - 100% online and Hybrid options.	G. Rieck	TBD

NEW NONCREDIT PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program 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 program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
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Personal Trainer Preparation	Certificate of Completion	3 courses (NC.HLTH-001, 002, 003), 64 total hours, new Program SLO.	G. Rieck	TBD
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-Motion to approve NC.HLTH-001, 002, 003, and the Personal Trainer Preparation Certificate of Completion; Motion by Mary Bates, second by Rhonda Hyatt. All in favor: Unanimous.

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 not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
LESD-022	Courtroom Testimony	Course will no longer be offered.	J. Farhat	Fall 2019
LESD-025	Disaster and Triage	Course will no longer be offered.	J. Farhat	Fall 2019

TECHNICAL CHANGES (COURSES)

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
FIRETC-106	Principles of Fire and Emergency Service Administration	New DLA - 100% online and Hybrid options.	K. Kawamoto	Spring 2019
FIRETC-110	Wildland Fire Behavior	New DLA - 100% online and Hybrid options.	K. Kawamoto	Spring 2019
FIRETC-125	Firefighting Tactics and Strategy	New DLA - 100% online and Hybrid options.	K. Kawamoto	Spring 2019
HLHSCI-151	Emergency Medical Technician	Increasing units to 9.5, increasing hours to 167 lecture and 27 lab hours (formerly 8.5 units, 156 lecture and 24 lab hours)	P. Haley	Spring 2019
KPET-209	American Sport in Film	New DLA - 100% online and Hybrid options.	H. Fisher	Spring 2019
LEPD-060	DUI - Driving Under Influence	Title Change (Formerly "Drug and Alcohol Recognition IDAP".)	A. Dotson	Spring 2019
PARLGL-109	Legal Technology	Title Change (Formerly "Computer Literacy for Paralegals".)	L. Young	Fall 2019

TECHNICAL CHANGES (PROGRAMS) – 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.

Program	Degree/Certificate	Description of Action	Author	Effective
Fire Technology Pre-Service	A.S. Degree	Adding HLHSCI-046 to restricted electives (Plus 6 units from the following) section. No change in total major units.	K. Kawamoto	Fall 2019
Fire Technology Pre-Service	Certificate of Achievement	Adding HLHSCI-046 to recommended electives section. No change in total certificate units.	K. Kawamoto	Fall 2019

MODIFIED COURSES – CONSENT CALENDAR

The following modified 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
ADMJUS-110	Principles and Procedures of the Justice System	Revised objectives and content.	L. Alvarez	Fall 2019
ADMJUS-125	Criminal Law	Revised objectives, content, and textbook.	L. Alvarez	Fall 2019
ADMJUS-155	Criminal Investigation	Revised objectives, content, and textbook.	L. Alvarez	Fall 2019
ECE-144	Music and Movement for the Young Child	Title change (formerly “Music and Motor development for the Young Child”). Revised description, objectives, content, and textbooks.	C. Stephens/ W. Ruiz/ J. Paris	Fall 2019
ECE-151	Art and Creativity for Young Children	Revised description, objectives, content, and textbooks.	C. Stephens/ W. Ruiz/ J. Paris	Fall 2019

HIST-101	History of Western Civilization: Pre-Industrial West	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019
HIST-101H	History of Western Civilization: Pre-Industrial West – Honors	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019
HIST-102	History of Western Civilization: The Modern Era	Revised objectives, content, and textbooks.	M. Dermody	Fall 2019
POLISC-230	Political Theory	Revised objectives and content.	N. Hernandez	Fall 2019
PSYCH-272	Adult Development and Aging	Revised objectives, content, and textbooks.	T. Mahan	Fall 2019
SOCI-106	Introduction to Race and Ethnicity	Revised objectives, content, and textbooks.	H. Ramirez	Fall 2019
THEATR-060	The Business of Acting	Revised description, objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-140	Acting Fundamentals	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-161	Musical Theatre Techniques	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-186A	Technical Theatre I (Beginning)	Revised description, objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019
THEATR-240	Acting Shakespeare	Revised objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-241	Dramatic Arts	Revised objectives, content, and textbooks.	C. Boltz/ D. Stears/ S. Hinshaw/ M. McCray	Fall 2019
THEATR-242	Voice of the Performer	Revised objectives and content.	C. Boltz/ D. Stears/ S. Hinshaw	Fall 2019

NEW & MODIFIED INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES – CONSENT CALENDAR

The following new courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. 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
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LESD-007	LASD Use of Force Policy Class	Course Revision – Revised description, objectives and content. Updated Manual.	J. Farhat	Spring 2019
LESD-030	Adult Corrections Officer Supplemental Core Course	Course Revision – Revised description, objectives and content. Updated Manual.	J. Farhat	Spring 2019
LESD-043	Defensive Tactics for Women in Law Enforcement	Course Revision – Revised description, objectives and content. Updated Manual.	J. Farhat	Spring 2019
LESD-045	De-escalation and Verbal Resolution Training (DeVRT)	New Course – 1.5 units, 32 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-046	Basic Custody Reports	New Course – 0.25 units, 8 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-047	Incident Report Writing in a Custody Environment	New Course – 0.25 units, 8 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-048	Use of Force Documentation	New Course – 0.25 units, 8 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-049	Riot Baton/Expandable Baton Certification	New Course – 0.25 units, 8 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-050	Values Based Decision Making	New Course – 0.25 units, 8 hours lecture, new SLO.	J. Farhat	Spring 2019
LESD-051	B-Scan Operator	New Course – 0.25 units, 8 hours lecture, new SLO. New prerequisite of LESD-100A & B or equivalent.	D. Breshears	Spring 2019
LESD-052	Ethics and Suicide Prevention	New Course – 0.25 units, 8 hours lecture, new SLO. New prerequisite of LESD-100A & B or equivalent.	J. Farhat	Spring 2019
LESD-053	TASER	New Course – 0.25 units, 8 hours lecture, new SLO. New prerequisite of LESD-100A & B or equivalent.	J. Farhat	Spring 2019
LESD-054A	Reserve Academy Module III	New Course – 5.50 units, 75 hours lecture, 104 hours lab. New SLO's (2).	J. Dulla	Spring 2019

LESD-054B	Reserve Academy Module II	New course – 7.50 units, 101 hours lecture, 108 hours lab. New SLO's (2). New prerequisite of LESD-054A.	J. Dulla	Spring 2019
LESD-100A	Basic Academy Part 1	New Course (Split of current LESD-100 course) – 12 units, 110 hours lecture, 330 hours lab. New SLO's (2).	J. Farhat	Spring 2019
LESD-100B	Basic Academy Part 2	New Course (Split of current LESD-100 course) – 12 units, 110 hours lecture, 330 hours lab. New SLO's (2). New prerequisite of LESD-100A.	J. Farhat	Spring 2019

NEW/MODIFIED PREREQUISITES – CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
LESD-051	B-Scan Operator	New prerequisite of LESD-100A & B or equivalent.	J. Farhat
LESD-052	Ethics and Suicide Prevention	New prerequisite of LESD-100A & B or equivalent.	J. Farhat
LESD-053	TASER	New prerequisite of LESD-100A & B or equivalent.	J. Farhat
LEPD-054B	Reserve Academy Module II	New prerequisite of LESD-054A.	J. Dulla
LESD-100B	Basic Academy Part 2	New prerequisite of LESD-100A.	J. Farhat

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
FIRETC-106	Principles of Fire and Emergency Service Administration	100% online and Hybrid options.	K. Kawamoto

FIRETC-110	Wildland Fire Behavior	100% online and Hybrid options.	K. Kawamoto
FIRETC-125	Firefighting Tactics and Strategy	100% online and Hybrid options.	K. Kawamoto
KPET-209	American Sport in Film	100% online and Hybrid options.	H. Fisher

-Motion to approve all items on 11/29/2018 Consent; Motion by Julie Hovden, second Lori Young. All in favor: Unanimous.

Discussion Items:

- Chair Reports

Tech Review

- Hybridize past and current practice – we will sign-up for reviews, but review in eLumen if we choose.
- This will help distribute workload and ensure sufficient reviewers per agenda.
- If you are ever overwhelmed and need to change/drop your “week” just say so.

- Class Size

- Customary class size at COC is 35. Has been since approximately 1976.
- Deviations from customary class do exist at COC.
- Examples: health and safety (# of students who can be safely supervised by faculty); facility/supply capacity limitations (work stations); modality (laboratories which workstation limitations or guidelines from professional organizations regarding acceptable instructor: student ratios); instructional delivery (counseling, honors, public speaking).

Traditionally any deviation from customary class size at COC is the result of one of the above.

- Instructional delivery conversations preceded my tenure and it is my understanding are the result of “in-class” demands on the instructor – instructor-to-student interaction, group work, group projects, etc.
- Student Assessment has not traditionally been an argument for class size deviation from the customary class size.

English negotiated an agreement, codified in the contract, approximately 10 years ago, arguing “student assessment” as the rationale.

- This agreement loads a faculty member teaching an English composition, or writing-heavy, course 1.3 TLU’s for each lecture unit.

- Faculty members in this discipline are, essentially, given more time to grade through this agreement, but the number of students they serve, per course, remains at the customary class size.

Future discussion for class size procedure will take place in the Spring semester.

New Courses - Includes ISA's	13	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs – Including Noncredit	1	New DLA's	4	Deleted Courses	2
Modified Courses	25	New SLO's	21	Deleted Programs	-0-
Modified Programs	2	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	38
New Non Credit Courses – Including ISA's	3	New Prerequisites	5	Proposals Returned from Technical Review Session	3

COLLEGE OF THE CANYONS
COCFA/SENATE EXECUTIVE MEETING

Wednesday, November 7, 2018

4:00 p.m. to 5:00 p.m. BONH 330



Attendees: Patty Robinson, Miriam Golbert, Erika Torgeson, Lisa Hooper, Garrett Hooper, Wendy Brill-Wynkoop, David C. Andrus, Mike Sherry, Kelly C. Burke, Jason Burgdorfer, Brittany Applen, Marilyn Jimenez, Rebecca Eikey, Regina Blasberg (via phone), Nicole Faudree

A. Routine Matters

1. Call to order: 4:02 pm
2. Public Comment

This portion of the meeting is reserved for persons desiring to address the Executive Committee 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 by Wendy Brill-Wynkoop, seconded by Kelly Burke. Unanimous. Approved.

B. Reports

1. Presidents' Report, Rebecca Eikey & Wendy Brill

- This is the first joint meeting to take place with Academic Senate and COCFA.
- There is a Joint Collaborative Agreement for Senate Executive Committee to meet with COCFA once per semester.
- Philosophy was shared: when faculty support other faculty, students benefit.

C. Discussion

1. Vote of no confidence-Eloy Oakley

- There was a question regarding should the Academic Senate do their own Vote of Confidence or if it should be joint with COCFA?
- Concern was expressed a Vote of Confidence may not be effective unless it is connected to a larger plan. Perhaps a resolutions may be more effective.
- The Vote of No Confidence was brought to Senate to inform people before they vote.
- If there is a joint resolution both documents (COCFA and Senate versions) have to be the same. If COCFA was to join the Resolution, then it would have to go through COCFA Rep Council first.
- No decision was made to make the Resolution joint.

2. Class size

- There was a question regarding where does the 35 classroom number come from? Per the 1976 union contract it states that "the superintendent will develop standards for class size with a committee."
- The 1984 union contract states that the class size "shall not be exceeded" based on previous contract.
- The standard class size is based on efficiency. Class size at 35 has been a carry over

since that time.

- Due to some changes with AB 705, the English department is concerned that there will be more students less prepared. The English department would like to reduce the class size due to physical limitations and the heavy burden. However, there is language in the current contract that sets English class size to 35.
- There are unwritten agreements with lower than 35 class size such as in Honors and Counseling.
- The Curriculum Committee has been using three criteria for setting class size if it deviates from 35:
 - Safety considerations
 - Physical limitations (facilities)
 - Accreditation requirements
- In terms of determining class size, the Academic Senate considers pedagogy as well. However, there may be other considerations, such as Dual Enrollment courses.
- There was a suggestion to have a series of open dialogue discussion meetings with the English Department in Curriculum Committee. Having a union member present during Curriculum meetings will help to answer questions.
- It was also suggested to have joint meetings with Academic Senate and COCFA to have transparency and to hear different viewpoints.

3. Instructional materials

- The instructional materials are unique in STEM programs. For example, there are rocks which can be radioactive. There are concerns regarding safety and therefore limitations with using materials. Some faculty cannot collect rocks unless they are being put through a material safety review process. Some faculty are being denied access to some materials. A question was proposed to the committee regarding what could be done to support faculty who are being denied access to materials? Further discussion will take place at the next meeting.

D. Adjournment: 4:57 pm



COLLEGE OF THE CANYONS ACADEMIC SENATE EXECUTIVE SENATE MEETING

November 9, 2018
12:00 p.m. to 1:00 p.m., BONH-330

AGENDA

Attendees: Erika Torgeson, Lisa Hooper, Claudia Acosta, Dustin Silva, Rebecca Eikey, Regina Blasberg, Aivee Ortega, Marilyn Jimenez, Wendy Brill (via Zoom), David Andrus (*via phone – not voting*)

A. Routine Matters

1. Call to order: 12:08 pm
2. Public Comment: none
3. Approval of the Agenda: Motion by Claudia Acosta, seconded by Nicole Faudree. Unanimous. Approved.

B. Reports

1. President's Report
 - There will be a Regional Guided Pathways Coordinator position. It is unclear what this position will entail. The statewide Chancellor office is trying to build up regional capacity. There will be a meeting today with our Regional Coordinator.

C. Action

1. Vote of No Confidence, Eloy Oakley
 - The Vote of No Confidence will be edited to be to include four (4) *Whereas* statements. Motion to move forward to the Academic Senate December meeting by Nicole Faudree, seconded by Erika Torgeson. Unanimous. Approved.

D. Discussion

1. Committee Realignment Work
 - The last CPT meeting voted in October as to where committees could be aligned into "Councils." This meeting was devoted to discussion to committee restructuring summer workgroups. CPT will be conducting a retreat in January.
 - For example, CTCL Committee has been added under Professional Development Council. For a current list of the different groups please email Rebecca.
 - There was a clarification that committees under the Academic Senate can collaborate with Senate sub-committee meetings.
 - Any other thoughts or ideas please send to Rebecca.

2. Program Review Academic Senate

- Phase 1 of the student conduct policy was approved by Academic Senate last year. Phase 2 dealt more so with processes and there was dialogue regarding areas that need improvement.
- A question was discussed regarding, what can the college do to address student behavioral issues?
- (IE)² has identified as a Work Group, Early Alert and Retention. Could this work be a way to address some of the behavioral issues that faculty have been witnessing?
- There is a need to prioritize the strengths of faculty and build a strong BIT Team. One example was discussed regarding having different HUB's depending on the situation of the student and having those filter out to different faculty. Some examples of HUB's could be related academic and behavioral counseling. What could be considered disruptive or inappropriate language or behavior? Processes need to be as simple as possible.

3. Guided Pathways Work Plan & Year 1 Budget

- Rebecca will be meeting with Paul Wickline on a regular basis.
- There is pressure with Guided Pathways to move forward with completion of the plan.
- For year 2 of Guided Pathways there was a question regarding recertification and what needs to be done to support faculty such as re-assign time.
- Early Alert Starfish Software was discussed.
- There is a need to support student with behavioral issues and supporting students. The BIT Team needs to be able to differentiate between disciplinary and mental health.

This is the last meeting of the fall 2018 semester. A doodle poll will be sent out to select dates/times for meeting in the spring semester.

E. Adjournment: 12:58 pm

Please note: Wendy Brill-Wynkoop will be teleconferencing in for this meeting from her home located at 17533 Gilmore Street, Van Nuys. CA 91406

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.

Program Viability Committee

November 15th 2018, 9:00 a.m. to 10:00 a.m.

BONH-330

Summary

Present

Committee Members: Wendy Brill, Chris Boltz, Albert Loaiza, Lisa Hooper, Rebecca Eikey, Jason Burgdofer, Omar Torres (proxy for Jerry Buckley); Absent: David Andrus, ...

Guests: Miriam Golbert, Charles Kase, Alan Strozer

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

B. Reports

1. Pilot Status Report Year 1 – Public Health AS-T Degree, Patti Haley
 - The degree was only approved by the state this fall. There was thus a delay in offering the courses.
 - There is only one new course in the degree. This fall Health Sci. 140 was offered, but the on-ground class was cancelled but the online modality was successful.
 - There are plans to offer this spring.
 - There will be need for the college to support building awareness of the program to students.
 - The committee recommends enrollment patterns related to scheduling to track the program's success.
2. Pilot Status Report Year 2 - A.S. Degree in Web Development; A.S. Degree in Web Publishing & Design; Certificate of Achievement in Web Development; Certificate of Achievement in Web Publishing and Design, Alan Strozer
 - The state only recently approved the degrees/certificates, so the first offerings was fall 2018. They have hired a new adjunct faculty to teach the core courses. One course (CAWT 174) has been modified.
 - There appears to be strong interest in the certificates and degrees based on enrollment. If this continues to increase, the department will consider archiving the Certificate of Specialization in Website Development.
 - The committee discussed communication to students related to availability of the new program via the Catalog and Addendum.
 - The program is interdisciplinary. There are three courses in GMD (design) that are part of the program as well as courses in computer sciences.
 - As far as the future directions of the program, there is interest in having the program fully online per the students. This would require collaboration between departments due to the interdisciplinary nature of the

degrees/certificates.

C. Discussion

1. Academic Staffing Process & Program Viability

- There are concerns about staffing coming before a program proposal has come through Program Viability Committee. Thus what should be the process in having the committees are working together?
- There are several overlapping issues: creating new programs, modifying existing programs, and/or expanding current programs.
- Academic Staffing procedures describes replacement to be done within the same school. This language is under consideration for modification.

D. Announcements

Program Viability Committee Meeting Dates for 2018-2019 Academic Year

- February 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- March 21, 2019, 9:00 am – 10:00 am, Bonelli 330
- April 18, 2019, 9:00 am – 10:00 am, Bonelli 330
- May 16, 2019, 9:00 am – 10:00 am, Bonelli 330

The Program Viability Committee is a standing committee of the Academic Senate. It is responsible for the evaluation of proposals to initiate, modify, or discontinue academic programs. The committee makes recommendations to the Academic Senate. Per the AP 4021, program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President *no later than the eighth week* of the fall semester.

CASL/Program Review Committee Minutes

August 22, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Ron Karlin (Learning Resources), Debbie Klein (MSHP CASL only), Anne Marenco (SBS), Gary Quire (SB), Dilek Sanver-Wang (MSHP), Erika Torgersen, (Counseling) Colette Gibson, (MSHP) Erin Delaney, (Humanities) Alexa Dimakos, (Humanities) Tara Williams (MSHP) Brittany Applen (Humanities) Christina Iskander (Humanities)
Other Attendees	Daylene Meuschke, Omar Torres, Jerry Buckley, Barry Gribbons

Topic	Discussion	Recommendations/Actions/Follow-up	Status
1. CASL/PR Minutes for May 24 th	Members of the committee suggested changes to the attendance and the clarity of content in one of the items.	Gary Quire motioned Anne Marenco seconded	Approved
2. Informational item & Discussion item: <ul style="list-style-type: none"> Membership on CASL &/or PR – new members need to be appointed by Senate CASL v. PR Wednesdays 2nd and 4th 	<p>The meeting started with the introduction of the new members, mention of schools and divisions represented in CASL and confirmation that any new membership would have to be appointed by the Academic Senate.</p> <p>Committee members were queried on their preference regarding the previous term's practice of holding meetings where CASL and PR would alternate which went first each meeting.</p> <p>Rationale was provided for the alternating meetings practice and consideration was given to members who adhere to one committee.</p>	<p>It was recommended that once a member joins CASL or PR the member should be considered a member of both committees</p> <p>It was recommended that the schedule will be kept as is.</p>	
3. CASL Updates	The SLO Coordinators were introduced: Nicole Faudree, Saburo Matsumoto Brittany Applen and Alexa Dimakos. Explanation was provided from the technical perspective of how the interest in developing the ePortfolio practices, was supported contractually by assigning the available time to faculty who are engaged ePortfolio trainings development as part of their SLO Coordinator roles.	Evis Wilson, was asked to provide information on data disaggregation functions available in eLumen to Daylene Meuschke and Barry Gribbons	

	<p>SLO Coordinator Nicole Faudree, stated that she had provided the CASL mission and by-laws as she found them through the Academic Senate site, as part of the meeting's agenda print out.</p> <p>The committee members were invited to contribute with opinions and suggestions about the work being done on assessment:</p> <ul style="list-style-type: none"> • CETL work focusing on teaching and learning and aligning work in the classroom with the assessment was mentioned, as an important trend in assessment literature. • Training through data coaches was mentioned as a valuable tool in understanding assessment data trends through disaggregated reports. It was mentioned that there is work being done on the data coaches' job descriptions. • CASL Members from the English and Math departments shared their experience with seeking help in understanding their departments' data in past reports. English 103 faculty volunteered sharing their data for the committee to examine reports. • The committee members discussed the disaggregation of assessment data, and how rubrics, sample rubrics and discussions on how these components of assessment, can aid in the classroom. <p>There were suggestions for lists of the acronyms for the different initiatives or administrative language, could be made available to the members of the committee to help in understanding the terminology and processes.</p>		
<p>4. CASL Formalizing year-long goal setting from spring</p>	<p>The discussion on formalizing the CASL goals drew from the list provided in the Spring 2018 semester and focused on the following points:</p> <ul style="list-style-type: none"> • Defining the assessment timeline: No longer than 3 years was an answer that referred to the Academic Senate recommendations. • Closing the loop to be completed by the departments, within a year of assessing • Benefits of assessment • SLO best practices/ sharing experiences that worked well • Website <p>Here the committee members discussed how the overall college</p>		

	<p>website re-design timeline might impact the changes that are being made to the CASL/PR website</p> <ul style="list-style-type: none"> • Handbook • How we get students engaged in assessment • ePortfolios • Canvas integration • Badging <p>Committee members shared their knowledge of different systems they used for badging, and the different practices related to those systems. It was reported that the College of the Canyons has signed an individual contract with Acclaim in plans to connect learning outcomes in expanded transcripts, as a way of badging.</p> <p>Committee members discussed identifying the benefits of badging, working out difficulties in integrating badging with the ISLOs over time and across different disciplines.</p>		
5. PR Updates	<p>On the PR part of the meeting, the update regarding the programing of the PR interface included:</p> <ul style="list-style-type: none"> • Work is being done, and meetings are scheduled, regarding the imbedded academic staffing form in order to schedule for process and timing. • Work is being done to use the opportunity provided by the brand new Program Review cycle for the PR interface to connect to the newly developed strategic goals. <p>The hope is that the integration of the new strategic goals should not impact the budget part of a departments PR.</p> <ul style="list-style-type: none"> • Information was provided regarding the logistics of changes to the PR interface as they relate to the workflow and coordination needed across various offices involved in the process. 		

6. PR Year-long Goal Setting	<p>The PR goal setting discussion included the following topics:</p> <ul style="list-style-type: none"> • Rolling the new interface with training, open labs, • Providing training and explanation regarding the peer-review process and calling for volunteers <p>Committee discussion focused on the challenges connected with finding volunteer peer-review; and identification of solutions to those challenges. Suggestions were offered regarding training the chairs, communicating timelines for completions of this year's PR, education of faculty on budget and objectives, identifying resources for the data coaches.</p>	<p>It was recommended that data coaching opportunities are identified as they relate to PR</p>	
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CASL/Program Review Committee Agenda

September 12, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Erika Torgeson (<i>Student Services</i>), Nicole Faudree (<i>Business/Paralegal</i>), Gary Quire (<i>Business</i>), Ron Karlin (<i>Learning Resources</i>), Saburo Matsumoto (<i>Curriculum/MSPH</i>), Anne Marenco(<i>SBS</i>), Erin Delaney (<i>Humanities</i>), Dilek Sanver-Wang (<i>MSPH</i>), Kelly Burke (<i>MSPH</i>), Brittany Applen (<i>Humanities</i>), Alexa Dimakos (<i>Humanities</i>), Tara Williams (<i>MSHP</i>), Christina Iskander (<i>Humanities</i>), Rebecca Eikey (<i>Academic Senate President</i>).
Other Attendees	Omar Torres, Dilip Bhumralkar, Daylene Meuschke, Barry Gribbons

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Action Item</u>: Minutes approval for 8.22.18 Meeting <u>Discussion</u>: Process of minutes review 	The committee had a suggestion that in future, the minutes consideration would be done by the committee members prior to the meeting session.	Motion to approve was made by Saburo Matsumoto and Erika Torgeson Kelly Burke seconded the motion	The minutes were approved
2. CASL <ul style="list-style-type: none"> AAC&U June conference report out, best practices 	SLO Coordinator invited participants in the ACC&U Conference in June 2018 to share their take-away notes -It was reported that prior to attendance, an application and outline was provided to the conference organizers with the application - participation had included colleges at various levels (2 year, 4 year) - importance of making the SLOs and Assessment a key conversational point in many committees		

	<p>- reinforcing that Guided Pathways includes SLOs and Assessment</p> <p>-Taking the new ISLOs and figuring out a way to start assessing them.</p> <p>The committee members focused their discussion on meta-majors and how to use them to promote SLOS and Assessment. It was mentioned that the Fourth pillar: ensure learning is something that SLOs and assessments touches on.</p> <p>As a committee there might be work to be done toward identifying ways to share the conversation and include everyone.</p> <p>A suggestion was made that Kelly Burke’s assessment course for CETL could infuse some of the ideas from the June conference.</p> <p>There was a question regarding collective score and how can we assess that and in terms of the guided pathways.</p> <p>There was a suggestion regarding keeping assessment on the mind when we work on different projects</p> <p>There was a brief discussion and experience was shared from the Math department work on how the content of the courses, subjects and what is included in courses’ objectives plays a role in SLOs assessment. Affective domain was brought as an example that might work for Counseling courses.</p> <p>This point was further discussed as it relates to assessment of group work and collaboration. Different methods and practices were shared by the Business Department and Sociology. Different tools were discussed and the features within those tools (Canvas messages was an example) and they could be used.</p> <p>Assigning specific roles to participants was included as an example and the committee members found it valuable to the assessment process, especially if the roles were defined and then rotated.</p> <p>Reporting back on the assessment process was encouraged.</p> <p>It was suggested that the committee could engage in a positive and proactive way in putting together a plan to align the value rubrics incorporation in assessment with the Canyons Competes.</p>		
<p>3. CASL</p> <ul style="list-style-type: none"> • <u>Discussion:</u> Assessment data disaggregation parameters discussion • <u>Discussion:</u> assessment submission timeline – this is tabled 	<p>The Assessment Data Disaggregation discussion focused on two discussion items:</p> <ol style="list-style-type: none"> 1) Data disaggregation parameters What was used in the past: sex, ethnicity, age, transgender, DSPS students? 2) What would the members suggest: Suggestions and comments included: <ul style="list-style-type: none"> • First generation and DSPS • Veterans • financial aid • Gender identify/expression 		<p><u>Discussion:</u> assessment submission timeline –this is tabled until the next meeting.</p>

	<p>There was a brief discussion on why we're asking these questions because they are very personal and could be uncomfortable for some. However, the college is interested in collecting this information such as the fluidity in gender expression. It was mentioned that financial aid data is not finalized until the year complete, ignoring it might a challenge because the state is using financial aid in terms of diversity.</p> <p>Details were shared regarding data available from First Year Promise programs-premier/plus data for financial aid. Their differences and inclusions were mentioned.</p>		
<p>4. CASL:</p> <ul style="list-style-type: none"> • <u>Discussion & Action item:</u> Upcoming (11/13 3 to 5 pm, Canyons Hall 201) Presentation to IE² SLO and Assessment connection to Guided Pathways pillar 4 	<p>Suggestion were given such as</p> <ul style="list-style-type: none"> - Building to the 2 year plan building more GE to the Program - Some of the courses were selected based on willingness and buy in on more GE <p>This group is doing the fine tuning of the plan or what the group needs from guided pathways regarding resources.</p> <p>Using this opportunity on how we connect with the work that CASL is doing</p> <p>The group suggested the following regarding mapping meta-majors:</p> <ul style="list-style-type: none"> - In addressing pillar 4 the committee would tune up a plan the committee might need to identify what it needs from guided pathways regarding the resources - It was mentioned that at the academic senate level there was an expectation of hearing topics that were defined by the CASL committee, that the committee would assign the groups engaged in Pillar 4 homework. It was mentioned that the Senate would like those groups to have activities and invite SLO Coordinators to address the experiential learning component <p>The committee discussed and offered examples and suggestions:</p> <ul style="list-style-type: none"> - Follow the flex workshop with Harriet Happel and CE, Patty Robinson with Civic engagement and engaging in the society - Professional development –flex planning, professional development, scaffolding skills and different ways of assessing (nursing program) and knowledge as they progress through - Mapping work. SLOs and meta-majors. - Mapping Program SLOs - Identifying gaps between SLOs and the meta-majors 		

<p>5. CASL: Best Practices Presentation by Anne Marengo of using Canvas for ISLO mastery</p>	<p>Professor Anne Marengo presented the committee members with her work in using learning mastery data for her CSLO, PSLO and ISLO in canvas. She mentioned that she used learning mastery grade book- software steps to activity She shared the process of entering the SLO information from curriculum. She shared how she determined the selection of performance descriptors for the rubrics. She mentioned that her OER courses provide her with Instructional Design support. She shared that the grading/scoring is based on points in the courses.</p> <p>She informed the committee of the information made available to the students regarding using the Learning Mastery, their grade and score and how she is incentivizing the usage by providing extra credit. Committee members had questions regarding the scoring, content of the rubrics. Professor Marengo answered the questions and mentioned that she has offered Flex sessions. . After a brief description of challenges and positive aspects of the Canvas usage of the ISLO mastery, the committee members applauded the work of Professor Marengo as exemplary, “awe-inspiring”, “above and beyond.”</p>		
<p>6. PR: Update on availability of the modified PR module and timing of the program review cycle this year. a. If time allows run through the modified program review interface with the committee.</p>	<p>The Committee examined text and link changes for program review were presented Such as</p> <ul style="list-style-type: none"> • Tableau Data • CE updates • Curriculum revision list • Staffing forms - <p>The committee discussed concerns regarding student funding formula; creating catalog updates in a more intentional way. A suggestion to link to the catalog page instead of the actual catalog.</p>		
<p>7. PR Discussion: Training sessions for the modified program review interface that will focus on objectives, activity form, and budget.</p>	<p>It was reported that PR is in the first IAC agenda. The time needed for presentation was discussed. (45 to an hour) Budget part of the PR availability was discussed and ways to make ti available for the presentation. Strategic Goals availability were discussed.</p>		

<p>8. PR: Recruiting for the peer review process</p>	<p>The committee chair Jason Burgdorfer stated a need for peer-review volunteers. A suggestion was made that when the PR training is conducted the trainees could be informed that they could now serve as volunteers.</p>		
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CASL/Program Review Committee Minutes

September 26, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Kelly Burke (MSHP), Guido Santi (Humanities) Anh Vo (MSHP) Christine Iskander (Humanities), Erin Delaney (Humanities) Rebecca Eikey (Senate President) Tara Williams (MSHP) Erika Torgeson (Student Enrollment) Brittany Applen (Humanities)
Other Attendees	Daylene Meuschke

Topic	Discussion/Conclusion	Recommendations/Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> <u>Consent Item</u>: Minutes for 9.12.18 Meeting 	<p>The 9.12.18 meeting minutes were approved with comments and questions:</p> <ul style="list-style-type: none"> Strike out the areas highlighted previously by Anne Marenco as unclear. Option to record the meeting and then delete the transcript once Evis Wilson has completed the transcription. Faculty Attendees vs Voting Members list at the top of agenda needs to be changed for the 9.26.18 agenda. Making a motion to approve the minutes as a consent item. 	<p>The motion to approve the minutes was carried by Erin Delaney. It was seconded by Saburo Matsumoto.</p>	Approved
2. CASL <ul style="list-style-type: none"> AAC&U June conference report out, best practices 		<p>This item was removed</p>	
3. CASL <ul style="list-style-type: none"> <u>Discussion</u>: assessment submission timeline 	<p>Assessment submission timeline</p> <p>-Course and program assessment should occur every three years. Results of the loop closing should be ideally in by the end of the Fall term</p> <p>The college submits an annual report on assessment to ACCJC at the end of March. The timeline for submission before eLumen was discussed. Planned assessments in eLumen do not count as CSLOs or PSLOs "assessed" for ACCJC purposes. Only those courses and programs with data count as being "assessed." After planning the assessment, faculty collect data, discuss, close the loop come up with an action plan. Evis Wilson will find out details regarding action plan reports in eLumen.</p>		

	<p>A loop closing deadline for data submission to eLumen is needed.</p> <p>Assessment submission timeline will be changed to reflect the suggested language and reviewed by the committee at the next meeting.</p>		
<p>4. CASL:</p> <ul style="list-style-type: none"> <u>Discussion & Update:</u> Upcoming (11/13: 3 to 5 pm, Canyons Hall 201) Presentation to (IE)² SLO and Assessment connection to Guided Pathways pillar 4 – Meta Majors and ISLO mapping <u>Discussion & Update:</u> Course to ISLO mapping 	<p><u>Discussion and Update on Presentation to (IE)² presentation on 11/13</u></p> <p>Sab and Nicole will be at the (IE)² Pillar 4 meeting to present on Pillar 4 and SLO connection to the Guided Pathways. The Meta-Majors work group is working to solidify the Meta-Majors by November 6.</p> <p>The idea finalized for the November meeting was to take the meta-majors with the programs under them and ask members of the (IE)² to align ISLOs to the meta-majors.</p> <p>At the (IE)² we will ask them to map to ISLOS, and it would be interesting to identify the gaps, or where every students could potentially hit all ISLOs.</p> <p>Patti and Harriet will talk about the experiential learning at the (IE)² November presentation as well</p> <p><u>Discussion & Update: course to ISLO mapping</u></p> <p>Last semester the CSLO coordinators met with all the departments to map courses to the ISLOs. Assessment of ISLOs will involve volunteers from departments who are committed to assessment, even a few would be sufficient. They will determine an assessment mapping/aligning to ISLO at the beginning of the course. They will need to save the student work. Before applying the LEAP rubrics to the course assessment, all faculty assessing the ISLO will meet and discuss application of the rubric. At the end of the semester, faculty will evaluate the student work using the rubric and then the faculty will discuss how they assessed the same ISLOs and what trends they see common to the various disciplines.</p>		

<p>5. CASL: <u>Discussion & Feedback:</u> CETL Assessment Class – Kelly Burke</p>	<p>Kelly Burke shared her work on assessment planning and reflecting for the CETL course she is preparing. Course participants would create an assessment plan, have an activity that matches that, and then, they would take that activity and see if there is room for improvement.</p> <p>Kelly distributed handouts that included:</p> <ul style="list-style-type: none"> • CETL Assessment Class Lesson Overview/ Lesson Plan • Bloom’s Taxonomy • Grading Methods for Group Work-Instructor Assessment of Group Product • Student Assessment of Group Product • Reflection activity • COC Collaboration Rubric –Derived from the AAC&U Collaboration Value Rubric. <p>Kelly went over the Lesson overview plan, the time allotted and the activities. She would like course participants to pick a course and collaborate with someone and start building an assessment.</p> <p>She would allow for some individual time for the course participant to draft a basic plan, and reflect on whether their assessment matches their objective.</p> <p>There would be a requirement to submit some of the tools they have used in their class. There will be probably three to five things that this could be one of those things and come back with some reporting.</p> <p>This course would be offered in Spring 2019. Kelly shared her excitement for the course. She believes this course could possibly serve as a way to generate good dialog among faculty, whether or not the assessment directly relates to the SLOs. She has considered including the topic of setting up the classroom environment for the SLO assessment in the course.</p> <p>Suggestions included being mindful of social anxiety and making some space for some students, doing small steps and scaffolding that there no high-stakes, high-pressure.</p>		
<p>6. PR: a. Run through the online program review module to determine final edits for this year</p>	<p>a. Running through the online PR interface is helpful for identifying potential tweaks for next year. Tabled until the next meeting.</p>	<p>Tabled until the first meeting in October.</p>	

b. prioritization for next year's major program review edits	b. Prioritization for next year: Try to integrate the staffing form into PR module.		
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CASL/Program Review Committee MINUTES

October 10, 2018

BONH 330 1:30-3:00

Faculty Attendees	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Brittany Applen (ePortfolio Faculty Coordinator, Humanities), Alexa Dimakos (ePortfolio-Faculty Coordinator, Humanities), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Rebecca Eikey (Senate, MSHP), Howard Fisher (K&PE), Christine Iskander (Humanities), Ron Karlin (Learning Resources), Anne Marenco (SBS), Erika Torgeson-(Counseling), Tara Williams (MSHP); Anh Vo (MSHP); Guido Santi (Humanities)
Other Attendees	Jerry Buckley, Omar Torres

Topic	Discussion/Conclusion	Recommendations /Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> Consent Item: Minutes for 9.26.18 Meeting 	No objections or changes were offered.		Approved
2. PR <ul style="list-style-type: none"> Run through the online program review module to determine final edits for this year Prioritization for next year's major program review edits. 	<p>PR Chair Jason Burgdorfer ran through the online Program Review module. Feedback and recommendations for edits were made and included:</p> <ul style="list-style-type: none"> Activate the link to the 5 Year Equipment list Clarify the Frequently Asked Questions listing with a panel, include definitions and make it more accessible Create a listserv and have new or chairs use that in conjunction with a Department Chair manual and PR training Upload the current Academic Affairs goals Improve the Rank Type on the PR module include the explanation whether the entries should be ranked as a project or separately Change "FAQ" to "Help" Move "activity description" before "object code" on the far left position Add "activity request" in parenthesis next to Budget Equipment Request Include explanation on the difference of Save and Validate and Save and Edit 		

	<ul style="list-style-type: none"> • Anticipate questions when training faculty budget re-allocation function of the PR module • Include explanation regarding the procedure for approval • List the Budget Accounting Manual (BAM) under resources • Upload the new budget technical guide must be uploaded; Seek faculty input in the creation of that document. • Separate the queries into three query prompting textboxes in the SLO and Assessment; alternatively keep as three prompts but include clarification on what is being requested <p>In the SLO and Assessment prompt, the question should change from “how?” to “have?” in order allow for broader reflection, to the disaggregated data for of success and completion. The faculty answering prompt 3 question, under SLOs and Assessments may need help from pedagogically trained data coaches, and input from Institutional Research. Also larger institutional conversations in addressing the question and interpreting the results are needed.</p> <p>Dr. Jerry Buckley reported that the district is checking with other districts regarding the job descriptions for data coaches, and looking to hiring from classified and faculty resources by the end of the term.</p> <ul style="list-style-type: none"> • Activate link to the current Non-instruction support/Classified staffing form • Improve Perkins form display and rate of upload needs improvement • Gather feedback on the PR module from department chairs by preparing intentional survey with questions for each section of the module, and distribute the survey before by the end of November 		
3. CASL <ul style="list-style-type: none"> • <u>Discussion and action item</u>: assessment submission timeline to send to curriculum for review/approval 	This item is tabled until the next meeting;		
4. CASL: <ul style="list-style-type: none"> • <u>Discussion</u>: Action plan for loop closing 	<p>Reporting on this item will be delayed for the following reasons:</p> <ul style="list-style-type: none"> • Disaggregated data categories are not yet uploaded into eLumen • Creation of the loop-closing Action plan and recording feedback from faculty in eLumen did not go as anticipated. The eLumen rep has been notified and request 		

	has been made to find ways to adapt the eLumen system to the current College of the Canyons loop closing process and structure.		
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CASL/Program Review Committee Minutes

October 24, 2018

BONH 330 1:30-3:00

Faculty Attendees (Voting members)	Jason Burgdorfer (PR chair), Nicole Faudree (CASL co-chair), Sab Matsumoto (CASL co-chair), Jeff Baker (VAPA), Kelly Burke (MSHP), Erin Delaney-(Humanities), Rebecca Eikey (Senate, MSHP), Christine Iskander (Humanities), Ron Karlin (Learning Resources), Anne Marenco (SBS), Gary Quire (SB).
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Topic	Discussion/Conclusion <u>guide</u>	Recommendations/ Actions/ Follow-up	Status
1. CASL/PR <ul style="list-style-type: none"> Consent Item: Minutes for 10.10.18 Meeting 	There were no changes to the minute's prior or during the meeting.		Approved
2. CASL: <ul style="list-style-type: none"> <u>Discussion and action item</u>: assessment submission timeline to send to curriculum for review/approval 	<p><u>Discussion and Action item: Assessment submission timeline to send to Curriculum for review and approval</u></p> <p><u>Background on the reference document:</u> Rebecca Eikey, Paul Wickline, and Andy McCutcheon created the reference guide, in their SLO Coordinator roles. The document provides timelines on SLOs Assessments Results submission, Program Review (PR), and curriculum revision.</p> <p>The plan is for the committee to update the document and then to submit it to curriculum committee for review. The document may be forwarded to the chairs to notify of the date changes on the timeline. Then, the updated document will be posted on the CASL-PR website.</p> <p>The scheduled time for submission of assessment data, includes the 1st Friday in November, and the 4th Thursday in February. These dates do not apply to PR.</p> <p>The reference guide lists Curriculum Coordinators as participants in the process of recording loop-closing action plans. This is not required of coordinators in a department with a different loop-closing practice, or those curriculum coordinators who coordinate only one course.</p>	<p>Proposed changes/action on the reference guide included:</p> <ul style="list-style-type: none"> Adding "Identify the resources needed to achieve these objectives." In the PR section 	

	<p>The PR section of the reference guide could include wording to define the PR function of linking the budgets to a program's goals and objectives.</p> <p>At their meeting last week on Friday, October 19, 2018, department chairs were encouraged to make concerted efforts toward completing their programs' assessments by the year 2020. That would mean that all the courses would have to have assessment data on them. Program assessments would bring all the faculty together to have a dialog on the data findings on the course's assessment.</p> <p>Program Assessment can be defined as rich faculty dialog on the aggregated results of the assessment data of the CLSOs that are mapped to the PSLOS. PSLOs should encompass overall program learning for the degrees and certificates.</p> <p>Although the number of units required for completing Associate Degrees, is standardized across the state, the list of elective courses may vary from district to district. The students may not have to take all the courses listed on a program's course list, and as a result, the student may not be assessed on all the course SLOs that map to the PLSO.</p> <p>Examining the course lists may drive some beneficial discussions on the reasons for asking the students to take certain courses.</p> <p>One option could be to reduce the number of course choices in a program's list, by archiving the courses that had not been offered in a while.</p> <p><u>Discussion item on committee involvement with helping in the process of SLOs revision:</u> Nicole asked, whether the committee would be willing to look over the SLOs, as they move through the Curriculum revision process. This would be a supportive role to the Curriculum committee's SLOs reviewer, currently Sab Matsumoto. Sab provided details of his SLOs review work for the Curriculum Committee. The Committee members could be trained on the guidelines for the process of SLOs creation and revision, as well as gain information on the scope of responsibilities within SLOs review role. Via Zoom, Anne Marenco shared a sample DLA document created by her and Lisa Hooper. This document has not been widely distributed. Committee members and the faculty may benefit by having access to the document through the Curriculum website, as well as distribution of the document at the time of the 5-year course revision. The committee may invite, Curriculum Committee chair, Lisa Hooper, for a Q&As session on how the committee's work may help.</p>	<ul style="list-style-type: none"> Nicole will check with Daylene to confirm the timeline on assessment results submission. <p>The Committee suggested that the DLA document that was created by her and Lisa Hooper could be shared through the Curriculum Website, and provided to chairs and coordinators</p>	
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<p>3. CASL:</p> <ul style="list-style-type: none"> • <u>Discussion:</u> Action plan for loop closing 	<p><u>Discussion: Action Plan for loop-closing</u></p> <p>Actions Plans prompts, (three questions developed in eLumen by the previous SLO Coordinators Erin Delaney and Cindy Stephens, and discussed in CASL) can be distributed institutionally. If departments identify and share their schedule for assessment loop-closing, Evis Wilson, SLO Technician can push the Action Plans prompts to each of those programs.</p> <p>Nicole logged in eLumen in her role as Department Coordinator, for Paralegal and demonstrated steps to accessing and recording loop-closing by locating the Action Plans section of the Strategic Planning module in eLumen. She illustrated the various ways that the department could use the prompts to record their findings.</p> <p>A question was asked regarding disaggregation of the data and how that fits in the prompts. Furthermore, would the prompts change if a different fit is needed due to the data disaggregation?</p> <p>A sample of the SLO performance report was shared to illustrate what disaggregated categories look like on such report.</p> <p>Disaggregation is already in the agenda for the next committee meeting. Business 100 that will have assessment data at the end of Fall 2018, are courses that the committee may use when reviewing the loop closing prompts considering disaggregated results.</p>	<p>Evis Wilson to capture the questions to be distributed to the committee for review in the next CASL meeting</p>	
<p>4. PR:</p> <ul style="list-style-type: none"> • <u>Discussion:</u> Questions for chairs to provide feedback on PR. 	<p>Purpose of this item is to develop some questions for the department chairs after they have completed the process of Program Review.</p> <p>Initially the questions would be asked through Survey Monkey, and eventually they will be built in the PR module.</p> <p>Suggested questions were written on the board and included:</p> <ul style="list-style-type: none"> • What works well, what needs improvement (be specific); later, this question was modified to add "Consider addressing the following:" • What are you doing with your data? • Did you find this process useful? • Do you see a connection between Program Review and Budget allocation? <p>Being aware of the different types of funding.</p>		

	<ul style="list-style-type: none"> • Has an augmentation that was not a forced cost ever been funded from the general fund? • Did the curriculum prompts on program improvement in the Program Review help? <p>The questions will be brought back for review to the Committee for review.</p> <p>Creating the list of Questions and Answers and storing it on the website could be helpful.</p>		
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Faculty Development Committee Meeting Summary

October 22, 2018

By Teresa Ciardi, Co-Chair

Members Present: *Leslie Carr (Administrative Director), Teresa Ciardi (Co,Chair), Nicole Faudree (Co,Chair), Mehgen Andrade (Co,Chair), Sandy Carroll, Chris Cota (fall), Lee Hilliard, Brandon Hilst, Susan Ling, Wendy Ruiz, Gregory Shrout, Gary Collis (fall), KC Manji, Sara Breshears, Jenna Lohse*

- A faculty member requested payment for presenting FLEX workshop because they have completed their flex hours. It was agreed that paying faculty for presenting FLEX workshops was not part of the professional development budget.
- It was requested that a specific number of hours be allotted for @ONE courses and to eliminate the proposal required. Each course would be entered by course name. Webinars would be entered generically as “@ONE webinar.”
- FLEX credit for development of courses for inclusion on the OEI exchange was requested. There was discussion regarding the mentoring aspect of OEI development and type of professional development this would be (independent project or collaboration). Discussion of a possible template to streamline the process ensued.
- The committee reviewed all FLEX proposals.
- Discussion regarding FLEX credit for club meetings centered on the question of professional growth. The committee agreed to add club meetings to the pre-approved list and will submit this to the academic senate for approval. The faculty advisor will be required to submit club meeting minutes in order to receive FLEX credit.
- Coaches stipend discussion was tabled to the November meeting.

Committee's Decisions on FLEX Proposals

Submitted by	Activity Title	Date	Form	Committee Decision
Feldmeier, Kenn...	Reading Apprenticeship for College Writing	09/10/2018 - 10/29/2018	Non-COC Provider Tra	A
Srapyan, Gohar	Nursing & Health Professions Symposium	9/29/2018	Attending a Conferen	A
Reina, Michelle	Nursing Symposium	9/29/2018	Attending a Conferen	A
Baber, Tim	NCATC Fall Conference	09/19/2018 - 09/21/2018	Attending a Conferen	A
Baber, Tim	FABTECH 2018	11/06/2018 - 11/07/2018	Attending a Conferen	A
Houghton, Rachael	Olive View Medical Center ORCHID Computer Training	09/24/2018 - 09/26/2018	Non-COC Provider Tra	A
Holter, Caradawn	American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention	11/16/2018 - 11/18/2018	Attending a Conferen	A
Sionko, Diane	2018 Trauma-Informed School Conference	09/30/2018 - 10/02/2018	Attending a Conferen	A
LaBrie, Michelle	Innovate: ACCJC Determination of Regular and Effective Contact	10/26/2018	Non-COC Provider Tra	A
LaBrie, Michelle	Innovate: Canva for Canva: Make Beautiful Banners for Your Canvas Course!	10/26/2018	Non-COC Provider Tra	A
LaBrie, Michelle	Innovate - Quick! Add Video to your Canvas Course	10/26/2018	Non-COC Provider Tra	A
Terzian, Alene	Strengthening Student Success Conference	10/03/2018 - 10/05/2018	Attending a Conferen	A
Dimakos, Alexa	Strengthening Student Success Conference	10/03/2018 - 10/04/2018	Attending a Conferen	A
George, Tricia	Strengthening Student Success: Making our Colleges Student-Ready	10/03/2018 - 10/04/2018	Attending a Conferen	A
Angelino, Mary	Strengthening Student Success: Making Our Colleges Student-Ready	10/03/2018 - 10/04/2018	Attending a Conferen	A
Iskander, Chris...	Strengthening Student Success Conference	10/03/2018 - 10/04/2018	Attending a Conferen	A
Matsumoto, Saburo	Network for Achieving Equity in Mathematics Education	9/28/2018	Attending a Conferen	A
Gussin, Phil	SoCal MUN	9/29/2018	Attending a Conferen	A
Gussin, Phil	Trojan MUN	10/18/2018 - 10/21/2018	Attending a Conferen	A
Fisher, Howard	FULL COURT PRESS COACHES CLINIC	10/3/2018	Attending a Conferen	A
Vannix, Robert	SCRITC HVAC I Course	08/31/2018 - 09/21/2018	Non-COC Provider Tra	A
Vannix, Robert	HVAC II Servicing HVAC Systems for Transit	10/19/2018 - 10/26/2018	Non-COC Provider Tra	A
Edwards, Rebecca	Ai Weiwei and Yayoi Kusama	10/5/2018	Independent Project	A
Ciardi, Teresa	Manufacturing Day	10/04/2018 - 10/05/2018	Outreach	A
Huff, Micheal	INACOL	10/23/2018	Attending a Conferen	A
Gavin, Thomas	2018 California Science Education Conference	11/30/2018 - 12/02/2018	Attending a Conferen	A
Alvarez, Larry	New Adjunct Job Shadowing and OJT	10/11/2018	Collaboration	A
Alvarez, Larry	THRIVE Mindfulness Yoga & Meditation Retreat	10/26/2018	Outreach	A
Storey, Steven	California Automotive Teachers Fall Conference	10/20/2018	Attending a Conferen	A
Mkrtchyan, Hasmik	CMC3-South	10/13/2018	Attending a Conferen	A
Adamyman, Alvard	CMC3 Fall Conference	10/13/2018	Non-COC Provider Tra	A

Faculty Development Committee November 26, 2018 Meeting Summary

By Nicole Faudree, Co-Chair

Members present: Chris Cota (fall), Lee Hilliard, Brandon Hilst, Susan Ling, Wendy Ruiz, Gary Collis (fall), Sara Breshears, Jenna Lohse, Leslie Carr, Nicole Faudree

- The committee reviewed the flex applications received. Please see below for the committee's decisions.
 - The committee reviewed the three final project reports received and approved all three Don Takeda, Cindee Robinson, Erica Seubert, Teresa Pelkie, and Rebecca Edwards.
-
1. Discussion:
 - Changes to Pre-approved list for Senate approval
 - Coaches stipend – for campus tours, researching various campus departments such as A&R, Counseling, EOPS, etc. to educate potential student athletes.
 - The committee discussed language for the coach's stipend. An Outreach proposal should be submitted by coaches who desire FLEX credit for student tours.
 - Online Instructor Recertification Course
 - The Online Instructor recertification course is two hours. Leslie will confirm with Brian Weston that his office will email her a list of faculty who complete the recertification course. She will then add the hours for faculty in MyLearningPlan.
 - Club meetings – continuation from October meeting
 - The committee discussed offering FLEX credit for faculty who advise student clubs. Should rules or guidelines be developed that provide structure to the awarding of FLEX credit?
 - If the club advisor takes the club on an off campus field trip, they can submit an Independent Project or Collaboration form to request FLEX credit. The committee would like to continue discussion on this topic at the next meeting.
 - @One workshops – follow up from October meeting
 - @ONE workshops First Friday's workshops were added to the pre-approved list as District approved online trainings.
 - Online consortium – Mentor/Mentee? Independent project?

- Leslie will ask Brian Weston to submit a proposal for the committee to review and discuss at the next meeting.

2. Report out from FLEX planning meeting

- The spring FLEX schedule is nearly done. Leslie will prepare the program booklet and submit it to the committee to review.
- Nicole shared that the Board of Trustees will not do a FLEX workshop with the Academic and Classified Senate presidents moderating and asking questions submitted by workshop participants. The Board would like to give a workshop on the development of the comprehensive plan that is due in spring 2019. The committee approved the Board doing this workshop.

Submitted by	Activity Title	Date	Form
Fisher, Howard	CSUN Basketball Coaches Clinic	10/20/2018	Attending a Conferen
Dermody, Michael	American Religious History	10/23/2018 - 11/29/2018	Non-COC Provider Tra
	https://www.thegreatcourses.com/courses/american-religious-history.html		
Matsumoto, Saburo	The 15th Annual Open Education Conference OpenEd 2018	10/11/2018 - 10/12/2018	Attending a Conferen
	https://openedconference.org/2018/		
Ciardi, Teresa	Astronomy Day	10/20/2018	Outreach
Collis, Gary	Future Business Leaders of America - California Phi Beta Lambda - State Fall Business Leadership Conference 2018	11/17/2018 - 11/18/2018	Attending a Conferen
	http://www.capbl.org/conferences/sfbcl/		
Carroll, Sandy	COADN-CACN Joint Conference	10/24/2018 - 10/26/2018	Attending a Conferen
Dermody, Michael	Medieval World	12/04/2018 - 02/07/2019	Non-COC Provider Tra
Coleman, Katie	Women's/Multicultural Center	10/29/2018	Independent Project
Vannix, Robert	CAT(California Automotive Teachers) Fall Conference	10/20/2018	Non-COC Provider Tra
	http://www.calautoteachers.com/index.html		

Stephens, Cindy	National Association for the Education of Young Children	11/13/2018	Attending a Conferen
	https://www.naeyc.org/events/annual/2018		
Andrews, Rebecca	Photo Gallery Visit-Natural History Museum	11/4/2018	Collaborati on
Pineda, Salvador	California Engineering Liaison Council	11/15/2018 - 11/16/2018	Attending a Conferen
Orantes, Devora	Introduction to Open Educational Resources	10/12/2018 - 12/14/2018	Non-COC Provider Tra
Rezaie-Boroon, ...	Bluff Cove FT San Pedro FT	11/4/2018	Outreach
Carroll, Sandy	UCLA-David Geffen School of Medicine Diabetes Symposiium	12/1/2018	Attending a Conferen
	https://www.cme.ucla.edu/courses/cme-download?registration_id=249937		
Silva, Dustin	AMATYC	11/14/2018 - 11/18/2018	Attending a Conferen
Silva, Ambika	AMATYC	11/14/2018 - 11/18/2018	Attending a Conferen
16 & 17	https://cdn.ymaws.com/amatyc.site-ym.com/resource/resmgr/2018_orlando_conference/orlando_2018_mp.pdf		
Wonser, Robert	California Sociological Association	11/9/2018	Attending a Conferen
	https://cal-soc.org/conference/		
Gussin, Phil	Understanding the Proposition	10/21/2018	Independe nt Project
Vannix, Robert	SCRTTC's Bus Electric Vehicle (BEV) Train-the-Trainer (T-t-T) on BYD Bus	11/9/2018	Attending a Conferen
	https://www.scrttc.com/registration/training.html		
Vannix, Robert	SCRTTC's Bus Electric Vehicle (BEV) Train-the-Trainer (T-t-T) @ Foothill Transit Arcadia - PROTERRA Bus - Friday, Nov. 2, 2018	11/2/2018	Non-COC Provider Tra
	https://www.scrttc.com/registration/training.html		
Martinez, David	CA ELC FALL 2018	11/15/2018 - 11/16/2018	Attending a Conferen
Boltz, Christop...	Los Angeles-Lyric Writing Workshop	01/14/2019 - 02/07/2019	Non-COC Provider Tra

<i>Cude, Kelly</i>	<i>American Association for the Advancement of Science (AAAS): Science Transcending Boundaries</i>	<i>02/14/2019 - 02/17/2019</i>	<i>Attending a Conferen</i>
	https://meetings.aaas.org/program/		

January 28, 2019

Monday

January 2019

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February 2019

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	MONDAY		
	28		
7 ^{AM}			
8	Academic Affairs Spring Convocation (Omar Torres) UCEN 258		
9			
10			
		eLumen Open Lab (Lisa Hooper)	How to Better Assist Students with Autism (Tom Iland)
11			
12 ^{PM}	Crowdmark Online Grading & Analytics Platform (Violeta Kovacev-Nikolic)	Overview of Guided Pathways (Daylene Meuschke, Jasmine Ruys, Paul Wickline)	Welcome Back Lunch (Teresa Ciardi)
1			
	The Role of the Academic Senate and Classified Senate (Rebecca Eikey and Justin Hunt)		
2		Everything You Ever Wanted to Know about the COC Honors Program (Miriam Golbert)	Stretching & Flexibility (Leora Gabay)
3	Communication Between Instructors and Students -Who Cares More? Sabbatical Results Revealed (Victoria Leonard)	Equity Institute Panel (Amy Foote, Diana Stanich, Brandon Harris, Wendy Ruiz, Phylise Smith, Heaven Warner, Pamela Williams-Paez, Robert Wonser, Nadezhda Monosov, Hernan Ramirez)	
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January 29, 2019

Tuesday

January 2019

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February 2019

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	TUESDAY			
	29			
7 ^{AM}				
8				
	First Aid/CPR (Chad Peters)			
9		State of International Education (Maritza Munzon)	Voice Projection (Erin Africa)	
10				
11		New Fulltime Faculty Orientation (Riffel)	AB 705 Implementation: Building a Plan While Flying It (Alene Terzian, Sab Matsumoto, Charlie Johnson)	Check Us Out, We Won't Shush You! New Library LIBR 224
12 ^{PM}			Canvas Open Lab (Chloe McGinley)	Guided Pathways - Pillar One: Clarify the Path (Daylene Meuschke, Jasmine Ruys, Paul Wickline)
1				
2		We May Not Love It, But Here It Is: The Student Centered Funding Formula (Barry Gribbons, Sharlene Coleal, Jason Hinkle)	Guided Pathways - Pillar One Deep Dive (Daylene Meuschke, Jasmine Ruys, Paul Wickline)	
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January 30, 2019

Wednesday

January 2019						
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February 2019						
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	WEDNESDAY		
	30		
7 ^{AM}			
8	CANYON COUNTRY FLEX DAY		
	Canvas Open Lab (Chloe McGinley)		
9			
	eLumen Open Lab (Lisa Hooper)		
10	Everything You Ever Wanted to Know about the COC Honors Program (Miriam Golbert)		
11	Flipping the Classroom (Anne Marenco)		
	Understanding and Engaging with the Canyon Country Campus (Ryan Theule, Anthony Michaelides)		
12 ^{PM}	NGSS is Coming! (Teresa Ciardi)		
	Guided Pathways - Pillar 2: Enter the Path (Daylene Meuschke, Jasmine Ruys, Paul Wickline)		
1	Horror and Cultural Appropriation: The Americanizing of Scars (Mark Capehart)		
2	Chocolate Around the World (Teresa Ciardi)		
	Guided Pathways - Pillar Two Deep Dive (Daylene Meuschke, Jasmine Ruys, Paul Wickline)		
	Stretching and Flexibility (Leora Gabay)		
3			
	HOLD for Board of Trustees workshop		
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January 31, 2019

Thursday

January 2019

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February 2019

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	THURSDAY		
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7 ^{AM}			
8	Dr. Van Hook's workshop UCEN 258		
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12 ^{PM}	Coffee on the Side: Cancer - From Prevention to Treatment and Survival (Kelly Cude)	Guided Pathways - Pillar Three: Stay on the Path (Daylene Meuschke, Jasmine Ruys, Paul Wickline)	Wellness Workshop (Robert Dos Remedios)
1	Department Retreats		
2			
3			
4	Teaching as an Equity Minded Practice (Title V Workshop - Dr. Estela Bensimon) UCEN 258		
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February 1, 2019

Friday

February 2019						
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March 2019						
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	FRIDAY	
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9	Brainstorming Carousel: A Cooperative Learning Technique (Sanja Morris)	Learn to Draw! Drawing and Composition for the Non-Artist (Rebecca Edwards)
10	Demystifying the Makerspace (Hsiawen Hull)	
11	Communication and Hiring Decisions in the Community: Sabbatical Results Revealed (Victoria Leonard)	OER: Online Educational Resources (James Glapa-Grossklag, Chloe McGinley)
12 PM	Guided Pathways - Pillar Four: Ensure Learning (Daylene Meuschke, Jasmine Ruys, Paul Wickline)	Wellness (Robert Dos Remedios)
1		Canvas Tips & Tricks (Anne Marenco, Chloe McGinley)
2	Information Security and You (Hsiawen Hull)	What Do Students Coming from K-12 Look Like?
3	Teaching Generations in the Classroom (Greg Shrout)	
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CANYONS COMPLETES UPDATE 12.5.18

Recap – Institute #4

Institute #4 - *Redesigning Student Intake and Outgoing Student Support* (9/6-9/8, 2018)

- Attendees: Barry Gribbons, Jerry Buckley, Daylene Meuschke, Jasmine Ruys, Erika Torgeson, Lisa Hooper, Anthony Morris
 - Sessions/Discussion Topics included:
 - Equity and financial stability should be a central part of our Guided Pathways work
 - Design of Student Success Teams (handout)
 - Important Takeaways:
 - Design an **inescapable, supportive and welcoming environment** from the front door to the back door
 - Make the **student experience less fragmented**
 - **Structurally support** students **to address the broader life challenges** that affect their ability to focus on and complete their educational goals
 - **Engage all** faculty and staff in **the Guided Pathways work** through monthly forums and podcasts
 - Not let the perfect become an enemy of the good as we redesign the student experience

Upcoming – institute #5

Institute #5 - *Ensuring Students Are Learning and Progressing Along the Pathway* (1/31-2/2/19)

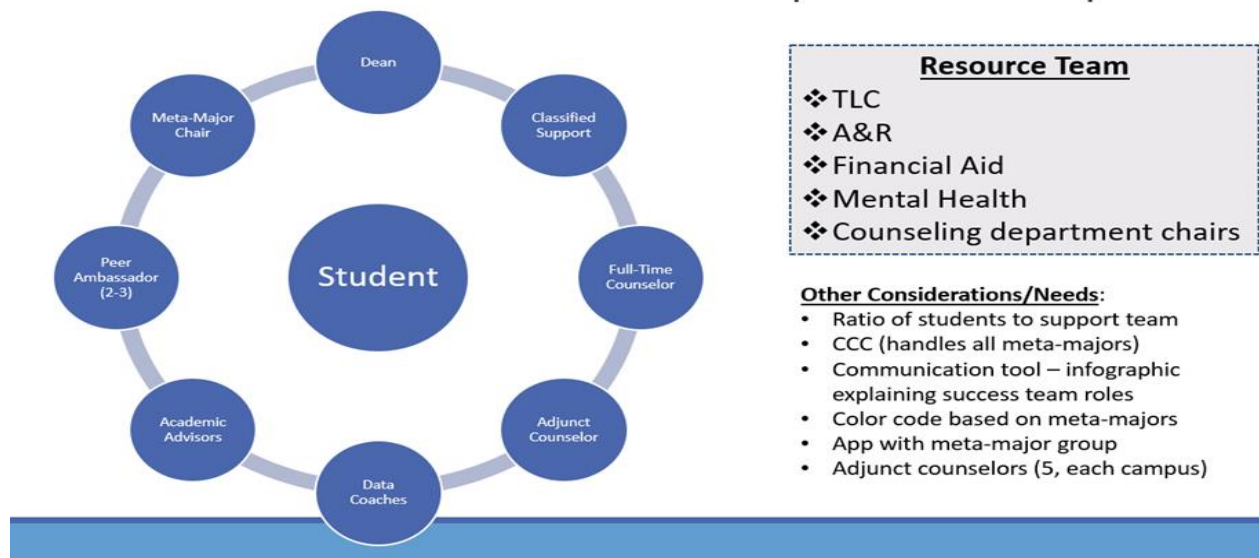
- Attendees: Dr. Van Hook (or designee); Daylene Meuschke, Nicole Faudree, Tara Williams, Erika Torgeson, Paul Wickline, and Jasmine Ruys
 - Focus will be on Pillar Four: Ensuring Learning

Update on Guided Pathways Implementation

- Website Redesign – Refer to previous Senate presentation from Eric Harnish
- The HUB – Getting busier with student walk-ins and referrals; continue to refine workflow and preparing for move to X9 in January 2019
- Meta Majors – Student focus groups are wrapping up, with data leaning toward a majority of students preferring current School headings and blending the “Verb the World” wording. Still waiting for final data to continue discussion of next steps in February 2019 at the next meeting.
 - School Meetings have been concluded for the Fall 2018 term and a second visit may be planned for February 2019 to share out about student focus group data
- *Early Alert/Retention Solutions Workgroup Update –
- Student Services Classified Council Meeting – conducting meetings for Student Service classified staff regarding updates to Guided Pathways and will be opening it up to all classified staff starting Spring 2019

- Classified Town Hall meetings scheduled for next week and the week after (open to all classified members) similar to the Faculty Forums
 - Classified can come and ask questions/clarify information/ and how to get involved in the conversation
 - Emails have gone out to classified about days/times
- Faculty Town Hall Meetings – finished the last meeting on Dec. 5th with the assistance of Rebecca Eikey, Wendy Brill, Tara Williams, and Erika Torgeson (total of 4 Town Hall Mtgs)
 - Handful of depts. attended each meeting; provided historical context; clarified information from the division mtgs along with general information presented in other committees
- Data Coaches and Success Teams: Student Success team subcommittee meetings will start in Spring 2019 (contact Jasmine Ruys for more information)
 - Data Coaching job descriptions will be going out this week to see who is interested (check your emails for additional information) – coming out of Academic Affairs
- LEAP Solution Teams: *Leap on the Path*
 - Equity-minded Practitioners
 - Student Success Teams (see below for a sample team)
 - Communication & Promotion
 - In-Reach
 - Early Alert & Retention
 - Welcome Day
 - Adult Learners
 - Experiential Learning

Student Success Team Composition - Example



Continued opportunities for faculty to get involved

Spring 2019

- Spring 2019 FLEX Week – *Lunch & Learns* scheduled for each day of the week
- IE² Committees will resume starting Tuesday, Feb. 12 (every second Tuesday of the month, 3pm-5pm in Canyons Hall 201)
- IE² subcommittees will resume – contact group leads for specific days/times of meetings
 - Student Success Teams subgroup will start meeting (leader: Jasmine.ruys@canyons.edu)
- Leap Friday's will provide faculty and staff opportunities to attend guest speaker panels – watch for emails from Leslie Carr

BP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;

Labor Code Section 3077

Definitions

- A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable course work.
- B. Special part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- C. Special full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
- D. Highly gifted student would be a student in K- 10 who has a score of 150 or higher on the most current version of the WISC intelligence test.
- E. Dual enrollment is identified as a high school student enrolled in college courses during the school day on the high school campus.
- D.—

5010.1 Any person applying for admission to the college may be accepted to the college if the person is ~~must~~ qualify under one of the following:

- A. ~~Be a~~ graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school; or.
- B. ~~Be~~ 18 years of age or over and be capable of profiting from the instruction offered; or
- C. ~~Be eligible for admission as a~~ special admit student pursuant to Sections 48800, 48800.5, 48802, 76001, ~~and 76002, and 76004~~ of the California Education Code.
 - 1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for "advanced scholastic or vocational work," and identified as a special part-time or full-time student.
 - 2. Pursuant to California Education Code Section 48800 (b), a student maybe admitted from K- 10 if identified as "highly gifted".
 - 3. Pursuant to California Education Code Section 76002 (a) and (b)(3), a special admit student is defined as: may be admitted as a special part-time or full-time student if:
 - a) A student enrolled in a ~~The class is~~ open to the general public, and
 - b) The student is currently enrolled in grades 11 - 12. Exceptions may be made for some special programs and course work, and
 - c) The student has demonstrated eligibility for instruction by completing orientation.

4. Pursuant to California Education Code Section 76004, a class section would be deemed a dual enrollment course if:
 - a) The class section is offered on the high school campus; and
 - b) The class section is offered during the high school day; and
 - c) The class section is closed to the public; and
 - d) The class section is only available to the high school student.
 - e) Is part of the agreement between the high school district and the Santa Clarita Community College District.

5010.2 ~~The College may restrict admission in some courses and programs. (For policy on nonresident students, see Santa Clarita Community College District Policy 5020).~~

Students enrolled in grades 11-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed necessary. Home school programs for grades 11-12 must meet state guidelines for special admit students to apply for admission.

- A. Pursuant to California Education Code Section 76001 (d), specially admitted part-time students may not enroll in more than 11.0 units per semester.
- B. Pursuant to California Education Code Section 76004, dual enrollment students may not enroll in more than 15.0 units per semester.
- C. If a special part time student also takes a dual enrollment course, the total units may not exceed 11.0 units per semester.

—Pursuant to California Education Code Section 76300 (f) specially admitted part-time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.

- D.
- E. ~~A-Specially Admitted~~ students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.
- F. The College may restrict specially admitted student's admission in some courses and programs.

5010.3 ~~Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled under Section 5010.3 shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.~~

See Administrative Procedures AP 5010

~~Board Approved 04/08/15~~

~~Next Review Date: Spring 2020~~

AP 5010 Admissions and Concurrent Enrollment

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76004, 76140, 76300;

Labor Code Section 3077~~Education Code, 76140; Title 5 Section 54010~~

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.
 - a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.
2. To meet criteria in Board Policy ~~5010.2~~ 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.
 - a. Be currently enrolled in grades ~~44-11-~~ 12 at a public or private high school in California.
 - b. After meeting all requirements that apply to students enrolled in grades ~~4411-~~ 12, students applying for admission from grades K- ~~40-10~~ must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.
 - c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.
 - d. All prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
 - e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.
- ~~3. According to section 5010.3, a~~ 3. Admissions personnel will determine which students will be eligible for admission to College of the Canyons.
- ~~3.~~ 4. ~~According to section 5010.4, o~~ Once approved for admission, all eligible specially admitted students must be recommended for each class they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.
 - a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or guardians, and high school principals, counselors or designees.

- b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
 - c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
 - d. Students currently in ~~11th and 12th grade~~ grades 11-12 will register using a priority system, which is published each semester.
 - e. Specially admitted students are restricted from taking the following courses:
 - i. HRMGT 226 - Food and Wine;
 - ii. HLHSCI 151 - Emergency Medical Technician 1
 - iii. Physical Education and Recreation courses (except AOC students, Castaic high school students, and high school students registering for on or off season Intercollegiate Athletics courses)
 - iv. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for specially admitted students to enroll.
 - f. Students in any grade level, participating in the Symphony of the Canyons program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.
 - g. Students participating in the Academy of the Canyons or Castaic High School programs will attend an orientation conducted by AOC and COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons and Castaic High School students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.
 - g-i. Students enrolled in Academy of the Canyons or Castaic High School may enroll in special admit courses while in the 9-12 grades.
 - h. The Academic Senate will approve future program and/or course restrictions and exceptions.
5. ~~According to section 5040.5, e~~ Specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.
- a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school releasing them to attend College of the Canyons full-time instead of attending their respective high school.
6. Dual Enrollment students may not enroll in more than 15.0 units per semester.

- a. Special admitted part time students who enroll in dual enrollment courses cannot take more than 11.0 units per semester.
- 6. ~~Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part –time and dual enrollment students must pay all other appropriate fees each semester/term.~~
- 7.
- 8. Pursuant to AB 2364 and effective January 1, 2017, a district must exempt all qualifying nonresident special part-time students from the nonresident tuition fee.
 - a. The District is able to report special admit nonresident attendance as resident FTES for apportionment purposes.
- ~~a.b.~~ Nonresident fees may be waived for specially admitted part-time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.
- ~~b.c.~~ The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.
- ~~c.d.~~ Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee and nonresident fee, if appropriate.

Approved 04/08/15

Academic Senate 2019-2020 Budget Request

12/2/2018

Budget/Equipment Request Summary



College of the Canyons Program Planning and Review

Year(s): 2018/2019 to 2020/2021

2019/2020 Budget/Equipment Request Summary - (Level 1: Academic Senate)

Fund Source: 11

Objective	Short Title (Rank Type)	Object Code	Recurrence	Amount Requested	Description & Why it's needed	Uploaded Docs	Location	Activity	Potential Fundings	Action
Secure funding and resources to provide faculty and Academic Senate representation at all ASCCC and related conferences.	ASCCC Institutes (A)	MILEAGE (65210)	Ongoing	\$1,000.00	Funds to support additional faculty going to Curriculum Institute, ASCCC Plenary and more		2000	603000		Edit
		CONFERENCES (65220)	Ongoing	\$15,000.00	Funds to support additional faculty going to Curriculum Institute, ASCCC Plenary and more		2000	603000		
				\$16,000.00						

[Add New Request](#)

[Return to Budget Planning Menu](#)



College of the Canyons Program Planning and Review

Year(s): 2018/2019 to 2020/2021

2019/2020 Budget Reallocation Entry - (Level 1: Academic Senate)

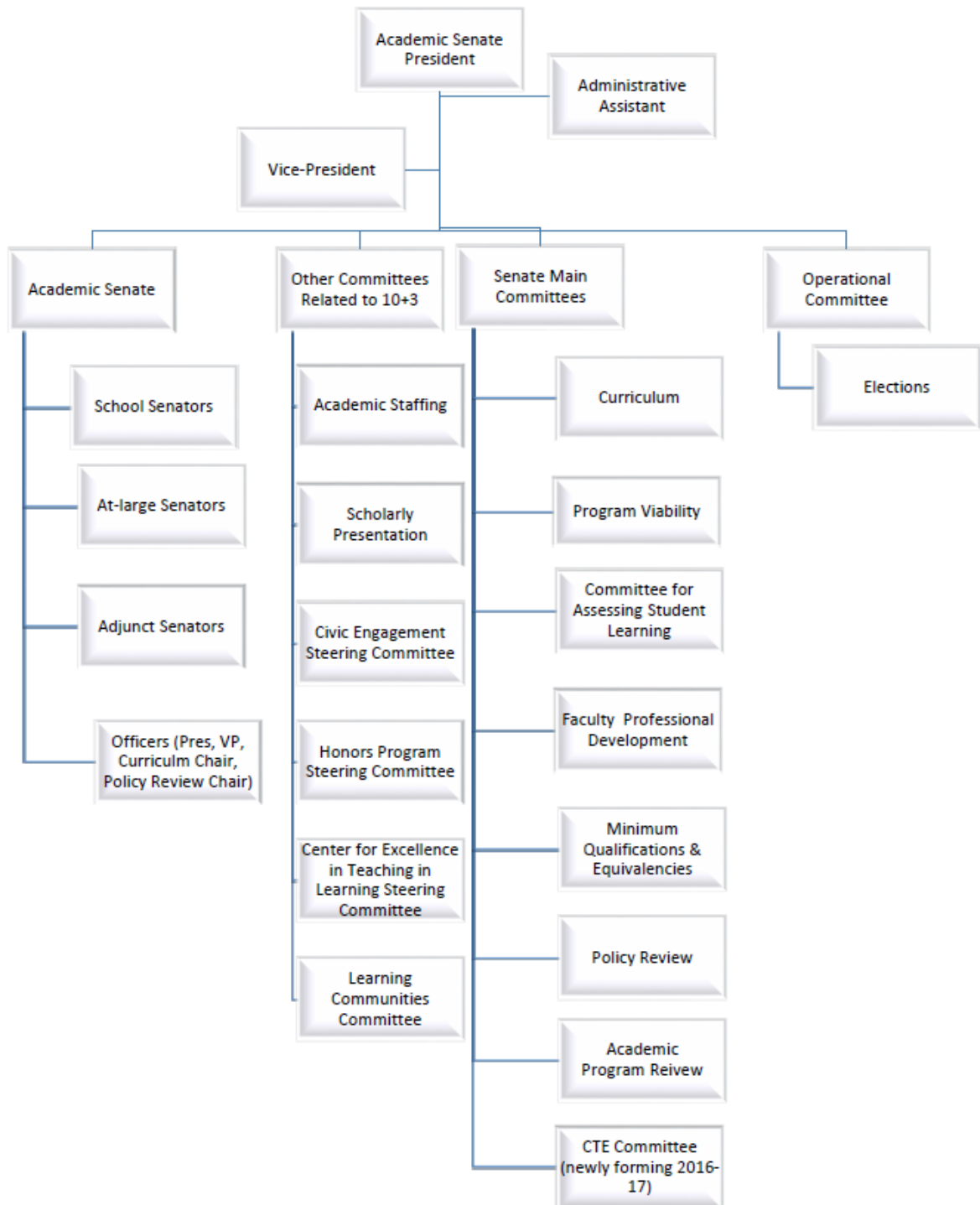
Fund Source: 11

Activity: Academic Senate (603000)

Location Code: 2000

Object Code	Description	Location Code	Actuals 2015/2016	Actuals 2016/2017	Actuals 2017/2018	Allocated 2018/2019	Ongoing 2019/2020
00000	* Cut Budget	2000	\$0.00	\$0.00	\$0.00	\$0.00	0
00001	* Give Money to Another Department	2000	\$0.00	\$0.00	\$0.00	\$0.00	0
52190	CLASSIFIED OVERTIME	2000	\$0.00	\$0.00	\$144.48	\$0.00	0
64550	NON-INSTRUCTIONAL SUPPLIES	2000	\$174.79	\$258.18	\$248.83	\$330.00	330
65210	MILEAGE	2000	\$174.96	\$197.95	\$0.00	\$2,610.00	610
65220	CONFERENCES	2000	\$6,534.71	\$5,889.83	\$5,758.65	\$4,700.00	6700
99999	* Receive Money from Another Department	2000	\$0.00	\$0.00	\$0.00	\$0.00	0
Total Fund 11			\$6,884.46	\$6,345.96	\$6,151.96	\$7,640.00	7640

The Academic Senate – Organizational Chart 2018-20





College of the Canyons Program Planning and Review

Year(s): 2018/2019 to 2020/2021

Program/Department: Academic Senate
Year 1 (2018/2019)

College of the Canyons' Mission Statement

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Program Description

Mission:

The Academic Senate is a faculty organization whose function is to make recommendations to the Board of Trustees academic and professional matters, pursuant to CA Administrative Code of Regulations - Title 5, Section 53200 and local Board Policy 7215:

1. Development of curriculum, establishment of prerequisites and planning of course disciplines
2. Determination of degree and certificate requirements
3. Establishment and review of grading policies
4. Establishment of standards and policies regarding student preparation and success
5. Appointment of faculty members to District and College committees
6. Establishment of policies, programs for faculty PD
7. Development of processes for program review
8. Development of new educational programs
9. District governance processes
10. Delineation of faculty roles and involvement in accreditation
11. Financial policies of faculty PD activities
12. Determination of processes in institutional planning and budgeting
13. Other academic & professional

Description: Briefly describe how the program supports the College's mission.

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

Minimum qualifications and equivalencies processes

Faculty hiring

Faculty evaluation and tenure review

Administrative Retreat Rights Faculty Service Areas

Who are the customers/recipients of the services and functions?

The Senate represents 224 full-time faculty and approximately 600 part-time instructors in shared governance structures. A representative body, it meets twice monthly each semester. Full-time faculty elect a President and Vice-President for 2-year terms. Full-time faculty in each school elect one representative. The full-time faculty as a whole elects additional at-large senators based on a formula of 1 Senator per every 40 full-time faculty members. The Senate also reserves three seats for adjunct faculty Senators elected at-large by the adjunct faculty.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: [OrgChart 2017 Update.docx](#)

Chart #2: [OrgChart 2018 Update.pdf](#)

Chart #3: [OrgChart 2016 Update.docx](#)

Provide a short description of the history of your department, including how it has changed over the years. Elections for officers, school senators and curriculum committee occurred in spring 2018.

1. The Senate began to publish and post its agendas 72 hours prior to Senate meetings in order to comply with the Brown Act.
2. The Senate created a Policy Review Committee to both proposed new Board policies and procedures and to review and propose revisions to existing Board policies and procedures.
3. The structure of the Academic Senate has changed to establish an Executive Committee of the Senate composed of the Chairs of the Academic Senate Committees. Started meeting in Fall 2015.
4. The Academic Senate President has attended the statewide Senate fall and spring plenary sessions to cast the one representative vote on ASCCC resolutions on behalf of COC faculty.
5. To improve Senate communication with the faculty, the Senate website was revised and expanded; it is reviewed regularly to maintain its currency.
6. The Senate President attends Board of Trustees meetings year-round and regularly provides a report on the work of the Senate to the Board as the Senate Report is a standing item on the agendas.
7. Senate Committees were charged with developing committee procedures which are available for viewing through the Senate website.
8. The Senate provides funding for faculty to attend ASCCC sponsored conferences such as the Leadership Institute, Curriculum Institute, SLO Conference, and other ASCCC Institutes.
9. The Senate writes a Program Review linked to the college's strategic goals and budget development.
10. The full-time Senate administrative assistant was reclassified to capture accurately her current job description.
11. New full-time Administrative Assistant started Jan 2018.

Administrative Unit Outcomes

Administrative Unit Outcomes (AUOs) Assessment Model:

The purpose of this assessment process is to improve the unit's service.

Department Goals (Overarching AUOs)	Specific Objectives	Means of Assessment and Criteria for Success	Summary of Data Collected and Number of Cycles	Use of Results	Next Assessment Cycle (Month, Year)
				Cycle(s)	
Communicate with faculty and others by providing critical information to faculty for their	Publish Academic Senate and other key Senate Sub-committees Meeting	Email and post Senate meeting agendas and summaries for every Academic Senate meeting both fall and spring semesters. Curriculum, CASL/PR,	Agendas were sent electronically to all using coc-all and posted in a public Senate Bulletin Board 72-hours prior to	3 The Senate and its subcommittees will continue to post agendas 72-hours prior to Senate	Fall 2020

participation in shared governance	Agendas in compliance with the Brown Act.	CE, PV Committees do the same. To learn more about the Brown Act, specific training was offered joint with the Board of Trustees. Increase the number of Academic Senate subcommittees posting agendas.	the Senate meetings. Agendas and meeting summaries for Academic Senate and other committee meetings were posted 72 hours in advance on the Academic Senate website.		meetings to comply with the Brown Act.	
	Communicate with faculty information from ASCCC through email and invited ASCCC guest speakers.	Academic Senate President, Curriculum Chair and key ASCCC Liaison positions (CTE Liaison, Legislative, Guided Pathways, and Noncredit) will serve as the conduit of information between ASCCC and the local faculty. ASCCC Guest speakers will be invited to COC for presentations.	The positions above regularly communicate via email communications from the ASCCC to their constituents. In 2018-20, the Academic Senate President is serving as the ASCCC Area C Representative on ASCCC Executive Committee; another faculty senator has is serving on ASCCC Noncredit Committee.	3	The CTE Liaison has created an CE committee to support the work associated with the Doing What Matters Initiative. There are now 2 Guided Pathways Liaisons who are regularly communicating to Senate and others on that work. Having members serve on ASCCC Executive Committee and other committees has been beneficial for keeping the local senate up-to-date with current events around the state.	Fall 2020
	Increase faculty participation and awareness of the work of the Academic Senate and key sub-committees.	Improve the websites of key sub-committees of the Academic Senate, such as the Career Education Committee, so that information is easily accessible. Allow for faculty and others to participate in committee meetings via Zoom or other technology.	The website for CE committee has been created Spring 2018. There are improvements to the Academic Senate website such that information is easier to find. The Senate used Survey Monkey to gather information about	1	Continue to improve the Academic Senate website so information about committees is easily found. Work with IR to use the district's access to Survey Monkey to expand question types and improve	Fall 2020

			what committees faculty are aware of and interested in joining. In addition, there was a Senate Committee Rush during Fall FLEX week which resulted in new tenure-track faculty joining committees.		analysis of the results. Continue FLEX Committee Rushes.	
Communicate with the Board of Trustees by attending Board of Trustees meetings regularly and presenting an oral Senate Report.	The Academic Senate President will represent faculty at Board of Trustees meetings	Board of Trustees meeting minutes will record Academic Senate President's reports. The Academic Senate President's reports will be sent electronically to the Board of Trustees members as well.	Board of Trustees meeting minutes reflect that the Academic Senate President or Vice President attended all Board of Trustees meetings and gave an oral and written report on the work of the Senate and its subcommittees. This includes reading resolutions that have been passed by the ASCCC or local Senate.	3	The Senate President or Vice President will continue to attend Board of Trustees meetings and deliver an Academic Senate report at each business meeting. The reports will focus on the work of the Academic Senate, key sub-committees, and other important work of the Senate, such as implementation of Guided Pathways and Strong Work Force activities.	Fall 2020
Increase faculty participation with the 10+1 responsibilities.	Provide presentations on a regular basis on leadership, committee responsibilities and more as related to the 10+1 and changes from the state that affect those responsibilities.	FLEX Presentations and special workshops will be conducted to educate faculty as to their roles in the 10+1 responsibilities. Evaluation surveys will be used to address the effectiveness of the presentations/workshops. Conduct Academic Senate Retreats at the start of each academic year.	Feb 3, 2016 there was a planned event: Faculty Leadership, Empowerment, and Voice, where David Morse and Julie Bruno, of the ASCCC will be helping to present. This event was co-sponsored by COCFA. As a result, starting in Fall 2016, there have been a FLEX	3	Faculty report increased understanding of their role and how it is vital to the 10+1 responsibilities.	Fall 2020

		presentation for both spring and fall semesters on Faculty Leadership by Faculty. These have continued through 2018. There have been Academic Senate retreats (fall 2016 & 2017 & 2018). Collaboration with Classified Senate is resulting in a joint FLEX presentation for spring 2019.			
Regularly conduct Surveys to evaluate the work of the Senate and faculty participation in the 10+1.	Faculty surveys will be created with the support of Institutional Research office.	A climate survey was created in 2016 through the support of IR office. An Academic Senate Survey of Operations was conducted Spring 2017 - targeted the Academic Senate members to evaluate effectiveness. Another climate survey is planned for spring 2018.	2	Results of the surveys will be used to inform work of the Academic Senate. For example, according to the 2016 Climate Survey, there is more work to be done to include adjunct faculty. To increase participation in the survey, the Academic Senate has recommended a third-party instrument. From the senators, there is agreement that the Academic Senate achieves it stated priorities each year and the Academic Senate's mission supports the overall mission of the college, as well as student learning.	Fall 2020
Through the	Senate appointments of	Senate	3	This is being	Fall 2020

	use of Committee Work, faculty will contribute to the 10+1 responsibilities.	faculty to key college committees, and to have responsibilities of the committee members defined in committee charters. Committee appointments will be documented and available on the Senate's website. Create a Senate Standing Rule on Appointments to Committees. A Statement on Faculty Participation in Governance will be created and communicated. Conduct Survey on Faculty Interests for Committee Appointments (spring 2018)	appointments will be identified in Senate Minutes, posted on Senate's website, including the committee charters. Standing Rules on Appointments to Committees was posted on the Senate website. A Statement on Faculty Participation in Governance was posted on the Senate's website.		done for committees that are under the Academic Senate. It is more challenging to complete this for the Collegial Consultation and other college committees because they do not have committee charters. There are however meeting minutes and agendas posted on the intranet for most of these college committees. The Standing Rules & Senate Statement on Faculty Participation in Governance have been approved by the Senate in November 2017 and has been disseminated. A Committee Restructuring work group has formed from the Committee on Committees summer/fall 2018 to evaluate how committees across campus could be realigned and improve communication.	
Represent faculty at ASCCC Plenary Sessions	The Academic Senate President and Vice-President or Alternate will attend the	Academic Senate meeting summaries will reflect a report from the Academic Senate President and other faculty attendees on the	Both the Academic Senate President and Vice-President attended the Plenary of the	3	Finding the Plenary Sessions informative and in order to cover more	Fall 2020

ASCCC Plenary Session each semester. The President or designee will cast votes at the Plenary sessions as the voting delegate on ASCCC resolutions on behalf of COC faculty and attend as many workshops as possible.

workshops attended at the ASCCC Plenary Sessions and on the vote results on resolutions at the ASCCC plenary sessions.

ASCCC each semester. The Senate President sent the proposed Senate resolutions to the faculty prior to the Plenary asking for input, and the Vice President (who is delegate) voted at the plenary according to the faculty's recommendations, and communicated the outcome of the votes with the faculty upon her return via e-mail and in an oral report at the next scheduled Senate meeting.

conference workshops than 1 person can possibly cover, both the Academic Senate President and the Vice-President should attend the ASCCC Plenary Sessions. In case the Vice-President does not attend, a designated alternate will attend in the VPs place. The President will be the official delegate and cast votes on resolutions on behalf of the COC faculty unless the President is serving as delegate on ASCCC Executive Committee. The Senate's budget request will reflect a request for an augmentation to fund both officers and designees to attend the ASCCC plenary, regional meetings, and training institutes. With the increase in work associated with academic and professional matters at the state-level, such as with Guided Pathways and

Doing What Matters, additional faculty attendees is needed at ASCCC events.

Objectives

Status of Objectives. ([College Strategic Goals](#))

Open Objectives

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: Additional faculty should be sent to these events. In 2017-19, the Academic Senate President is the Area C Rep on ASCCC Executive committee and serves as a Delegate, so the VP is COC's delegate.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: Dates of Senate Agenda deadlines, and Senate meeting dates are regularly posted on the Senate website. IT has created a function in Microsoft Outlook to allow for committees to identify meeting dates and times. Work will be spent exploring this use for the Senate and its standing sub-committees.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: These lists are updated regularly and posted on the Academic Senate website.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: The Senate sends the materials and deadlines for application to all faculty and calls for nominations annually. It submitted a nomination for the Diversity Award in 2012 and a nomination for the Hayward Award in 2014. Neither nominee was selected. The Exemplary Program Award for honorable mention received 2015-16. More work needs to be done here to update the website and a new objective has been created.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: The Senate has sent at least one Senate representative to the Leadership and Curriculum Institutes annually since 2010. However, with the expansion of initiatives and work of the senate as related to 10+1, there is increasingly the need to send more than one representative to these key events.

- 6). Survey faculty on their understanding of the work of the Academic Senate develop an plan for improvement.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: Faculty Climate Survey should become a regular assessment. A new one should be given in 2018. This could be coupled with a survey on the implementation of Guided Pathways.

An Academic Senate Survey of Operations was given to senators in Spring 2017 to evaluate the work of the Academic Senate. The results indicate that the Senators understand the mission of the Academic Senate and relationship with other institutional committees. Over 90% of respondents indicated that the Academic Senate achieves it stated priorities each year.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: For 2015-16, the College Policy Council established a calendar, but it seems that more work is needed to establish a review cycle for policies. At the last CPC meeting in fall 2017, it was revealed that the plan is to establish the calendar and tracking in Canvas. The CPC chair has an Excel tracking document.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: This is on-going work and currently there is collaboration regarding evaluation of faculty. Revisions to the survey instruments has occurred and FLEX workshops are under development for spring 2017. An ad hoc committee of COCFA appointed faculty and Senate appointed faculty will be meeting to discuss the recent COCFA contract changes and areas of overlap (December 4, 2017); Spring 2018, an ad hoc committee with representatives of COCFA and Academic Senate created a Joint Collaborative Consultation Understanding or agreement.

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

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: Additional funding is required to support statewide initiatives such as equity, Doing What Matters and more. There is a pilot process established for faculty to request funds for DWM, Equity, SSSP, and Basic Skills.

- 10). Collaborate with Classified Senate on areas of mutual concern.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: On an as-needed basis, the Academic Senate will initiate collaborations with Classified Senate.

- 11). Re-evaluate the budget development process and make recommendations for improvement.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: The Academic Senate President also serves as the PAC-B co-chair. In 2017-18, a process was created for off-cycle requests for instructional equipment. A Program Review Taskforce was created and significant changes to the Budget Model have been proposed - highlights include integrating the Academic Affairs Planning Document into the Budget Module and selection of possible funding sources. In addition, the committee has clarified the process for furniture, equipment replacement and repair.

- 12). Encourage and increase adjunct faculty participation in 10+1 matters (joining committees, senate work, curriculum work, professional development and more)

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: The Academic Senate passed a Statement on Faculty Governance Participation in November 2017. This will be shared out across the schools and become part of the New Faculty Orientation.

- 13). Improve professional development for all faculty by addressing this item in BP 7215: Financial Policies of faculty professional development activities

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: We have developed a pilot process for requesting categorical funds through SSSP, Student Equity, Basic Skills, and Strong Workforce Development for discipline-specific training through conference travel. We will reassess this process after one semester of implementation.

- 14). Increase involvement with ASCCC by serving on committees, as liaisons, and more.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: There have been members of Senate serving on ASCCC committees, including the Academic Senate President who is serving on ASCCC Executive Committee.

- 15). Improve the communication and organization of discipline assignments for all faculty by creating a list that shows how minimum qualifications or equivalencies are met.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: The work is on-going. Collaboration with MQ&E Chair, Academic Senate Administrative Assistant and HR is working well for this to be accomplished by end of 2019.

- 16). Work with administration to ensure that the Academic Senate signs off on any grants that affect the 10+3 responsibilities.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: Much progress has been made with increasing awareness of the Senate's process in terms of allowing at least one Discussion before taking Action. The Senate has also created a list of dates when agenda items are due to improve awareness of number readings before Action. The Administrative Assistant will regularly communicate those dates to the campus.

- 17). Improve succession planning for the leadership roles for the Academic Senate and sub-committees of the Senate.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: There is a Statement on Faculty Participation in Governance and work starting on the Senate constitution/bylaws. However, more work needs to be done here.

- 18). Provide funding for conferences and workshops to ensure faculty are trained and able to respond to statewide initiatives and new legislation.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: While Academic Affairs and the Basic Skills Initiative have been able to support additional travel in 2016-17, more funds are needed to support the work of the Senate so that faculty trained, current on statewide initiatives and new legislation and more importantly able to respond to these external pressures, specifically with the implementation of AB 705 and the development of Guided Pathways/Canyons Completes. The Academic Senate passed a resolution related to providing adequate resources for the Senate in fall 2018. This was read to the Board of Trustees.

- 19). In order for the Academic Senate and related committees to have the knowledge and understanding of our responsibilities and meet the requirements described in law, we need to be connected to statewide training, events, and meetings.

Goal: ENGAGEMENT

Status: In progress

Activity/Comment: This is an ongoing objective for the Academic Senate and related committees. There have been significant changes to laws and we will need support to adapt to those - such as the implementation of Doing What Matters/Strong Workforce Development, SSSP, AB 705 (Irwin) and with the Guided Pathways Grant.

- 20). Support faculty in the development of Guided Pathways through Canyons Completes and related workgroups.

Goal: SUCCESS

Status: In progress

Activity/Comment: Two GP Liaisons are in place for fall 2018. The Academic Senate President is a co-lead for (IE)^2 Committee and involved in ensuring the CCCC GP Work Plan and Budget align with the Academic Senate priorities sent in spring 2018.

- 21). Establish process for improved tracking of discipline assignments for faculty and courses and communicate that regularly to HR and Academic Affairs.

Goal: SUCCESS

Status: In progress

Activity/Comment: A database is currently being created.

- 22). Increase support for the work of the Academic Senate and subcommittees by providing funds for additional persons for minute taking.

Goal: ENGAGEMENT

Status: Yet to be started

Activity/Comment: This has yet to be started due to lack of funding.

- 23). Increase support for the work of the Academic Senate and sub-committees by using software that allows minutes and other documents to be searchable.

Goal: ENGAGEMENT

Status: Yet to be started

Activity/Comment: Waiting for funding and clarifying if the district is planning to purchase this for district-wide use.

- 24). Create award-nomination committee who can support the work needed to apply for ASCCC awards.

Goal: ENGAGEMENT

Status: Yet to be started

Activity/Comment: This objective is on hold. The Senate decided that this is not a priority at this time especially with efforts on Guided Pathways.

- 25). Provide non-instructional supplies for the Academic Senate Office to support faculty and meet its clerical functions.

Goal: ENGAGEMENT

Status: Yet to be started

Activity/Comment: With repeated requests for an increase in allocation here. The budget has been flat for over 10 years at \$300. This is insufficient to provide for the ink and other supplies needed in the office. In addition, Academic Affairs had to supplement the Senate budget to pay for the frames needed for the pictures of our Emeriti Faculty.

Completed Objectives

- 1). Support faculty and curriculum development in noncredit and Doing What Matters

Goal: SUCCESS

Status: Completed

Impact: Two new committees have formed: Career Education (CE) and Noncredit committees. In addition, an IEPI Partnership Resource Team (PRT) occurred spring-fall 2017 to support the development of noncredit in

general, but specifically for CE areas. With the IEPI grant funds, faculty receive a stipend for the work associated with developing proposals for new noncredit curriculum.

- 2). Ensure that all faculty are aware of the key elements of a syllabus as established by the Academic Senate in 2017 and that Academic Affairs supports this work with an Addendum of Services updated and published annually on their website.

Goal: SUCCESS

Status: Completed

Impact: An addendum of services has been created by Academic Affairs.

Activity/Comment: There is increased interest in returning to the topic of syllabi as is related to equity and policies.

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

Goal: ENGAGEMENT

Status: Completed

Impact: The Academic Senate ByLaws have been amended to incorporate the use of Resolutions.

Activity/Comment: We have increased our use of Resolutions and are becoming more comfortable as a Senate in using these. We have approved 6 new Resolutions just in the calendar year of 2016 as opposed to the 4 that were approved from 2010-2015. Two resolutions were written in 2017 in support of our students: Resolution in Support of Students in Uncertain Political Times and Support of Dreamers which was joint with the Board of Trustees and Associated Student Government.

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

Goal: ENGAGEMENT

Status: Completed

Impact: Although COCFA was able to increase the reassign time tot 300% in spring 2016.

- 5). Increase faculty participation in the Doing what Matters (DWM) Workforce development initiative. (CTE)

Goal: ENGAGEMENT

Status: Completed

Impact: Fall 2017, a new Career Education Committee has formed and is becoming a place for faculty participation and communicate. In addition, the CTE Liaison, has led significant efforts to improve faculty participation with the DWM initiatives such as increasing marketing (through creation of videos, updating of websites).

- 6). Increase understanding of the Brown Act and application of it to sub-committees for the Academic Senate

Goal: ENGAGEMENT

Status: Completed

Impact: There was training in spring 2017 and this is regularly addressed during Academic Senate Retreats. More committees are following the Brown Act as of fall 2018.

- 7). Update the Academic Senate Constitution, have faculty ratify it, and develop Academic Senate Bylaws to address the Reorganization of Academic Affairs.

Goal: ENGAGEMENT

Status: Completed

Impact: Policy Review Committee brought proposed changes to the Senate in spring 2018 with the Constitution being ratified at the last meeting of the spring 2018 semester.

- 8). Improve meeting efficiency for Senate and committees.

Goal: ENGAGEMENT

Status: Completed

Impact: With improved technology in Bonelli 330, the Senate and key sub-committees have been able to live-

stream meetings using Zoom or WebEX. Additional microphones have been installed around the room.

Activity/Comment: There is still a need to search senate and committee information and documentation, though, through a document management system.

- 9). Improve processes for program review by supporting work of the academic program review committee.

Goal: ENGAGEMENT

Status: Completed

Impact: An revised program review was put into place fall 2018 that integrates budget requests with Perkins form, staffing requests and more.

Cancelled Objectives

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

Goal: ENGAGEMENT

Status: Cancelled

Activity/Comment: The conversation around Diversity began spring 2016, but more time is needed to fully explore all the issues. This work will continue to evolve as part of the conversations around Guided Pathways and Canyons Completes.

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

Goal: ENGAGEMENT

Status: Cancelled

Activity/Comment: March 24, 2016, The Academic Senate Summary reports: Professional Development Hours (FLEX Credit) shall be granted for CTE Advisory Board Meetings and Nursing in-service hospital training in order to follow Ed Code, Section 87153(c): "In service training for vocational education and employment preparation programs." It is recommended that the Faculty Professional Development Committee recognize this training as Professional Development and award up to the maximum allowable hours approved considering CTE Advisory Training. There hasn't been a complete resolve on the Outreach work for Coaches. Significant changes to the Faculty Professional Development Committee procedures have been proposed in 2017. Discussions are expected to continue through 2018.

- 3). Create an Academic Senate Handbook.

Goal: ENGAGEMENT

Status: Cancelled

Activity/Comment: Working towards this by the creation of new Academic Standing Rules and Statements, as well as work on revision of the Bylaws/Constitution.

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

- 1). Updated the Academic Senate Constitution, have faculty ratify it, and revised the Academic Senate Bylaws in spring 2018. (Goal: ENGAGEMENT)

- 2). Facilitated the discussion and drafting and/or revision of district policies such as student conduct (2018-19). (Goal: ENGAGEMENT)

- 3). Participated in the AB 288 task force in 2018-19 representing the Academic Senate and faculty interests. (Goal: SUCCESS)

- 4). Increased faculty participation in the Doing what Matters (DWM) Workforce development initiative. (CTE) (Goal: ENGAGEMENT)

- 5). Supported the work of Canyons Completes and CA Guided Pathways Program, including the development of meta-majors, noncredit program expansion and early alert/retention program (2017-19). (Goal: ENGAGEMENT)

- 6). Approved the Annual Credit Course Certification Form (fall 2018). (Goal: ENGAGEMENT)

- 7). Create Agenda Item Submission form to improve the organizational planning of the Academic Senate agendas (2018). (Goal: ENGAGEMENT)

New Objectives: Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the [Strategic Goal](#) to which the objective relates.

Other External/Internal Factors

Positions in your department: What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

2018 update - we are in the first year of two-year term for president/VP and school senators. A new Administrative Assistant is currently training and will begin full-time in January 2018.

Statewide discussions include Guided Pathways, College Promise, change in funding formula, implementation of AB 705, fully online college and more. The senate will need to be prepared to respond.

Technology: How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

2018 update

We are still in need of additional technology to support the volume of information handled by the Senate - we need to be able to search agendas and minutes/summaries for the Senate and key committees.

Other Departments involved in initiatives in Program Review.

Department/Program Changes: Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

Canyon Country Campus and a possible Westside Campus: Please describe your department's services that are available at the Canyon Country Campus and any plans for changes. Also, please include plans for offering services at a possible Westside Campus.

As the college continues to expand at Canyon Country, there will be a need to have an Academic Senate meeting room (dedicated to the Academic Senate) at CC. There is a continued need for increase in faculty office and meeting space at CCC.

2018 update - currently we are relying heavily on WebEX or Zoom to allow for faculty at CCC to participate in Senate's and related sub-committees' meetings.

Connection to [Educational and Facilities Master Plan](#): How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created.

An interview was conducted for the 2016-2018 Education Master Plan in Jan 2016.

Identified in the 2016-18 Educational Master Plan:

The Academic Senate will be working on the following initiatives during the next five years:

Local participation in response to statewide initiatives. For example:

Doing What Matters

Noncredit/adult education

Online education

Build Senate leadership and increase faculty participation

Improve local Senate processes

We have established new committees to increase faculty participation in DWM/Career Education and Noncredit. There was a PRT visit for support to develop and expand noncredit programs. We have been making good progress in terms of improving our local Senate processes. The Senate has been supportive of online education and updated the online education teaching requirements, and supported the local development of ZTC materials for ECE and Water Technology. Currently, we are working to increase faculty participation in Canyons Completes and CA Guided Pathways project which will require us to support local conversations around curriculum mapping, development, and other related changes.

Other Information: Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The Academic Senate at College of the Canyons is part of Area C of the Academic Senate of California Community Colleges (ASCCC). Area C is comprised of 27 colleges, ranging from Cuesta College in San Luis Obispo County in the north to Los Angeles Harbor College in Wilmington to the south and east to Mount San Antonio College in Walnut and Citrus College in Glendora. Within the scope of this extensive geographic region are the nine colleges from the Los Angeles Community College District. Area C has one meeting in the fall and another in the spring prior to the plenary sessions, and the Area C reps also meet at the fall and spring plenary sessions. With the DWM Initiative, there is more regional coordination. We are part of the South Central Coast Regional Consortium which only includes North LA County and not all of LA County.

With state legislature active in transforming laws related to higher education, and with the Board of Governors regularly updating Title 5 regulations, the Academic Senate must be continually aware of these changes, and related implementation locally. This requires that the faculty serving on the senate have appropriate training and knowledge of new laws and regulations. The most effective way that faculty receive this training and knowledge is by going to ASCCC events, regional meetings, and plenaries. Compared to other local academic senates, we are under-funded to meet the travel and training needs of our faculty.

Use of Data: Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

Data Result	Implication
1). Results of Academic Senate Survey of Operations (Spring 2017) of senators: 92% of respondents understand the mission of the Academic Senate and believes that the Academic Senate achieves it stated priorities each year. Respondents indicated that it would be helpful to develop ways to improve communication of the senate work and accomplishments.	The Senate discussed the results of the Survey at their Fall 2017 Retreat and in meetings. The Senate will explore ways to improve communication of senate work and accomplishments.

Departmental Strengths: Describe the department's strengths or unique features. This should principally include information from the data summarized above.

One strength of the Academic Senate is having dedicated and committed faculty members serve as senators, committee members and committee chairs who give their time and effort to represent their colleagues. A second strength of the Academic Senate is having the financial support and resource allocations from the district for a full-time administrative assistant, a dedicated office, and the Faculty Center (Bonelli Hall 330) space to hold meetings. Additionally, the current Academic Senate officers have experience as accreditation site-team members, SLO coordinators, program review committee co-chair and department chairs which provides the Senate and faculty with insight into institutional and accreditation-related issues.

Departmental Challenges: Describe the department's challenges. This should principally include information from the data summarized above.

With the increase in demand and need for faculty to serve on a variety of state mandated initiatives, it is more important than ever that faculty be represented at all Academic Senate and related area and statewide meetings and conferences. Currently, the budget doesn't allow for full coverage at all of these events.

Budget Planning

[Click Here for Budget Planning](#)

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives

described above:

Supplies and Services

Non-instructional supplies are needed for the Academic Senate Office to support faculty and meet its clerical functions: paper, pens, ink cartridges for the printer/fax, tape recorder, flash drives, file folders, lubricant for the paper shredder in the Senate Office (Bonelli Hall 315) and other office supplies.

Equipment

We need to be able to search minutes and agendas for the Academic Senate and sub-committees, perhaps access to Board Docs would help address this need.

Facilities and facility modification

A dedicated space for a Faculty Conference Center at the Canyon Country Campus and at any new campus are necessary for faculty to hold meetings. Such a spaces should be equipped with the same technologies.

Personnel

Additional support for Adult Hourly is needed to help take minutes at various committee meetings.



[Classified Staffing Form](#)

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)

Participants / Additional Support Documents

Please list the staff who were consulted in this program planning and review.

This program review was an Action item for the Academic Senate on December 6, 2018

Upload additional files.

File #1: [Activity Planning Form - Academic Affairs_updated 17_PP1_RE.pdf](#)

File #2: [Activity Planning Form - Academic Senate_2_Meeting Efficiency 17_RE.pdf](#)

File #3: [18-19_Program Review - Estimate Conference Travel.xlsx](#)

CASL Committee Disaggregation Discussion

The CASL Committee has been discussing the issue of disaggregation for several years. With the college's adoption of eLumen, there is a way to functionally link data with students based upon a student's college identification number. Knowing that this is possible and that ACCJC mandates discussion of disaggregation of data and discussion thereof, the committee voted to have the data uploaded into eLumen beginning in Spring 2019. ACCJC Standard I. B. 6. reads (in part), "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students."

Keeping all of this in mind, CASL discussed disaggregation during several meetings this fall including on August 22nd, September 12th, October 10th, and October 24th. After these discussions, CASL voted to approve the following areas for disaggregation:

- ✓ Sex
- ✓ Ethnicity
- ✓ Age
- ✓ Financial aid status
- ✓ 1st generation college student
- ✓ DSPS status
- ✓ FT v. PT status

It is important to note that any data set less than 10 will not give a result. For example, if during the assessment period, there are fewer than 10 Pacific Islanders, then disaggregation on that ethnicity will not be reported.

Academic Senate - College of the Canyons
Draft Resolution
Vote of No Confidence - State Chancellor Eloy Oakley

Whereas, California Community Colleges Board of Governors Standing Orders define the role of the Academic Senate California Community Colleges (ASCCC), Student Senate, and Consultation Council, including “representatives of selected community college institutional and organizational groups”, to be that “Throughout the Consultation Process, the advice and judgment of The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”;

Whereas, Chancellor Oakley has failed to properly and dutifully consult with and rely primarily on the ASCCC regarding matters within the purview of its expertise and charge in the development and implementation of recent initiatives including Vision for Success, Fully Online Community College, and Performance-based funding;

Whereas, Effective leadership of a vast, complex statewide public system requires all stakeholders to be deferred to and respected for their expertise necessary for the successful implementation of any top-down initiative and unilateral decision making by Chancellor Oakley runs contrary to the leadership required for and nature of public institutional administration and thereby has failed to properly represent the system he was hired to lead;

Whereas, Chancellor Oakley has irresponsibly publicly declared that the CCCs are failing our students without any measured and thoughtful recognition of ongoing, tireless efforts and success to the contrary; and

Resolved, That the Academic Senate of College of the Canyons affirms a vote of no confidence for the California Community College Chancellor, Eloy Ortiz Oakley and hereby transmit said resolution to the Santa Clarita Community College District Board of Trustees; and

Resolved, The Academic Senate of College of the Canyons sends this resolution and vote of no confidence in Chancellor Oakley to the California Community Colleges Board of Governors.

End Notes

BOG Standing Orders

<http://extranet.cccco.edu/SystemOperations/BoardofGovernors/ProceduresStandingOrders.aspx>

Lack of transparency and consultation

<https://www.sacbee.com/news/politics-government/capitol-alert/article212964894.html>

Vote of No Confidence

https://en.wikipedia.org/wiki/Motion_of_no_confidence

Eloy - CCCs are failing our students

<https://edsource.org/2018/community-college-reforms-are-on-the-right-track/597973>

BP 4030 ACADEMIC FREEDOM

Reference: *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

A. GENERAL PRINCIPLES ON ACADEMIC FREEDOM

1. The free expression guarantee provided by the United States Constitution's First Amendment is vital to America's democracy; functioning of democratic institutions depends on the people's freedom to vigorously discuss, debate, disagree, challenge and dialogue on all topics of public concern.
2. To fulfill its civic and educational mission, an institution of higher education must encourage its campus community to comprehend and value the importance of the right of free expression to an open society and an educated populace.
3. Developing the critical inquiry and thought required for individual success and societal progress can only occur in an academic environment that promotes an open and free exchange of ideas and freedom of expression must, therefore, extend to students and faculty in an educational environment.
4. The College supports academic freedom for its faculty and students and encourages them to develop and accept opportunities for critical thinking and personal growth without compromising the respect to which all persons are entitled.

B. ACADEMIC FREEDOM AND THE FACULTY

1. Academic freedom in the course of instruction means that District faculty may present and explore all issues relevant to their disciplines regarding the substance of each course's content. It includes the full scope of professional faculty obligations relative to assigning textbooks, presenting student learning activities, evaluating student performance or achievement, and participating in the academic life of the community.
2. Academic freedom also requires intellectual honesty and integrity, including the balanced presentation of any differing perspectives and interpretations that professional, disciplinary standards would require.
3. The District expects that faculty will maintain scholastic currency in their academic disciplines, and their capabilities as instructors within those disciplines.
4. The District recognizes that its faculty members are also private citizens who are free from censorship or discipline when speaking or writing as public citizens. Nevertheless, faculty should understand that the public may judge their profession and the District by their speech and writings. Thus, faculty who speak or write as a private citizen should be accurate, exercise appropriate restraint, show respect for the opinions of others, and clearly declare that the faculty member is speaking or writing in a private capacity and not on the District's behalf. This provision, however, does not limit the right of faculty to publicly or privately comment on District policies, procedures, or practices, or to peacefully debate any subject of interest to the academic community or society at large.

5. As members of a profession that relies on academic freedom, all faculty members have an obligation to exemplify the highest standards of professional conduct and to promote an understanding of this principle to their colleagues, students, and the community.

C. ACADEMIC FREEDOM AND STUDENTS

1. By engaging in academic study within the District, students should accept that they will study in an environment designed to present a full, open, and thoughtful range of academic insights, perspectives, and viewpoints and that they are likely to be exposed to conflicting and controversial views as a result.
2. Academic freedom allows students to take reasoned exception to the concepts and conclusions presented in any course of study in a manner that is consistent with the District's Code of Student Conduct. Students remain responsible, however, for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information.

D. DISTRICT RESPONSIBILITIES AND SUPPORT

1. The District is committed to the full support of the principle of academic freedom within all its activities.
2. The District supports the freedom of all faculty to inquire, to teach controversial content, to model and encourage critical thinking, and to present all viewpoints within each discipline.
3. The District supports the freedom of all students to inquire, access the full range of information available, explore difficult and controversial material, develop and practice critical thinking skills, and learn in a climate free of intimidation and conducive to the free exchange of ideas.
4. The District recognizes that the California Education Code grants faculty the right and the professional responsibility to assign grades free from political influence, intimidation, or legal threat.

E. ROLE OF ACADEMIC SENATE

1. The Academic Senate shall establish a Committee on Academic Freedom to provide clarification and advice on matters relating to academic freedom.

See Administrative Procedure [AP 4030]

Revised 02/12/14

AP 4030 ACADEMIC FREEDOM

Reference: *Education Code section 76120; Title 5 section 51023; Accreditation Standard I.C.7*

A. ESTABLISHMENT OF AN ACADEMIC FREEDOM COMMITTEE

The Academic Senate shall establish a standing committee to consider matters of academic freedom (hereinafter, “committee”).

B. COMMITTEE MEMBERSHIP

1. The committee shall consist of at least three faculty appointed by the Senate for a term of one academic year, one of whom will be designated as Chair. The Senate may re-appoint members for subsequent terms.
2. At the request of the Senate, the committee, or any person or entity (including, but not limited to, any academic or non-academic department, school, or campus organization) having an interest in a matter under the committee’s consideration, the Senate may appoint a disinterested person with specialized training or expertise to serve temporarily as an *ex officio* (non-voting) advisor to the committee on issues within the appointee’s area of training or expertise.
3. The Senate will strive to ensure that the faculty committee members include full time and adjunct faculty to the extent possible.
4. Any committee members having a direct interest in a matter under the committee’s consideration shall disclose the interest and recuse themselves from participation in that matter and, in that event, the Senate may appoint a suitable replacement for the limited purpose of participating in the committee’s work on that matter.

C. COMMITTEE WORK

The committee’s work includes (1) making formal recommendations on academic freedom matters to the Senate in relation to a dispute, controversy, or other matter including, but not limited to, an alleged violation of Board Policy 4030, (2) offering informal advice or guidance on matters of academic freedom, (3) undertaking initiatives to educate the campus community with respect to academic freedom, and (4) other activities relating to academic freedom assigned by the Senate.

1. Requests for Formal Recommendations: The Senate, a faculty member, a college committee, or an academic or non-academic department may ask that the committee provide its interpretation, clarification, analysis, or opinion on an issue directly or indirectly concerning academic freedom to the Senate (the “Matter”).
 - a. The Conditional Report: The committee shall, subject to the exceptions set forth in this procedure, provide a written report containing its interpretations, clarifications, opinions, findings, and/or recommendations on the Matter to the full Senate, as well as the parties requesting the report, subject to any restrictions required by FERPA and other privacy rules and regulations (“Conditional Report”). The Senate may return the Confidential Report to the committee for its reconsideration, or further consideration, of any point raised therein or any related point. The committee shall begin its work with a presumption that a Matter justifies the creation of a Conditional Report but has discretion to decline to issue a Conditional Report if, after considering the Matter in light of the committee’s charge, it determines that the Matter either does raise an issue of academic freedom of such significance to warrant Senate involvement or that a Confidential Report is otherwise unjustifiable or unwise. The committee shall explain its reasons for declining to issue a Conditional Report, in writing, to the Senate President and the party or parties who initiated the Matter. The Senate may direct that the committee prepare a Conditional Report nonetheless.
 - b. The Final Report. A Conditional Report is inoperative unless and until the Senate approves and adopts it, in whole, in part, or as modified, as its own final report on the Matter (“Final Report”). A Final Report constitutes the studied interpretation, opinion, recommendation, and finding of the Senate on the Matter and is entitled to appropriate weight and consideration by all parties involved and the campus community as a whole. The Senate shall deliver a copy of any Final Report to the Chief Executive Officer, the Chief Instructional Officer, and to the party or parties who initiated the Matter.
2. Requests for Informal Advice or Guidance: At any faculty member’s request, the committee may provide informal advice or guidance, which will not require a Conditional Report or a Final Report, with respect to a matter of academic freedom (“Informal Matter”).
 - a. Committee Discretion to Provide Advice: The committee shall retain discretion to accept or reject a request for informal advice or guidance on an Informal Matter.
 - b. Requests for Confidentiality: The faculty initiating a request for advice or guidance on an Informal Matter may ask that the committee provide that advice and guidance confidentially. If the initiating faculty member requests confidentiality, the committee shall preliminarily and presumptively undertake all reasonable measures to maintain the confidentiality of the information disclosed to the committee and the committee’s advice and guidance. The committee cannot, however, maintain or promise to maintain confidentiality to the extent such confidentiality is made impossible, impracticable, unlawful, or violative of any other District policy and procedure. Furthermore, the committee has discretion to decide, after hearing the Informal Matter, that maintaining confidentiality would be harmful to the Senate, the campus community, or other faculty. In the event that the committee determines that maintaining confidentiality over an

Informal Matter would be harmful to the Senate, the campus community, or other faculty, it shall present the Informal Matter to the Senate President who may instruct that the committee either maintain confidentiality, to the extent allowable under this procedure, or prepare a Conditional Report.

D. COMMITTEE PROCEDURES

5. The committee shall operate in an open, collegial manner to the extent possible.
6. Decisions of the committee shall be made by a vote of a majority of its members.
7. The committee shall meet at least twice each semester but may meet as often as the committee determines is necessary to complete committee work.
8. The committee shall establish its own guidelines to govern committee meetings and operations including, but not limited to, setting meeting dates/times and establishing procedures for the intake of new requests for Formal Recommendations or Informal Advice of Guidance.
9. All decisions of the Academic Freedom committee will be made by a vote of a majority of its members.
10. The committee will work with Human Resources, and other appropriate departments, to ensure that all parties' privacy, FERPA, and other related rights are respected.
11. The committee shall have wide discretion to consider, receive, and solicit information and evidence from outside sources, whether documentary or otherwise, to assist and inform its work and to affix weight and significance to that information and evidence. The committee's exercise of its investigatory and deliberative discretion shall be impartial and reasonable under the totality of the circumstances, as determined by the committee.
12. Before the creation of a Conditional Report, the committee shall provide notice of a Matter to any Administrator or Department Chair who the committee reasonably determines has, or may have, a direct or substantial interest in that Matter to allow those parties a reasonable opportunity to provide relevant documentary or other information regarding that Matter to the committee. To avoid undue delay, the committee shall have the discretion to establish a reasonable time limit for submission of such information. This notification requirement does not apply where the committee exercises its discretion to decline to prepare a Conditional Report or with regard to any Informal Matter.

Revised 02/12/2014

Equity/Inclusive Language & Syllabi, Jennifer Paris

“As artifacts of practice, syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially/ethnically minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in educational settings and elsewhere, syllabi can be tools for equity-minded practice. In particular, faculty can use syllabi to demystify the implicit norms and ambiguous processes that characterize college such as how to be a “successful” student. Syllabi can welcome them into a classroom where they will be cared for, and validate their pursuit of a college degree and ability to be successful. They can send the message that while students need to work hard in college, faculty are there to support and work in partnership with them. Finally, syllabi can affirm the belonging of racially/ethnically minoritized students in higher education by representing their experiences in the course materials and by deconstructing the presentation of white students and white experiences as the norm.”

The Center for Urban Education Syllabus Review Guide for Equity-Minded Practice.

Additional Resources for Discussion

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

<https://tomprof.stanford.edu/posting/1625>