College of the Canyons Academic Senate
November 8, 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: None
5. Approval of the Consent Calendar

Academic Senate Summary, Oct. 25, 2018 (pg.3-8)	Curriculum Committee Summary, Nov. 1, 2018 (pg. 9-14)
Program Viability Summary, 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
2. Vice President's Report, Jason Burgdorfer
3. Curriculum Committee Report, Lisa Hooper
4. Update on Website Redesign Process, Eric Harnish
5. Renewal of Online Teaching Requirements, Brian Weston (pg. 20-23)
6. Guided Pathways/Canyons Completes Report, Erika Torgeson & Tara Williams

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. OEI Rubric for Course Exchange (pg. 24-46)
2. College of the Canyons Course Design Checklist (pg. 47-51)
3. EEO Plan/Longitudinal Data (pg. 52-83)

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)
2. Dual Enrollment Couse Selection Process (pg. 89-104)

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

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

I. Adjournment

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

Academic Senate Summary for October 25, 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	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senators	Sab Matsumoto	X	At Large Senator	Sonny Requejo	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
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					
Amy Foote	X		Ron Mita	X
Ruth Rassool	X		Brian Weston	X
Barry Gribbons	X		Teresa Ciardi	X
Daylene Meuschke	X		Collette Gibson	X
Tara Williams	X		Sarah Farnell	X
Anne Marenco *(Via WebEx)*	X		Dr. Dianne Fiero	X
Sarah Farnell (ASG Student Trustee)				

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 Gary Collis, seconded by Marco Llaguno. Unanimous. Approved.

4. Committee Appointments:
   - Additional Makerspace Committee Appointments
   - There was a clarification that committee appointments have already been made these are additional Makerspace Appointments.

| Gregory Poteat (adj Manufacturing) | Mercedes McDonald (adj Art) | Esteban Gomez (adj ASL) |

Motion to suspend the recording of this meeting: Motion made by Wendy Brill, seconded by Marco Llaguno. Unanimous Approved.

- There was a clarification that the Academic Senate "Standing Rule for Authorization, Maintenance and Destruction of Audio Recordings" states that meetings *may* be recorded. It does not state that it *must* be recorded. It also states that any voting member of the Academic Senate can request to suspend if they make a motion anytime during the business of the meeting. It was stated that there could be a public records request and that that recording is subject to that. The policy was to record the meeting just for taking minutes and then it could be destroyed. Some senators are uncomfortable with recording of the discussion being made available to people on a regular basis. There was clarification that this is a public forum meeting and anyone from the public is allowed to record. Some Senators feel uncomfortable with being recorded or with having a collection of recordings be made available to the public. When decisions are made they are made as a body. Some senators where in favor of suspending the recording for this meeting only. The original reason why the meetings where recorded was to help with the accuracy of the minutes. If the recordings will be suspended until perpetuity that may mean a larger conversation. It was clarified that the minutes are stored just until the minutes are approved then the recording is destroyed.

5. Approval of the Consent Calendar

Academic Senate Summary, Oct. 11, 2018 (pg. 3-10)	Curriculum Committee Summary, Oct. 18, 2018 (pg. 20-28)
Academic Senate Summary, Sept. 27, 2018 (pg. 11-19)	Adjunct Senator Election Results: o Jessica Small
Program Viability Committee Summary, Oct. 18, 2018 (pg. 29-30)	o Ron Mita o Aaron Silverman

- Warren stated that the Summary notes from the Sept. 27, 2018 meeting have not been update. That the statements made by Rebecca where inaccurate or incomplete. There are also statements which are contradictory. There was a clarification that the motion made by David Andrus during the Oct. 11, 2018 meeting was to table a portion of the Sept. 27, 2018 with the stipulation that Warren Heaton contact Rebecca Eikey with what he thought was deficient in the summary. The email request sent to Rebecca did not specify and did not provide details regarding what was incomplete. There was no mention that Warren wanted to listen to the recording. Warren clarified that he did indeed provide page and section numbers referencing which sections he feels need to be updated. Warren was handed a digital copy of the recording from the Sept. 27th meeting so he can listen to the recording and take notes. Warren will submit summary notes to Rebecca Eikey.
- Motion to approve the consent calendar by Wendy Brill, seconded by Gary Collis. Two Abstentions from Lisa Hooper and Jennifer Paris. Approved.
- President welcomed newly elected Adjunct Senators and clarified that they can now official vote.

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
   - President attend the ASCCC Area C Meeting at Compton College on Saturday, October 13, 2018. A review and discussion took place at the meeting regarding the "52nd Fall Session Resolutions." There was some concern with passing a Vote of No Confidence for Eloy Oakley. This was also discussed at the Area D San Diego meeting. This item will come forward as a discussion at the upcoming 2018 Fall Plenary Session. There is a new discipline coming forward in the area of "Homeland Security." A hearing process is will be ready for the fall 2018 Plenary. Some areas of discussion that will take place at the fall plenary include, faculty diversification, Doing What Matters, Guided Pathways, AB 705 implementation and the new budget formula. President will report back to Senate on the Fall 20185 Plenary.

2. Academic Staffing Report, Miriam Golbert
   - Two handouts were shared at the meeting. One was the "History List of Vacant Positions" and the other was the "ASC Spring 2018" revised list.
   - The vacancy list was updated due to another faculty retirement in the Nursing Dept. There is a committee meeting scheduled for next Tuesday. There will be 8 departments presenting for new faculty. A meeting is scheduled for next week with the Chancellor. The FON number has been updated. There will be hiring of 6-7 new full-time faculty. This group of new full-time faculty does not include those new faculty for the new science building. It was emphasized that more students equals new revenue. The committee has not heard back regarding the last recommendation sent to the Chancellor. It is still unclear how many funds will be received. The positions for the fall will be included. Temporary and non-credit positions will be reviewed. There was a question as to how a one year positions becomes permanent? It was clarified that if there is a need it will be proposed for funding. The proposal will go to the committee. New programs will go to the Program Viability Committee. This is so that it aligns with what's on the Board.

3. Faculty Professional Development Committee Report, Teresa Ciardi
   - With three co-chairs there is still a lot of work for this committee. The committee will see 50-60 proposals come through. This is a bit of a work load. The committee now has a pre-approved list. Most of these proposals stay in the Director's office and then get uploaded to "My Plan." There have been some complaints from faculty that this takes too long to upload.
   - The committee will communicate with Rebecca on another round of Pathway Discussions/workshops. There will also be some well-being exercise and skills building workshops.

C. Action Items

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

College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA. 91355

1. Revised Discipline Assignment for Gary Collis (pg. 31-32)
    - Motion or approve the revised discipline assignment by David Andrus, seconded by Reginal Blasberg. Unanimous. Approved.

2. Adjunct Faculty MQ&E list
    - Part-Time Faculty Fall 2018 (pg. 33-47)
    - Part-Time Faculty Summer 2018 (pg. 48-54)
    - ISA for Spring-Summer 2018 (pg. 55-61)
    - Human Resources was thanked regarding removing the gender specific titles such as Mr. or Mrs. from the discipline memos.
    - There are two faculty on the list which do not have any information include regarding the MQ & E or any evidence as to how they meet the MQ & E. The two faculty include Brawer, Stan and Cross, Dennis. HR will correct and bring back changes to Senate.
    - Motion to approve the Adjunct Faculty MQ&E list with two faculty name omissions missing MQ & E information by Lisa Hooper, seconded by Jennifer Paris. Unanimous. Approved.

2. New Department: CWE
    - Department Changes: Proposal CWE Fall 2018 (pg. 62-67)
    - Academic Department Proposal Rubric CWE (pg. 68)
    - This proposal was submitted by Nicole Faudree. By creating an academic department of CWE, the academic portions of CWE could be served. This action includes approving Nicole Faudree to serve as the department chair.
    - Motion to approve by Erika Torgeson, seconded by Ron Karlin. 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. EEO Plan/Longitudinal Data, Dr. Diane Fiero (pg. 69-102)
    - A copy of the "Significantly Underrepresented Group Analysis" report was shared.
    - The report demonstrated results based on applicant data by a process of race, gender and sex to determine which groups are being underrepresented. The results demonstrate a need to increase the percentages of underrepresented groups to faculty, staff, and administrators. The percentages include full-time and part-time faculty, and classified staff. Anything under 80% is considered underrepresented as defined by the state chancellor's office. 80% is the states standard and it is also a federal number. The data in this report was voluntary data provide by applicants from job applications.
    - There was a clarification to Section XIII. Methods to Address Underrepresentation, Sub-section A. Recruitment, item #1 regarding "in-house interim appointments." "Interim" status is only assigned when there is a need such as a reorganization, urgency to fill a position, take over, illness, passing away or a short leave of absence. Position which are on a temp basis are in "Interim" status for up to 2 years.
    - The next step will be a need to develop methods for addressing underrepresentation. There was suggestion to survey those who have already applied, those who didn't get

hired, and those who participated in hiring committees to collect feedback on the application process.

- Three years from now the questions will be: Are we doing a better job on this issue? How do we feel about it? How do we measure someone's wellbeing? We will need to improve the scores on survey items.

2. AP 4023 & BP 4023 Academic Department, David Andrus (pg. 103-108)
   - AP 4023 is referred to only in program viability administrative procedures AP 4021. Most AP's have a parent BP policy. This policy puts parameters on what an academic department is. The definition on pg. 103 has been amended. Pg. 105 Section 4023.2 sub-section E. clarifies the role of the CIO in this procedure. Dr. Buckley is in full support of the proposed full language.
   - There was much discussion regarding the definition of the academic department and who are the members of academic department. As a result of this discussion senators are to bring this topic to their academic schools for more input.
   - This discussion item will be brought back and included on the December Senate meeting agenda with the understanding that senators will bring this topic to their schools for discussion.

3. Elections Procedures, Dustin Silva (pg. 109-111)
   - There were pros and cons regarding whether or not to change the nominating period from 10 days to 5 days. The senate requested more specificity regarding the days i.e., "business days, calendar days or Monday through Friday."
   - There were questions regarding the language used in the Constitution with respect to adjunct faculty. There was a suggestion to look at the language of the constitution.
   - There was a recommendation to collect feedback from the adjunct faculty regarding adjunct faculty elections.
   - There was an agreement to have people use a canyons emails for electronic elections.

4. OEI Rubric for Course Exchange and local checklist, Anne Marenco & Brian Weston
   - California Virtual Campus – Online Education Initiative (CVC-OEI) (pg. 112-121)
     o A general overview was provided. Foothill-De-Anza College District was awarded the grant again.
   - College of the Canyons Course Design Checklist (pg. 122-126)
     o There was much favorable discussion regarding the checklist.
     o This checklist will come back as an action item.
   - California Community Colleges Online Education Initiative Couse Design Rubric (pg. 127-149)
     o There is a set bar for entering the Course Exchange. OEI has their own course reviewers and support, such as instructional designers. There is a Finish Faster Campaign where expanding the number of courses in the Exchange is an objective or goal.
     o To facilitate the expansion, OEI is interested in developing a local review of courses. Thus, the course design rubric would need to adopt locally and a

process would need to be developed for local review. Our professional development committee has already approved 36 hours of FLEX credit for faculty who already participate in course design evaluation with an additional 6-8 FLEX hours for the mentor faculty.

- o Currently all courses in the Exchange are C-ID but they are looking to expand.
- o The Course Design Rubric was modified to become the checklist. Faculty members can use the checklist to evaluate his/her own courses.
- o There is a need to create more awareness of this rubric. This rubric will come back as an action item.
- 5-year Roadmap for CVC-OEI (2018-2023) (pg. 150)
    - o The Roadmap was not discussed.

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. Syllabus Policies

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

H. Announcements
- o Next Academic Senate meetings will be on November 8, 2018 and December 6, 2018.
- o ASCCC Fall Plenary, November 1 to November 3, 2018
- o Vacant At-Large Senator position

II. Adjournment: 4:55 pm

CURRICULUM COMMITTEE SUMMARY

November 1st, 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 COURSE AND PROGRAM PROPOSALS – DISCUSSION OF NEED				
The following new course proposals will be discussed at this meeting with the authors of the proposals to determine the need of adding the course to our curriculum. The course outlines will not be reviewed at this meeting.				
Subject & Number	**Title**	**Rationale for New Course Proposal**	**Author**	**Effective**
MATH-090 MATH-092 MATH-093	Support for Statistics Support for Trigonometry Support for College Algebra	Designed to provide just-in-time remediation. This is part of our implementation plan for AB 705 compliance as every student is now entitled to be enrolled directly in a transfer-level mathematics course. Courses to be taken concurrently with MATH-140, 102, 103 respectively.	S. Matsumoto	Fall 2019
NC.HLTH-001 NC.HLTH-002 NC.HLTH-003	Adult and Pediatric CPR, First Aid, and AED. Personal Trainer Certification Preparation. Principles of Coaching.	There is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with the occupation group of Fitness Trainer. Over the next five years there will be over 3,062 job opportunities available annually for occupations related to Fitness Trainer. Employers seek fitness trainers with a Personal Training certification.	G. Rieck	TBD

		This course will prepare students to take the Certified Personal Trainer exam through one the most reputable fitness organizations in the nation: the National Strength and Conditioning Association (NCSA). Students completing these three courses will earn a Certificate of Completion in Personal Trainer Preparation.		

-Motion to adopt the need for and conduct a full review of MATH-090, 092, and 093; Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of NC.HLTH-001, 002, 003, and the Personal Trainer Preparation Certificate of Achievement; Motion by Jeremy Patrich, second by Mary Bates. All in favor: Unanimous.

NEW 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
GLST-101	Introduction to Global Studies	3 units, 54 hours lecture, course will be submitted for C-ID GLST 101. **New SLO, New recommended preparation of ENGL-101/101H.**	P. Gussin/N. Hernandez	TBD
GLST-102	Global Issues	3 units, 54 hours lecture, course will be submitted for C-ID GLST 102. **New SLO, New recommended preparation of ENGL-101/101H.**	P. Gussin/N. Hernandez	TBD

-Motion to approve GLST-101 and 102; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous.

NEW 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
Global Competencies	Certificate of Achievement	18 total certificate units, **new program SLO.**	P. Gussin/N. Hernandez	TBD
~~Global Competencies~~	~~Certificate of Specialization~~	~~15 total certificate units,~~ **new program SLO.**	~~P. Gussin/N. Hernandez~~	~~TBD~~
Global Studies	AA-T Degree	27-29 total major units based on state approved Transfer Model Curriculum. **New program SLO.**	P. Gussin/N. Hernandez	TBD

-Motion to approve The Global Competencies Certificate of Achievement and the Global Studies AA-T Degree; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous. The Global Competencies Certificate of Specialization will not be pursued at this time.

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.EDUC-001	Test Prep for CBEST English Basic Skills Test	4 hours lecture, **new SLO.**	G. Rieck/ G. Peterson/ A. Riley	TBD
NC.EDUC-002	Test Prep for CBEST Math Basic Skills Test	4 hours lecture, **new SLO.**	G. Rieck/ G. Peterson/ A. Riley	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

CBEST Preparation	Certificate of Completion	2 courses (NC.EDUC-001 & 002), 8 total hours, **new Program SLO.**	G. Rieck	TBD

-Motion to approve NC.EDUC-001. NC.EDUC-002, and the CBEST Preparation Certificate of Completion; Motion by Saburo Matsumoto, second by Erin Barnthouse. 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
BUS-103	Introduction to International Business	Course will no longer be offered.	N. Faudree	Fall 2019
BUS-185	Principles of Importing and Exporting	Course will no longer be offered.	N. Faudree	Fall 2019
BUS-214	International Business Law	Course will no longer be offered.	N. Faudree	Fall 2019
PARLGL-201	Aging and the Law	Course will no longer be offered.	N. Faudree	Fall 2019

DELETED PROGRAMS – CONSENT CALENDAR
The following program 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.

Program	Degree/Certificate	Description of Action	Author	Effective
International Trade Finance	Certificate of Specialization	Certificate will no longer be offered.	N. Faudree	Fall 2019
International Trade Marketing	Certificate of Specialization	Certificate will no longer be offered.	N. Faudree	Fall 2019
Restaurant Entrepreneur	Certificate of Specialization	Certificate will no longer be offered.	N. Faudree	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
ENGL-101	English Composition	**Increase to 4 units (formerly 3 units).** Revised description, objectives, content, and textbooks. **Revised SLO's (2). Removed ENGL-091, 094, and 096 as prerequisite options.**	E. Delaney A. Terzian A. Dimakos A. Kaiserman A, Kempler M. Harutunian R. Dreiling T. Sherard E. Barnhart	Fall 2019
WINEST-084	Wine Service and Hospitality	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-085	Wine of California	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-086	Wine of Italy	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-087	Wine of France	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-088	Wine of Australia and New Zealand	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-089	Wine of Spain	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-100	Wine Appreciation	Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-102	World Viticulture and Wine Style	**Revised SLO's (2).** Revised objectives, content and textbooks.	K. Descher	Fall 2019
WINEST-104	Hospitality Beverage Management	**Title change (formerly "Introduction to Wine in the Restaurant"). Revised SLO's (2).** Revised description, objectives, content and textbooks.	K. Descher	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
ENGL-101	English Composition	Removed ENGL-091, 094, and 096 as prerequisite options.	E. Delaney A. Terzian A. Dimakos A. Kaiserman A, Kempler M. Harutunian R. Dreiling T. Sherard E. Barnhart
GLST-101	Introduction to Global Studies	Recommended preparation of ENGL-101/101H.	P. Gussin/N. Hernandez
GLST-102	Global Issues	Recommended preparation of ENGL-101/101H.	P. Gussin/N. Hernandez

-Motion to approve all items on 11/01/2018 Consent; Motion by Erin Barnthouse, second Mary Bates. All in favor: Unanimous.

New Courses - Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	1
New Programs – Including Noncredit	3	New DLA's	-0-	Deleted Courses	4
Modified Courses	10	New SLO's	7	Deleted Programs	3
Modified Programs	-0-	Modified SLO's	6	Proposals Reviewed in Technical Review Session	14
New Non Credit Courses – Including ISA's	2	New Prerequisites	2	Proposals Returned from Technical Review Session	12

BP/AP 4021 Program Viability Evaluation Rubric

Name of Program: Human Resources Academy (Noncredit)
Proposal Submitted by: Christina Chung
Committee Meeting Date(s): October 18, 2018
Committee Members Present: Rebecca Eikey, Jason Burgdorfer, Lisa Hooper, Chris Boltz, Jerry Buckley, Albert Loaiza

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)
Three Noncredit Certificates of Completion:
1. Gateway Human Resources Assistant Certificate (noncredit)
2. Supervisor's Roadmap Certificate (noncredit)
3. Human Resources Professionals Certificate (noncredit)

Type of Proposal: (Initiation or Substantial Modification): <u>Initiation</u>

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	There are three populations of students that these certificates are aimed at serving. One would be for entry level in human resources; the other for up-skilling; and for current management who have to satisfy professional development requirements.
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	This is part of the School of Business and targets noncredit students. It is relevant to business school students employability in the field of human resources.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	There was feedback from the COC Business Advisory Committee as well as local businesses. There are in support to meet the needs of the skill-building, and HR professionals. There are minutes from 03/22/17. The advisory committee recognized the need to address a skill gap that these certificates address.
3. What does the labor market study indicate? (CTE Only)	2000 annual completions in human resource programs but 4000 annual job openings. There are data for each of the three certificates that demonstrate the demand in these fields.

4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	No noncredit offerings in human resources management in surrounding colleges. Thus no replication locally. Only Santa Rose Junior College has seeming similar but that is over 300 miles away.
6. Enrollment trends in program disciplines (past and present)	N/A
7. Projected demand for this program in the future	Based on the Bureau of Labor and Statistics (federal), there is projected growth in each of these three areas.
8. Any other data from program review in support of proposal	It is a goal of the Business program to serve this population of students.
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
Program and Curriculum Design	
13. Program Outline of Required Courses	This was provided. There was need to clarify titles of courses to distinguish between certificates that can be handled in Curriculum development.
14. What courses are existing?	All new courses are being proposed.

15. What courses need to be created?	All of the (at least 7 new noncredit courses)
16. Frequency of existing course offering	N/A
17. Proposed offering frequency of new program courses	The courses will be offered several times per year to accommodate working professionals' schedules, such as weekends, online and on sight at employer.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	There is reasonable expectation that students could complete in short time period given low hour requirement of the certificates.
19. Ability of program to meet standards of outside agencies/licensing boards	Yes, there is potential to meet SHRM and PHRA professional development requirements.
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Through Advisory committee and focus groups, there is demonstrated support for these programs.
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Implementation for fall 2019 may be difficult without local control of noncredit approval.
23. Which school houses or will house this program?	Business
24. Which department houses or will house this program?	Business
25. Will AP 4023 (Merging/Splitting Departments) be needed?	NO

26. Which current faculty will be responsible for this program?	Christina Chung
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	YES
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Dean and Staff of the Noncredit School will be responsible for logistics and marketing.
29. What additional staffing resources will be needed to support this program?	More faculty with this expertise.
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Classroom needed, but these could be online or taught offsite.
31. What is the funding source for this program?	Primary funding needed to pay for the teaching of the courses (CDCP).
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	Free to students; increase access; supports mission on workforce skill development.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	Yes it aligns.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	Yes, there is alignment – teaching about equitable hiring practices.

Program Viability Committee Recommendation	___X__ Initiate	_____ Not Initiate
_____ Committee Chair's Signature	_____ Modify	_____ Not Modify

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

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

The committee was supportive of these programs.

Background for "Renewal of Online Teaching Requirements"

The academic senate approved on May 25, 2017 updates for online teaching requirements which included a three year cycle for renewing qualifications.

Professional Development and Distance Learning have been working on creating a new course for the renewal certificate and a tracking system.

§ 55208. Faculty Selection and Workload, sub-section b.) Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements
*This language had a second reading at the BOG meeting in September.

Refresh Recommendations for Online Instructor Qualifications
Submitted to and endorsed by the Ed Tech Committee on May 27,
2015
Ed Tech Online Instructor Qualifications Sub-committee:
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,
Regina Blasberg, Katie Coleman, Diane Solomon

Background

The 2014 ACCJC external evaluation team made the following recommendation:
Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the

College at the course, program, and institutional levels to ensure quality.

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub- committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

Outline

Current Modules	New Modules	Notes
	0. Technology baseline (self-paced, online)	Basic computer skills: network access, attachments, saving documents, etc.
1. LMS 1, 2, 3 (6 hours)	1. LMS 1, 2 (4 hours)	
2. Introduction to Online Teaching and Learning (ITL 106)	2. Introduction to Online Instruction (CETL)	
3. Section 508 accessibility	3. Section 508 accessibility	Project based: format a document, caption a video add alt tags to images, etc.
	(Above training recommended for all LMS users; required for hybrid and online instructors)	
	4. Certificate Renewal every 3 years (~2 hour self-paced, online)	Updates on: -Technology -New legal & accreditation requirements -Best practices -Reminders

1. What changes are being proposed?
    a) Add a "technology baseline" assessment, to ensure that people who want to teach online know how to save files, send attachments, log in, etc. This will be online and self-paced.
    b) Make the Section 508 training project-based. In addition to learning about accessibility, actually add alt tags to an image or use styles to format a class document.
    c) Add a renewal requirement every 3 years to learn about new regulations and technology.
    This will be online and self-paced.
2. Will there be an easy place to find all this training information?
    Yes, Distance Learning will maintain a website with current training information.
3. Will I get FLEX credit for all of this?
    This sub-committee recommends that FLEX credit be provided.
4. Will I earn a certificate for completing the workshops?
    Yes, you will earn a certificate upon completing the training, which will be project-based and involve creating a class syllabus or course modules, for example.
5. Who will keep track of all this?
    This sub-committee recommends Professional Development do so.
6. Who will decide what should be covered in the basic computer skills assessment?
    Faculty and staff who have trained instructors, and seen the challenges that arise, have compiled a list of recommended topics: Mindy Albee, Anne Marenco, Thea Alvarado, and Katie Coleman.
7. Who will create the online basic computer skills assessment? IT will be asked to do so.
8. If I'm brand-new to the College, and I've taken training elsewhere, do I need to take this training?
    ~~Yes.~~ Participating in the College's training is highly encouraged ~~ensures that you are~~ to become aware of the practices and policies in place ~~here.~~; however, subject to review by your department chair and the Director of Distance Learning, equivalencies can be requested.
9. If I've been working here for a while and I've already taken equivalent training elsewhere, do I need to take this training?
    No, but you will need to complete the renewal process every 3 years.
10. If I've been working here for a while can I take equivalent training somewhere else?
    Yes, subject to review by your department chair and the Director of Distance Learning.
11. If I've taken the training here, do I have to go back and take the technology baseline assessment?

    No, but you will need to complete the renewal process every 3 years.
12. If I've taken the training here, will you accept an outside equivalent for the renewal process?

    No substitution should be accepted for the renewal process.
13. When will all this start? If adopted, the new training should be in place within a year. Currently certified instructors should renew every 3 years.
14. The sub-committee recommends that:
    a) Online instructors should be evaluated in their online courses periodically in accordance with established procedures in collective bargaining agreements.
    b) Training should be free to participants.

Approved by the Academic Senate May 25, 2017

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

COURSE DESIGN RUBRIC

Online Course Review Information

Faculty Name:	

Date:	

College:	

Local Course ID:	
Course C-ID:	

Review type:	☐ Self ☐ P1 ☐ P2 ☐ ACE

Reviewer Name:	

Information below this line will be completed by the Lead Reviewer

Lead Reviewer:	

Aligned Sections:	☐ A ☐ B ☐ C ☐ D ☐ E

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to assure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone three major revisions since then, including the current iteration, in response to changes in available instructional technology and feedback from both instructors and reviewers.

For a course to be offered to students in the CCC Course Exchange, it must first go through a course review process that ensures alignment with the OEI Course Design Rubric. The Rubric is divided into five sections.

Creative Commons Licensed Content

In addition to preparing courses for the CCC Course Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a local POCR (Peer Online Course Review) Club.

Visit cconlineed.org for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions

SECTIONS A-C

Section A: Content Presentation

The 13 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The 8 elements in this section address instructor initiated and student initiated communication. Key elements of quality course design covered in this section include regular effective contact, student-to-student collaboration, and communication activities that build a sense of community among online learners.

Section C: Assessment

The 8 elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing assessments, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

> The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

> This designation recognizes design choices that further enhance the student experience in the online learning environment.

Review Results

If any element in Section A-C is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist to bring the element(s) into alignment with the rubric.

SECTION D

Accessibility

> The 23 elements in this section are reviewed to determine if a student using assistive technologies will be able to access course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance").
>
> Since Section D addresses elements that are required by law to be present, the elements in this section can only be marked as Incomplete or Aligned.

Review Results

If any element in Section D is Incomplete, the instructor will receive on-going support from a dedicated Course Design Specialist or an Accessibility Expert to bring the element(s) into alignment with the rubric.

SECTION E

Institutional Accessibility Concerns

> The 4 elements in this section cover accessibility of external tools and third-party content. While the accessibility elements in Section D are primarily under the control of faculty when developing a course, the elements in Section E may be outside the purview of the instructor which would require additional consideration or intervention at the institutional level.

Review Results

If a course is aligned in all Sections except E, the OEI Chief Professional Development Officer and the Director of Accessibility will look at the specific accessibility issue(s) and work with the instructor on a plan for making the course accessible.

Table of Sections

Table of Sections

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Unit-level Objectives		
☐ Objectives are not included in individual learning units/modules.	☐ Objectives are included in the individual learning units/modules.	☐ Objectives are included in assessments.
A2: Clarity of Unit-level Objectives		
☐ Objectives do not include demonstrable learning outcomes.	☐ Objectives include demonstrable learning outcomes.	☐ Objectives are written in language that is student centered.
A3: Alignment of Unit-level Objectives		
☐ Unit content and activities are not aligned with unit objectives.	☐ Unit content and activities are aligned with unit objectives.	☐ The connection between the content/activities and the unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
☐ Navigation and content flow are not easily determined.	☐ Navigation and content flow are easily determined by the user.	☐ Clearly labeled tutorial materials that explain how to navigate the specific course are included.
A5: Unit-level Chunking		
☐ Content is not presented in visibly distinct learning units or modules.	☐ Content is presented in visibly distinct learning units or modules.	☐ Learning units or modules are consistently structured and sequenced allowing students to better anticipate and manage their workload.
A6: Page-level Chunking		
☐ Page content is not chunked in manageable segments using headings; long pages of text make online reading difficult.	☐ Page content is chunked in manageable segments using headings that facilitate online reading.	☐ Page content uses descriptive headings and subheadings that enhance student understanding of the material.

Criteria A4 – A6 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A7: Effective Use of CMS Tools		
☐ CMS tools that could reduce the labor intensity of learning are not used effectively.	☐ Course Management System (CMS) tools are used to reduce the labor-intensity of learning in a way that streamlines access to materials and activities for students.	☐ CMS Tools are used to provide integrated and innovative learning materials and activities for students.
A8: Student Centered Teaching		
☐ Content is presented using only one modality.	☐ A variety of modalities, such as text, audio, video, images and/or graphics are used to create student-centered learning.	☐ Technology is used creatively to emphasize student-centered learning throughout the course.
A9: Instructions		
☐ Instructions for working with course content is incomplete, or non-existent.	☐ Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource).	☐ Instructions are directly embedded with the content or activity.
A10: Individualized Learning		
☐ There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	☐ Individualized learning opportunities, such as remedial activities or resources for advanced learning, are provided.	☐ Numerous individualized learning opportunities are provided throughout the course.

Criteria A7 – A10 Comments:

Section A: Content Presentation

Incomplete	Aligned	Additional Exemplary Elements
A11: Learner Feedback		
☐ Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	☐ Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐ There are opportunities to give anonymous feedback both during course delivery and after course completion.
A12: Institutional Policies		
☐ Institutional policies relevant for learner success are not included or are difficult to find.	☐ Institutional policies relevant for learner success (e.g., plagiarism, academic honesty, technical support, and DSPS) are included and easy to find.	☐ Institutional policies are provided in units or activities where they are most relevant.
A13: Student Services		
☐ Links to institutional services are not included, thus requiring students to exit the course management system to find links for support.	☐ Links to institutional services, including the DSPS office and the library, are embedded in the course and clearly labeled.	☐ Links to institutional services are provided in units or activities when they may be needed most.

Criteria A11 – A13 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
☐ Instructor does not initiate contact prior to or at the beginning of the course.	☐ Instructor initiates contact prior to or at the beginning of course.	☐ Instructor provides multiple resources to help students successfully start the course.
B2: Instructor Initiated Contact		
☐ The plan for communication is unclear or missing.	☐ The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments.	☐ The instructor's plan to engage in regular effective contact includes the use of a wide variety of communication tools.
B3: Technology Support		
☐ The instructor's role for supporting course technology is not explained to the students.	☐ The instructor's role for supporting course technology is explained to students, and links to technology support are provided.	☐ Links to technology support are provided where needed throughout the course.
B4: Instructor Contact Info		
☐ Contact information for the instructor is missing or not easy to find.	☐ Contact information for the instructor is easy to find and includes expected response times.	☐ Students can choose from a variety of tools to contact the instructor.

Criteria B1 – B4 Comments:

Section B: Interaction

Incomplete	Aligned	Additional Exemplary Elements
B5: Student Initiated Interaction		
☐ Students are not given opportunities to initiate interaction.	☐ Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged.	☐ Student-initiated interaction contributes to a student-centered learning environment.
B6: Student-to-Student Interaction		
☐ Student-to-student interaction may be present but is not a required part of the course.	☐ Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course.	☐ Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building.
B7: Learning Community		
☐ Communication activities that help build a sense of community among learners are not included.	☐ The course includes communication activities that are designed to build a sense of community among learners.	☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B8: Participation Levels		
☐ Guidelines explaining required levels of student participation are not provided.	☐ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided.	☐ A rubric or equivalent grading document is included to explain how participation will be evaluated.

Criteria B5 – B8 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
☐ Students are evaluated on performance unrelated to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
☐ Assessment types are limited to only one type of assessment (either formative or summative).	☐ Both formative and summative assessments are used.	☐ Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
☐ Assessments are few and infrequent.	☐ Multiple assessments are administered during the duration of the course.	☐ Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Criteria C1 – C4 Comments:

Section C: Assessment

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
☐ Rubrics or descriptive criteria for desired outcomes may not be included for some assessment activities.	☐ Rubrics or descriptive criteria for desired outcomes are included.	☐ Rubrics and/or descriptive criteria for desired outcomes include models of "good work."
C6: Assessment Instructions		
☐ Assessments include little or no instruction.	☐ Instructions clearly explain to students how to successfully complete the assessments.	☐ Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
☐ There is little to no evidence of meaningful feedback on student assessments.	☐ The course includes a clear plan for providing meaningful, timely feedback on assessments.	☐ Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
☐ There is little to no evidence that students are provided opportunities for self-assessment	☐ Opportunities for student self-assessment with feedback are present.	☐ There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Criteria C5 – C8 Comments:

Section D: Accessibility – Content Pages

Incomplete	Aligned	N/A
D1: Heading Styles ☐ Content Pages do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	☐ Content Pages consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	☐
D2: Lists ☐ Numbers, letters, or symbols are manually inserted to create a list.	☐ Lists are created using the Bullet or Numbered List tool in the rich text editor.	☐
D3: Links ☐ Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	☐ Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	☐
D4: Tables ☐ Tables do not use designated header cells.	☐ Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	☐
D5: Color Contrast ☐ Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	☐ There is sufficient color contrast between foreground and background to meet Section 508 standards.	☐
D6: Color and meaning ☐ Visual elements alone have been used to convey meaning.	☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	☐
D7: Images ☐ Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐ Every image (including those used in Pages, Discussions, Quizzes and Assignments) uses descriptive alternative text that includes any text visible in the image, does not contain "image of" or "picture of", and uses "" if the image is purely decorative.	☐

Criteria D1 – D7 comments on following page.

Content Pages (Criteria D1 – D7) Comments:

Section D: Accessibility – Files

Incomplete	Aligned	N/A
D8: Heading Styles ☐ Documents do not use heading styles or use them inconsistently, including skipping heading levels, and/or altered fonts/size/format/color are used instead of heading styles.	☐ Documents consistently use heading styles (i.e. Heading 2, Heading 3, etc.).	☐
D9: Lists ☐ Numbers, letters, or symbols are manually inserted to create a list.	☐ Lists are created using the Bullet or Numbered List tool.	☐
D10: Links ☐ Links are not descriptive, or URLs are displayed instead of meaningful links; and/or underlining is used for emphasis or for denoting headings.	☐ Links are descriptive, and avoid redundancy; links avoid using non-descriptive phrases; and underlining is only used to denote active hyperlinks.	☐
D11: Tables ☐ Tables do not use designated header cells.	☐ Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.	☐
D12: Color Contrast ☐ Insufficient color contrast between foreground (text or graphics) and the background could create difficulties for low vision and color blind students.	☐ There is sufficient color contrast between foreground and background to meet Section 508 standards.	☐
D13: Color and meaning ☐ Visual elements alone have been used to convey meaning.	☐ Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.	☐
D14: Images ☐ Does not consistently use descriptive alternative text, or the image has text that is not part of the alternative description, or uses "image of" or "picture of" as part of the alt text.	☐ Every image uses descriptive alternative text that includes any text visible in the image, doesn't contain "image of" or "picture of", and uses "" if the image is purely decorative.	☐

Section D: Accessibility – Files continued

Incomplete	Aligned	N/A
D15: Digital Reading Order		
☐ Reading order is not correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	☐ Reading order is correctly set so that content is presented in the proper sequence to screen readers and other assistive technologies.	☐
D16: Digital Presentations		
☐ Some slides have identical titles, reading order is not properly set (slides have had elements added to the layout), and/or images/charts do not include alternative text. Some text visible in slides is not visible in Outline View.	☐ Every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.	☐
D17: PDFs		
☐ PDFs contain accessibility issues and do not pass the Adobe Accessibility Check.	☐ PDFs pass the Adobe Accessibility Check with no substantial errors.	☐
D18: Spreadsheets		
☐ Spreadsheets lack labels and supplemental explanations that would allow a student with visual or motor impairment to make use of the content using assistive technologies.	☐ Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.	☐

Criteria D8 – D18 comments on following page.

Files (Criteria D8 – D18) Comments:

Section D: Accessibility – Multimedia

Incomplete	Aligned	N/A
D19: Audio and Video		
☐ Accurate transcripts are not included for audio and/or closed captioning for video is not present.	☐ Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.	☐
D20: Live Broadcast		
☐ Live broadcasts do not have synchronized captions.	☐ Live broadcasts include a means for displaying synchronized captions.	☐
D21: Auto-Play		
☐ Multimedia is set to auto-play.	☐ Multimedia is not set to auto-play.	☐
D22: Flashing Content		
☐ Contains blinking or strobing multimedia.	☐ Multimedia (including gifs and images) do not blink or strobe.	☐

Section D: Accessibility – Accommodation

Incomplete	Aligned	N/A
D23: Instructional Materials Inventory		
☐ Inherently inaccessible learning objects are present, and an instructional material inventory and plan for accommodation has not been provided.	☐ An Instructional Material Inventory of each inherently inaccessible learning object is provided with a plan that has been reviewed and approved by the DSPS office for accommodating students with disabilities.	☐

Instructional material inventory form available at: http://bit.ly/material-inventory

Criteria D19 – D23 comments on following page.

Multimedia (Criteria D19 – D22) & Accommodation (D23) Comments:

Section E: Institutional Accessibility Concerns

Incomplete*	Aligned	N/A
E1: LTI/Apps		
☐ LTI or Apps used in the course have not been verified as accessible.	☐ Any LTI or Apps used in the course have been verified as accessible.	☐
E2: Media Players		
☐ Third-party media players used in the course have not been verified as accessible.	☐ Any third-party media players used in the course have been verified as accessible.	☐
E3: Websites		
☐ Third-party websites used in the course have not been verified as accessible.	☐ Any third-party websites used in the course have been verified as accessible.	☐
E4: Publisher Content		
☐ Publisher content used in the course has not been verified as accessible.	☐ Any publisher content used in the course has been verified as accessible.	☐

*A determination of incomplete may result in an additional level of review for OEI Exchange courses.

Criteria E1 – E4 Comments:

College of the Canyons Course Design Checklist

This Course Design Checklist is based on the Online Education Initiative (OEI) Course Design Guide (CDG). The purpose of this checklist is to provide insight to instructors who may wish to compare their existing courses with the best practices for on-line education established by the OEI. Each section of the checklist is linked to the OEI Online Course Design Guide (OEI-CDG) where additional resources, explanations and examples are provided. You can access the OEI-CDG online at bit.ly/OEICDG

Please note: This checklist is NOT intended as a formal evaluation tool of instructors or their courses.

Section A- Content Presentation

Notes

☐ 1. Course/Unit/Chapter Objectives/Learning Outcomes are included in the course (e.g., syllabus, modules, and chapters).

☐ 2. Course is easy to navigate.

☐ 3. Course navigation menu displays only items that are relevant to the course.

☐ 4. Units/Modules/Pages are chunked into manageable segments.

☐ 5. A variety of modalities, (e.g., text, audio, video, images, graphics) are used.

6. Course design includes instructions for learners to work with content in meaningful ways (e.g., instructing students to take notes during a video, explaining the purpose of an external resource).

☐ 7. Individualized learning opportunities are provided (e.g., optional academic support workshops through the TLC; links to practice activities, videos, or audios; activities that present more challenging concepts; self-checks).

For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG

Notes

☐ **8.** Learners have the opportunity to give anonymous feedback to the instructor regarding course design and or course content.

☐ **9.** Institutional policies and services relevant for learner success are included (e.g., plagiarism, academic honesty, technical support, TLC, technology support, library, veteran's office, DSPS, Health Center) and are easy to find (e.g., syllabus, modules, and external links.)

Section B- Interaction

☐ **1.** The Instructor initiates contact prior to or at the beginning of course and provides the syllabus, welcome letter, or other relevant resources.

☐ **2.** The instructor's engagement in regular and effective contact includes the use of a variety of communication tools (e.g., email, inbox, announcements, chat).

☐ **3.** Contact information for the instructor is easy to find (e.g., syllabus, syllabus page, home page, modules) and includes expected response times.

☐ **4.** Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged in the syllabus and monitored by the instructor (e.g., discussion forums, synchronous chats, email).

☐ **5.** Student-to-Student collaboration is designed to build workplace skills such as teamwork, cooperation, negotiation, and consensus-building (e.g., discussion forums, group projects).

☐ **6.** The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the class.

☐ **7.** Rubrics or details of grading criteria are included for all assessments.

Section C- Assessment

Notes

☐ 1. Assessment activities lead to the demonstration of learning outcomes.

☐ 2. Both formative and summative assessments are used.

☐ 3. Multiple modes of assessment are used throughout the course.

☐ 4. Instructions for all assessments are written clearly with exemplary detail to ensure understanding.

☐ 5. Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.

☐ 6. Multiple opportunities for student self-assessment with feedback are present.

Section D - Accessibility – Content Pages

☐ 1. Heading styles are used consistently (i.e., Heading 2, Heading 3).

☐ 2. Lists are created using the Bullet or Numbered List tool.

☐ 3. Links are descriptive, and avoid redundancy and non-descriptive phrases; Underlining is only used to denote active hyperlinks.

☐ 4. Table cells designated as row and/or column headers allow screen readers to read table cells in the correct order.

☐ 5. There is sufficient color contrast between foreground and background to meet Section standards.

☐ 6. Visual elements (color, bolding, all caps) are not used as the sole way to convey importance or meaning.

☐ 7. Every image uses descriptive alternative text that includes any text visible in the image.

For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG

Section D - Accessibility – Files

Notes

☐ **8.** For PowerPoints, every slide has a unique title, reading order is properly set (slides use pre-set layouts), and all images/charts include alternative text. All text is visible in Outline View so that it can be read by assistive technology.

☐ **9.** PDFs pass the Adobe Accessibility Check with no substantial errors.

☐ **10.** Spreadsheets include labels for the rows and columns, detailed labels for any charts, and is accompanied by a textual description of the spreadsheet, drawing attention to key cells, trends, and totals.

☑ **11.** Accurate transcripts are included for audio, closed captioning for video, and narrative descriptions are available when possible.

☐ **12.** Live broadcasts include a means for displaying synchronized captions.

☐ **13.** Multimedia is not set to auto-play.

☐ **14.** Multimedia (including gifs and images) do not blink or strobe.

Section E-Institutional Accessibility

☐ **1.** Any apps used in the course have been verified as accessible.

☐ **2.** Any third-party media players used in the course have been verified as accessible.

☐ **3.** Any third-party websites used in the course have been verified as accessible.

☐ **4.** Any publisher content used in the course has been verified as accessible.

For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG

Notes

College of the Canyons Resources for Online Instructors

- Disabled Students Programs & Services (DSPS):   www.canyons.edu/Offices/DSPS/Pages/Resources.aspx
- Online Instructor Resources (Distance Learning):   www.canyons.edu/onlinefaculty
- Canvas Instructor Resources: www.canyons.edu/canvas
- Mentor Program and Training Opportunities: www.canyons.edu/offices/pd

For resources and examples to help you understand each section and assist you in reviewing your course, click on the title link or go to bit.ly/OEICDG

AP 3420   Equal Employment Opportunity

References:

> ***20 U.S. Code Sections 1681 et seq.;***
> ***Education Code Sections 87100 et seq.;***
>
> ***Title 5 Sections 53000 et seq. and Sections 59300 et seq.***
>
> ***ACCJC Accreditation Standard III.A.12***
> ***Government Code Sections 12940 and 11135***

The Equal Employment Opportunity (EEO) Plan is a District-wide, written plan that implements the District's EEO Program and addresses all legal references above. The District's EEO Plan is attached herein.

Approved 11/28/2010
Revised 10/13/2015, XX/XX/XXXX

Santa Clarita

Community College District

Equal Employment Opportunity Plan

TABLE OF CONTENTS

I.   Introduction

The Santa Clarita Community College District Equal Employment Opportunity Plan (*Plan*) was first adopted by the District Board of Trustees on November 28, 2010, and later revised on October 13, 2015 and _____. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity, and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan*'s immediate focus is to ensure equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq. and 59300 et. seq.). This *Plan* will assist our students in achieving their educational goals and supports the Vision for Success goals established by the California Community College State Chancellor's Office including:

- Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

- Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

- Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.

- Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent— the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

- Reduce regional achievement gaps.

The *Plan* contains a longitudinal and annual report of the demographic makeup of the district's workforce and applicant populations. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; the identification of methods to support equal employment opportunity, continuation of our efforts to create and sustain an environment which is

welcoming to all; and the development of procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will continue our efforts to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

Dr. Dianne G. Van Hook

Dr. Dianne G. Van Hook
Chancellor, Santa Clarita Community College District

II.   District Plan Requirements

The following section outlines the Equal Employment Opportunity plan requirements per Title V section 53003.

(a) The governing board of each community college district shall develop and adopt a district-wide written equal employment opportunity plan to implement its equal employment opportunity program. Such plans shall be submitted to the State Chancellor's Office. The State Chancellor's Office retains the authority to review district plans on a case-by-case basis.

(b) Each district shall review its EEO Plan at least once every three years and revise as determined necessary. Any revised EEO Plan shall be submitted to the State Chancellor's Office, which retains the authority to review such revisions on a case-by-case basis.

(c) In particular, the plan shall include all of the following:

(1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of this subchapter pursuant to section 53020;

(2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed;

(3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;

(4) a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:

(A) the requirements of this subchapter and of state and federal nondiscrimination laws;

(B) the educational benefits of workforce diversity;

(C) the elimination of bias in hiring decisions; and

(D) best practices in serving on a selection or screening committee;

(5) a process for providing annual written notice to appropriate community-based and professional organizations concerning the district's plan and the need for assistance from the community and such organizations in identifying qualified applicants. "Written" notice may include mailings and electronic communications;

(6) a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each of the job categories listed in section 53004(a) to determine whether additional measures are required pursuant to section 53006 and to implement and evaluate the effectiveness of those measures. Each district, based on its size, demographics and other unique factors shall determine the appropriate time frame for periodic review, and reflect this in its EEO Plan;

(7) to the extent data regarding potential job applicants is provided by the State Chancellor, an analysis of the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the State Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant;

(8) methods for addressing any underrepresentation identified pursuant to paragraph (7) of this subdivision; and

(9) a process for developing and implementing strategies, as described in section 53024.1, necessary to demonstrate on-going, institutional commitment to diversity and equal employment opportunity, as defined in sections 53001(c) and (e).

(d) The plans submitted to the State Chancellor shall be public records.

(e) Each community college district shall make a continuous good faith effort to comply with the requirements of the plan required under this section.

III. Definitions

a. ***Adverse Impact***: means a statistical measure (such as those outlined in the EEO Commission's Uniform Guidelines on Employee Selection Procedures) is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b. ***Chief Executive Officer (CEO)***: The CEO for the District is the District Chancellor.

c. ***Chief Human Resources Officer (CHRO)***: The CHRO for the District is the Asst. Superintendent/Vice President, Human Resources.

d. ***Diversity:*** means a condition of broad inclusion in an employment environment that promotes equal employment opportunity and respect for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, ancestry, religious, gender, sexual orientation, disability and socio-economic backgrounds.

e. ***Equal Employment Opportunity (EEO):*** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. ~~Ensuring~~ Equal employment opportunity also involves:

    (1) identifying and eliminating barriers to employment that are not job related; and

    (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

f. ***Equal Employment Opportunity Officer:*** means the designated person in charge of administering the District's EEO plan as well as ensuring the investigation of EEO complaints. For our District, this person is the CHRO.

g. ***Equal Employment Opportunity Plan:*** means a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

h. ***Equal Employment Opportunity Programs:*** means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of California Code of Regulations, Title 5 section 53006.

i. ***Equity***: the "state, quality or ideal of being just, impartial and fair." The concept of equity is synonymous with fairness and justice. Equity centers on providing individuals the tools they need to be successful. Because individuals face disparate barriers based on their identities and experiences, these tools are personalized and can differ from one member of the community to the next. At College of the Canyons, our Equity Minded Practioners

workgroup has defined Equity-Mindedness in Education as: "Acknowledging, and empathizing with disparate life-experiences contributing to inequities/gaps in educational outcomes. Attributing those inequities/gaps to unfair/structural/political/environmental/ social/cultural/historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement. Responding to these barriers with deliberate efforts to eliminate them, and co-creating more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion through inquiry, shared dialogue, and reflection."

j. *Ethnic Group Identification:* means an individual's identification in one or more of the ethnic groups reported to the State Chancellor pursuant to California Code of Regulations, Title 5 section 53004. These groups shall be more specifically defined by the State Chancellor consistent with state and federal law.

k. *Inclusion:* the deliberate act of welcoming diversity, valuing all individuals, and exerting a conscious effort to create a warm and accepting environment that involves all in the fabric and mission of the District.

l. *In-house or Promotional Only Hiring:* means that only existing District employees are allowed to apply for a position.

m. *Monitored Group:* means those groups identified by the State Chancellor's Office for which monitoring and reporting is required pursuant to California Code of Regulations, Title 5 section 53004(a). Current monitored groups include:
   1. American Indian/Alaskan Native
   2. Asian
   3. Black/African-American
   4. Caucasian
   5. Hispanic
   6. Native Hawaiian/Other Pacific Islander

n. *Person with a Disability:* means any person who (1) has a physical or mental impairment as defined in California Government Code, section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

o. *Reasonable Accommodation:* means the efforts made on the part of the District In compliance with Government Code section 12926.

p. *Screening or Selection Procedures:* means any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

q. *Significantly Underrepresented Group*: means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

IV. Policy Statement

The Santa Clarita Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of:

- Race;
- Color;
- Religion, religious creed (including religious dress and grooming practices);
- National origin, ancestry, citizenship;
- Physical or mental disability;[1]
- Medical condition (including cancer and genetic characteristics);
- Genetic information;
- Marital status;
- Sex (including pregnancy, childbirth, breastfeeding, or related medical conditions);
- Gender, gender identity, gender expression;
- Age (40 years and over);
- Sexual orientation;
- Veteran and/or military status;
- Protected medical leaves (requesting or approved for leave under the Family and Medical Leave Act or the California Family Rights Act);
- Domestic violence victim status;
- Political affiliation; and/or
- Any other status protected by state or federal law or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity *Plan* will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

V. Delegation of Responsibility, Authority and Compliance

[1] The Santa Clarita Community College District recognizes and supports the obligation to reasonably accommodate employees with disabilities or religious beliefs or practices in order to allow those employees to perform the essential functions of their jobs. If an employee believes they need a reasonable accommodation based on disability or a religious belief or practice, the employee should discuss the matter with their supervisor or the human resources unit.

It is the goal of the Santa Clarita Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

a. *Board of Trustees*
   The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

b. *Chancellor (Chief Executive Officer)*
   The Board of Trustees delegates to the chief executive officer the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The chief executive officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation and effectiveness. The CEO shall evaluate the performance of all administrative direct reports on their ability to effectively follow and implement the *Plan*.

c. *Equal Employment Opportunity Officer*
   The District has designated the Assistant Superintendent/Vice President, Human Resources as its Equal Employment Opportunity Officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the Equal Employment Opportunity Officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The Equal Employment Opportunity Officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, sections 53000 et seq. The Equal Employment Opportunity Officer is responsible for receiving complaints described herein and for ensuring applicant pools and selection procedures are properly monitored.

d. *Equal Employment Opportunity Advisory Committee (EEOAC)*
   The District has established an Equal Employment Opportunity Advisory Committee (EEOAC) to act as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee assists in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

e. *Agents of the District*
   Any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan*.

f. *Good Faith Effort*
   The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

g. *Accountability and Corrective Action*
   The District shall certify annually to the Chancellor of the California Community Colleges that they have timely:

• Recorded, reviewed and reported the data required regarding qualified applicant pools;

• Reviewed and updated, as needed, the Strategies Component of the district's EEO *Plan;* and

- Investigated and appropriately responded to formal harassment or discrimination complaints
  filed.

Upon review of a district's certification, data reports, or any complaint filed, the State Chancellor may review a District's EEO *Plan* and Strategies Component for the required indicia of institutionalized and on-going efforts to support diversity and/or District's compliance. Where the State Chancellor finds that the District's efforts have been insufficient, they will inform the District of his/her specific area(s) of concern, and direct the District to submit a revised EEO *Plan* within 120 days. Upon review of the revised EEO *Plan*, the State Chancellor will either:

A. Determine the revisions are sufficient, and provide a deadline by which the District must provide proof that the new measures have been implemented; or

B. Find that the revised *Plan* is still lacking and will direct the District to implement specific measures from those listed in Title 5, section 53024.1, and provide a timeline for doing so.

VI.   Advisory Committee

The District established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist the District in implementing its *Plan* in 2010. The EEOAC may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The EEOAC sponsors events, trainings, and other activities that promote equal employment opportunity, nondiscrimination, retention and diversity.

- o   The EEO Officer shall ensure that the EEOAC receives training in all of the following:

    (a) the requirements of this subchapter and of state and federal nondiscrimination laws;
    (b) identification and elimination of bias in hiring;
    (c) the educational benefits of workforce diversity; and
    (d) the role of the advisory committee in carrying out the District's EEO plan.

- o   The EEOAC shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this requirement, it will document that efforts were made to recruit EEOAC members who are members of monitored groups. The EEOAC will be composed of four faculty members, one to two adjunct faculty members, four classified members, four administrators, and one to two students, if available. Ex officio members shall include the Human Resources Director over recruitment efforts, the Equal Employment Opportunity Officer, the Title IX Officer, and the ADA coordinator.

- o   The EEOAC will:
    - ▪   Be chaired by the Equal Employment Opportunity Officer;
    - ▪   Hold a minimum of two (2) meetings per fiscal year;
    - ▪   Hold additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress.
    - ▪   Make recommendations, when appropriate, to the Equal Employment Opportunity Officer, the CEO, and the Board of Trustees, regarding *Plan* provisions.

VII.   Complaints

Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Title 5 Section 53026).

The District established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations[2] have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation.

All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after such occurrence of the alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* or regulations that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing.

A complainant may not appeal the District's determination pursuant to Title 5, section 53026 to the State Chancellor's Office, but under some circumstances, violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the State Chancellor's Office, but the complainant will be required to demonstrate that they made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by Title 5, section 53026.

The *Plan* complaint procedure is outlined below and detailed in Administrative Procedure (AP) 3435.

See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:
http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx (Complaint Form)
http://extranet.cccco.edu/Divisions/Legal/Resources.aspx (Guidelines for Minimum Conditions Complaints)

The District may return without action any complaints that are inadequate because they do not state clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the Equal Employment Opportunity Officer. If the complaint involves the Equal Employment Opportunity Officer, the complaint may be filed with the Chief Executive Officer. At the discretion of the CEO, an outside investigator will be used when the

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[2] The Equal Employment Opportunity regulations are found in California Code of Regulations, Title 5, section 53000 *et seq.*

responsible District Officer is named in the complaint or implicated by the allegations in the complaint.

To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of filing the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The Equal Employment Opportunity Officer will forward copies of all written complaints to the State Chancellor's Office upon receipt. The State Chancellor's Office may require that the district provide a written investigative report within ninety (90) days. In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.). The District has adopted Board Policies BP3410 and BP3430 for complaints alleging unlawful discrimination or harassment. The Assistant Superintendent/Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation. The entire complaint procedure is outlined in Santa Clarita Community College District Administrative Procedures AP 3435 and can be found online at:
http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/3000/Ap_3435.pdf

VIII.   Notification to District Employees

The commitment of the Board of Trustees and the CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and *Plan*. The policy statement will be printed in the college catalogs and class schedules. The *Plan* and subsequent revisions will be distributed to the District's Board of Trustees, the CEO, administrators, the Academic Senate President, union representatives, and members of the EEOAC. The *Plan* will be available on the District's Website, and when appropriate, distributed by e-mail. The Office of Human Resources will provide all new employees with a copy of the *Plan* when they commence employment with the District. Each year, the District will provide all employees with a copy of the Board's Equal Employment Opportunity Policy Statement (located in *Plan* Component 3 of this *Plan*) and a notice containing the provisions. The annual notice will contain the following provisions:

a. The importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation, and;
b. Where complete copies of the *Plan* are available, including in every campus library, on the District Internet site, the Office of the CEO, the Office of Human Resources, and each department office.

IX.   Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and search/selection process of candidates for employment shall receive appropriate training on:

   a.   The requirements of the Title 5 regulations on equal employment opportunity (section 53000 et seq.),

   b.   The requirements of federal and state nondiscrimination laws,

   c.   The requirements of the District's Equal Employment Opportunity *Plan*,

   d.   The District's policies on nondiscrimination, recruitment, and hiring,

   e.   Diversity awareness and cultural proficiency;

   f.   The educational benefits of workforce diversity,

   g.   The recognizing and eliminating of bias in hiring decisions; and

   h.   Best practices in serving on a selection or screening committee.

The training is mandatory to serve on any Search/Selection Committee and must be completed prior to beginning service on any committee. The District Office of Human Resources, is responsible for developing and conducting the required training. Any individual, whether or not an employee of the District, who is acting on behalf of the District in regard to recruitment and screening of employees, is subject to the Equal Employment Opportunity requirements of Title 5 and the District's Equal Employment Opportunity *Plan*.

X.   Annual Written Notice to Community Organizations

The Equal Employment Opportunity Officer will provide annual written notice to appropriate, diverse, community-based, and professional organizations concerning the EEO *Plan*:

- ✓ The notice will inform these organizations that they may obtain a copy of the *Plan* by contacting the Office of Human Resources;
- ✓ The plan shall solicit their assistance in identifying diverse qualified candidates;
- ✓ The notice will include a summary of the *Plan*;
- ✓ The notice will also include the Internet address where the District advertises its job openings and the Office of Human Resources phone number to call in order to obtain employment information. "Written" notice may include mailings and electronic communications;
- ✓ The District will actively seek to reach those institutions, organization, and agencies that may be recruitment sources, especially for underrepresented populations; and

A list of organizations, which will receive this notice, is included in this *Plan* as appendix B. This list may be revised from time to time as necessary and in order to be current.

XI   Analysis of District Workforce and Applicant Pool

The Office of Human Resources will annually collect the District's workforce composition and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing its Equal Employment Opportunity *Plan*, to provide data needed for the reports required by the *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the data collection and reporting each applicant and employee will be afforded the opportunity to voluntarily identify their gender, ethnic group, veteran status and, if applicable, disability. Persons may designate multiple ethnic groups with which they identify, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s).

The district will annually report to the State Chancellor, in a manner prescribed by the State Chancellor, this data for employees at each college in the district. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following seven job categories:

    (1) Executive/Administrative/Managerial;

    (2) Faculty and Other Instructional Staff;

    (3) Professional Non-Faculty;

    (4) Secretarial/Clerical;

    (5) Technical and Paraprofessional;

    (6) Skilled Crafts; and

    (7) Service and Maintenance.

The District's optional confidential applicant data collection sheet is included as Appendix A of the *Plan*. The District's workforce trends are included as Appendix C of the *Plan*.

XII.   Analysis of degree of Underrepresentation and Siginificant Underrepresentation

XIII. Methods to Address Underrepresentation

The Santa Clarita Community College District will ensure equity, inclusion, and equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to all, regardless of gender identity and expression, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the District takes steps within the search/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community.

The equal employment opportunity provisions below are applicable to all full-time and part-time hiring to ensure equal employment opportunity. The District's Recruitment and Hiring provisions include:

A. Recruitment

The District aggressively pursues a broad recruitment campaign that is equitable, inclusive, and open to all individuals.

Efforts are undertaken on a regular basis to develop and contact new recruitment sources that include diverse pools of candidates. Diverse pools should include, but not be limited to, all individuals regardless of gender identity and gender expression, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee (EEOAC) is encouraged to utilize and notify the District of additional recruitment options that may enable the District to obtain a diverse pool of applicants. All recruitment announcements will state that the District is an "Equal Employment
Opportunity Employer" and will include the following provisions:
1. For all job categories, the District will apply the recruitment procedures set forth in Title 5, Section 53021 to conduct full and open recruitment for all vacancies and will not invoke the provisions for in-house interim appointments or the exception under 53021(c)(7) for engaging an administrator through a professional services contract, without first notifying the CEO and CHRO in writing of the compelling reason to do so. If the CEO and CHRO determine that an exception to a full and open recruitment is warranted, the CHRO will notify the EEOAC and the appointment will be recommended to the Board of Trustees.
2. Recruitment for all open positions may include, but not be limited to, placement of job announcements using the following methods:
   a) General circulation newspapers and general circulation publications, including electronic media.
   b) Local and regional community sources.
   c) Recruitment sources that provide information in languages other than English.

d) Recruitment sources that provide information to low-income communities.

e) Publications, including electronic media, that are distributed to the general market, and to newspapers, publications, and/or radio and television stations, whose

primary audience is comprised of monitored groups.

f) Recruitment booths at job fairs or conferences oriented to the general market and the economically disadvantaged as well as those events drawing significant participation by monitored groups.

The District will survey and request input and assistance on resources and locations where open positions may be advertised to ensure recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human resources will compile, store, and update this list.

B.   Job Announcements

The District Office of Human Resources will ensure the following provisions:

1. Job announcements will state clearly the minimum qualifications setting forth the knowledge, skills, and abilities necessary to job performance. For all faculty and administrator positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students. Job descriptions, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the District wishes to utilize, will be reviewed by the District Office of Human Resources before the position is announced to ensure conformity with equal employment regulations and state and federal nondiscrimination laws. All job announcements shall state that the District is an "Equal Employment Opportunity Employer".

2. For identified **public contact or community liaison positions**, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the District will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The District will identify the specific positions that may require bilingual ability and the language(s) needed; and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

C.   Search/Selection Committee Procedures

The District seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on a combination of education and experience, and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria.

All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:

(1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students;

(2) Based solely on job-related criteria; and

(3) Designed to avoid an adverse impact.

When possible, every effort will be made, within the limits allowed by federal and state law, to ensure that search/selection committees include a diverse membership, which will bring a variety of perspectives to the assessment of applicant qualifications. Search/selection committees will be encouraged to include members from monitored groups.

The CHRO or designee will approve the makeup of search/selection committees. If the CHRO or designee does not approve a search/selection committee for lack of diversity, the CHRO or designee should take necessary steps to remedy the lack of diversity.

Before a person can serve on a search/selection committee, they must receive equal employment opportunity and diversity training.

Interviews will include question(s) that solicit the candidate's sensitivity to, understanding of, and commitment to supporting underrepresented groups and/or his or her level of cultural proficiency. Reference checks may also include at least one question addressing such issues.

All screening materials must be approved for compliance with equal employment opportunity principles.

Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:

(1) After the search/selection committee has conducted the paper screening and prior to contacting any of the applicants for interviews. Interviews cannot be scheduled until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

(2) After the applicants have been interviewed and prior to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been reviewed by the HR Director of Recruitment Services or designee.

If the Human Resources Director over recruitment or designee determines that any selection technique or procedure has adversely impacted any monitored group, the HR Director of Recruitment Services or designee will advise the CHRO, and the CHRO may do the following:

> (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
>
> (2) When appropriate, assist the search/selection committee by discussing the screening criteria or procedures, which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
>
> (3) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.

The District will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, gender, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice, which would result in discriminatory or preferential treatment prohibited by state or federal law. The District will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.

The CEO shall make all final hiring recommendations to the Board of Trustees based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right for the CEO to reject all candidates and to order further review or to reopen the position when necessary to achieve the objectives of the *Plan* or to ensure equal employment opportunity.

The District will review the pattern of its hiring decisions over time. If it determines that those patterns do not achieve the objectives of the *Plan*, the District will request the EEOAC to review hiring procedures, recommend new methods to achieve the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equity, inclusion, and equal employment opportunity.

XIV.   Additional Measures Necessary to Further Equal Employment Opportunity

A. Districts shall review the information gathered pursuant to Title 5, section 53003, subdivision(c)(6) to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of this subdivision, the phases of the employment process include but are not limited to recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

(1) Longitudinal analysis of data regarding job applicants, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;

(2) Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and

(3) Analysis to determine whether the group is significantly underrepresented.

B. Where the review described in subdivision (A) identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, districts shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

(1) The District will request that the EEOAC, in conjunction with appropriate Human Resources staff, review the District's recruitment procedures and identify and make recommendations on modifications that would address the underrepresentation;

(2) The District will require that the responsible administrator for the division or department where the significant underrepresentation occurs, develop, in conjunction with the equal employment opportunity officer, a recruitment and hiring program to assist in addressing the significant underrepresentation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly underrepresented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly underrepresented group. ;

(3) The District will actively monitor the representation rate of each group, which was identified in Section XII as being significantly underrepresented in one or more categories; and

(4) Review each locally established "required," "desired" or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:

A. Any requirements of federal law; and

B. Qualifications which the District has found to be job-related, including the requirement that applicants for academic and administrative positions demonstrate sensitivity of community college students.

(5) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect; and

(6) Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

(7) Meet with the administrator for the division or department where the significant underrepresentation persists; a subcommittee of the EEOAC chosen by its members; and the Human Resources Director over recruitment to review the effectiveness of the recruitment and hiring program described in *section 2* above. This group will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.

XV.   Developing and Maintaining Institutional Commitment to Diversity and Inclusion

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity and inclusion program. Having a district that has accepted principles of diversity, inclusion, and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a well-planned, well-funded diversity and inclusion program supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on diversity, inclusion, and explore how to infuse diversity and inclusion into the classroom and curriculum. The District will promote the concept of cultural proficiency and it has developed an evaluation form that integrates diversity into the evaluation of all employees. The District will also promote learning opportunities and personal growth in the area of diversity and inclusion and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall do the following:

Bolded items have already been implemented:

a. Commit to a formal diversity and inclusion program that is adequately funded and supported by the District and campus leadership.

b. Include guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

c. Conduct diversity and inclusion dialogues, forums, and cross-cultural workshops.

d. Offer a series of EEO/diversity and inclusion workshops year-round and at flex week or staff development day accessible to all employees.

e. Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity, diversity, and inclusion efforts.

f. Promote various cultural celebrations and diversity and inclusion activities on campus.

g. Ensure that top administrative staff support diversity and inclusion objectives and that the diversity and/or Equal Employment Opportunity officer position is maintained as a cabinet or other high-level administrative position.

h. Provide training on elimination of bias in hiring and employment.

i. Provide cultural awareness training to members of the campus community.

j. Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities.

k. Thoroughly investigate, in a timely manner, all complaints filed under this chapter, and all harassment and discrimination complaints filed and take appropriate corrective action in all instances where a violation is found.

l. Convey via the district mission statement its commitment to diversity and inclusion, and recognition that a diverse and inclusive workforce promotes its educational goals and values.

m. Require via district hiring procedures that applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position.

o. Address issues of inclusion/exclusion in a transparent and collaborative fashion.

p. Make progress on diversity and inclusion activities designed to promote student success for all students which have been identified in the District's Student Equity Plan.

The following items are either in progress or yet to be started:

q. Conduct campus climate surveys on a regular basis to identify hidden barriers and implement concrete measures that utilize the information drawn from the surveys.

r. Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity and inclusion into their major job duties.

s. Work with the District's Professional Development's Faculty Development Committee to assist in the development of a "Diversity and Inclusion Instructional Tool Kit" as a resource for faculty to infuse diversity, inclusion and multiculturalism into their instruction or services to students;

t. Convey via the district publications, marketing collateral (traditional and digital), and website, its diversity, inclusiveness, and commitment to Equal Employment Opportunity.

u. Recognize and value staff and faculty who have promoted diversity, inclusion, and equal employment opportunity principles by giving diversity recognition awards.

v. Establish an "Equal Employment Opportunity, Diversity and Inclusion" online presence by highlighting the district's diversity, inclusion, and Equal Employment Opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.

w. Consider providing for alternative educational or experience requirements for non-academic positions.

x. Develop leadership opportunities with current staff focusing on diversity and inclusion.

y. Involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and City Council(s).

z. Seek direct contact with student, professional, community, and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

aa. Conduct exit interviews with employees who voluntary leave the district, maintain a database of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.

bb. Train the district's board of trustees on the elimination of bias in hiring and employment at least once every election cycle.

cc. Ensure website content, including the online hiring process are mobile friendly, to serve individuals who may only have access to mobile devices.

dd. Encourage District staff members serve as resources, consultants, mentors and/or leaders to colleagues at other districts in the areas of EEO, diversity, and inclusion enhancement.

ee. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.

ff. Attempt to gather information from applicants who decline job offers to find out why, record this information, and utilize it.

gg. Conduct longitudinal analysis of various employment events by monitored group status such as: hiring, promotion, retention, voluntary resignation, termination, and discipline.

XVI.   Persons with Disabilities

1.   Reasonable Accommodations

The District shall ensure that applicants and employees with disabilities receive reasonable accommodations consistent with the requirements of Government Code sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aids such as readers, interpreters, and note takers.

The CHRO, in the role of ADA Coordinator, is responsible for handling requests for accommodations from current employees. The Office of Human Resources is responsible for handling requests from applicants seeking such accommodations during the application process.   Requests can be made on the "Request for Reasonable Accommodations" form.

2.   Goals for Persons with Disabilities

Currently the projected representation for persons with disabilities is only required by the total District workforce and not by job categories. The District will monitor applicants and employees with disabilities and address based on assessment of underutilization.

The District will work with Disability Student Programs and Services (DSPS) Program to communicate job openings to persons with disabilities.

XVII: Encouraging Graduate Employment in Community Colleges

The District will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs, and make information available in student newspapers, the course catalog, and in locations accessible to students, including but not limited to, Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

Annual Written Notice to Community Organizations

Effective December 1, 2018 the following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity *Plan* as provided for in Section XI of the EEO *Plan*. This list may be revised from time to time as necessary.

AppleOne Employment Services
25350 Magic Mountain Pkwy, #300/#353
Valencia, CA 91355
661-912-0142

California School Employee Assoc.
Fresno Field Office
2501 W. Shaw Ave, #107
Fresno, CA 93711
800-439-6626

Express Personnel
28111 Avenue Stanford
Santa Clarita, CA 91355
661-775-2570

NewMarket Careers
21900 Moveo Drive
Santa Clarita, CA 91350
661-755-3308

Personnel Plus
25115 Avenue Stanford, #B-121
Valencia, CA 91355
661-702-0110

Sage Staffing
27441 Tourney Rd., #150
Valencia, CA 91355
661-254-4026

Santa Clarita WorkSource Center
20730 Soledad Street
Santa Clarita, CA 91351
661-298-0152

Scvjobs.com
25852 McBean Parkway., Unit 534
Santa Clarita, CA 91355

SCV Teachers Association
26111 Bouquet Canyon Rd., #H-5
Santa Clarita, CA 91350
661-255-0311

United Staffing Services, Inc.
28159 Avenue Stanford, #170
Santa Clarita, CA 91355
661-253-4466

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. ABe 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 aA 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.

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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)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 ~~A~~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 statue 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~~0.0~~.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 ~~11~~ 11- 12 at a public or private high school in California.

    b. After meeting all requirements that apply to students enrolled in grades ~~11~~11-12, students applying for admission from grades K- ~~10~~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~~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 5010.5, s~~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

COLLEGE OF THE CANYONS

Santa Clarita Community College District
26455 Rockwell Canyon, Santa Clarita, CA 91355

Office of Institutional Research, Planning and Institutional Effectiveness

College of the Canyons High School Course Offerings Survey: Fall 2018

Alicia LeValley
Daylene M. Meuschke, Ed.D.
Barry C. Gribbons, Ph.D.

October 2018

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Introduction

California Assembly Bill 288 (AB288) authorizes California community college districts to enter into College and Career Access Pathways (CCAP) partnerships with district partners in order to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. The goal of this bill is to develop seamless pathways from high school to community college for career technical education or preparation for transfer, improve high school graduation rates, and help high school students achieve college and career readiness. AB288 allows classes to be held on high school campuses during the high school day and access is restricted to high school students during those hours.

The Office of Institutional Research, Planning and Institutional Effectiveness, in coordination with the Academic Affairs Office at College of the Canyons and the Assistant Superintendent of Educational Services at William S. Hart Union High School District, developed a survey to assess student interest in classes which could be offered on their high school campuses beginning in Spring 2019. The purpose of this survey is to inform planning efforts in order to determine which classes the College will offer in support of AB288. Results will be disseminated to the William S. Hart Union High School District.

Methods

The Office of Institutional Research, Planning and Institutional Effectiveness, in coordination with the Academic Affairs Office at College of the Canyons and William S. Hart Union High School District leadership team members, developed a survey designed to assess 11th and 12th grade student interest in classes which could be offered on their high school campuses beginning in Spring 2019 during their high school hours of operation.

Procedures

The survey was sent to individuals with children enrolled in 11th or 12th grade in the William S. Hart Union High School District (Hart High School District) in August 2018. Hart High School District sent the survey to approximately 11,320 email addresses on August 25, 2018. Completed surveys were received from 608 individuals in the Hart High School District. Respondents can have multiple email addresses on file; therefore a response rate cannot be calculated.

Completed questionnaires were coded and tabulated using Remark (2014), Excel (2013) and SPSS (2016). Refer to Appendix A for a copy of the questionnaire and Appendix B for the summary of counts and percentages of response frequencies.

Results

Interest in College Classes to be Held on High School Campuses

As indicated in Table 1, overall, the ten classes that had the highest number of respondents indicating that they would be interested in taking on their high school campus were Introduction to Business, Career and Life Planning, Introduction to Public Speaking, Introduction to the Health Professions, Introduction to Sociology, Medical Terminology, Introduction to Administration of Justice, Critical Reasoning, Introduction to Philosophy, and Child Growth and Development.

Table 1. Classes that Respondents Indicated they are Interested in Taking on their High School Campus (Overall and Disaggregated by High School)

	Overall	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart HS (n=87)	Saugus HS (n=132)	Valencia HS (n=122)	West Ranch HS (n=118)	Bowman HS (n=3)	Hart@ Home (n=9)
Introduction to Business	259	30	21	35	61	49	54	2	2
Career and Life Planning	257	32	27	33	49	57	52	0	4
Introduction to Public Speaking	206	23	24	19	40	48	45	0	4
Introduction to the Health Professions	194	23	19	31	44	31	39	0	3
Introduction to Sociology	151	19	17	23	21	38	29	1	0
Medical Terminology	151	18	21	20	32	24	30	1	2
Introduction to Administration of Justice	146	20	17	24	33	23	22	1	2
Critical Reasoning	126	13	15	12	27	29	26	0	1
Introduction to Philosophy	101	15	9	15	17	21	22	1	1
Child Growth and Development	98	17	10	17	21	15	13	1	1
Introduction to Public Health	97	9	9	16	22	16	23	0	1
Film Aesthetics	89	14	10	12	19	13	17	0	2
Mass Media and Society	88	8	11	9	22	18	16	0	1
Music Appreciation	88	8	9	12	21	15	19	0	1

Table 1. Classes that Respondents Indicated they are Interested in Taking on their High School Campus (Overall and Disaggregated by High School)

	Overall	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart HS (n=87)	Saugus HS (n=132)	Valencia HS (n=122)	West Ranch HS (n=118)	Bowman HS (n=3)	Hart@ Home (n=9)
History of Animation	81	8	9	10	18	18	11	1	4
History of Graphic Design	76	8	8	10	14	17	16	1	1
History of Rock & Roll	73	11	9	12	15	14	8	0	1
Survey of General Astronomy	65	9	8	10	14	9	14	0	1
Cultural Anthropology	64	10	8	6	13	10	12	0	1
Introduction to Technical Theatre	56	6	6	8	11	13	7	0	3
Understanding Theatre	50	6	5	8	10	10	7	0	3
Introduction to Archaeology	36	7	3	6	5	10	4	0	0
Dinosaurs	30	5	3	4	6	6	5	0	1
Introduction to Chicana/o Culture	23	3	8	3	1	4	4	0	0
Not interested in taking college classes at my high school	23	4	1	4	5	4	3	0	0

Time Preference for Taking College Courses on High School Campuses

As indicated in Table 2, the majority of respondents indicated that they would prefer to take college courses on their high school campus after school (67 percent), followed by early afternoon (52 percent) and early morning (34 percent).

A slightly higher percentage of respondents at Golden Valley High School and Canyon High School indicated that they would like to take classes on their high school campuses after school and a slightly lower percentage of respondents from Golden Valley High School indicated that they would like to take classes on their high school campuses in the early morning and early afternoon.

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Table 2. Time Preference for Taking Classes on High School Campuses (Overall and Disaggregated by High School)

	Overall (n=598)	Canyon HS (n=70)	Golden Valley HS (n=54)	Hart HS (n=83)	Saugus HS (n=131)	Valencia HS (n=121)	West Ranch HS (n=117)
Early morning (7 a.m.)	34%	34%	26%	37%	33%	36%	38%
Early afternoon	52%	47%	35%	52%	56%	50%	58%
After school	67%	73%	76%	64%	66%	65%	65%

<u>Interest in Taking Classes at College of the Canyons' Valencia or Canyon Country Campuses</u>

As indicated in Table 3, about half of the respondents indicated that they are "interested" or "very interested" in taking classes at the College's Valencia campus or Canyon Country campus (53 percent). Overall, thirteen percent of the respondents are "not at all interested" in taking classes at COC.

Canyon High School had the highest percentage of respondents that indicated they are "interested" or "very interested" in taking classes at COC (65 percent), followed by Valencia High School (60 percent), Saugus High School (53 percent), West Ranch High School (50 percent), Hart High School (43 percent), and Golden Valley High School (38 percent). Hart High School had the highest percentage of respondents that indicated that they are "not at all interested" in taking classes at COC (24 percent).

Table 3. Interest in Taking Classes at College of the Canyons (Overall and Disaggregated by High School)

	Overall (n=607)	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart HS (n=86)	Saugus HS (n=131)	Valencia HS (n=121)	West Ranch HS (n=117)
Very interested/Interested	53%	65%	38%	43%	53%	60%	50%
Neutral	16%	20%	28%	14%	12%	16%	10%
Somewhat interested	19%	10%	19%	19%	20%	16%	27%
Not at all interested	13%	4%	15%	24%	16%	7%	13%

<u>Current High School</u>

Six hundred three respondents indicated that they currently attend the following high schools:

- Saugus High School – 22 percent (135 respondents)
- Valencia High School – 21 percent (124 respondents)
- West Ranch High School – 20 percent (120 respondents)
- Hart High School – 14 percent (87 respondents)
- Canyon High School – 12 percent (71 respondents)
- Golden Valley High School – 9 percent (54 respondents)
- Hart@Home – 1 percent (9 respondents)
- Bowman High School – 1 percent (3 respondents)

Recommendations

Upon review of the survey results, the following recommendations should be taken into consideration:

- Consider respondents' responses when planning and scheduling classes on local high school campuses; specifically, interest in the following classes in the early afternoon and after school:
    - Introduction to Business
    - Career and Life Planning
    - Introduction to Public Speaking
    - Introduction to the Health Professions
    - Introduction to Sociology
    - Medical Terminology
    - Introduction to Administration of Justice
    - Critical Reasoning
    - Introduction to Philosophy
    - Child Growth and Development

- Consider respondents' interest in taking classes at College of the Canyons when planning outreach activities.

Appendix A: Survey Instrument

College of the Canyons High School Course Offerings Survey: Fall 2018

College of the Canyons is investigating the courses that are of interest to 11th and 12th grade students and can be offered on your high school campus starting in Spring 2019. The purpose of the survey is to find out your interest in these courses.

To accomplish this, we need your help to complete this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please complete this important survey by Friday, September 7.

1. Which of the following classes would you be interested in taking on your high school campus? Mark all that apply.
   - O Career and Life Planning
   - O Child Growth and Development
   - O Critical Reasoning
   - O Cultural Anthropology
   - O Dinosaurs
   - O Film Aesthetics
   - O History of Animation
   - O History of Graphic Design
   - O History of Rock & Roll
   - O Introduction to Administration of Justice
   - O Introduction to Archaeology
   - O Introduction to Business
   - O Introduction to Chicana/o Culture
   - O Introduction to Philosophy
   - O Introduction to Public Health
   - O Introduction to Public Speaking
   - O Introduction to Sociology
   - O Introduction to Technical Theatre
   - O Introduction to the Health Professions
   - O Mass Media and Society
   - O Medical Terminology
   - O Music Appreciation
   - O Survey of General Astronomy
   - O Understanding Theatre
   - O Not interested in taking college classes at my high school

2. What times would you be interested in taking these courses on your high school campus? Mark all that apply.
   - O Early morning (7 a.m.)
   - O Early afternoon

3. In addition to the classes offered on your high school campus, how interested are you in taking classes at the Valencia or Canyon Country campuses?
   - O Not at all interested
   - O Somewhat interested
   - O Neutral
   - O Interested
   - O Very interested

4. Please indicate which high school you currently attend.
   - O Bowman High School
   - O Canyon High School
   - O Golden Valley High School
   - O Hart High School
   - O Hart@Home
   - O Saugus High School
   - O Sequoia School
   - O Valencia High School
   - O West Ranch High School

Thank you for completing this very important survey!

College of the Canyons High School Course Offerings Survey: Fall 2018

College of the Canyons is investigating the courses that are of interest to 11th and 12th grade students and can be offered on your high school campus starting in Spring 2019. The purpose of the survey is to find out your interest in these courses.

To accomplish this, we need your help to complete this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please complete this important survey by Friday, September 7.

5. Which of the following classes would you be interested in taking on your high school campus? Mark all that apply.

	Overall	Canyon HS	Golden Valley HS	Hart HS	Saugus HS	Valencia HS	West Ranch HS
Career and Life Planning	42%	46%	51%	38%	37%	47%	44%
Child Growth and Development	16%	25%	19%	20%	16%	12%	11%
Critical Reasoning	21%	19%	28%	14%	20%	24%	22%
Cultural Anthropology	11%	14%	15%	7%	10%	8%	10%
Dinosaurs	5%	7%	6%	5%	5%	5%	4%
Film Aesthetics	15%	20%	19%	14%	14%	11%	14%
History of Animation	13%	12%	17%	11%	14%	15%	9%
History of Graphic Design	13%	12%	15%	11%	11%	14%	14%
History of Rock & Roll	12%	16%	17%	14%	11%	11%	7%
Introduction to Administration of Justice	24%	29%	32%	28%	25%	19%	19%
Introduction to Archaeology	6%	10%	6%	7%	4%	8%	3%
Introduction to Business	43%	43%	40%	40%	46%	40%	46%
Introduction to Chicana/o Culture	4%	4%	15%	3%	1%	3%	3%
Introduction to Philosophy	17%	22%	17%	17%	13%	17%	19%
Introduction to Public Health	16%	13%	17%	18%	17%	13%	19%
Introduction to Public Speaking	34%	33%	45%	22%	30%	39%	38%
Introduction to Sociology	25%	28%	32%	26%	16%	31%	25%
Introduction to Technical Theatre	9%	9%	11%	9%	8%	11%	6%

5. Which of the following classes would you be interested in taking on your high school campus? Mark all that apply.

	Overall	Canyon HS	Golden Valley HS	Hart HS	Saugus HS	Valencia HS	West Ranch HS
Introduction to the Health Professions	32%	33%	36%	36%	33%	25%	33%
Mass Media and Society	14%	12%	21%	10%	17%	15%	14%
Medical Terminology	25%	26%	40%	23%	24%	20%	25%
Music Appreciation	14%	12%	17%	14%	16%	12%	16%
Survey of General Astronomy	11%	13%	15%	11%	11%	7%	12%
Understanding Theatre	8%	9%	9%	9%	8%	8%	6%
Not interested in taking college classes at my high school	4%	6%	2%	5%	4%	3%	3%

Note: Results are not reported for sample sizes less than ten. Bowman High School (n=3) and Hart@Home (n=9) are included in the overall results but have not been disaggregated by school.

6. What times would you be interested in taking these courses on your high school campus? Mark all that apply.

	Overall	Canyon HS	Golden Valley HS	Hart HS	Saugus HS	Valencia HS	West Ranch HS
Early morning (7 a.m.)	34%	34%	26%	37%	33%	36%	38%
Early afternoon	52%	47%	35%	52%	56%	50%	58%
After school	67%	73%	76%	64%	66%	65%	65%

7. In addition to the classes offered on your high school campus, how interested are you in taking classes at the Valencia or Canyon Country campuses?

	Overall	Canyon HS	Golden Valley HS	Hart HS	Saugus HS	Valencia HS	West Ranch HS
Not at all interested	13%	4%	15%	24%	16%	7%	13%
Somewhat interested	19%	10%	19%	19%	20%	16%	27%
Neutral	16%	20%	28%	14%	12%	16%	10%
Very interested/Interested	53%	65%	38%	43%	53%	60%	50%

8. Please indicate which high school you currently attend.

	Overall
Bowman High School	1%
Canyon High School	12%
Golden Valley High School	9%
Hart High School	14%
Hart@Home	1%
Saugus High School	22%

8. Please indicate which high school you currently attend.

	Overall
Sequoia School	0%
Valencia High School	21%
West Ranch High School	20%

Thank you for completing this very important survey!

College of the Canyons High School Course Offerings Survey: Fall 2018

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To accomplish this, we need your help to complete this survey. Your participation is voluntary and every effort will be made to keep your responses confidential. We greatly appreciate your assistance!

Please complete this important survey by Friday, September 7.

1. Which of the following classes would you be interested in taking on your high school campus? Mark all that apply.

	Overall	Bowman HS (n=3)	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart@ Home (n=9)	Hart HS (n=87)	Saugus HS (n=132)	Valencia HS (n=122)	West Ranch HS (n=118)
Career and Life Planning	257	0	32	27	4	33	49	57	52
Child Growth and Development	98	1	17	10	1	17	21	15	13
Critical Reasoning	126	0	13	15	1	12	27	29	26
Cultural Anthropology	64	0	10	8	1	6	13	10	12
Dinosaurs	30	0	5	3	1	4	6	6	5
Film Aesthetics	89	0	14	10	2	12	19	13	17
History of Animation	81	1	8	9	4	10	18	18	11
History of Graphic Design	76	1	8	8	1	10	14	17	16
History of Rock & Roll	73	0	11	9	1	12	15	14	8
Introduction to Administration of Justice	146	1	20	17	2	24	33	23	22
Introduction to Archaeology	36	0	7	3	0	6	5	10	4
Introduction to Business	259	2	30	21	2	35	61	49	54
Introduction to Chicana/o Culture	23	0	3	8	0	3	1	4	4
Introduction to Philosophy	101	1	15	9	1	15	17	21	22

1. Which of the following classes would you be interested in taking on your high school campus? Mark all that apply.

	Overall	Bowman HS (n=3)	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart@ Home (n=9)	Hart HS (n=87)	Saugus HS (n=132)	Valencia HS (n=122)	West Ranch HS (n=118)
Introduction to Public Health	97	0	9	9	1	16	22	16	23
Introduction to Public Speaking	206	0	23	24	4	19	40	48	45
Introduction to Sociology	151	1	19	17	0	23	21	38	29
Introduction to Technical Theatre	56	0	6	6	3	8	11	13	7
Introduction to the Health Professions	194	0	23	19	3	31	44	31	39
Mass Media and Society	88	0	8	11	1	9	22	18	16
Medical Terminology	151	1	18	21	2	20	32	24	30
Music Appreciation	88	0	8	9	1	12	21	15	19
Survey of General Astronomy	65	0	9	8	1	10	14	9	14
Understanding Theatre	50	0	6	5	3	8	10	10	7
Not interested in taking college classes at my high school	23	0	4	1	0	4	5	4	3

2. What times would you be interested in taking these courses on your high school campus? Mark all that apply.

	Overall	Bowman HS (n=3)	Canyon HS (n=70)	Golden Valley HS (n=54)	Hart@ Home (n=8)	Hart HS (n=83)	Saugus HS (n=131)	Valencia HS (n=121)	West Ranch HS (n=117)
Early morning (7 a.m.)	206	2	24	14	3	31	43	43	44
Early afternoon	310	1	33	19	5	43	73	61	68
After school	402	3	51	41	5	53	86	79	76

3. In addition to the classes offered on your high school campus, how interested are you in taking classes at the Valencia or Canyon Country campuses?

	Overall	Bowman HS (n=2)	Canyon HS (n=69)	Golden Valley HS (n=53)	Hart@ Home (n=9)	Hart HS (n=86)	Saugus HS (n=131)	Valencia HS (n=124)	West Ranch HS (n=120)
Not at all interested	79	0	3	8	1	21	21	9	16
Somewhat interested	113	0	7	10	2	16	26	20	32
Neutral	95	0	14	15	2	12	16	20	12
Interested	165	2	22	12	2	17	35	39	32
Very interested	155	0	23	8	2	20	35	36	28

4. Please indicate which high school you currently attend.

	Overall
Bowman High School	3
Canyon High School	71
Golden Valley High School	54
Hart High School	87
Hart@Home	9
Saugus High School	135
Sequoia School	0
Valencia High School	124
West Ranch High School	120

Thank you for completing this very important survey!