



College of the Canyons Academic Senate

April 11, 2019

3:00 p.m. to 4:50 p.m. BONH 330

AGENDA

Notification: *The meetings may be 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, March 28, 2019 (pg. 3-8)	Academic Senate Executive Committee Summary, March 28, 2019 (pg. 13)
Program Viability Committee Summary, March 21, 2019 (pg. 9-12)	Faculty Development Committee Summary, March 25, 2019 (pg. 19-20)
Faculty Development Committee Summary, February 25, 2019 (pg. 14-18)	

B. Reports (time limit 7 minutes each)

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

1. Guided Pathways Report, Tara Williams & Erika Torgeson
2. Honors Committee Report, Miriam Golbert
3. CETL Report, Brent Riffel (pg. 21-24)

C. Action Items

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

1. Academic Departments (BP/AP 4023), David Andrus (pg. 30-34)

D. Discussion

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

1. Early Connections & Starfish Program, Collette Gibson, Julianne Johnson (pg. 35-48)
2. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, Second Read, Daylene Meuschke](#)
 - a. [SEA Plan 2019](#)
 - b. [SEA Executive Summary](#)
 - c. Local Goal Setting
 - i. Process:
http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018_19.pdf
 - ii. Local Goals: (pg. 49-59)

3. Emergency Drill & Planning Sub-Committee to discuss possible drill date, Michael Wilding (pg. 60)

E. Unfinished Business

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

1. Program Viability (BP/AP 4021)

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.

- CASL Spring 19 Recommendations and Guidelines for the Academic Senate (April 25, 2019)
- CWEE District Plan January 2019, Nicole Faudree (April 25, 2019)

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 4250 Academic Standing
BP & AP 4251 Academic Standing Progress
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

H. Announcements

- Next Academic Senate Meetings April 25, May 9 & May 23
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, Westin San Francisco Airport
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Hyatt San Francisco Airport
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

I. Adjournment

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

Academic Senate Summary for March 28, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	<i>David Andrus proxy for Gary Collis</i>	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	<i>Regina Blasberg proxy for Jennifer Paris</i>	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	<i>Frank Alli proxy for David Brill</i>	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Sonny Requejo	X
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	A
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	<i>Warren Heaton proxy for Aaron Silverman</i>	X
SBS Senator	<i>Deanna Riveira proxy for Rebecca Shepherd</i>	X	X= Present	A= Absent	

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

Guest			
Dustin Silva	X	Daylene Meuschke	X
Tara Williams	X	Barry Gribbons	X
Julie Johnson	X	Jasmine Ruys	X
Mary Corbett	X	Omar Torres	X
Collette Gibson	X	Paul Wickline	X
Sarah Farnell, <i>ASG Student Trustee</i>	X	Mark Garcia (via Zoom)	X
Salma Taher (Student)	X	Ryan Theule	X
Zena Taher (Student)	X	Preeta Saxena	

A. Routine Matters

1. Call to order: 3:06 pm
 - President confirmed list of proxy's:
 - David Andrus proxy for Gary Collis

- Frank Alli proxy for David Brill
- Deanna Shepherd proxy for Rebecca Shepherd
- Regina Blasberg proxy for Jennifer Paris
- Warren Heaton proxy for Aaron Silverman

2. Public Comment

- Student Salma Taher spoke about concerns with high cost of textbooks. Publishers can overprice textbooks and this may be unethical. Salma asked faculty to make more of an effort to decrease the dependency on conventional textbooks and to switch to cheaper alternatives while utilizing OER resources. Cheaper alternatives can include providing textbook outlines and making library course reserves available. There is also concern with renting textbooks as this can also be costly for students. There are some textbooks such as in Chemistry and Math which require access codes to obtain course materials. With access codes student have to pay everything they need to access an assignment this in turn can be costly for the student. An idea presented is to have faculty purchase those assignments one time and make them available to students.

3. Approval of the Agenda

- Motion to approve the agenda by David Andrus, seconded by Lisa Hooper. Unanimous. Approved.

4. Committee Appointments:

- Nick Hernandez, CETL Steering Committee
- Selection Committees List (pg. 3)
 - It was clarified that the Hiring Committees official name is the Selection Committee.

5. Approval of the Consent Calendar

Academic Senate Summary, March 14, 2019 (pg. 4-9)	CASL PR Summary, February 13, 2019 (pg. 23-26)
Curriculum Committee Summary, March 15, 2019 (pg. 10-15)	CASL PR Summary, February 27, 2019 (pg. 27-30)
Curriculum Committee Summary, March 21, 2019 (pg. 16-22)	

- Motion to adopt the consent calendar by Lisa Hooper, seconded by Wendy Brill. Unanimous. Approved.

B. Reports (time limit 7 minutes each)

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

1. Academic Senate President Report

- President shared a memo to the Chancellor regarding ensuring funding for Sabbatical leaves.
- President shared that there is an additional recommendation from the Chancellor to Miriam Golbert, chair of the Academic Staffing Committee, to support a new non-credit full-time instructor position. This position will be supported with the **AEBG funding**. This position was approved per the last BOT meeting. It was noted that this position has been on the recommended list for a number of years and it is exciting to see this position move forward.
- ASCCC Area C meeting update: There are multiple resolutions for the statewide senate to consider related to OER. The statewide senate has received a grant from the governor's

office, for this academic year, to support the development of OER resources for all faculty in the community colleges and ensuring that those resources are connected to our C-ID process. There is currently a statewide process for developing curriculum (C-ID) and there is now a process being developed for the OER portion. Senator Jennifer Paris is the OER liaison for the Area.

- Update on ASCCC Legislative visits and letter to Mark Martin: It was clear from the LACCD faculty that there was not support for the position of the ASCCC Executive Committee had taken for the legislative visits in terms of the Student Centered Funding Formula (SCFF). The recommendation from ASCCC President is to cap the performance portion at 10% for the SCFF.
- Guided Pathways ASCCC Resources: There are resources available for all faculty to use provided by ASCCC. One item, under development, is the creation of a CANVAS resources page and this would make Guided Pathways resources available to all faculty:
<https://asccc.org/content/area-c-meeting>

2. Guided Pathways Report, Tara Williams & Erika Torgeson

- Guided Pathways Steering Committee: A handout, created by Paul Wickline, was shared regarding the Guided Pathways Steering committee, see (pg. 25-26)
- Mapping update: The three days may not be mapping entirely. There has been some thoughts of taking half of the first day, April 22nd, and have it be more so a check in with Guided Pathways so we can identify where there are gaps and update faculty and staff on work of Guided Pathways. Agenda is still being discussed.
 - It was clarified that meta-majors and the Academic schools are the same thing.
 - The general education piece for Academic mapping will require involvement of faculty and senate. There is concern that choosing by course title is not the best way to choose courses for the GE pattern in the mapping. The Curriculum committee at their retreat did an exercise in which members chose courses based on the objective and everyone chose for their own discipline. Choices made were different than had members known what the course was by the title. There will be a need for a deep collaborative work across all disciplines.
 - Some colleges are specifying what semester to take that GE course and if a department chose to specify and elective then it was done.
 - Other colleges are not specifying specific GE courses in their maps.
- Meta Majors: There is a need for more faculty to work with the MEA student to help with the Meta Major logo design for each school. Currently only Nicole Faudree with the School of Business, 2 faculty with MSHP and one from VAPA have agreed to work with the student. Faculty would only be required to work for one hour and this can be done via email. Any faculty interested can contact Tara Williams or Erika Torgeson.

3. Legislative Report, Wendy Brill (to see full report, see (pg. 27-29)

- California –Proposed Legislation update: Wendy emphasized that the legislation proposals are at the beginning of a two year cycle. The outcomes of AB and SB policies listed in the Legislative report will not be known until the beginning of September. Other policies may be put on hold for another year. Additional information was provided for the following bills.

- AB 897 (Medina) Community colleges: Part-time Employees. This allows part-time faculty who are limited to a 67% full time load to be increased to 80-85%. This bill is sponsored by CFT, AFT's parent union group, and is being supported by FACCC. One argument against is that allowing this bill to pass would make part-time faculty permanent.
- AB 1729 (Smith) Pupils: attendance at community college: This bill moves the 5% limit for high school students, taking community college classes over the summer.

C. Action Items

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

1. Academic Senate statement in support of Amanda Zunner-Keating, Gary Collis (pg. 35-36)
 - The statement of support was as a result of the Academic Freedom committee diving into the issue associated with Amanda Zunner-Keating's Anthropology class from fall of 2017. Amanda requested a letter of support from the Academic Senate. Gary Collis summarized, clarified and defined what Academic Freedom. A summary was also provided regarding the online harassment Amanda experienced and how the Academic Senate can provide support for her academic freedom.
 - The statement letter of support will be formatted with the Academic Senate template (including logo) and will be signed and dated by the Academic Senate president. It will then be forwarded to Amanda.
 - Motion to adopt the statement by David Andrus, seconded by Sab Matsumoto. Unanimous Approved.
2. Election Procedures, Dustin Silva (pg. 37-39)
 - The new Election Procedures are in line with the AFT bargaining procedures.
 - One clarification was made on #2, sub-section b.) In which it states "The Academic Senate President will seek faculty volunteers to serve on the Elections Committee which will be approved by the Academic Senate." The term "faculty" means *all* faculty, full-time and part-time.
 - Dustin will submit a finalized version for uploading to the website, which will include the March 28, 2019 date of approval.
 - Motion to adopt the revised procedures for the Election Committee by David Andrus, seconded by Philip Marcellin. 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. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, First Read, Daylene Meuschke](#)
 - SEA Plan: <http://www.canyons.edu/Offices/IRPIE/Documents/SEA%202019.pdf>
 - Local Goal Setting Process: http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018_19.pdf
 - Local Goal Setting Process and SEA Plan Presentation to CPT: <http://www.canyons.edu/Offices/IRPIE/Documents/CPT%20Goal%20Setting.pdf>

Background:

- Vision for Success: This plan has been proposed by the Chancellor's Office and adopted by the Board of Governors. All community college districts in the state must align their own goals

and strategic plans towards the Vision for Success. One question to be discussed is where are we landing with respect to those local goals?

- Student Equity & Achievement Plan: Last year the Integrated Plan integrated the various categorical funding streams such as SSSP, Student Equity and Basic Skills. This included the SSSP Credit and SSSP Non-Credit. There is a push once again from the Chancellor's Office to align these three funding sources. The Academic Senate President and the Board of Trustees are expected to sign off as part of the collegial consultation process. Due to the overlap in the area of students' purview these plans will need to go through ASG.

Disproportionate Impact Graph:

- It was explained that on the "[Disproportionate Impact](#)" graph shared the "blue" areas are the Chancellor's Office definition and the "yellow" is the local area definition of disproportionate impact. The categories, transfer, completion, math and English, retention, access completion are part of the equity metric that must be evaluated.
- One questions brought up was "what are we doing to support our students from an equity lens?" What could we be going better?
- In terms of Disproportionate Impact (DI) numbers the state continues to re-lease new numbers therefore, data needs to continuously be re-evaluated. For example, the DI data continues to show up for African American and non-traditional age students. There are many resources available to students that are not being "tapped" into.

Concerns:

- Some concerns with the plan where shared relating to issues with students that are not being supported. It was emphasized that it must be a collaborative approach and it cannot be a top down. Lifting everyone up to make that change is not happening.

Suggestions:

- There was some suggestions to conduct more focus groups with those areas of disproportionate impact to collect more feedback. The plan should be based on research, on past data evidence, and it should target those populations that need the most help.
- There was a suggestion to add to the plan an inquiry process for the next year to continue to investigate which practices are the most promising. Perhaps other institutions can be examined to borrow innovative ideas that have worked. Could existing achievement gaps be examined specifically by course?

2. Academic Departments (BP/AP 4023), David Andrus (pg. 40-44)

- There currently exists an AP and there is no BP. The BP is being proposed. On pg. 43 section E. of AP 4023 there is a clarification on the process of adopting new or of the splitting of departments to ensure mutual agreement.
- There was discussion about who are voting members in an academic department. Should Academic Departments include all faculty? Such as full-time, part-time, and non-credit faculty? For example non-credit could be included in various non-credit departments or it could be its own department.
- This item will be moved to action at the next meeting.

3. Early Connections & Starfish Program, Collette Gibson, Julianne Johnson (pg. 45-58)

- This item was tabled for the next meeting.

4. Emergency Drill & Planning Sub-Committee to discuss possible drill date, Michael Wilding
 - The sub-committee has proposed May 2nd at 9:40am as a possible campus-wide Emergency Drill date. There was a suggestion to have a series of drills during the morning, midday, and afternoon on the same day to target the different types of students.
 - This will return as discussion.

E. Unfinished Business

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

2. Program Viability (BP/AP 4021)

F. New Future Business

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

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

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

H. Announcements

- Next Academic Senate Meetings April 11, April 25, May 9 & May 23
 - President, Rebecca Eikey and Vice President, Jason Burgdorfer will not be at the next meeting. President will need someone else to chair the meeting.
- 2019 ASCCC 2019 Spring Plenary Session, April 11-13, 2019, San Francisco
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, Newport Beach
- Academic Senate Fall Retreat, August 15, 2019
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

II. Adjournment: 4:57 pm.

Program Viability Committee Summary

March 21, 2019, 9:00 a.m. to 10:00 a.m. BONH-330

Members present: Rebecca Eikey (Committee Chair/Academic Senate President), Albert Loaiza (Counseling Rep), Christopher Bolts (Theatre/CTE Rep), Lisa Hooper (Curriculum), Jerry Buckley (VPAA), Wendy Ruiz (Photo/COCFA Rep)

Guests: Bernardo Feldman (Music), Bill Macpherson (Music), Hencelyn Chu (MLT), Micah Young (Interim Dan MSHP), Virginia Hutchins (Inst. Tech MLT), , Jennifer Paris (ECE), Wendy Ruiz (ECE), Julie Keller (Asst. Director, ECE), Monica Marshall (Program Director ECE), Garrett Rieck (Noncredit Faculty), Paul Wickline (AC Affairs), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA)

A. Routine Matters

1. Call to order - 9:02 am by R. Eikey
 - Committee Chair provides overview of committee for guests
 - Recently PAC-B updated the Forced Costs (FC) to include a review by the Program Viability Committee for any FC listed as “V”. Category V is associated for sustaining existing programs, and will be reviewed by Program Viability Committee.
 - Our review is after the first 3 levels of review. This year will be the first time looking at this .
 - There was a question about difference between E & V categories and that will be part of the discussion today.
2. Approval of the Agenda – by consensus

B. Discussion

1. Program Review Instruction Forced Cost “V” Requests as of 3/18/19
 - There was some discussion about whether some of these items are correctly Categorized in the first place. Are there missing items that should be a “V” but were categorized as something else? Should more dialog happen on the front end to distinguish between “E” and “V”? How?
 - Since this review is happening after several steps in the budget process, what other requests should be here but are not? What requests were moved to other categories? Or is there more conversation that needs to happen at the front end of the process? Suggestion that in future years the full process shows on the chart.
 - Forced costs need to have a strong argument, often based on outside standards/requirements, thus the limitation on characters is problematic.
 - Process improvement needed as the timeline inhibits a back and forth discussion between levels about the Forced Costs.
 - Committee wants improved connection between PV/CASL/PAC-B committees.
 - The committee wants to discuss the list at their next meeting as we didn’t go into details of the request, rather the conversation was centered on process.

2. New Program Proposals (Note: Some of the proposals' authors started the development of these proposals before new forms were developed by the Committee.)

A. Commercial Music, Bill MacPherson: Credit Certificate of Achievement Initiation

Summary of the program: The Commercial Music Program prepares students for occupations in media and entertainment, with competencies in the creative, technical and business aspects of music. Students pursue a rigorous program of study, synergizing creative talents and advanced digital media technologies, with industry-proven production practices to model the "total skills-set" demanded by employers in the industry.

- The authors provided an explanation and overview of the proposed new program. This program would round out the department, and fill a local need with the Los Angeles area entertainment industry by focusing on recording at a professional level. The program would target students who want to intern or work at an entry level position in a studio or be an assistant to a composer. The courses would include Pro-Tools software and Live Sound. Once the program is operational, the department would like create an industry-relevant certificate by partnering with AVID to create a Pro-Tools certification. In creating the proposal, the authors examined other colleges' commercial programs, including 20 other college programs, such as Sacramento City College and American River College.
- The committee recognized the need for resources for this program to be successful (such as the equipment/software mentioned previously).
- The committee asked for evidence from an advisory board to support the development of the proposal. It was then explained that there was an issue with the process associated with the formation of an advisory board where the authors were not able to proceed since it was not a "program" yet. It was suggested that existing advisory boards, such as Technical Theatre or MEA could be leveraged.

Committee Recommends the formation of an Advisory Board for Commercial Music (Chris Boltz first/ Lisa Hooper second); unanimous.

- There was additional conversation around the facilities needs of this program. How does the change in the Facilities Master plan affect this program? Originally, the authors were planning that there would be a recording studio in the Arts Building slated to be built at the Canyon Country Campus. With the change in the facilities master plan that delays the construction of the Arts Building, the authors are now looking to see if existing space on Valencia Campus could be used for this program. The committee suggests that industry partners be contacted as well for possible facilities use.

Committee Recommends that before changes are made in Facilities Master plan, that the administration should contact both Program Viability and Curriculum Committee to see how the changes in the plan affect program development.

B. Clinical Laboratory Science (CLS), Hence Chu: Credit Certificate of Specialization or Achievement

With the critical workforce shortage of clinical laboratory scientists, this program will allow us to provide the workforce training to meet industry's immediate needs. Clinical laboratory scientists are integral members of the allied health care team that perform diagnostic testing on blood, body fluids, and other biological specimens to provide healthcare providers (physicians, nurses, pharmacists, and other members of the healthcare team) information that are utilized in making critical decisions for

treatment and monitoring therapeutic interventions. The Clinical Laboratory Science post-baccalaureate training program will offer a combined didactic and practical training curriculum in the clinical laboratory sciences that is approved by the California Department of Public Health/ Laboratory Field Services. Completers of the program will be eligible to sit for the board of certification exam approved by the CDPH/ LFS and, upon achievement of a passing exam score, a CLS certification/license for employment in the state of California.

- The authors provided an explanation and overview of the proposed new program. This program would target Post-Baccalaureate students and would also create a pathway from Medical Lab Technician (MLT) to Clinical Lab Science (CLS).
- The proposal is based on input from the MLT Advisory Board and in response to demand in the work force for these technical positions.
- All CLS programs must be approved by the state. Although there is variation in who offers these programs. Some are offered at universities, some at hospitals. College of the Canyons would be the first community college to offer CLS if approved. The author has already contacted the accrediting body for CLS programs to see if there would be an issue with a community college hosting such a program. Their response indicated that this program could be offered at a community college.
- The CLS program is a 12 month program with majority of the training occurring at clinical sites. College of the Canyons would provide support on campus once per week for classroom instruction that more (case studies/progress monitoring/ license preparation). The state mandates on-site hours. The goal of the program would be for students to be prepared to pass the state board exam for CLS.
- The committee discussed the format of the program in terms of offering the program in credit compared to noncredit. Most state programs are certificate programs, but this could be noncredit program. There would need to be additional conversation with the accrediting body to determine. The program will have a pre-requisites based on state trainee license.
- There is possibility that the program might be able to serve as continuing education for current CLS professionals.
- Clinical sites have been identified and there are letters of support provided.
- Staffing needs were discussed. Most of clinical partners are involved in this program type already and know what is needed per the state requirements. All current adjunct faculty in MLT meet MQs for CLS courses. State does not require preceptors on site.

Committee Recommends approval of CLS program as pilot, with the understanding that the MLT department has the flexibility in the curriculum and program development to determine which modality, credit or noncredit, would be most appropriate given that the program must be developed to align with state regulations.

C. Cytotechnology, Hence Chu: Credit Certificate of Achievement

The proposed cytotechnology program will train individuals to perform microscopic study of cells obtained from various anatomical tissue sites or regions via staining methodologies. Cytological examination of cells provides preliminary evaluation for malignancy that warrant further investigation by pathologists. In many cases, timely treatment can be administered even before symptoms can be detected and/or detected by other methodologies. Students will be introduced to specialized specimen collection techniques, preparation, and staining procedures of various cell types. Cytotechnologists are integral members of the allied health care team that provides physicians

and pathologists information to help them make decisions on timely treatment and mechanisms to monitor therapeutic interventions.

- The authors provided an explanation and overview of the proposed new program. This program would target Post-Baccalaureate students. Students are required to have a trainee license before they can enter program.
- The proposal is based on input from the MLT Advisory Board and in response to demand in the work force for these technical positions, and expansion of where these professionals are working, such as in operating rooms. Not many colleges currently offer this training. There are only three other schools in California who offer this.
- This would be a 12-month credit program. There would be some pre-requisites needed for this program that are similar to the preparation needed for entry into pre-medical programs.
- The work is technical in nature, in terms of examining cells, thus chain of custody is very strict per law.
- The committee discussed facilities and equipment considerations. This program would need a chemical fume hood which the current MLT facilities does not have. The program would need additional instrumentation to support this program.
- Staffing needs were discussed. The program would need a new full-time faculty member.

Committee Recommends that a partnership with clinical sites be developed before proceeding with approval of this new program.

3. PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval

- New forms have been created to help with the process flow for program development.
- The committee did not have time to discuss the new form.
- This item will return to the April meeting.

Announcements

Program Viability Committee Meeting Dates for 2018-2019 Academic Year

- **April 25, 2019**, 9:00 am – 10:00 am, Bonelli 330
 - Next agenda – Review a flow chart to guide program developments; Forced Costs discussion.
- **May 16, 2019**, 9:00 am – 10:00 am, Bonelli 330

The Program Viability Committee is a standing committee of the Academic Senate. It is responsible for the evaluation of proposals to initiate, modify, or discontinue academic programs. The committee makes recommendations to the Academic Senate. Per the AP 4021, program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate.



COLLEGE OF THE CANYONS
ACADEMIC SENATE
EXECUTIVE COMMITTEE MEETING

March 28, 2019
5:00 p.m. to 5:40 p.m. BONH-330

SUMMARY

According to Article 6 of the By-Laws of the Academic Senate the purpose of the Executive Committee is to foster coordination among the principle subcommittee chairs of the Academic Senate, to advise the President, and the overall strategic development and planning of matters before the Academic Senate.

Attendees: Rebecca Eikey, Jason Burgdorfer, Miriam Golbert, Wendy Brill, Regina Blasberg, David Andrus, Lisa Hooper (via phone), Dustin Silva, Marilyn Jimenez

A. Routine Matters

1. Call to order: 5:05 pm
2. Public Comment: none
3. Approval of the Agenda

B. Discussion

1. [Guided Pathways Essential Practices: Scale of Adoption Self-Assessment California Community Colleges' Assessment of Progress in the Implementation of Guided Pathways.](#)
 - The guidelines state that the senate does not need to sign off on the self-assessment until September. The draft must be sent by the end of April 30th. The final version which will then include the Senate President's signature is due by September 30th. At the ASCCC Executive Committee meeting, there was advocating to have the deadline pushed to the fall to allow more time. However, it must be done now. The draft does not have to go through Senate this time around.
 - Some questions that were addressed included what is proper structure of collaboration? What is the outcome of reporting back to schools? How will faculty feel satisfied that the collaboration has occurred. In order for the faculty collaboration to go beyond the senate table it must go out to other academic departments.
 - There is a need for schools to meet with their deans. There is a need for additional meetings to determine budget development and the use of categorical funds. This can help define how programs are being supported.
 - There may be a need to develop collaborate meetings with Administrators.

C. Action

1. Mental Health & Wellness Forum, possible collaboration with ASG and Classified Senate.
 - Tuesday, April 16th, 2019 5-6:30pm

D. Adjourned: 5:35

Faculty Development Committee February 25, 2019 Meeting Summary

By Nicole Faudree, Co-Chair

Members Present: Mehgen Andrade, Sarah Breshears, Sandy Carroll, Teresa Ciardi, Gary Collis, Nicole Faudree, Lee Hilliard, Brandon Hilst, Susan Ling, KC Manji, Wendy Ruiz

Administrative Director: Leslie Carr

- Committee approved a request for FLEX credit for the curriculum committee's non-credit training. A workshop proposal will need to be submitted online in Frontline Education.
- Please see the FLEX application spreadsheet provided at the end of these minutes for the committee's decisions.
- The updated FLEX pre-approved list was distributed for review.
- The committee discussed providing FLEX credit for faculty who serve on hiring committees. Discussion ensued regarding the professional growth. Faculty learn about minimum qualifications, rubrics, and effective/non-effective teaching strategies from the candidates' teaching demonstrations. The committee discussed whether FLEX credit be given for screening applications and serving on the interview committee or just for serving on the interview committee? How would the hours be tracked?
 - Applications and interviews done during winter intersession and summer would be paid. Those done during the regular fall and spring terms would be given FLEX credit (*proposal only– not voted on by the committee at this meeting*).
- **Online consortium – Mentor/Mentee? Independent project?**
 - Rebecca Eikey attended this meeting to request FLEX credit for the Online Education Initiative Consortium mentor/mentee program. Participants will learn about the course review process, mentoring, and improving online courses.

- The committee agreed to offer FLEX credit and add it to the pre-approved list. Faculty who participate in this program will need to submit a Non-COC Provider application form in Frontline Education.
- **Guided Pathways conference proposal for Fall FLEX week as conference-like week**
 - Nicole shared a proposal that the attendees of the Guided Pathway Pillar IV conference that fall FLEX week be structured like a conference, with keynote speakers at lunch each day and breakout workshops before and after with a “theme” for each of the five FLEX days.
 - Nicole also shared that there is \$55,000 available for faculty professional development. \$15,000 of this money is for faculty conference attendance for discipline specific training or teaching. Several applications/proposals have already been received for these funds.
- **Needs Assessment for 19-20**
 - The annual faculty needs assessment survey was discussed and last year’s survey was reviewed. The committee will finalize the survey at the next meeting and it will be sent out in late March.
- **Call for proposals 19-20**
 - The call for fall FLEX workshop proposals email was reviewed. The committee will finalize it at the next meeting so that it can be sent out in late March.
- **Calendar proposals to be considered by faculty (fall & spring breaks as FLEX week)**
 - A survey will be sent out shortly to faculty to gain input into proposed adjustments to the academic calendar.

FLEX Applications
February 25, 2019

	Submitted by	Activity Title	Date	Form		FDC Decision
2	Etheridge-	American Anthropological Association	11/16/2018	Attending a Conferen		Approved with verif. of
3	Carroll, Sandy	Collaboration on BRN self study and	11/12/2018 -	Collaboration		Approved
5	Lohse, Jenna	A Bronx Tale Broadway Muscial	11/15/2018	Attending a Conferen	https://www.hollywoodpantages.com/calendar	Pending
7	Morinaka, Barry	Student Suicide: Community Colleges	01/22/2019 - 05/17/2019	Independent Project	https://fhsu.edu/psych/Undergraduate%20Programs/online-undergraduate-program	Approved
8	Lundin, Justin	US Soccer Federation Nation Coaching License Course	12/08/2018 - 01/06/2019	Independent Project	http://cd03.ussoccer.com/coaching-education/licenses/national-d-archive	Approved with verif. of final project
10	Matsumoto, Saburo	CMCCC 46th Annual Fall Conference	12/07/2018 - 12/08/2018	Attending a Conferen	http://www.cmc3.org/conference/Monterey18/Monterey18.html	Approved with verif. of hours
11	McGehee,	TMT Science Forum	12/10/2018 -	Attending a Conferen		Approved
12	Guardado,	300 Hour Advanced Yoga Teacher	12/03/2018 -	Non-COC Provider Tra		Approved
13	Devlahovich,	CTA Issues Conference 011619	01/18/2019 -	Attending a Conferen		Approved with verif. of
14	Huff, Micheal	National Technology and Social Science	04/15/2019 -	Attending a Conferen		Approved
15	Barnhart, Eric	2019 AWP Conference	03/28/2019 -	Attending a Conferen		Approved with verif. of
16	Davis, Deanna	Mindware: Critical Thinking for the	2/1/2019	Non-COC Provider Tra		Approved with verif. of
17	Ruiz, Wendy	BAS Certification	02/26/2019 -	Non-COC Provider Tra		Approved
18	Andrus, David	Faculty Lecture Exchange and Outreach - Beifang University, China	12/11/2018 - 01/17/2019	Outreach		Approved
19	Branch, Stephen	New Perspectives on Regime Change:	01/11/2019 -	Attending a Conferen	www.huntington.org	Approved
20	Wissmath, John	Campus Tour	1/11/2019	Outreach		Approved
21	Wissmath, John	Campus Tour	1/16/2019	Outreach		Approved
22	Wissmath, John	2019 National Fastpitch Coaches Association Conference	12/06/2018 - 12/08/2018	Attending a Conferen	https://nfca.org/index.php?option=com_content&view=article&id=6620&Itemid=352	Approved with verif. of hours
23	Wissmath, John	campus tour	1/14/2019	Outreach		Approved
24	Wissmath, John	Campus Tour	1/15/2019	Outreach		Approved
25	Wissmath, John	Campus Tour	1/25/2019	Outreach		Approved
26	Wissmath, John	Campus Tour	1/25/2019	Outreach		Approved

FLEX Applications
February 25, 2019

27	Willibey, Holli	Terman Teaching Conference and WPA	04/24/2019 -	Attending a Conferen		Approved with verif. of
28	Baber, Tim	WDI	01/30/2019 -	Attending a Conferen	http://www.aaccwdi.com/	Approved
29	Gabay, Leora	National Association of Kinesiology in	1/10/2019	Attending a Conferen		Approved
30	Lawson, Julie	California Choral Directors Association (CCDA) State Conference, San Jose, CA	3/14/2019	Attending a Conferen	http://calcda.org/calendar-of-events/state-conference-2019/	Approved
32	Manji, KC	NATIONAL MUSIC MERCHANTS ASSOCIATION CONVENTION	1/24/2019	Attending a Conferen		Approved
33	Chung, Christina	2019 PIHRA (Professionals in Human Resources Association) Legal Update	1/22/2019	Attending a Conferen		Approved
34	Pinho, Carlos	One to One Class Observation and Class Development for Online	02/06/2019 - 02/13/2019	Collaboration		Approved
35	Sornborger, Gary	forklift training	1/30/2019	Non-COC Provider Tra		Approved with certificate of completion
36	Kaiserman, Adam	UCSB Arts and Lecture: Pico Iyer in Conversation with George Saunders	1/28/2019	Attending a Conferen		Approved
37	Descher, Kristi...	6th Annual SLO Symposium	1/25/2019	Attending a Conferen		Approved with verif of
38	Gerda, Joe	Chancellor's Office Statistics Institute	2/2/2019	Non-COC Provider Tra		Approved
39	Moss, Jason	Chancellor's Office Statistics Institute	2/2/2019	Non-COC Provider Tra		Approved
40	Collis, Gary	16th Annual Meeting of the California AAUP (American Association of	3/2/2019	Attending a Conferen		Approved
41	Mkrtchyan,	Pasadena City Collwgv	2/3/2019	Outreach		Approved
42	McCaffrey, Mich...	College Art Association Annual Conference	02/15/2019 - 02/16/2019	Attending a Conferen	https://caa.confex.com/caa/2019/meetingapp.cgi	Approved with verif of hours
43	Adamyman, Alvard	Chancellor's Office Statistics Institute at Pasadena City College	2/2/2019	Non-COC Provider Tra		Approved
44	Varga, John	Conference of Racial and Social Justice	04/05/2019 - 04/07/2019	Attending a Conferen	https://ctago.org/events/2019-joint-ethnic-caucus-issues-conference/	Approved with verif of hours
45	Bustillos, Mich...	Japanese Food Expo	2/2/2019	Attending a Conferen	https://www.japanfoodculture.org/japanesefoodexpo2019/	Approved
46	Pelkie, Teresa	Robust New Features of TechConnect's ConferZoom Product Now in Canvas	2/7/2019	Non-COC Provider Tra		Approved
47	Williams-Paez,	Diversity Summit	02/08/2019 -	Attending a Conferen		Approved

FLEX Applications
February 25, 2019

48	Ranasinghe,	Statistics Institute with Roxy Peck	02/02/2019 -	Attending a Conferen		Approved
49	Toneryan, Iveta	Chancellor's Office Statistics Institute	2/2/2019	Non-COC Provider Tra		Approved
50	Varga, John	Mentoring Grad Student	2/4/2019	Independent Project		Approved

Faculty Development Committee Meeting Summary

March 25, 2019

11:00 am @ BONH 330

By Teresa, Co-Chair

Members Present: *Leslie Carr (Administrative Director), Teresa Ciardi (Co,Chair), Nicole Faudree (Co,Chair), Mehgen Andrade (Co,Chair), Sandy Carroll, Lee Hilliard, Brandon Hilst, Susan Ling, Wendy Ruiz, and Guest: Stephenie Tesoro*

- Elements from the Committee on Committees Professional Development subcommittee meeting was discussed.
- A robust discussion ensued regarding whether interviewing results in professional growth. As a result, this item (interviews of both adjunct faculty and full time faculty) was added to the pre-approved list.
- The Faculty Professional Development Committee voted to send the updated Pre-Approved List to Academic Senate for Approval.
- The committee reviewed all FLEX proposals and final reports.
- The committee discussed and established guidelines for how to allocate the \$15,000 identified for discipline specific professional development.
 - The committee agreed that proposals should be accepted on a first come basis and the Faculty Professional Development Committee will be the entity to make the decisions on applications received.
 - The committee agreed to cap the dollar amount per proposal at \$2500 and an individual can only receive funding once per academic year.
- The committee discussed proposed calendar models that would move FLEX weeks. The majority of committee members do not want to move FLEX weeks away from the week prior to the fall and spring semesters.

Announcements

- Still need a Humanities Rep

Approved FLEX Proposals March 25, 20

FLEX Applications March 25, 2019

Name	Topic	Link	Date	Type	Committee Decision
McMahon, Heidi	University of California Chemistry Symposium		3/25/2019	Attending a Conferen	Approved
Shepherd, Rebecca	Western Psychological Association (WPA) Convention	https://westernpsych.org/convention/	04/25/2019 - 04/28/2019	Attending a Conferen	Approved
Kicenski, Karyl	Creating Inclusive Learning Environments	https://ceils.ucla.edu/resources/teaching-guides/inclusive-teaching-for-diverse-classrooms/	2/26/2019	Non-COC Provider Tra	Approved
Young, Lori	2019 OnCourse National Conference		04/11/2019 - 04/13/2019	Attending a Conferen	Approved
Gussin, Phil	Long Beach Intercollegiate Model United Nations	https://www.csulbmun.com/schedule	03/09/2019 - 03/10/2019	Attending a Conferen	Approved
Foley, Patricia	Collaborative Chemistry Conference		3/8/2019	Attending a Conferen	Approved
Grigoryan, Anzh...	CMC3 Conference	http://www.cmc3s.org/conferences.shtml	3/2/2019	Attending a Conferen	Approved
Gavin, Thomas	Explore Tech: Inspiring the Next Generation with Circuits, Coding & Robotics.	https://drive.google.com/file/d/1qNQOWJZBUj9os1l9Bbpf3VhS3Bqe_PMJ/view?usp=sharing	3/27/2019	Non-COC Provider Tra	Approved
Iacenda, Ted	College of the Canyons Cougars Recruit Day		3/16/2019	Outreach	Approved for 6 hours - Ind Proj for remaining hours
Reti, Steven	OEI Course Review		01/08/2019 - 03/14/2019	Independent Project	Approved
Williams-Paez, ...	Pacific Sociological Association's 90th Annual Meetings/Conference	http://pacificsoc.org/wp-content/uploads/2019/02/2019-program-grid-as-of-January-29.pdf	3/29/2019	Attending a Conferen	Approved
Williams-Paez, ...	Pacific Sociological Association's 90th Annual Meetings/Conference	http://pacificsoc.org/wp-content/uploads/2019/02/2019-program-grid-as-of-January-29.pdf	3/30/2019	Attending a Conferen	Approved
Huff, Micheal	Cue - Educators using Computers	https://springcue2019.sched.com/	3/15/2019	Attending a Conferen	Approved

The Center for Excellence in Teaching and Learning Committee Report – Spring, 2019

The College of the Canyons Center for Excellence in Teaching and Learning (CETL) is an organization for the promotion and implementation of a wide range of professional development opportunities for teachers. CETL is responsible for recruiting and training experienced teachers who can share their skills with others. Through these facilitators and trainers, the program offers a collection of courses, including a 54-hour Skilled Teacher Certificate, that promote the improvement of teaching. CETL focuses on the advancement of a community of teaching excellence and is led by a Steering Committee comprised of faculty from diverse fields.

Approximate number of hours of training delivered by CETL to COC faculty, 2015-present: 23,770

CETL regularly partners with Professional Development, Human Resources, Academic Affairs, the Office of Instruction, and faculty and staff from across the campus community.

Spring, 2019 Update

- Registration is now closed for CETL's online instruction certification course, IOI, taught by Tammy Mahan in April, 2019. We will also be offering at least one section of it in summer, 2019. Registration is at MyLearningPlan.com
- CETL will be launching a new 18-hour course on Practical Assessment strategies, taught by Kelly Burke. A few spaces remain open, and the course will launch in April, 2019.
- The Skilled Teacher Certificate for 2019-2020 will begin registration later this spring. Specific details about how to register will be sent soon.
- Registration details for these and all CETL courses can be found at MyLearningPlan.com. Each CETL course provides either FLEX credit or salary advancement to those who complete. The CETL Steering Committee is currently developing surveys for all its course offerings to learn more about how it can best serve faculty professional development needs. The committee is open to all, and meets on the third Tuesday of each month, 2:00-3:00 PM, in Bonelli 248.

CETL Course Descriptions

The Skilled Teacher Certificate (54 hours of instruction/Equivalent to 3 Units): Hybrid Online

This year-long course, which begins each fall semester and finishes each spring semester, provides faculty opportunities to explore current research on teaching and learning, learn new approaches and techniques to enhance student success, and implement these practices in a learning community of fellow teachers.

Critical Thinking in the Classroom (18 hours of instruction/Equivalent to 1 Unit): Hybrid

“Critical thinking” has become a popular buzzword throughout academe. However, when it comes down to how to actually encourage critical thinking in our classrooms, and what doing so might mean for our particular courses, we often have questions. Many of us may benefit from investigating and discussing these things with our colleagues. In this hybrid online 18 hour/1 unit equivalent course, we will first

reacquaint ourselves with some fundamental critical thinking tools, and then we will have the opportunity to discuss these strategies amongst ourselves, and to think about utilizing and applying them in our own classrooms. [10 hours onground, and 8 hours online via Canvas] We will also be discussing various barriers to critical thinking that are especially relevant in contemporary society, and how they affect our classrooms. Join us!

Culturally Responsive Teaching (18 hours of instruction/Equivalent to 1 Unit): Hybrid

This course is designed to build inclusivity through co-teaching and pedagogical documentation exercises. Rather than assuming ignoring differences makes the classroom a culturally neutral space, this course will help professors explore and build cultural competency. Participants explore their own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. Covering essential theories around culturally responsive teaching, this course equips professors with the essential teaching methods and strategies needed to connect effectively with students of all cultural backgrounds.

Introduction to Teaching Strategies (16 hours of instruction) Hybrid

Introduction to Teaching Strategies is designed to help those who are new or somewhat new to teaching by exploring fundamental best practices in teaching. The focus throughout is on self-reflection to enhance and develop authentic best practices for each participant. Through presentations, discussion, and group collaboration, participants will be exposed to the following topics: Core ideas and Principles of Effective Teaching; Developing Effective Course Syllabi; Effective Classroom Communication; Classroom Climate; Active Learning; Student Learning Outcomes and Assessment.

The class consists of a total of 14 hours of onground learning and two hours of online learning (via Canvas), which is completed prior to the first onground meeting.

Introduction to Online Instruction (36 hours of 100% online instruction/Equivalent to 2 Units)

Introduction to Online Instruction explores the application of learning theories for online learners; differences between face-to-face and online learning; resources for online teaching and learning; course management systems and online learning tools; and best practices for online learning. The class is designed so that participants will experience the components of an online course from both student and instructor perspectives. This five-week, 100% online class will be taught via COC's Learning Management System, Canvas.

The class should appeal to those interested in utilizing an online learning management system, such as Canvas, in order to web-enhance an onground class, teach a hybrid online class, or teach a 100% online class.

This five-week, 100% online class will be delivered via COC's learning management system, Canvas. This course fulfills one of the required components of the College of the Canyons Online Instructor Certificate. For more information about meeting the COC Online Instructor Certificate, contact the Distance Learning program.

This course fulfills one of the required components of the College of the Canyons Online Instructor Certificate. For more information about meeting the COC Online Instructor Certificate, please visit the Online Instructor Certificate page at <http://www.canyons.edu/Offices/PD/Pages/OnlineInstructorCert.aspx> or contact the Distance Learning department.

Pre-Requisite: In order to participate in this course, faculty must have completed the COC Canvas Self-Paced Online training (4 hours) PRIOR to the start of the class. To access this training, faculty can go to www.canyons.edu/canvas and select “Enroll in Canvas Training Course.”

Practical Assessment (18 hours of instruction/Equivalent to 1 Unit): Hybrid

This course will explore improving your assessment practices in your own classroom. Background on assessment and assessment tools will be reviewed as you reflect on your current practices. Collaborate with your colleagues to discover new strategies and improve your tried and true techniques. Online work will include readings, reflection, and discussion. Onground sessions will focus on individual and collaborative work on specific assessments in actual courses.

Reading Strategies Workshop (36 hours of instruction/Equivalent to 2 Units): Hybrid

Reading Strategies Workshop, a Reading Apprenticeship course designed for a wide range of disciplines.

Here’s how WestEd, the entity responsible for the highly regarded Reading Apprenticeship program that instructors of this course have completed and who have based their workshop upon, explains the approach:

- What if teachers learned to recognize their own subject area expertise and to apprentice students into the ways of reading, writing, thinking, talking, and reasoning in their fields? And what if students were explicitly supported to build identities as people who can solve reading problems and persevere?
- Reading Apprenticeship encourages exactly this kind of teaching and learning.
- Teachers using the Reading Apprenticeship framework regularly model disciplinary-specific literacy skills, help students build high-level comprehension strategies, engage students in building knowledge by making connections to background knowledge they already have, and provide ample guided, collaborative, and individual practice as an integral part of teaching their subject area curriculum.
- As a result, students develop the literacy competencies, subject area knowledge, and the learner dispositions they need—for school, college, careers, and life.
- COC faculty understand how important it is for our students to improve their critical thinking skills, and Reading Apprentice strategies, the ones explored in this workshop, provide a vital component that leads to enhanced critical thinking and ultimately improved success rates.

This thought-provoking course familiarizes faculty with current research about academic literacy and critical reading. Participants will learn practical skills to create classroom environments that are more student-centered, collaborative, and meta-cognitive.

Participants will actively engage in the kinds of reading challenges their students face and practice strategies that address these challenges. All class sessions provide time for participants to model RA strategies so that they can apply them in their own classrooms.

Current committee members:

Ron Dreiling (co-chair)
Brent Riffel (co-chair)
Kelly Burke
Victoria Leonard
Lisa Wallace
Michelle LaBrie
Cindy Stephens
Mehgen Andrade
Chloe McGinley
Kerry Brown
Nick Hernandez
Justin Hunt
Deanna Davis

CETL Instructors:

Mehgen Andrade
Chris Blakey
Kelly Burke
Katie Coleman
Kelly Cude
Deanna Davis
Erin Delaney
Alexa Dimakos
Ron Dreiling
Tricia George
Andrew Jones-Cathcart
Adam Kempler
Karyl Kicenski
Michelle LaBrie
Victoria Leonard
Tammy Mahan
Lisa Malley
Mary Petersen
Brent Riffel
Patty Robinson
Cindy Stephens
Brian Weston
Robert Wonser

Guided Pathways Liaison Report – Academic Senate 03.28.2019

GP Updates: (not an exhaustive update)

- **Meta-majors:** Graphic Design student currently working on design proposal for each meta-major heading.
 - focus on identifying a color for each School, icon/logo that could be used for the website (adaptable to mobile app) and other potential marketing options, and potentially a tagline.
- **Mapping:** Ongoing and dynamic conversations around several factors of mapping.
 - Identify three days of dialogue with an agenda that is still “in-progress and evolving.”
 - *Please see* **Friday Conversations**
- **Early Alert:** Collette and Julie will be provided a more extensive update and will defer to them ☺
- **IE² and LEAP Solution Team event:** Potential event on Tuesday, May 14th to highlight and share progress from each of the IE² workgroups and the concluding LEAP Solution Team projects.
 - Will provide additional information as it becomes available

Leading From the Middle Conference – Pomona, CA 03-14/3-16

Attended by: Tara Williams, Preeta Saxena, Debbie Sall, Erika Torgeson, and Paul Wickline

Key Takeaways:

- Exploring data information and facilitating the process of change
- Viewing decisions made from the lens of “is this good for students?”
- Data is very important to help start conversations, but data does not tell the full story
- Humanize the data; make data tangible for all levels of the college to understand
- How to start mobilizing relationships built along the way to help increase the number of “champions” we have; can help clarify info and myths
- Exploring what are the college’s greatest achievement, greatest challenge, and goals surrounding the Guided Pathways work
- Hearing from Odessa College’s (Texas) success around data-driven decisions to change how the college functions and succeeds for students

Friday Conversations –

- Clarify the agenda and objectives for these three days; possibly remove May 17th meeting due to schedule conflict with IAC, but still pending
- Faculty check-in for Guided Pathways; where is everyone at; where are the gaps in information; ideas for how to better communicate information to faculty and adjuncts

- Clarify mapping tasks at the designated dates:
 - For those with maps already completed, encouraged to update their major classes, if needed (i.e., update course code, prerequisites/co-requisites, etc)
 - General ed that is already listed will be reviewed but not changed at this time (a more comprehensive GE conversation needs to happen with possible target of Fall 2019)
 - Funding is available to attend conversation/workshops; not sure any further details on this and will follow up when information becomes available
- More detailed information will be provided once details are worked out.

Continued dialogue centered around just some of the following topics from Spring 2018:

- AB705 impact on road maps, specifically if English and Math are completed in the first semester
- General education courses picked for each of the road maps; what is the course enrollment impact for smaller depts. vs bigger depts.
- Student voice within these conversations
- Potential milestone courses to determine when students may need to be diverted into another direction
- Potential career-related activities for students to engage in (i.e., internships, research, informational interviewing, etc.)

LEAP:

- LEAP session #5 with guest speaker, Dr. Pamela Cox-Otto, speaking on *The Bravest Choice: Coming to College When You Have Everything to Lose*.
 - Refer to Leslie's email sent out today to RSVP for the guest speaker
- Updates next Senate meeting?

Federal

Reauthorization of the Higher Education Act

Long overdue and bi-partisan support in Senate (Alexander and Murray) so many are hopeful that it will happen

- Simplify the FAFSA
- Reduce the cost of Higher Ed
- Student Loan repayment – income-based plans
- Programs lead to gainful employment
- Accountability and transparency
- Increasing access and success
- Protecting student safety and rights

Dept. of Education

Devo using administrative procedures to dismantle rules made during previous administrations - including:

- Student loan processes and protections – removing loan forgiveness and options for repayment.
And relaxing the restrictions on for-profit colleges
 - Lawsuits pending
- Title IX regulations - *Proposed* changes removing sexual harassment rules written in 1997 and reaffirmed many times since
 - Notice comment period completed
- Online education – *proposing* the removal of regular and substantive interaction– to increase the use of instructional teams and designers

California - Proposed Legislation

Faculty

AB 897 (Medina) Community colleges: part-time employees.

Allows district to negotiate increasing part-time TLUs cap to 80-85% (from current 67%)

AB 1051 (Smith) Community colleges: temporary faculty members: clinical nursing faculty. For clinical nursing faculty only, removes the three consecutive semester limitation of part-time faculty teaching full-time load.

SB777 (Rubio) Community colleges: full-time instruction.

Requires districts to make a 10% improvement towards 75% of its hours of credit instruction taught by full-time instructors each year and develop and maintain a 5-year plan for making progress towards achieving the 75% full-time faculty goal, including specified strategies.

Supporting Students

AB 302 (Berman) Parking: homeless students.

Would allow homeless students who are enrolled in coursework, has paid any enrollment, fees that have not been waived and are in good standing with the community college, for the purpose of sleeping in the student's vehicle overnight.

AB 534 (Mayes) Social services: access to food.

Develop systems that allow EBT cards to be used on campus

AB 595 (Medina) Community colleges: apprenticeship programs.

Allow students who don't have a social security number (like DACA) to use individual tax identification number (ITIN) for purposes of any background check required by the class or program.

AB 943 (Chiu) Community colleges: student equity plans.

Authorize the use of up to \$25,000 of student equity money per campus, for the provision of emergency student financial assistance to eligible students to overcome unforeseen financial challenges.

AB 1645 (Rubio) Student support services: Dreamer Resource Liaisons.

Requires CCC districts to designate a Dreamer Resource Liaison and encourage those institutions to establish Dream Resource Centers, and would authorize those centers to provide specified support services.

Oversight

AB 130 (Low) Postsecondary education: Higher Education Performance and Accountability Commission.

CEPECReboot.

Oversight body to require districts to submit data on plans and programs, costs, selection and retention of students, enrollments, plant capacities, and other matters pertinent to effective planning, policy development, and articulation and coordination.

SB 3 (Allen) Office of Higher Education Coordination, Accountability, and Performance.

CEPECReboot.

Oversight body with specified functions and responsibilities for purposes of statewide postsecondary education planning, oversight, data collection, and coordination. Oversight body to require districts to submit specified data to the office in support of these functions and responsibilities

Financial Aid

AB2 (Santiago) Community colleges: California College Promise.

Extend College Promise to two years for full-time students who have not previously earned a degree or certificate. The district is required to implement Guided Pathways.

SB 291 (Leyva) Postsecondary education: California Community College Student Financial Aid Program.

Under this new program, financial aid awards would help pay for expenses not already covered by a student's family contributions, employment, and other aid, such as Pell Grants and the Cal Grant program. In addition, financial aid would be available whether a student is seeking a degree, certificate, or short-term career education program.

Funding/Accounting

AB 30 (Holden) Community colleges: College and Career Access Pathways partnerships.

Facilitates CCAP agreements by:

- Removing one of the required open public meetings of the local board of trustees
- Eliminating the requirement that a HS student fill out the district application each semester

- Extend the CCAP sunset date

SB 484 (Portantino) Public postsecondary education: community college transfer students. Statewide creates a system to automatically award degrees and track those awards statewide through the CCCC.

AB 720 (Muratsuchi) Community colleges: funding: instructional service agreements with public safety agencies

Carve out ISAs FTES from new funding formula so it will be paid at 100%.

AB 1727 (Weber) Community colleges: career development and college preparation courses. Change the accounting method for noncredit CDCP courses to remedy how apportionment is calculated for noncredit distance learning sections.

AB 1729 (Smith) Pupils: attendance at community college.

Allow dual enrolled HS students to exceed 5% limitation in certain community college courses, and would explicitly provide that the 5% limitation applies to pupils enrolled in physical education courses at the community college.

Other

AB 500 (Gonzalez Fletcher) School and community college employees: paid maternity leave. The bill would require the districts to provide six weeks paid leave of absence for female employees who are absent from duty because of pregnancy, miscarriage, childbirth, and recovery from those conditions.

AB 706 (Low) Community colleges: academic employees.

This bill would eliminate limits on the time during which an employee of one school year or more is entitled to transfer the employee's accrued leave.

Governor's 2019-20 Proposed State Budget

January Budget ([detailed analysis](#))

- The second year of free tuition to first-time, full-time students and other local College Promise strategies,
- Increased award amounts and expansion of Cal Grant programs,
- A buy-down of K-14 PERS and STRS rate increases, and
- Ongoing increases to funding formula rates.

BP 4023 ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;

4023.1 An Academic Department is an organizational structure composed of one or more related disciplines, **and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.**

4023.2 The Santa Clarita Community College District CEO shall establish administrative procedures to implement this policy, including the implementation of proposals for Academic Department Initiation, Merger, Splitting, or Renaming.

AP 4023 ACADEMIC DEPARTMENTS

Reference: Education Code Section 78015(a) (1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;

4023.1 Definitions

- a. Academic Department - “academic department”, hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines, **and comprised solely of faculty members, that enable the overseeing of unique, specialized matters of academic content coordination, and academic planning and management among and within disciplines.**

4023.2 Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.
 - 1. Categories/Types of New Departments
 - i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.
 - A. If the new discipline/departmental proposal includes a proposed new educational program that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.
 - ii. Proposed departments that merges two existing departments.
 - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.
 - iv. Departments resulting from a proposal to split an existing department into two or more departments.
 - v. Proposals to rename an existing department without splitting or merging the department.
 - vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.

(Some proposals may fall within more than one category of “new” departments.)
- b. Upon receipt of the written proposal the Academic Senate will send the proposal to the Program Viability Committee for review. The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.
- c. Program Viability Committee Functions (for AP 4023 proposals):

1. Determining the initial proposal's evidentiary sufficiency per Section 4023.2(g) of this procedure.
 2. Gather all qualitative and quantitative evidence into a narrative written report.
 3. Make recommendations to the Academic Senate as to the proposals validity.
 4. Use as its guiding principles for recommendation, the following:
 - i. The proposed department is based on the need of the District and no other national or regional standards alone.
 - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
 - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
 - iv. The proposal must contain a feasible implementation plan addressing all impacted areas and collective bargaining agreements.
- d. The written proposal shall address the following issues:
1. How will the proposal help the students of the college?
 2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
 3. What is the proposal's impact on existing students and faculty members? Does the Office of Academic Affairs support the proposal? Please explain, why or why not?
 4. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?
 5. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
 6. Is the size of the proposed department a relevant factor to consider? If so, why?
 7. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
 8. Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation and approval by the curriculum committee?
 - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*
 9. CCC, CSU and UC Considerations:
 - a. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
 - b. Is the proposed department's academic discipline common to the California Community College system and mission?
 - c. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
 10. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
 11. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.

12. Why is the creation of a department and its associated administrative structure necessary to achieve programmatic success?
 13. Can the proposed department be absorbed into an existing department?
 14. Will existing full-time faculty be assigned or transferred to the new Department? And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?
 15. The proposal must include a feasible implementation plan, to include funding for at least three years.
- e. The proposal will be forwarded to the Chief Instructional Officer (CIO) and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, **and unless mutual agreement is reached between the Academic Senate and the CIO**, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. All proposals submitted to the Academic Senate must contain an implementation plan. **The CIO, being a non-voting member of the Academic Senate, shall speak to the matter as it is before the full Academic Senate. In the absence of any stated opposition from the CIO, or designee, and if the proposal is then approved by the Academic Senate, it shall be concluded that mutual agreement has been reached and there is mutual agreement between the Academic Senate and the Chief Instructional Officer**, the proposal will be advanced for implementation.

4023.3 Implementation

- a. Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.
- b. If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.
- c. All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;
- d. Pilot Department Status

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.¹

1. Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the three year pilot process. Any

¹ The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

recommendations to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

2. Required Reporting Content

- i. Year One Report – the report shall be an informational status update to include evidence of the department’s growth, success and challenges to date.
- ii. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s likelihood for sustainable success by the end of its third year.
- iii. Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s immediate institutional sustainability.

3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

- i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

Revision Approved by Academic Senate 11/07/2013

Revision Approved by Academic Senate 05/19/2016

Draft

Draft

RETENTION SOLUTIONS/STARFISH UPDATE

March 22, 2019

Why do we want an early connection?

The Retention Solutions/Starfish (formerly Early Alert and Intervention) workgroup was started through the work of the Institutional Effectiveness and Inclusive Excellence committee. The committee decided during the June 2017 retreat that student retention is one of our seven main goals. In order to assist in student retention, an early alert system was researched and purchased. The early alert system will enable faculty to enhance communication and connect students to resources to ensure their success. We want to provide a supportive wrap-around for all students.

Why Starfish?

Over the summer of 2018, there were presentations from SARS, Grades First, and Starfish. Out of the products seen, Starfish was the product the committee chose for our campus. Many campuses across California have implemented Starfish, giving us a good sense of the product working in various colleges. The product integrates with Canvas. Progress reports for special population groups may be completed electronically. Students may raise their hand for help. A counselor may see if a student is having academic difficulty in several courses, and could reach out to the student. For example, if a certain threshold number of flags is raised for a particular student, an alert could be sent to a counselor.

Beta- testing

This semester (SP2019) we have started the process of identifying roles to build into the system, and are looking for feedback from Senate and Schools. The following roles have been discussed thus far:

Role (Starfish)	View Access	Position at COC
Instructor	Raise flags, take attendance, lower flags, send messages to students (<i>only students enrolled in that instructor's classes that semester</i>)	Faculty member teaching a course
Counselor	alert follow up, view all flags, student records, email students, lower flags, perform actions, referrals	All Counselors, BIT Team Members
Advisor	alert follow up, view student records, email students, lower flags, perform actions	Academic Advisors, TLC, Front line staff (as appropriate for specific offices)

Peer Advisors	predetermined alert follow up, contact students, email groups of students	Peer Advisors as part of student success teams, special populations. <i>(an example could be FYP)</i>
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Continued on the next page →

Role (Starfish)	View Access	Position at COC
Technical Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	Person(s) who ensure the system is working correctly, takes work orders from end users. <i>(Student Services Cord.)</i>
Faculty Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	Deans, and Others To Be Determined
Counselor Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	To Be Determined
Data Coaches	queries database, cleans up data, downloads information from database	Data Coaches
Administrator	All Access	MIS Director, Administrator of the product.

This table provides clarity as to what these roles can see in the Starfish system and not an expectation of responsibilities or action.

Committee Recommendations

- Receive feedback from Senate and Schools on the roles
- Begin with the above roles to start beta-testing
- Make changes to the beta environment

Senate Consultation

- Receive feedback on flags and student messaging

Next Steps

- MIS will build a beta-test for us to see how the roles work.
- The committee members will create alerts, kudos, referrals, messaging (growth mindset), and a workflow template for Senate and Schools to review and provide feedback.

- Visits to Schools: MSHP (3/8/19), VAPA (3/19/19), SBS (3/19/19), Humanities (4/8/19), Business (4/16/19), Kinesiology/PE/Athletics (TBD), Applied Technology (TBD)
- Visits to Special Pops: EOPS (TBD)
- Visits to Student Groups: ASG (4/10/19)

Recent Updates

- Four FYP Mentors have joined the workgroup to provide input on flags, messages, and progress surveys.
- Data integration nearly complete.

Retention Solutions FAQs powered by *Starfish*

The *Starfish* platform is an optional tool for faculty and counselors to easily connect and communicate with students to make an instant impact on a student's success. Faculty can raise and follow the "flags" they have raised, send students encouraging messages ("Kudos"), and refer students to services (TLC, Counseling, Financial Aid, and others). Students also have self-service capabilities. All in a single portal.

The Starfish platform is part of a larger Retention program at COC to help keep students on track to be successful.

What can Starfish do for **FACULTY**?

- Provide notice to student and support teams by raising academic flags when needed (*Attendance Concerns, Missing/Late Assignments, Low Test Scores...*)
- Refer students for additional support from academic and student services (*TLC, Counseling...*)
- Integrate with Canvas
- Give students KUDOS! (*Superstar, Rising Star...*)
- Replace paper progress surveys
- Check on status of flags and referrals
- Receive notifications when flags have been cleared
- Take attendance
- Allow students to schedule an appointment during office hours
- Send messages to individual students or cohorts
- Personalize your profile

What can Starfish do for **STUDENTS**?

- Connect students to academic and student service support
- Provide a network of support to students
- Allow students to schedule an appointment during office hours
- Students raise their hand for help
- Students can see their success network
- Receive KUDOS!
- Send messages to their support team
- Personalize your profile

500: the number of college and universities in the US.

43: The number of California Community Colleges now using Starfish.

Starfish endorsed by **Academic Senate for California Community Colleges** (ASCCC): <https://asccc.org/resolutions/support-educational-planning-initiative%E2%80%99s-suite-tools>

Want to learn more about Retention Solutions and Starfish? Our workgroup meets the 1st and 3rd Wednesdays @ 12:30 in Bonelli 241

FAQs?

Q: Will faculty be required to use Starfish? **A: No. We hope you see value in this tool to support student success.**

Q: How will a faculty member access Starfish? **A: Through a link on Canvas. The system emails you directly. There will also be a link embedded in the “My Canyons” and other areas for faculty to use to enter Starfish. The college will soon have single sign on and this will help with easy access as well.**

Q: Will FERPA be maintained? **A: Yes. Faculty will only have access to restricted student data for the students enrolled in their classes that semester. Counselors and academic advisors will have a higher level access similar to their current access to student data.**

Q: How will the college handle confidentiality if a student does not want information shared? **A: The same privacy protocols used across all platforms at COC will continue to be used with *Starfish*.**

Q: Will faculty members be encouraged to have a conversation with their students before making referrals? **A: Yes, particularly for academic support needs. For student service needs, an internal communication that does not go to the student, is an option.**

Q: How will we be closing the loops and informing faculty or others about lowering a flag? **A: Faculty will be able to monitor the status of flags. When a flag has been lowered, notification will be sent out. The institution is committed to the program and these efforts going forward.**

Q: Will special populations continue to provide paper surveys to their instructors if the instructors do not fill out an electronic version through Starfish since it is not a requirement? **A: To be determined.**

Q: Regarding progress reports, during which weeks will they be available and how long will faculty have to fill these out? **A: Research shows improved success rates when progress surveys are sent out early in the semester, ideally around weeks 3-5 (for a full-term class). The workgroup is discussing the possibility of a progress report between weeks 3-5, around the mid-term, and before the withdrawal deadline. They are also discussing “percentages” for accelerated (5, 8, 12, 14 week) classes.**

Q: Will it be possible to modify the types of flags, kudos, and referrals over the next few semesters? **A: Yes! See handout for types of flags being considered right now. We want to keep the options limited to allow faculty to quickly complete progress surveys by viewing one screen. We don’t want them to have to scroll to the right to see additional items. Faculty also have the opportunity to enter individualized comments within comment boxes**

Ideas for Starfish Messaging

Updated 4/5/19

Possible Early Semester Progress Survey



Flag: Attendance Concern (early progress survey - Weeks 3&4)

Subject: We miss you in class

Dear [StudentFirstName],

Class isn't the same without you!

You can be successful in your academic studies and attending class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. ~~Please~~ **So, please** check in with me via email, during office hours, or before/after class. It's not too late for you to change your attendance habits.

[notes from faculty if any]

Sincerely,
[Professor's name & title]



Kudo: You're off to a great start! (early progress survey - Weeks 3&4)

Subject: You're off to a great start!

Dear [StudentFirstName],

Way to go!
Your classmates and I appreciate your dedication and hard work in the classroom.

[notes from faculty if any]

Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!

Sincerely,
[Professor's name & title]

Possible Mid Semester Progress Survey (Weeks 6-8)



Flag: Attendance Concern (mid semester progress survey and before W deadline?)

Subject: We miss you in class

Dear [StudentFirstName],

Class isn't the same without you!

Attending class is the first step to accomplishing your academic goals. Missing class content can affect your academic performance and grades. Please check in with me during office hours, **because** I am concerned about your academic progress and the withdrawal deadline. **I want you to succeed!**

[notes from faculty if any]

Sincerely,
[Professor's name & title]



Flag: Low Scores (mid semester progress survey - Weeks 6-8)

Subject: ~~Want to go over your exam/paper?~~ **Checking In - Exam/Paper**

Dear [StudentFirstName],

~~I invite you to my office hours to help you with the material.~~ **I know you may not have earned the grade that you were hoping on your exam/paper, and I'd like to meet with you to discuss how we can work together to help you succeed on the next exam/paper.** Remember that the TLC is here for you too. A struggle is just an opportunity for growth, and it's common for students to go through challenges like this and overcome them.

Here are some academic steps that your peers have taken to be successful:

- Study frequently
- Complete homework and check for accuracy a couple days in advance of exam
- Create a practice exam (you may write problems on index cards and shuffle)
- Attend the TLC for tutoring, study jams, GLAs
- Attend and participate in all class activities
- Take good notes, review these while completing homework and preparing for exam

If your struggle is not class related, please contact ...

Sincerely, [Professor's name & title]



Flag: Missing/Late Assignments (mid semester progress survey - Weeks 6-8)

Subject: You have not yet submitted assignments in [Coursename]

Dear [StudentFirstName],

I value your work and contributions to the class, **and** I noticed that you have one or more missing or late assignments. By practicing the material with our assignments we become more prepared to succeed in the class.

[notes from faculty if any]

Please contact me about next steps and to let me know if I may assist you with any questions that you have.

Sincerely,
[Professor's name and title]



Kudo: Great Effort - Showing Improvement (mid semester progress survey)

Subject: Great Effort - Showing Improvement

Dear [StudentFirstName],

I appreciate your dedication and hard work in the class. You are doing great! Keep up the good work!

[notes from faculty if any]

Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.

Sincerely,
[Professor's name and title]

Possible Prior To "W" Deadline Progress Survey (Weeks 10&11)



Flag: At Risk of D or F (prior to "W" progress survey - Weeks 10&11)
[In Danger of D or F; In Danger of Failing]

Subject: Don't go off your path! Action Required in [CourseName]

Dear [StudentFirstName],

You are not yet progressing to a passing grade in [CourseName], and I'm concerned that time is running out to turn your grade around. **Please know it's** ~~It's~~ common for students to go through challenges like this and overcome them.

[notes from faculty if any]

Contact me and your academic counselor, if you have one, right away to discuss options and develop a plan of action.

Students who use campus services are more likely to be successful. Check out services in ...

Sincerely,
[Professor's name and title]



Kudo: Outstanding Performance (prior to "W" Deadline - Weeks 10&11)

Subject: Outstanding Performance in [CourseName]

Dear [StudentFirstName],

I appreciate your engagement, collaboration, and overall preparedness in [CourseName]. You are doing great! Keep up the good work!

[notes from faculty if any]

If you need assistance or have any questions, come visit me during my office hours.

Sincerely,
[Professor's name and title]



Flag: Missing/Late Assignments (prior to “W” Deadline - Weeks 10&11)

Subject: You have missing or late assignments in [CourseName]

Dear [StudentFirstName],

I understand it can be challenging to turn in assignments on time, but sStudents who complete assignments on time and interact with course material frequently are more successful in the class.

According to my records, you have not yet submitted one or more assignments, or have been turning in assignments late.

[notes from faculty if any]

I want you to finish the semester strong.

~~Please contact~~ **You are welcome to email** me about next steps and to let me know if I may assist you with any questions that you have. **I’m here to help!** Remember that the TLC is one of your campus resources **as well**.

Sincerely,
[Professor’s name and title]



Kudo: Great Effort - Showing Improvement (prior to “W” progress survey)

Subject: Great Effort - Showing Improvement in [CourseName]

Dear [StudentFirstName],

I appreciate your dedication and hard work in the class. You are doing great! Keep up the good work as we make our way toward the end of the semester.

[notes from faculty if any]

Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.

Sincerely,
[Professor’s name and title]

In addition to the progress survey flags which become part of the anytime flags, here are other possible anytime flags, kudos, or referrals:



Flag - General Concerns

No message to student. This could be an instructor to counselor communication.



Flag - Behavioral Concern (option)

No message to student. This could be an instructor to BIT communication.



Kudo - Keep up the Good Work.

Subject: Keep up the good work in [CourseName]

Dear [StudentFirstName],

Way to go!

Your classmates and I appreciate your dedication and hard work in class.

[notes from faculty if any]

Continuing these good academic habits will lead to your success! Keep up the good work, and you'll go the distance!

Sincerely,
[Professor's name and title]

Continued on next page.



Referral Message to Student (Tutoring, Academic Counseling, other TBD)

Subject: I believe you would benefit from a(n) [ReferralName]

Dear [StudentFirstName],

~~Did you know that~~ **I wanted to provide you with some campus support services, because** students who use the campus support services are more likely to pass their courses and complete their academic goals? . Please see your {My Success Network} in {Starfish}.

Below you will find a referral that ~~I believe will help you~~ **may be helpful**. Please follow up with this office as soon as possible to get the assistance you need quickly.



















Referral Name: [ITEMNAME]

Course: [COURSENAME]

Comments: [RAISECOMMENTS]

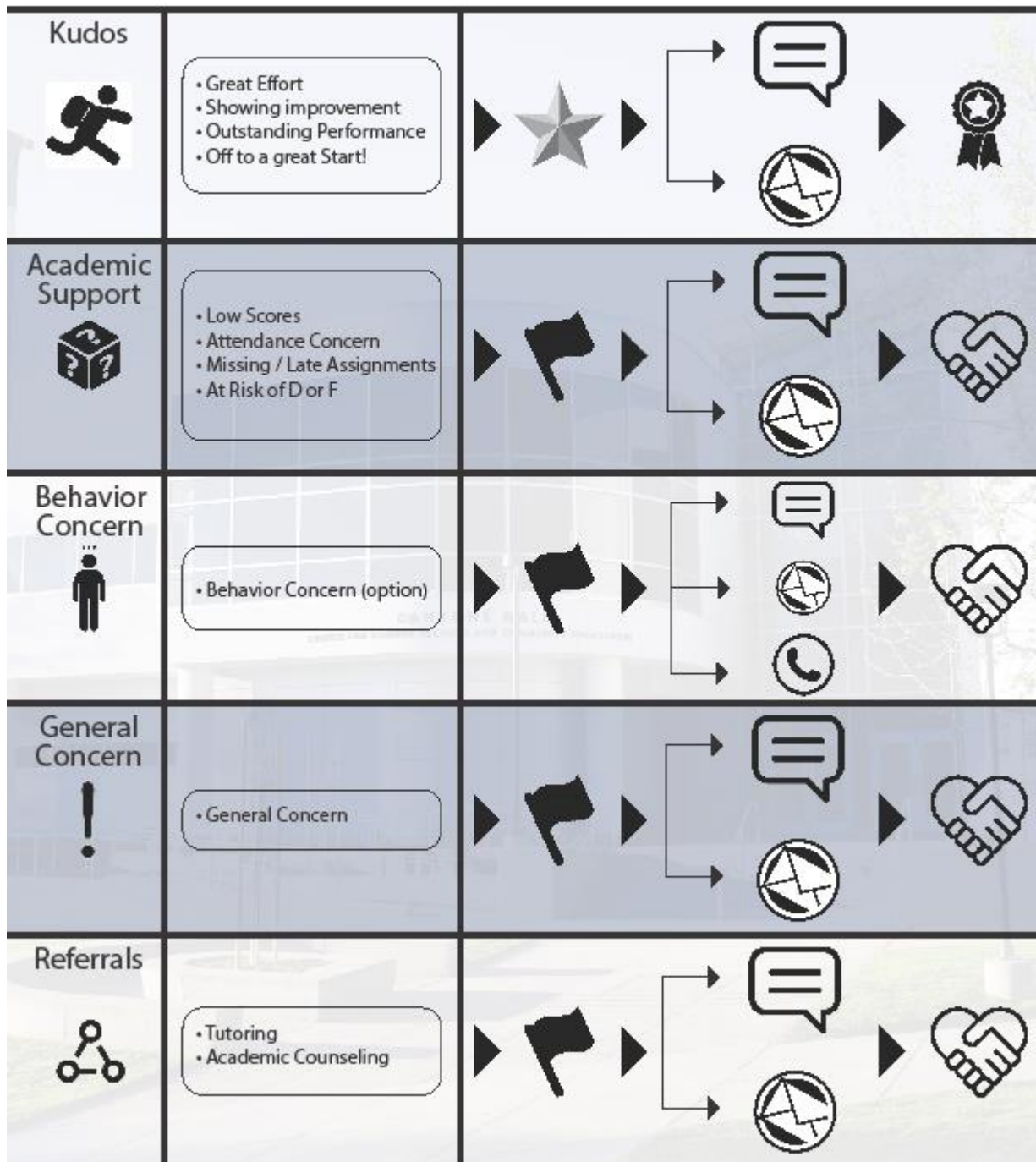
Due Date: [DATE]

Sincerely,
[CreatorName]

Column B are flags that canat any time be raised by faculty	Anytime:		Progress Surveys:					
		Struggles with Material		Weeks 3-4 Attendance Concern		Weeks 6-8 Attendance Concern	Weeks 10-11 Attendance Concern	
		Instructor - Student - Instructor		Instructor - Student - Instructor Support personnel notified		Instructor - Student - Instructor Support personnel notified	Instructor - Student - Instructor Support personnel notified	
		Behavioral Concern (option)						
		Instructor - BIT Team		Missing/Late Assignments Instructor - Student - Instructor			General Concerns	
		General Concerns						
		Instructor - Counselor						
				Behavioral Concern (option)		Low Scores/Struggles with Material		At Risk of D or F
				Instructor - BIT Team		Instructor - Student - Instructor & TLC Support personnel notified	Instructor - Student - Instructor Support personnel notified	
		Great Effort - Showing Improvement		General Concerns		Missing/Late Assignments		Missing/Late Assignments
		Instructor - Student		Instructor - Counselor		Instructor - Student - Instructor	Instructor - Student - Instructor	
		Keep up the Good Work				Support personnel notified	Support personnel notified	
		Instructor - Student						
		Outstanding Performance		You're off to a great start!		Great Effort - Showing Improvement		Great Effort - Showing Improvement
		Instructor - Student		Instructor - Student		Instructor - Student	Instructor - Student	
		REFERRALS						Outstanding Performance
		Tutoring						Instructor - Student
		Instructor - Student - TLC						
		Academic Counseling		3 columns on survey		4 columns on survey		4 columns on survey
		Instructor - Student - Student Serv.						
	Life Counseling							
	Instructor - Student - Student Serv.							



Student Engagement Process Map





The data in the Local Vision Goals on NOVA is taken from the Student Success Metrics (SSM) on the Launchboard. However, when the SSM metrics are updated, there may be a slight (less than 24 hours) lag before the NOVA numbers are updated.

Local Vision Goals Summary Produced: Apr 8, 2019, 6:06 PM UTC Rebecca Eikey

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# in 2016-17	Expected # in 2021-22	% Increase
1,841	2,629	43%

Goal 1: Completion

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

College of the Canyons will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

College of the Canyons will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,131	1,246	10%

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

College of the Canyons will increase among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
No Target Data		

Goal 2: Transfer

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer

College of the Canyons will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
660	1,177	78%

# in 2016-17	Expected # in 2021-22	% Increase
No Target Data		

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

College of the Canyons will increase among all students, the number who transferred to a four-year institution from:

# in 2016-17	Expected # in 2021-22	% Increase
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Goal 3: Unit Accumulation

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

College of the Canyons will decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college from:

# in 2016-17	Expected # in 2021-22	% Decrease
92	79	14%

Goal 4: Workforce

Goal 4A: Increase Median Annual Earnings of All Students

College of the Canyons will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from:

\$ per year in 2016-17	Expected \$ per year in 2021-22	% Increase
No Target Data		

Goal 4B: Increase All Students Who Attained the Living Wage

College of the Canyons will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit from:

% in 2016-17	Expected % in 2021-22	% Increase
No Target Data		

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

College of the Canyons will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from:

% in 2016-17	Expected % in 2021-22	% Increase
62%	70%	13%

Goal 5: Equity

Disproportionately Impacted (DI) Student Groups

- Ethnicity: Black or African American
- Ethnicity: Native Hawaiian or Other Pacific Islander
- LGBT: LGBT
- First Generation: First Generation
- Foster Youth: Foster Youth
- Disabled: Disabled
- Veteran: Veteran

Goal 5.1A: Increase All Students Who Earned an Associate Degree (including ADTs)

College of the Canyons will increase the All Students Who Earned an Associate Degree (including ADTs) from 1,841 in 2016-17 to 2,629 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	Not a disproportionately impacted group for this metric		
Ethnicity: Native Hawaiian or Other Pacific Islander	Not a disproportionately impacted group for this metric		
LGBT: LGBT	Not a disproportionately impacted group for this metric		
First Generation: First Generation	Not a disproportionately impacted group for this metric		
Foster Youth: Foster Youth	Not a disproportionately impacted group for this metric		

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Disabled: Disabled	Not a disproportionately impacted group for this metric		
Veteran: Veteran	Not a disproportionately impacted group for this metric		

Goal 5.1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

College of the Canyons will increase the All Students Who Earned a Chancellor's Office Approved Certificate from 1,131 in 2016-17 to 1,246 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	Not a disproportionately impacted group for this metric		
Ethnicity: Native Hawaiian or Other Pacific Islander	Not a disproportionately impacted group for this metric		
LGBT: LGBT	Not a disproportionately impacted group for this metric		
First Generation: First Generation	Not a disproportionately impacted group for this metric		
Foster Youth: Foster Youth	Not a disproportionately impacted group for this metric		
Disabled: Disabled	Not a disproportionately impacted group for this metric		
Veteran: Veteran	Not a disproportionately impacted group for this metric		

Goal 5.2A: Increase All Students Who Earned an Associate Degree for Transfer

College of the Canyons will increase the All Students Who Earned an Associate Degree for Transfer from 660 in 2016-17 to 1,177 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	Not a disproportionately impacted group for this metric		

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Native Hawaiian or Other Pacific Islander	Not a disproportionately impacted group for this metric		
LGBT: LGBT	Not a disproportionately impacted group for this metric		
First Generation: First Generation	Not a disproportionately impacted group for this metric		
Foster Youth: Foster Youth	Not a disproportionately impacted group for this metric		
Disabled: Disabled	Not a disproportionately impacted group for this metric		
Veteran: Veteran	Not a disproportionately impacted group for this metric		

Goal 5.3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

College of the Canyons will decrease the Average Number of Units Accumulated by All Associate Degree Earners from 91.54 in 2016-17 to 79 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Decrease
Ethnicity: Black or African American	Not a disproportionately impacted group for this metric		
Ethnicity: Native Hawaiian or Other Pacific Islander	Not a disproportionately impacted group for this metric		
LGBT: LGBT	Not a disproportionately impacted group for this metric		
First Generation: First Generation	Not a disproportionately impacted group for this metric		
Foster Youth: Foster Youth	Not a disproportionately impacted group for this metric		
Disabled: Disabled	Not a disproportionately impacted group for this metric		
Veteran: Veteran	Not a disproportionately impacted group for this metric		

Goal 5.4C: Increase All Students with a Job Closely Related to Their Field of Study

College of the Canyons will increase the All Students with a Job Closely Related to Their Field of Study from 62% in 2016-17 to 70% in 2021-22.

DI Student Group	% in 2016-17	Expected % in 2021-22	% Increase
Ethnicity: Black or African American	Not a disproportionately impacted group for this metric		
Ethnicity: Native Hawaiian or Other Pacific Islander	Not a disproportionately impacted group for this metric		
LGBT: LGBT	Not a disproportionately impacted group for this metric		
First Generation: First Generation	Not a disproportionately impacted group for this metric		
Foster Youth: Foster Youth	Not a disproportionately impacted group for this metric		
Disabled: Disabled	Not a disproportionately impacted group for this metric		
Veteran: Veteran	Not a disproportionately impacted group for this metric		

Additional Metrics

No additional metrics have been added.

Certification

Academic Senate President
Rebecca Eikey President, Academic Senate rebecca.eikey@canyons.edu (661) 362-5314
Awaiting Submittal
Chief Executive Officer
Dianne Van Hook Dianne.vanhook@canyons.edu
Awaiting Submittal
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Awaiting Submittal



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Emergency Preparedness Drill Meeting March 15th and April 8th

- Recommended May 2nd shelter-in-place drill.
- Will start at 9:40 and will run for an hour, but the drill may not take the full hour.
- Alert (and all-clear notice) will go out multiple ways – speaker phone, text, instructor station, and email.
- Future drills planned at varying times and semesters.
- Before the drill, the video (<https://www.youtube.com/watch?v=VUErkf3XEEs>) will be emailed to all faculty, staff, administration, and students. The video will also include 3 It Takes a Second videos prepared by COC.
- Video also will be posted on the website, the mobile app, and posted on Canvas dashboard.
- Topics for discussion will be distributed to the faculty for them to share with their students.