



# College of the Canyons Academic Senate

March 14, 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:
  - Ron Mita & Nicole Faudree, Ad-Hoc Emergency Preparedness Work Plan Committee
  - Ron Mita & Shannon Doronio, Web Committee
5. Approval of the Consent Calendar

Academic Senate Summary, Feb. 28, 2019 (pg. 3-8)	At-Large Senator Election Results: <ul style="list-style-type: none"> <li>○ Jennifer Paris</li> <li>○ Erica Seubert</li> <li>○ Mary Corbett</li> <li>○ David Brill</li> <li>○ Benjamin Riveira</li> <li>○ Garrett Rieck</li> </ul> Term: July 2019-June 2021
Curriculum Committee Summary, March 7, 2019 (pg. 9-14)	
Joint Meeting-Executive Classified Senate & Academic Senate Summary, Feb. 20, 2019 (pg. 15-18)	

### B. Reports (time limit 7 minutes each)

1. Vice President Report, Jason Burgdorfer
2. Academic Staffing Report, Miriam Golbert
  - <https://www.canyons.edu/Offices/AcademicSenate/Documents/ASC%20Memo%20021319%20FINAL.pdf>
  - <https://www.canyons.edu/Offices/AcademicSenate/Documents/vacancies.FTF.Spring%202019.pdf>
3. Non-credit report, Garrett Rieck & John Makevich

### C. Action Items

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

1. Adjunct Faculty Minimum Qualification & Equivalencies List for spring 2019 (pg. 23-31)
2. Meeting Schedule 2019-2020 for Curriculum Committee and Academic Senate  
*(Note: this section was pulled from Action and moved to Discussion it was agreed upon to have this be item #1)*
  - *Note: There are three options presented for consideration. (pg. 32-34)*
  - *Note: Academic calendar included for informational purposes only. (pg. 35)*

3. Memo to Senate-Class Size English 101 (pg. 36)

#### **D. Discussion**

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

1. Ad-Hoc Committee on Academic Freedom reports, Gary Collis
  - a. Committee recommendations on process improvement Memo, (pg. 37-38)
  - b. Committee report on Academic Freedom regarding Amanda Zunner-Keating (pg. 39-44)
2. Local Goal Setting 2018/19, First Read, Daylene Meuschke (pg. 45-51)
3. Categorical Funds for Sabbaticals (pg. 52-53)

#### **E. Unfinished Business**

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

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

#### **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.*

- Early Alert & Retention Program Defining Rules and Responsibilities
- Academic Affairs Convocation Planning

#### **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, March 28, April 11, April 25, May 9 & May 23
- 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
- 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 February 14, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Sonny Requejo	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	<i>Lisa Hooper Proxy for Philip Marcellin</i>	X	Adjunct Senator	Aaron Silverman	A
SBS Senator	Rebecca Shepherd	X			

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

Guest			
Collette Gibson	X	Tara Williams	X
Jasmine Ruys	X	Julie Johnson	X
Omar Torres	X	Sarah Farnell, <i>ASG Student Trustee</i>	X
Dustin Silva	X	Collette Gibson	X

### A. Routine Matters

1. Call to order: 3:06pm
2. Public Comment: none
3. Approval of the Agenda: Motion to approve the agenda by Gary Collis, seconded by David Brill. Unanimous. Approved.
4. Committee Appointments: This is informational.
  - Jason Burgdorfer, Academic Staffing Committee
5. Approval of the Consent Calendar
  - There was a request to remove the Election Procedures from the consent calendar.
  - It was clarified that the eligibility regarding who can vote for a senate seat are defined within the constitution and that the election procedures only clarify the procedures of

the committee. In terms of who is eligible to vote? That would be a Senate constitution discussion which would be a separate agenda item.

- It was stated that the election procedures just state that “faculty” can serve on the election procedure. There was a request to include “adjunct faculty” as well.
- There will be an upcoming Adjunct senator election. The constitution states that adjunct faculty have to be employed the current spring term and have approved employment for the following fall semester. Until fall term is finalized and staffed by the adjunct population it is not clear to know who will be eligible to vote.
- Motion to pull the Elections Procedures from the consent calendar with no action taken by David Andrus, seconded by Marco Llaguno with Jason Burgdorfer abstaining.
- Motion to remove BP & AP-4030 from the consent calendar and move to Action items by David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved.
- Motion to approve the remaining items on the consent calendar as amended by Lisa Hooper, seconded by David Andrus. Unanimous. Approved.
  - Request by Jennifer Paris to remove a sentence on page 7, 1<sup>st</sup> bullet, last sentence which reads “~~The Center for Early Childhood Education also emphasized a need to have more welcoming language in syllabi~~” as it is not needed.

Academic Senate Summary, Feb. 14, 2019 (pg. 3-9)	Curriculum Committee Summary, Feb. 21, 2019 (pg. 23-29 )
Special Curriculum Committee Meeting due to various non-credit proposals, Friday, March 15, 2019 (10am-12pm)	Program Viability Summary, Feb. 21, 2019 (pg. 30-32)
Joint Meeting-Executive Classified Senate & Academic Senate, Feb. 20, 2019 (pg. 33-34)	Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 40-44) ( <i>Note: moved to Actions items</i> )
Election Procedures, Dustin Silva (pg. 55-57) ( <i>Note: This item was pulled from the consent calendar</i> )	

## B. Reports (time limit 7 minutes each)

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

### 1. President’s Report, Rebecca Eikey

- [California Community Colleges Coherence in Goal Setting and Planning Memorandum](#) (pg. 10-16)
  - Memo outlines the task is to identify the lead contact for the vision goals and outlines the scale of Adoption for self-assessment for guided pathways.
- NOVA: President shared with the Senate work being done with the Integrated & Guided Pathways Plan (this was the integration of the equity, 3SP, and the Basic Skills) that came through last year. Additionally, content from the “NOVA, Plan. Invest. Track” website was also shared. A new feature now available through Nova is the ability to see all the plans for all other colleges. Other programs listed are:
  - Adult Education Block Grant (AEBG)
  - Strong Workforce K-12
  - Local Vision Goals-this will coming through senate at the next meeting. It must also be approved by the Board of Trustees.

- Strong Work Force (SWP) such as local and regional projects.
  - The Chancellors office is moving towards a data reporting and analytics for this system. There may be a need for an open FLEX session available to all faculty to learn about what information is available through NOVA. There was request for more dissemination of this information.
  - Web Committee: Rebecca is serving on the web committee and is trying to appoint more faculty. This is a new committee trying to put in standards regarding unification of the website redesign using the new OU campus system.
  - Enrollment Management Committee Meeting: Data sheet was passed showing loss of enrollment of students. Data demonstrates it is primarily adult student between 20-29, those over 40 and those out of district. A “Project Growth” data sheet that the district would like to see what shared. This data is connected to the Funding Formula.
  - Enrollment Management Committee Team Meeting: The implementation team is focusing on the implementation plan. There has been a request to look at the enrollment of the students.
  - Student Equity Plan Writing Meeting (Rebecca, Erika & Tara): A draft regarding the metrics discussed at the meeting was shared.
2. College Planning Team Committee Report, Claudia Acosta
    - Claudia Acosta was not available to present on this report.
  3. Guided Pathways Report, Tara Williams & Erika Torgeson
    - There was not updated report regarding Guided Pathways.
  4. Early Connections and Starfish Software Report, Collette Gibson & Julie Johnson (pg. 19-20)
    - This is a vendor program that will help reach goals with the early alert program. This is a collaborative program. Some highlights regarding Starfish include:
      - Faculty can respond to progress surveys electronically for special populations.
      - Faculty can raise a concern or a flag. Allows other faculty who may also have the same concern with the same student and there could be services offered to that student to help them.
      - Faculty can give positive feedback to students.
      - Faculty can refer students to the TLC or other support service.
      - This program connects with CANVAS.
    - The Starfish program has been implemented by 39 local community colleges. For example, Pasadena City Community College had a 68% course success rate. After the implementation of Starfish their course success rate went up to 80%.
    - There is student agency built within the system so a student can ask for help.
    - It was clarified that this program is still in the early development stages. The first phase being the defining of goals and now it is at the evaluative phase. Input from all campus group stakeholders is being considered.
    - Definition of work load roles are still being developed. There was also concern regarding workload issues and ensuring that all faculty including adjunct faculty will be compensated for the extra time allocated towards this project.
    - FERPA is being considered in terms of what is allowed in a collaborative system.
    - This item will be back at a future meeting as a discussion item on Early Alert.

### C. Action Items

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

1. Vote of No Confidence for Eloy Oakley (pg. 35)
  - There was a reminder that all actions items can be discussed before taking action.
  - There have been several changes in the state Chancellor's Office and several members have left. Statewide senate did not pass a resolution. A lot of the blame has been on faculty and there has been major concern with the online college. The Board of Governors became the Board of Trustees for the Online College and the agenda was announced on a "secret" website only 72 hours prior. There has not been much transparency.
  - Motion to pass a Vote of No Confidence by Marco Llaguno, seconded by Lisa Hooper. Unanimous. Approved.

Motion to move Action item #2. Meeting Schedule 2019-2020 for Curriculum Committee and Academic Senate and Action item #3 ENGL-101 Class Size to Discussion items by David Andrus seconded by Rebecca Shepherd. Unanimous Approved. Academic Freedom (BP & AP- 4030) is the new item #2 under Action items.

2. Academic Freedom (BP & AP – 4030), Gary Collis & David Andrus (pg. 40-44). (Note: *This section was moved to #2 of the Action Items list. Per the previous motion made under the Consent Calendar.*)
  - Most of this document has remained unchanged. There was some concern over one provision of the BP4030. One change was made to this document to address that concern.
  - Motion by Wendy Brill, seconded by David Brill. 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. Meeting Schedule 2019-2020 for Curriculum Committee and Academic Senate (pg. 36-39) (Note: *this section was pulled from Action and moved to Discussion it was agreed upon to have this be item #1*)
  - Note: *Academic calendar included for informational purposes only.*
  - Note: *There are three options presented for consideration.*
    - Option #1: Would include a senate retreat during FLEX week and would allow August meetings and no senate meetings during finals week. Due to finals week being stressful time of year. There is an extra meeting for Curriculum due to the additional meeting added this semester but there may not be interest to have an additional Curriculum meeting. An additional meeting would not be added without consultation from the Curriculum committee. The removal of a Curriculum Committee would not happen unless there is a solution for workflow. There is possibility that Curriculum may have a sub-committee for non-credit. One additional meeting may not solve the problem.
    - Option #2: The senate retreat happens the first week of the fall semester. Senate meets during finals week of the fall semester.
    - Option #3: There are no meeting during finals week for either semester.
  - There was concern given the amount of work the body has that it may be problematic to not hold last meeting during finals week. Once Senate passes the Curriculum agenda it

goes to the Board. However, having Curriculum meet during the first week of the spring semester may also be stressful.

- There was a proposal to have an abbreviated final fall senate agenda for the purposes of approving curriculum items. This could potentially meet for only one hour.
- Motion to have all options, #1, #2 & #3 of the meeting schedule drafts dates corrected and brought back to the next meeting by Lisa Hooper, seconded by David Andrus. Unanimous. Approved.

2. ENGL-101 Class Size: The Curriculum Committee recommends the class size for the 4 unit version of ENGL-101 to be no more than 27 students, Lisa Hooper, (pg. 21-22)

*(Note: this section was pulled from Action and moved to Discussion it was agreed upon to have this be item #2)*

- English brought a revised version of English 101 to the Curriculum Committee in the fall to comply with AB705. Those revisions were approved. There was also a request to have a reduction in class size from 35 to 25.
- It was clarified that the Curriculum committee did not take a vote but more so made a recommendation. Curriculum would like to have a discussion with outside groups which can dictate safety, accreditation standards, agreements with Honors, counseling, and limitations on equipment to try and fine tune it beyond the body of evidence presented by the English department.
- The reason for this single course proposal is because the English department has decided not do a co-requisite model. There was a decision to place all students into English 101. Students who would have previously placed into below college level will now be placed into courses with students who would have placed directly into college level.
- It was emphasized that adjunct faculty are not get extra compensation for extra workload.
- It was agreed upon that the Curriculum committee write a recommendation to the COCFA. Curriculum would then approve and bring to Senate. This item will be brought back to Senate.

Note: Academic Senate meeting was ended 10 minutes early to allow time for senator to attend the joint meeting. The remaining items were not discussed.

3. Ad-Hoc Committee on Academic Freedom reports, Gary Collis
  - Committee recommendations on process improvement Memo, (pg. 45-46)
  - Committee report on Academic Freedom regarding Amanda Zunner-Keating (pg. 47-52)
4. [Draft of The ASCCC Student Equity Plan Paper](#)
5. Categorical Funds for Sabbaticals (pg. 53-54)
6. **Special Joint Meeting with Classified Senate and Associated Student Government: Campus Safety & Emergency Preparedness**  
Extended meeting: 5:00-6:00 p.m., Aliso Lecture Hall (ALLH)-101, open to all
  - Note: Summary of this meeting is on (pg. 15-18)

#### **E. Unfinished Business**

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

1. Program Viability (BP/AP 4021)
2. Advisory Boards based on Industry Clusters, Advisory Committee Taskforce
3. Academic Departments (BP/AP 4023)
  - Note: Senators will be discussing this item with their schools
4. [Equity/Inclusive Language & Syllabi, Jennifer Paris](#)

#### **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.*

- Early Alert-Raising the Flag has been added.

#### **G. In Committee**

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

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

- BP & AP-4030 Academic Freedom was listed in error and should not have been carried over.

#### **H. Announcements**

- Next Academic Senate Meetings, March 14 & March 28
- 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
- Upcoming elections for Academic Senate At-Large positions for 2019/2021

The Academic Senate Newsletter was shared and copies were passed around to all Senators.

**II. Adjournment:** 4:51pm

# CURRICULUM COMMITTEE SUMMARY

March 7<sup>th</sup>, 2019

3:00 pm – 5:00 pm  
330

Bonelli Hall

## Curriculum Committee Members

**Members Present:** Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Erin Barnthouse – Learning Resources; Mary Bates – Mathematics, Science and Health Professions; David Brill – Visual and Performing Arts; Steve Erwin – Admissions and Records; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair

**Members Absent:** Anne Marengo – Social and Behavioral Sciences; Lori Young – Business; Kinesiology, Physical Education & Athletics - Vacant

### NEW COURSE PROPOSALS – FINAL READ

The need for the following new course proposals were approved at previous Curriculum Committee meetings. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
ART-270	Color Theory	3 units, 27 hours lecture, 81 hours lab. <b>New SLO's (2).</b> Course created based on C-ID ARTS-270.	M. McCaffrey	TBD
<del>CCE-200</del>	<del>Introduction to Civic and Community Engagement</del>	<del>3 units, 54 hours lecture.</del> <b>New SLO's (4).</b>	<del>P. Robinson</del>	<del>TBD</del>
<del>CCE-201</del>	<del>Introduction to Community Based Learning</del>	<del>1 unit, 18 hours lecture.</del> <b>New SLO's (2).</b>	<del>P. Robinson</del>	<del>TBD</del>
GEOG-105	California Geography	3 units, 54 hours lecture. <b>New SLO.</b> Course created based on C-ID GEOG 140. <b>Adding DLA, both 100% online and Hybrid options.</b>	J. Patrich	TBD

**-Motion to approve ART-270; Motion by Mary Bates, second by Julie Hovden. All in favor: Unanimous**

**-Motion to approve GEOG-105; Motion by Mary Bates, second by Garrett Rieck. All in favor:  
Unanimous**

### NEW PROGRAM PROPOSALS – FINAL READ

The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
Civic and Community Engagement	Certificate of Achievement	<del>16 total certificate units, new program SLO.</del>	P. Robinson	TBD

### TECHNICAL CHANGES (COURSES)

The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
CHEM-201	General Chemistry I	<b>Reducing units/hours to 5 units, 72 hours lecture, 54 hours lab. (formerly 6 units, 90 hours lecture, 54 hours lab).</b> No change to curriculum/course outline.	H. McMahon	Fall 2020
CHEM-201H	General Chemistry I - Honors	<b>Reducing units/hours to 5 units, 72 hours lecture, 54 hours lab. (formerly 6 units, 90 hours lecture, 54 hours lab).</b> No change to curriculum/course outline.	H. McMahon	Fall 2020

### MODIFIED COURSES – CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BUS-100	Introduction to Business	Revised objectives and content, updated textbook.	D. Sionko	Fall 2019
BUS-110	Principles of Management	Revised objectives and content, updated	D. Sionko	Fall 2019

		textbook. <b>Adding DLA, both 100% online and Hybrid options.</b>		
BUS-117	Business Entrepreneurship	Revised objectives and content, <b>revised SLO.</b>	G. Quire	Fall 2019
BUS-132	Negotiation and Conflict Resolution	Revised description, objectives, content, and textbook. <b>Revised SLO's (2).</b>	G. Collis	Fall 2019
BUS-142	Principles of Selling	Revised objectives and content, updated textbook.	G. Quire	Fall 2019
BUS-192	E-Business Strategy	Revised objectives and content, updated textbooks. <b>Adding DLA, both 100% online and Hybrid options.</b>	D. Sionko	Fall 2019
BUS-211	Business Law	Revised description, objectives, content, and textbook. <b>Revised SLO.</b>	G. Collis	Fall 2019
HLHSCI-100	Health Education	Revised description, objectives, and content, added textbook based on C-ID reviewer comments.	G. Rieck	Fall 2019
KPEA-145A	Beginning Baseball	Revised objectives and content.	C. Cota	Fall 2019
KPEA-145B	Intermediate Baseball	Revised objectives and content.	C. Cota	Fall 2019
KPEA-165A	Beginning Golf	Revised objectives and content, updated textbook.	G. Peterson	Fall 2019
KPEA-165B	Intermediate Golf	Revised objectives and content, updated textbook.	G. Peterson	Fall 2019
KPEA-165C	Advanced Golf	Revised objectives and content, updated textbook.	G. Peterson	Fall 2019
KPET-205	Personal Trainer Certification Preparation	Revised content.	R. Dos-Remedios	Fall 2019
PARLGL-111	Civil Litigation I	Revised objectives and content, updated textbooks.	L. Young	Fall 2019
PARLGL-112	Civil Litigation II	Revised objectives and content, updated textbooks.	L. Young	Fall 2019

PARLGL-200	Paralegal Seminar	Revised description, objectives and content, updated textbooks.	N. Faudree	Fall 2019
PHILOS-111	History of Modern Philosophy	Revised objectives and content, updated textbooks. <b>Adding DLA, both 100% online and Hybrid options.</b>	A. Jones-Cathcart	Fall 2019
PHILOS-250	Environmental Ethics	Revised objectives and content, updated textbooks. <b>Adding DLA, both 100% online and Hybrid options.</b>	A. Jones-Cathcart	Fall 2019
REC-104	Introduction to Therapeutic Recreation and Special Populations	Revised objectives and content, added textbook.	R. Hyatt	Fall 2019

### MODIFIED PROGRAMS – CONSENT CALENDAR

The following modified programs have been recommended for approval as part of the Consent Calendar of this agenda. These program modifications will not be reviewed during this committee meeting, and the author of the following program modifications is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Fire Technology Pre-Service	Certificate of Achievement	Adding FIRETC-120 to recommended electives section. No change in total required certificate units.	K. Kawamoto	TBD
Geography	AA-T Degree	Adding GEOG-105 to List A (first “plus 6 units from the following” section), no change in total major units.	J. Patrich	TBD
Studio Arts	AA-T Degree	Adding ART-270 to List B (“Plus one course from any three of the following areas for a maximum of 9 units” section) in new “Color” area. No change in total major units.	M. McCaffrey	TBD

## NEW DISTANCE LEARNING ADDENDUMS – CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in technical review sessions and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
BUS-110	Principles of Management	<b>100% online and Hybrid options.</b>	D. Sionko
BUS-192	E-Business Strategy	<b>100% online and Hybrid options.</b>	D. Sionko
GEOG-105	California Geography	<b>100% online and Hybrid options.</b>	J. Patrich
PHILOS-111	History of Modern Philosophy	<b>100% online and Hybrid options.</b>	A. Jones-Cathcart
PHILOS-250	Environmental Ethics	<b>100% online and Hybrid options.</b>	A. Jones-Cathcart

**-Motion to approve all items on 03/07/2019 Consent Calendar; Motion by Julie Hovden, second Mary Bates. All in favor: Unanimous.**

### Discussion Items:

- Chair Reports – Lisa Hooper

-English 101 Class Size – Motion to approve sending the attached revised ENGL-101 class size recommendation memorandum to the Academic Senate; Motion by Julie Hovden, second Saburo Matsumoto. All in favor: Unanimous.

-Upcoming Revisions FLEX Sessions; Friday, 3/8 from 9-10:30 in BONH 106 (Tech Center) and Tuesday, 3/26, from 11-12:30 in BONH 106 (Tech Center)

-Special Noncredit Curriculum Committee Final Reads Meeting (SNCCFRM). Friday March 15<sup>th</sup>, 10:00 am -12:00 pm in the Faculty Center. FLEX is available. Priority given to those courses that we approved through Program Viability to avoid “discussion of need”. Older Adults courses didn’t really go through Program Viability because “older adults” is an NC category and not an academic program. OAD (older adult) curriculum will be offered in a variety of disciplines, courses packaged into certificates will go through normal PV processes when appropriate, and the courses we will review, time-permitting, will be “stand alone”. No faculty must be present at this meeting.

-Canvas shell for noncredit Final Reads. Everything will be packaged into modules you can link to through the word cloud on the homepage. Modules will be organized by meeting date, documents available for viewing only, and no editing. Let’s see how this goes and then we can consider expanding Canvas’s role in our committee work

- Articulation Reports – Patrick Backes

-4 unit versions of PSYCH-104 & SOCI-137 have been submitted for CSU-GE and IGETC Re-Review.

-UCOP is bringing back the second submission cycle in 2019 for UC Transfer course submissions/appeals. This will most likely take place during the first 2 weeks of October 2019. No word if this will be ongoing or just this year.

-CSU-GE and IGETC approvals will still be effective the following Fall term, they are not bringing back the retroactive approvals to the previous Fall term no matter how much we asked.

-Every Noncredit course that has been submitted to the state has been approved, corresponding certificates can now be submitted where applicable. 70 courses were just approved this afternoon, most of them were the Noncredit ISA courses we approved locally in Fall 2018, but also includes the Adobe Photoshop, the Global Navigation Satellite System (GNSS) courses.

New Courses - Includes ISA's	2	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs – Including Noncredit	-0-	New DLA's	5	Deleted Courses	-0-
Modified Courses	22	New SLO's	3	Deleted Programs	-0-
Modified Programs	3	Modified SLO's	4	Proposals Reviewed in Technical Review Session	26
New Non Credit Courses – Including ISA's	-0-	New Prerequisites	-0-	Proposals Returned from Technical Review Session	2



## **Special Joint Meeting with Academic Senate, Classified Senate and Associated Student Government: Campus Safety & Emergency Preparedness**

### **SUMMARY**

February 28, 2019

5:00-6:00 p.m.

Aliso Hall Lecture (ALLH) -101

Open to all

**Attendees:** Deanna Riveira, Andrea Varney, Nicole Faudree, Justin Hunt, Mark Garcia, Jerry Buckley, Jennifer Paris, Joy Shoemate, Jim Schrage, Lein Smith, Micah Young, Wendy Brill, Paul Wickline, Regina Blasberg, Juan Renteria, Siane Holland, Jeremy Patrich, Marilyn Jimenez, Miriam Golbert, Patti Haley, Isabelle Saber, Kathy Bakhit, Catherine Parker, Arlete Hernandez, Holli Willibey, Benjamin Riveira, Jason Burgdorfer, Barry Gribbons, Tyler Clark, Yvonne Quach, Kelly Dapp, Brandon Gelfand, Michael Monsour, Bruce Fortine, Lisa Malley, David Brill, Annie Effinger, Sarah Farnell, Jasmine Ruys, Rebecca Eikey, Michael Joslin, Vera Barcega-Ramirez

**Attendees via Zoom:** Jim Temple, Eric Harnish, Anthony Michaelides, Oliver Sumanpong, Caroline Trujillo, Monique Moreno

#### **A. Routine Matters**

6. Call to order: 5:10pm
7. Public Comment: none
8. Approval of the Agenda

#### **B. Discussion**

1. **Campus Safety and Emergency Preparedness:** This dialogue will provide an opportunity for the college campus community and the public to discuss views and experiences regarding the recent campus emergency lockdown. This dialogue will help create future processes for a safer campus environment.
  - Introductions where made.
  - Special note was made that this is the first time a meeting has taken place in collaboration with Academic Senate, Classified Senate and Associated Student Government (ASG). February 28, 2019 will serve as a historical meeting date.

Emotions	
Abandonment	Frustration
Anger	Hopelessness
Confusion	Inability to show emotion (in particular for those responsible for student's safety)
Disbelief	Irritability
Distrust	Isolation
Empathy	Maternal Instinct
Facing Mortality or dying	Question whether one want to continue to work on a campus
Fear	Relief
Feeling Lucky	Traumatization
Feelings of Strength in the aftermath	Worry

- Ground Rules pertaining to the function of the meeting were outlined. It was emphasized that the purpose of the meeting is to come up with ideas that will be constructive and beneficial to the district and students.
- Attendees were paired off into groups of two and given an opportunity to share and express their emotions regarding the recent campus emergency lockdown.
- Some emotions noted where:

Physical Space	
A tab on the main COC website with Emergency Procedures	Improve lights on campus
ADA evacuation	Installment of Intercom system
Bathroom buckets	Medications/First Aid Kit with instructions
Better method of mass communication with entire campus community.	Mobile barriers (ensuring barriers are in compliance with Fire Code & ADA regulations.
Blackout or Concealment of Windows	Phone boxes with texting capability
Blue Emergency Phones in Parking Lots	Phone chargers
Defibrillator in spaces	Public Safety (Safe Haven Areas)
Emergency notifications on the computers	Re-install phones away from main doors.
Emergency Procedures on Wall ( <i>for all types of Emergencies such as Earthquakes, Fires &amp; Active Shooter.</i> )	Stair chair
Fix issues with phone connectivity at the Canyon Country Campus.	Upgrade door locks
Food	Water

- Future Proof of Safety were discussed and outlined. Questions were discussed such as, what improvements are needed? What do we need in the classrooms? How do we help students?

## 2. Training/Awareness:

- There should be different training procedures, responses depending on the level of threat such as the active threat, active shooter, earthquake, fire, flood etc...
  - **Active Threat:** The recent case of the escaped felon/convict.
  - **Active Shooter:** A shooter of campus
- There should be lock down drill at least every 2 years. Training should be offered for different types of populations such as:

- **Drill 1:** Students/Faculty Presence
- **Drill 2:** Sheriffs/Police Presence
- **Drill 3:** Sheriffs should do a campus walk through training to familiarize themselves with the entire campus.
- A campus wide uniformed plan or policy should be established which includes all partnered Universities and the AOC campus located in the University Center. Also keeping in mind the Child Care Center on campus.
- **Emotional Training:** to help people deal with various emotions that can arise such as Freeze, Fight, Flee, etc.
- **Mental Health Awareness Training or Mental Health Forum:** to help identify or flag potential at-risk students
  - Train all staff on how to connect with the BIT team when addressing student behavioral issues.
  - 1 in 92 students will commit suicide. Ensure a two way communication to keep students mentally fit to reduce the likelihood of a campus shooting.
  - There has been an increase in passive aggressive behavior in classrooms.
  - Student report feeling isolated
  - **COC Friends Program:** A student support group that could train students to connect with other students to help students feel included and to prevent isolation.
    1. This can be similar to the Hart Districts Welcoming Program, “**Friends & Inclusiveness Common Sense**” at Saugus High School. Or partnering with other organization such as the [Youth Project run by Kim Goldman](#).
    2. Student demographic is diverse. Veteran students may react different when in an emergency situation.
- **Student Emergency Training/Awareness orientation:** Make this part of the new student orientation.
  - Offered on the first day of class or noted on the syllabus.
  - Students can be asked for the feedback regarding ideas for emergency preparedness/training.
- Similar to the Sexual Harassment Prevention training made mandatory to all staff an Emergency Training should also be made available.
- Have actual policy presence on campus such as other local community colleges/universities.
- **Communication:** Cellular emergency notifications should also include reminder instructions such as:
  - Turn off lights
  - Cover windows
  - Turn of ringer on cellphone, etc.
- **Closing the Loop:** If fire alarms go off a notification must go out to everyone informing them of what is happening.
- **Post Event Support/Debrief Meeting:** Opportunity for people to engage and council each other after an emergency event such as Peer Comfort Counseling group.
  - What steps should be taken next?

3. **Develop an Action Plan:** Write out the ideas and make them public to show people the progress. Possible email dialogue blog where people can get involved and share their thoughts.

**C. Adjournment:** 6:28pm.

# EARLY ALERT UPDATE

February 2019

## Why do we need Early Alert?

The Early Alert and Retention workgroup was started through the work of the Institutional Effectiveness and Inclusive Excellence committee. The committee decided in the June 2017 retreat that student retention is one of our 7 main goals. In order to assist in student retention, an early alert system was researched and purchased. Faculty care about the success and retention of our students. The early alert system will enable faculty to enhance communication and connect students to resources to ensure their success. The committee selected Starfish as the tool to implement the Early Alert process for College of the Canyons.

## Why Starfish?

Over the summer of 2018, the Early Alert and Retention workgroup previewed multiple company presentations. 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, giving us a very good sense of the product working in many colleges. The product also integrates with Canvas, making an alert system much easier for many instructors.

## Beta- testing

In the Spring 2019 term, we have started the process of identifying roles we will build into the system. The following roles and responsibilities have been identified:

Role (Starfish)	View Access	Position at COC
Faculty	Raise flags, take attendance, lower flags, send messages to students	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.
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.
Faculty Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data,	Department Chairs, Deans

	downloads information from database	
Counselor Lead	alert follow up, view student records, email students, lower flags, perform actions, queries database, cleans up data, downloads information from database	Counseling Department Chair
Data Coaches	queries database, cleans up data, downloads information from database	Data Coaches
Administrator	All Access	MIS Director, Administrator of the product.

### 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

### Next Steps

- MIS will build a beta-test for us to see how the roles work.
- The committee members will craft alerts and kudos for Senate to review and provide feedback from Schools.

TO: Academic Senate  
FROM: Lisa Hooper, Curriculum Chair  
SUBJ: Class size recommendation for English 101

The Curriculum committee recommends the class size for English 101 be not more than 27 students based on the ***pedagogy*** associated with the effective teaching of English Composition. This matter is coming to the Senate for the following reasons:

- The English department revised English 101 to comply with AB 705. These revisions were brought to committee in Fall 2018.
- When English presented their revised 101 course, they also requested a reduction in class size from 35 to 25. The curriculum committee was not prepared to discuss the matter at the time and requested the issue come back for discussion at a later date.
- The English department came back to the curriculum committee on 2/21/19 and presented their evidence for a lowered class size for English 101.
- The evidence provided demonstrates that the effective teaching of English Composition requires instructors to read, annotate, and grade essays totaling 6000-8000 words, per student.
- The Curriculum committee supports a class size not more than 27 students based on the presentation, associated evidence, and past practice.\*

\*In the collective bargaining agreement negotiated by the College of the Canyons Faculty Association, Article 12.A.1.a.(1) states the following:

*Full-time unit members who elect to teach writing courses (English 089, 091, 096, 101, 101H, 102, 102H, 103, 105, 106, 204, 104, 108, 109, 110, ESL 080, 100, or any other course mutually agreed with the District and the Association) shall receive 1.3 TLU in return for the following duties. The class size will remain thirty-five (35) students.*

*Contribute one (1) additional office hour per week in office/TLC for one-to-one student conferences (pre-writing, drafting, revising, editing, and proofreading);*

*Contribute to the writing of the generic syllabi for departmentally taught writing courses.*

- It appears the collective bargaining agreement has attempted to accommodate instructors teaching the aforementioned writing-intensive courses by weighting their TLU's at 1.3.
- Earliest accommodations in the contract appear approximately 20 years ago and allow English faculty to "make load" by teaching 12 TLU's, rather than 15.
- Subsequent revisions change to the 1.3 TLU referenced in our current contract.
- The collective bargaining agreement clearly states that class size "will remain thirty-five (35) students" when the 1.3 TLU is assigned.
- The class size for a writing-intensive course for which 1.3 TLU's has been assigned, serving 35 students, is ***effectively*** 27 students.  
( $35/1.3=27$ )
- This is the rationale for our recommendation for the class size for English 101 not to exceed 27.

## Adjunct Faculty Spring 2019

Name	Position Title (Discipline Assignment, if different)	MQ&E for the specified discipline as listed in the current MQ&E state handbook/ Equivalency	Evidence for how the faculty member meets MQ or E
Hospodar, Brian	Adjunct – Administration of Justice	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent. OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Business Management, University of Phoenix and 36 years of professional experience in law enforcement.
Nino, Adriana	Adjunct – American Sign Language	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	MA in Sign Language Education from Gallaudet University, and 8.29 years of professional experience in American Sign Language.
Benseman, Stephanie	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science or the equivalent.	MS in Marine Biology, California State University, Northridge

Hands, Loni	Adjunct – Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science or the equivalent.	MS in Biology, California State University, Northridge
Housley, Douglas	Adjunct – CAWT/Office Technologies	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS in Business Administration, Finance from CSUN and 3.5 years of professional experience.
Alphie, Shane	Adjunct – Construction Management  Adjunct Construction Technology The above are two different disciplines in the MQ Handbook. Is he hired under both or just one?  He was hired for both disciplines	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA in Construction Management, College of the Canyons and 9 years of professional experience in Construction Management.
Harris, Robert	Adjunct – Construction Management  Adjunct Construction Technology The above are two different disciplines in the MQ Handbook. Is he hired under both or just one?	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment	MA in Public Administration, California State University, Northridge, BS Civil Engineering, Illinois Institute of Technology and 15 years of professional experience in Construction Management.

	He was hired for both disciplines	or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	
Schutz, David	Adjunct – Culinary Arts/Food Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Business Finance with 27 years of professional experience in Culinary Arts.
Anaya, Genaro	Adjunct – Culinary Arts/Food Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA in Occupational Services from Le Cordon Bleu and 24 years of experience in Culinary Arts.
Gao, Edward	Adjunct – Engineering	Possession of an unexpired California Community College Instructor Credential in Engineering. OR- Master's in any field of engineering OR- Bachelor's in any of the above AND	PhD and MS in Mechanical Engineering, University of California, Los Angeles

		master's degree in mathematics, physics, computer science, chemistry, or geology OR – Bachelor's in a field of engineering AND a professional engineer's license OR- Equivalent (none accepted)	
Baghoomian, Zorik	Adjunct – English as a Second Language	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language	MA in TESOL from California State University Northridge
Baker, Robyn	Adjunct - Graphic Design/Multimedia	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; or Any associate degree and six (6) years of professional experience directly related to the	BFA in Graphic Design from Otis College Art and Design, and 5.55 years of experience in Graphic Design.

		faculty member's teaching assignment or the equivalent.	
Gnezdilov, Vitaliy	Adjunct - Graphic Design/Multimedia	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; or Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	AA in Graphic and Multimedia Design from College of the Canyons, and 6.66 years of professional experience in Graphic Design and Multimedia.
Carlone-Mooslin, Laura	Adjunct - History	Master's in history or Bachelor's in history AND Master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies	MA in History from California State University, Northridge
Eisner, Steven	Adjunct - Hotel & Restaurant Management/Hotel and Motel Services	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; or Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BA in Economics from University of California, Los Angeles and 22 years of professional experience related to Hotel and Restaurant Management.
Davis, Andrea	Adjunct – Italian/Foreign Languages	Master's in Italian or Bachelor's degree in Italian AND master's degree in another	MA in Italian from University of California, Los Angeles

		language or linguistics, Or Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
Aiken, Jason	Adjunct – Manufacturing Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional experience directly related to the faculty member's teaching assignment or the equivalent.	BS in Mechanical Engineering, California State University, Chico State and 18 years of professional experience in Manufacturing Technology.
Demuth, David	Adjunct – Manufacturing Technology	Any bachelor's degree and two (2) years of full-time equivalent professional experience directly related to the faculty member's teaching assignment or the equivalent; OR- Any associate degree and six (6) years of professional	MBA, California State University, Northridge and 12 years of professional experience in Manufacturing Technology.

		experience directly related to the faculty member's teaching assignment or the equivalent.	
Cornell, Annette	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. <b>AND A valid, active California RN license</b>	BS in Nursing, Grand Canyon University and 35 years of experience in the discipline with at least one year of full-time experience in direct patient care practice within the last 5 years. <b>California RN License.</b>
Escobar, Caroline	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last 5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	BS in Nursing, California State University, Dominguez Hills and 12 years of professional experience in Nursing and one year of experience in direct patient care. <b>California RN License.</b>
Torres, Alexis	Adjunct – Nursing	Bachelor's degree in Nursing or better AND two (2) years of experience in the discipline (At least one year's experience must be continuous, full-time experience in direct patient care practice as a registered nurse within the last	BS in Nursing, West Coast University – Los Angeles and 3.5 years of experience in the discipline with at least one year of full-time experience in direct patient care practice within the last 5 years. <b>California RN License.</b>

		5 years). The BRN defines direct patient care as in a hospital setting. AND A valid, active California RN license	
Lam, Gina	Adjunct – Sociology	Master's in Sociology OR – Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR- Equivalency: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	MA in Sociology from Columbia University in NY City
Altes, Tiffni	Adjunct – Theatre Arts	Master's degree or Master of Fine Arts in drama/theatre arts/performance or Bachelor's degree or Bachelors of Fine Arts in drama/theater arts/performance AND Master's degree in comparative literature, English, communication studies, speech, literature, or humanities or Equivalency: An official transcript	MFA in Theater Arts from Rutgers, The State University of New Jersey

		documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.	
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**Option 1:** Senate retreat scheduled during FLEX week. Adding August meetings for both Curriculum and Senate so that there is no Senate meeting during fall finals week. This proposes adding one additional meeting for both Curriculum and Senate during the spring semester.

<b>Curriculum and Senate Meetings 2019/2020</b>		
<b>Fall 2019</b>		
<i>Meeting occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)</i>		
<b>Month</b>	<b>Meeting</b>	<b>Date</b>
<i>FLEX week</i>	<i>Senate Retreat</i>	<i>Aug 15</i>
August	Curriculum 1	Aug 22
	Senate 1	Aug 29
September	Curriculum 2	Sep 05
	Senate 2	Sep 12
	Curriculum 3	Sep 19
	Senate 3	Sep 26
	Curriculum 4	Oct 03
October	Senate 4	Oct 10
	Curriculum 5	Oct 17
	Senate 5	Oct 24
	Curriculum 6	Oct 31
	Senate 6	Nov 07
November	Curriculum 7	Nov 14
	Senate 7	Nov 21
	<i>Thanksgiving-NO Meeting</i>	
		Nov 28

*Note: no meetings during finals week*

<b>Spring 2020</b>		
<b>Month</b>	<b>Meeting</b>	<b>Date</b>
February	Curriculum 8	Feb 13
	Senate 8	Feb 20
	Curriculum 9	Feb 27
March	Senate 9	Mar 05
	Curriculum 10	Mar 12
	Senate 10	Mar 19
	Curriculum 11	Mar 26
April	Senate 11	Apr 02
	<i>Spring Break-NO Meeting</i>	Apr 09
	Curriculum 12	Apr 16
	Senate 12	Apr 23
	Curriculum 13	Apr 30
May	Senate 13	May 07
	Curriculum 14	May 14
	Senate 14	May 21
	NO Meeting	May 28

*Note: no meetings during finals week*

Note: Typically there are 14 meetings for both Curriculum and Senate.

**Option 2:** The senate retreat happens the first week of the fall semester. Senate meets during finals week of the falls semester.

Curriculum and Senate Meetings 2019/2020		
Fall 2019		
<i>Meeting occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)</i>		
Month	Meeting	Date
August (1st week Fall semester)	<i>Senate Retreat</i>	<i>Aug 22</i>
September	Curriculum 1	Sep 05
	Senate 1	Sep 12
	Curriculum 2	Sep 19
	Senate 2	Sep 26
October	Curriculum 3	Oct 03
	Senate 3	Oct 10
	Curriculum 4	Oct 17
	Senate 4	Oct 24
	NO MEETING	Oct 31
November	Curriculum 5	Nov 07
	Senate 5	Nov 14
	Curriculum 6	Nov 21
	<i>Thanksgiving-NO Meeting</i>	Nov 28
December (Finals Week)	Senate 6	Dec. 5

Spring 2020		
Month	Meeting	Date
February	Curriculum 7	Feb 13
	Senate 7	Feb 20
	Curriculum 8	Feb 27
March	Senate 8	Mar 05
	Curriculum 9	Mar 12
	Senate 9	Mar 19
	Curriculum 10	Mar 26
April	Senate 10	Apr 02
	<i>Spring Break-NO Meeting</i>	Apr 09
	Curriculum 11	Apr 16
	Senate 11	Apr 23
	Curriculum 12	Apr 30
May Finals Week	Senate 12	May 07
	Curriculum 13	May 14
	Senate 13	May 21
	Curriculum 14	May 28
	Senate 14	Jun 03

**Option 3:** This is blend of options 1 and option 2.

<b>Curriculum and Senate Meetings 2019/2020</b>		
<b>Fall 2019</b>		
<i>Meeting occur on Thursdays in BONH 330 (3:00 pm to 5:00 pm)</i>		
<b>Month</b>	<b>Meeting</b>	<b>Date</b>
<i>FLEX week</i>	<i>Senate Retreat</i>	<i>Aug 15</i>
August	Curriculum 1	Aug 22
	Senate 1	Aug 29
September	Curriculum 2	Sep 05
	Senate 2	Sep 12
	Curriculum 3	Sep 19
	Senate 3	Sep 26
October	Curriculum 4	Oct 03
	Senate 4	Oct 10
	Curriculum 5	Oct 17
	Senate 5	Oct 24
	NO MEETING	Oct 31
November	Curriculum 6	Nov 07
	Senate 6	Nov 14
	Curriculum 7	Nov 21
	<i>Thanksgiving-NO Meeting</i>	<i>Nov 28</i>
December (Finals Week)	Senate 7	Dec 05

<b>Spring 2020</b>		
<b>Month</b>	<b>Meeting</b>	<b>Date</b>
February	Curriculum 8	Feb 13
	Senate 8	Feb 20
	Curriculum 9	Feb 27
March	Senate 9	Mar 05
	Curriculum 10	Mar 12
	Senate 10	Mar 19
	Curriculum 11	Mar 26
April	Senate 11	Apr 02
	<i>Spring Break-NO Meeting</i>	<i>Apr 09</i>
	Curriculum 12	Apr 16
	Senate 12	Apr 23
	Curriculum 13	Apr 30
May	Senate 13	May 07
	Curriculum 14	May 14
	Senate 14	May 21
	<i>NO Meeting</i>	<i>May 28</i>

*Note: no meetings during finals week*

**College of the Canyons**  
**Academic Calendar – 2019/20**

**Fall 2019**

Month	Event	Date
<b>August</b>	Professional Development Week (FLEX, Employees Only)	August 9-15 (Friday – Thursday)
	Mandatory Opening Day (Employees Only)	August 16 (Friday)
	First Day of Fall 2019	August 19 (Monday)
<b>September</b>	Labor Day Holiday	September 2 (Monday)
<b>November</b>	Veterans Day Holiday	November 11 (Monday)
	Thanksgiving Day Holidays	November 28 – December 1 (Thurs. – Sun.)
<b>December</b>	Last Day of Fall Semester	December 7 (Saturday)
	Campus Closed	TBD

**Winter Intersession 2020**

Month	Event	Date
<b>January</b>	New Year's Holiday	January 1, 2020 (Wednesday)
	First Day of Winter Term	January 6, 2020 (Monday)
	Martin Luther King Holiday	January 20 (Monday)
<b>February</b>	Professional Development Week (FLEX, Employees Only)	February 3-7 (Monday to Friday)
	Last Day of Winter Term	February 8 (Saturday - 5 weeks)

**Spring 2020**

Month	Event	Date
<b>February</b>	First Day of Spring Semester	February 10 (Monday)
	Lincoln/Washington Holidays	February 14-17 (Friday to Monday)
<b>April</b>	Spring Break	April 6-12 (Monday – Sunday)
<b>May</b>	Memorial Day	May 25 (Monday)
<b>June</b>	Last Day of Spring Semester	June 4 (Thursday)
	Graduation	June 5 (Friday)

**Summer 2020**

Month	Event	Date
<b>June</b>	Start of Summer session	June 8 (Monday)
<b>July</b>	Independence Day	July 3 - 4 (Friday-Saturday)
<b>August</b>	Last possible day of Summer Session	August 22

JR 03/19/2018

March 7, 2019

TO: Academic Senate & College of the Canyons Faculty Association

FROM: Curriculum Committee

SUBJ: English 101 – English Composition – Class Size

While the Curriculum Committee agrees that a class size of 25 to 30 students per section is appropriate for English Composition courses based on the pedagogical demands associated with proofreading, annotating, and grading of essays totaling the required 6000-8000 words, the Committee is not authorized to make this change under the current collective bargaining agreement. Therefore, we recommend that the English Department work with the College of the Canyons Faculty Association (COCFA), the American Federation of Teachers (AFT) and the District to negotiate class size for English 101. We also strongly recommend that the teaching units should be consistent regardless of whether the assigned instructor is full-time or part-time.

# memo

To: Rebecca Eikey  
From: Gary Collis  
Date: February 22, 2019  
Re: Amanda Zunner-Keating

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I'm drafting this memo in my dual role as Chair of the Ad Hoc Committee on Academic Freedom and as a member of the Policy Review Committee. I've written separately from the Ad Hoc Committee's Memo re the Amanda Zunner-Keating matter to express my thoughts about the Policy Review Committee's proposed revisions to BP and AP 4030 in light of what I learned as chair of the Ad Hoc Committee.

It is clear to me that the revisions to BP and AP 4030 are much needed and desirable. A standing committee on faculty academic freedom will provide a far faster and more effective avenue for the Senate to address academic freedom issues as they arise on COC's campus. As you know, it took many months to create the ad hoc committee that addressed the Amanda Zunner-Keating matter and many more months for the committee to organize, consider the issues, and craft a report. A standing committee would not only be able to act more quickly and effectively but, perhaps more importantly, it would establish a framework for COC faculty to develop much needed expertise on academic freedom generally. I've learned that fully understanding the scope and contours of academic freedom takes time and training. Members of ad hoc committees formed for specific purposes would be repeatedly required to educate themselves on the legal and professional elements of academic freedom. Those elements are often rather complex and not particularly intuitive. It seems that the Senate would benefit from having "experts," for lack of a better term, to provide reliable clarity and guidance on the topic.

It is, of course, difficult to predict precisely how much time a standing committee on academic freedom might be required to devote to addressing specific allegations of academic freedom interference on COC's campus. I suspect that COC's faculty is presently largely unfamiliar with the Senate President's ability to convene an ad hoc committee and, even if some are aware, they may be reluctant to trigger a cumbersome process except in truly serious situations. In other words, it's at least possible that COC's faculty may have more questions and concerns about academic freedom than we realize. Or, of course, maybe not.

Nevertheless, aside from remaining abreast of developments and trends regarding academic freedom and considering alleged academic freedom infringement, the proposed revised policy and procedure on academic freedom would task the standing committee with educating the campus community about the committee's very existence and academic freedom issues generally. I see this as equally as important as anything else a future committee may do. As you know, interest in academic freedom amongst academics is growing nationwide as changing technology presents new challenges with regard to recordings, "watch lists," online trolling, and whatnot. My impression, however, is that most faculty have a somewhat limited understanding of the meaning of "academic freedom" and how it impacts their teaching. Until I started reading about it, my own understanding was very limited indeed.

Finally, whether COC adopts the proposed revisions to BP and AP 4030 and creates a standing committee, I believe that the Senate should encourage the Professional Development committee to consider ways to promote greater understanding of academic freedom. I'd certainly be willing to help in that process as well.

Thanks for appointing me to chair the Ad Hoc Committee on Academic Freedom. It was a challenging and interesting experience.

# memo

To: Rebecca Eikey  
From: Ad Hoc Committee on Academic Freedom  
Date: February 22, 2019  
Re: Amanda Zunner-Keating

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## **INTRODUCTION**

Pursuant to College of the Canyons Administrative Procedure 4030, the President of COC's Academic Senate, Rebecca Eikey, convened an Ad Hoc Committee on Academic Freedom to reach findings and make recommendations to the Senate with respect to the academic freedom rights of Professor Amanda Zunner-Keating ("the Matter"), an adjunct faculty member at COC. President Eikey appointed the following to serve on the committee: Gary Collis (chairperson), Paul Wickline, Wendy Brill-Wynkoop, and David Andrus. This memorandum constitutes the committee's report, as required by AP 4030, subd. (D)(1).

On October 8, 2018, the Ad Hoc Committee convened to discuss its mission, its procedures, and to review various documents relevant to the Matter including, *inter alia*, COC policies and procedures regarding academic freedom, student conduct, and harassment, the 1940 Statement of Principles on Academic Freedom and Tenure adopted by the American Association of University Professors ("AAUP") and endorsed by the Academic Senate for California Community Colleges ("ASCCC"), and the ASCCC's paper titled "Academic Freedom and Tenure: A Faculty Perspective," adopted in Spring 1998.

On November 19, 2018, the committee met with Professor Zunner-Keating to discuss the Matter. Professor Zunner-Keating provided the committee with documentary information relevant to the Matter, as more fully discussed below. Professor Lisa Malley, chair of COC's Department of Anthropology, also attended the meeting and provided the committee with insight into the Matter.

## **FACTS**

Professor Zunner-Keating taught a Physical Anthropology Lab (ANTHRO 101L) at COC during the fall semester of 2017. Among the course objectives for ANTHRO 101L, as set forth in the course outline of record ("COR"), is: "Measure, describe and compare skeletal materials or living subjects using metric, non-metric and anthropometric method within modern human variation, including applications in forensic science and the concept of race and ethnicity." The COR's Lab Outline states that students enrolled in the course will "[e]xamine the contemporary constructs and validity of the race concept

in modern humans.”

At the first class meeting, Professor Zunner-Keating distributed a course syllabus. The syllabus described Professor Zunner-Keating’s requirement that students neither demean nor stereotype others based on, among other characteristics, race. Moreover, the syllabus set forth disciplinary ramifications for students who engaged in such conduct including dismissal from class, loss of participation points, and referral to the Dean of Students.<sup>1</sup>

Professor Zunner-Keating also distributed, at the first class meeting, an approximately 300-page package of reading materials to the students. The packet included an 8-page essay titled “White Privilege: Unpacking the Invisible Knapsack” (“McIntosh Essay”) excerpted from a working paper titled “White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies.” The excerpted essay was written by Peggy McIntosh, then Associate Director of Wellesley College Center for Research of Women, in 1989. It was originally published in *Peace and Freedom Magazine*, July/August, 1989, pp. 10-12. McIntosh received a Ph.D. from Harvard University and is a prolific writer and speaker on matters of race and gender. Despite distributing the McIntosh Essay in the packet of reading materials, Professor Zunner-Keating never discussed the essay with the class, on the first day or otherwise.

On September 5, 2017, Lauren Cooley published an “exclusive” story on a website called “Red Alert Politics” titled “Professor: Use of ‘identity-based stereotypes’ will be punished” (the “Article”). Red Alert Politics ([www.redalertpolitics.com](http://www.redalertpolitics.com)) was, at the time, an online publisher of news and opinion with, by its own statements, a politically conservative viewpoint. It focused largely on “campus news” and its view that academics in the United States are excessively liberal in their political views. On November 1, 2017, shortly after it published the Article, Red Alert Politics merged with the Washington Examiner. The merger announcement on the website states: The Washington Examiner is a leading, national conservative publication while Red Alert Politics’ expertise lies in higher education and millennial news. This merger has come about in order to expand Red Alert’s reach and to bring a greater grassroots reporting on campus to the Washington Examiner.”

The Article highlighted (1) the statement in Professor Zunner-Keating’s syllabus that students may lose participation points and be referred to the Dean of Students for demeaning others based on identity-based stereotypes and (2) the distribution of the McIntosh Essay. Ms. Cooley opined that Professor Zunner-Keating “clearly doesn’t see the irony in punishing students who reference stereotypes while simultaneously stereotyping every white individual through the white privilege checklist.” Ms. Cooley’s

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<sup>1</sup> Professor Zunner-Keating believes that the original source of this syllabus language may have been the chairperson of an academic department at Pierce College, an institution at which Professor Zunner-Keating also teaches.

allegation is seemingly derived from her opinion that the McIntosh Essay's discussion of racial privilege "stereotyp[es] every white individual."

Furthermore, the Article purported to quote a student "who wish[ed] to remain anonymous due to fear of retaliation" who accused Professor Zunner-Keating of stating "[o]n the first day of class that race and gender are both social constructs" and that Professor Zunner-Keating made students "repeat the latter back to her multiple times." The unnamed student allegedly said: "I can't help feeling that I'll be punished if I voice my conservative views .... I wouldn't be surprised if she thought all conservatives were racist, sexist, homophobic, bigots. I know my viewpoints aren't welcome here."

The Article was re-distributed, in whole or in part, across the internet on many websites advancing politically conservative viewpoints including The Daily Caller, a widely-read publication which studies suggest is read by millions of people each month. More than a year later, a Google search of Professor Zunner-Keating's name reveals dozens of websites discussing the Article or its content.

In the weeks and months after publication of the Article, Professor Zunner-Keating and her family were targeted online, through social media outlets, by aggressive, rude, vulgar, and sometimes flagrantly sexist commentary from strangers. The committee received and reviewed a sample of the disturbing comments that Professor Zunner-Keating retained. Professor Zunner-Keating explained to the committee that she did not save many additional, similar social media posts. This crude and frightening "trolling" caused Professor Zunner-Keating to delete her social media presence. The hate-filled commentary even appeared on a website that Professor Zunner-Keating established in connection with her recent marriage, causing her to partially disable that website.

After the online harassment began, Professor Zunner-Keating sought COC's guidance with respect to a response or reaction. COC advised Professor Zunner-Keating not to engage with the online trolls, apparently with a desire to avoid inflaming the online commentary.

None of the students enrolled in Professor Zunner-Keating's class complained to her – either privately or during class - about the anti-harassment language in her syllabus, the McIntosh Essay, any alleged suppression of speech, or any other mistreatment. Professor Zunner-Keating does not know the identity of the unnamed student in the Article.

## **DISCUSSION**

### **A. The Committee Has Received No Complaint About Professor Zunner- Keating**

The committee has not received a complaint about Professor Zunner-Keating from anyone whatsoever and is unaware of the identity of anyone having any complaint. Professor Zunner-Keating herself sought the Senate's consideration and assistance which, in turn, prompted President Eikey's formation of the committee. Professor Zunner-Keating told the committee that she hoped to receive a supportive statement from the Senate that she could use to explain the Matter in the future. Professor Zunner-Keating

is concerned about the Matter's impact on her professional career, particularly given her status as an adjunct instructor who regularly seeks teaching assignments at various institutions. The committee appreciates Professor Zunner-Keating's obvious concern that a future employer could view the online commentary about the Matter and, whether proper or legal, allow it to influence their views of her.

### **B. COC Promotes Academic Freedom**

COC Board Policy 4030 is an emphatic declaration of the college's support of the principle of academic freedom. The policy declares that academic freedom, in the context of instruction, "means that faculty members teaching in the District have the prerogative to present and explore all issues relevant to their disciplines which contribute to the education of students regarding the substance of each course's content and the student learning outcomes."<sup>2</sup> The policy further states that "[b]y accepting an academic course of study within the College system, students accept the principle that they will study in an environment that is designed to present the fullest range of academic insight in the subjects they are enrolled in, including contemporary and historical perspectives, and open, thoughtful examination of differing points of view in pursuit of knowledge within general and specific fields of study." While students may "take reasoned exception to the concepts and conclusions presented in any course of study," they are nevertheless "responsible for learning the content of any course in which they are enrolled, and can expect to be tested on their knowledge of such information."

Moreover, the ASCCC has endorsed the AAUP's Statement of Principles on Academic Freedom and Tenure. The Statement of Principles states that "[t]eachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." This limitation, however, should not dissuade faculty from introducing relevant, but controversial, matter. Indeed, "[c]ontroversy is at the heart of the free academic inquiry which" the Statement of Principles defends.

### **C. Professor Zunner-Keating's Academic Freedom Rights Included Distribution of the McIntosh Essay**

The committee finds that Professor Zunner-Keating's academic freedom rights undoubtedly encompass distribution and discussion of the McIntosh Essay in connection with her teaching ANTHRO 101L at COC. The COR's Lab Outline plainly discloses that the course will "[e]xamine the contemporary constructs and validity of the race concept in modern humans." Professor Zunner-Keating explained that the McIntosh Essay does not stereotype racial groups and "has been used for generations as a jumping-off point for students to begin reflecting on the ways that their racial identities have impacted their daily lives." Professor Zunner-Keating believes that the McIntosh Essay is "useful in exploring the diverse lived experiences of different types of people." The McIntosh Essay, while perhaps unappealing to Ms. Cooley and/or the unnamed student

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<sup>2</sup> The committee also notes that, aside from COC's Board Policy 4030, the right to academic freedom at a public institution of higher education is also firmly rooted in First Amendment of the United States Constitution and Supreme Court precedent. See *Demers v. Austin*, 746 F.3d 402 (9<sup>th</sup> Cir. 2014).

quoted in Article, is clearly relevant to the content that COC required Professor Zunner-Keating to cover in the ANTHRO 101L course. That the McIntosh Essay may have been controversial to some in no manner diminishes Professor Zunner-Keating's freedom to use it to address "contemporary constructs and validity of the race concept ...." Indeed, as the AAUP has explained, higher education cannot avoid, and often must embrace, controversial topics and matters about which thinking people may differ.

**D. Professor Zunner-Keating's Syllabus Included the Essence of COC's Anti-Harassment Policy**

With respect to the anti-harassment policy outlined in Professor Zunner-Keating's syllabus, the committee notes that COC Board Policy 3430 prohibits unlawful harassment, including harassment based specifically on nineteen characteristics (age, race, gender, disability, veteran status, gender identity, sexual orientation, et cetera). The associated Administrative Procedure 3430 defines harassment as including "[i]nappropriate or offensive remarks, slurs, jokes or innuendos" based on those characteristics. "Students who violate [BP 4030] and related procedures may be subject to disciplinary measures up to and including expulsion."

While Professor Zunner-Keating's syllabus does not recite BP 3430 and AP 3430 verbatim, the committee finds that the syllabus language prohibiting students from "demean[ing] or stereotyp[ing]" students based on "race, gender, ability, nationality, sexuality, or any other identity" captures the import of COC's anti-harassment policy, i.e., that students who harass others, including based on nineteen protected traits, may be disciplined. Although faculty may not, through their syllabus, implement disciplinary policies that contradict COC's own, the committee finds that Professor Zunner-Keating did not implement such a contradictory policy.

COC's BP 3430 and AP 3430 run six pages long. The committee sympathizes with the challenge of condensing and summarizing such a lengthy and detailed policy and procedure into a handful of sentences appropriate for a classroom syllabus without unintentionally altering the scope and effect of the policy and procedure. Furthermore, the committee also sympathizes with Professor Zunner-Keating's belief that expressly outlining the consequences of engaging in prohibited harassment in her syllabus is particularly important given the sensitive and controversial nature of many topics covered in ANTHRO 101L including, of course, studying "contemporary constructs and validity of the race concept ...." The committee finds that the *possibility* of classroom harassment while studying politically and culturally charged topics such as race and gender, although it did not occur in Professor Zunner-Keating's class in the fall semester of 2017, is obvious. Thus, Professor Zunner-Keating's belief that expressly drawing student's attention to the prohibition on harassment in the class she taught was perfectly reasonable and understandable.

**E. The Article Furthers A Choreographed Political Effort To Chill Faculty Exercise Of Academic Freedom Rights.**

The AAUP has initiated a campaign – One Faculty, One Resistance – to, among other things, organize faculty to combat a rapidly growing problem of orchestrated online campaigns of harassment against faculty. The AAUP has identified this online

harassment, which includes, among other things, trolling professors on social media and placing their names on “watchlists,” as “a significant threat to academic freedom.” The AAUP urges that institutions “condemn the targeted harassment and speak out in defense of the academic freedom of the targeted faculty member.”

The committee finds that Ms. Cooley’s article, which includes several factually inaccurate statements, is purportedly based on an unnamed student’s comments, and which discloses its overtly political narrative, is part of the orchestrated effort to intimidate college and university faculty throughout the United States that the AAUP’s campaign has highlighted. This intimidation effort has, unfortunately, visited COC through the attack on Professor Zunner-Keating. The attack is borne out of a belief that college and university faculty express politically-liberal viewpoints and suppress politically-conservative views. The correctness of that belief is beyond the scope of this committee’s charge. Regardless, Professor Zunner-Keating did not suppress the political viewpoints of her students but, rather, exercised her academic freedom to teach her students about race, which COC’s COR required that she do, by distributing relevant reading material on the topic. She did nothing more. She simultaneously reminded her students, through her syllabus, of COC’s prohibition on harassment on campus. Again, nothing more.

The committee finds that the Article, whether by design or otherwise, triggered a disgusting wave of vulgar, demeaning, and downright frightening commentary directed toward Professor Zunner-Keating and her family with the intent to chill her academic freedom rights and dissuade her from exploring complex and controversial issues concerning race in her classroom.

### **CONCLUSION**

The committee recommends that the Senate adopt a formal statement of support for Professor Zunner-Keating regarding the Matter.



Local Goal Setting Process  
2018-19 [DRAFT]

**Background:**

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) release the ***Vision for Success: Strengthening the California Community Colleges to Meet California's Needs***. Within this document were five student outcome goals focused on helping students complete their goals (degree, certificate, transfer or employment) in an efficient and equitable manner. Prior to the Vision for Success goals, California Community Colleges (CCC's) were required to set goals (SB 852 and SB 860) on student performance and outcomes, accreditation status, fiscal viability and programmatic compliance with state and federal guidelines as part of the Institutional Effectiveness Partnership Initiative (IEPI). In February 2018, the CCCCCO released a memo indicating that the requirement to set goals for the IEPI indicators was suspended because of the transition to the new CCCCCO Vision for Success Goals.

In July 2018, the Governor and the Legislature established a new funding formula for the CCC's (AB 1809, Chapter 33, Statutes of 2018). This new legislation is designed to create a stronger link between financial planning and college's broader educational planning. Among its requirements is that districts must adopt college-level performance goals that are 1) aligned with the system-wide goals for the Vision for Success, measurable numerically and specify the timeline for improvement. In addition, the legislation specifies that **local community college boards of trustees must 1)** adopt the goals at a board meeting, **2)** include in that meeting's agenda an explanation of how the goals are consistent and aligned with the system-wide goals and **3)** provide the written agenda and summary of action to the CCCCCO.

The process and timeline included in the memo sent by the CCCCCO on November 5, 2018 included two deadlines:

1. By December 15, 2018: Colleges must certify to the CCCCCO that the process to set measureable, aligned goals is underway but as of 1/10/19 the mechanism by which this is to be completed has not been communicated to the CCC's.
2. By May 31, 2019: District boards must adopt the goals and submit them to the CCCCCO using an online Local Goals Reporting Form that was to be available by the end of 2018. The Form must be signed by the Board President, Chief Executive Officer, and Academic Senate President.

**Local Process:**

College of the Canyons formed the "Local Goal Setting Process" workgroup in November 2018. The purpose of this workgroup is to draft proposed targets for the College's new Strategic Goals and align the applicable targets with the System Vision Goals. The overarching plan is to provide an update on the workgroup's plan at the Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup> committee on November 13, 2018, present the draft goals at the December 3, 2018 College Planning Team meeting and then take the Local Goals through the governance process in spring 2019. The state's deadline for aligning College of the Canyons' goals with the System Vision Goals and presenting to the Board of Trustees is May 31, 2019.

**Members of the Local Goal Setting Process workgroup:** Barry Gribbons (administrator), Rebecca Eikey (Academic Senate President), Nicole Faudree (faculty and SLO co-coordinator), Garrett Hooper (faculty), Omar Torres (administrator), Jerry Buckley (administrator), Preeta Saxena (classified staff), Vida Manzo (classified staff), Catherine Parker (classified staff), Andrea Varney (classified staff), Wendy Brill (COCFA President), Jasmine Ruys (administrator), Paul Wickline (administrator), Micah Young (administrator), John Makevich (administrator), Harrier Happel (administrator), Ryan Theule (administrator), Erika Torgeson (faculty) and Daylene Meuschke (administrator).

**Accomplishments to Date:**

1. The Local Goal Setting Process workgroup held three meetings in November 2018 (11/7, 11/21 and 11/27) to discuss alignment of the College’s new Strategic Goals (Access, Success and Engagement) with the Vision for Success Goals, review baseline data for the “Success” goals and establish proposed targets.
2. Presented update to the College Planning Team on December 3, 2018.
3. Established tentative goals for the following metrics (metrics denoted by an asterisk reflect a required goal by the CCCC):
  - a. Number of non-Associate Degrees for Transfer awarded\*
  - b. Number of Associate Degrees for Transfer awarded\*
  - c. Number of Certificates (16+ units) awarded\*
  - d. Percentage of exiting Career Technical Education students employed in field of study\*
  - e. Number of students completing nine credit Career Technical Education units\*
  - f. Number of students completing transfer-level math and English in Year 1 (first-time ever in college)
  - g. Student term-to-term persistence (fall to spring) (percentage)
  - h. Average number of units for degree completers
  - i. Median unit completion for first-time college students in Year 1
4. Proposed not establishing targets for the following metrics identified in the first draft of the College’s new Strategic Plan (see table for detailed notes):
  - a. Number of Certificates of Specialization awarded
  - b. Number of Skills Builders by wage gains, measured by median change in earnings
5. Proposed waiting to establish targets for the following metrics until the metric is defined or until more current data are available:
  - a. Number of Students Earning a Living Wage
  - b. Number of Students Earning Industry Relevant Certificates
  - c. Number of Students with a Comprehensive Educational Plan
  - d. Develop “on path” education plans (need metric to track timely progression)
  - e. Number of Students who Transfer to any four-year institution
  - f. Number of Students who Transfer to a University of California or California State University institution
  - g. Number of students who transfer to In-State Private or Out-of-State
  - h. Reduce equity gaps by 40% for disproportionately impacted groups
  - i. Number of student who participate in an internship
  - j. Number of students connected to a success team

### **Next Steps/Timeline:**

- Present revised goals for **reading/review** to the following groups:
  - Institutional Effectiveness and Inclusive Excellence (IE)<sup>2</sup> committee (March 12 and April 9, 2019)
  - Academic Senate: 1<sup>st</sup> Reading (March 14, 2019), 2<sup>nd</sup> Reading (March 28, 2019)
  - College Planning Team: March 18, 2019
  - Associated Student Government: March 20, 2019
- March 15-March 22, 2019: Revise goals based on feedback from constituent groups.
- Convene Local Goal Setting workgroup, if needed before presentation for second reading at Academic Senate.
- April 10, 2019: Present goals to the Board of Trustees

### **Resources:**

1. [California Community Colleges Chancellor's Office Memo from Laura Hope, Executive Vice Chancellor, Educational Services and Support, regarding Local Goal-Setting Guidance dated November 5, 2018](#)
2. [California Community Colleges Chancellor's Office Local Goal Setting FAQs](#)
3. [California Community Colleges Local Goal Setting Infographic](#)
4. [California Community Colleges Local Goal Setting PowerPoint](#)
5. [California Community Colleges Chancellor's Office Memo on Suspending IEPI Goal Setting \(February 2018\)](#)

Local Goal Setting Template – Alignment with Local Strategic Goal for Success (as of 11/28/18)

Indicator	2014/15	2015/16	2016/17	2017/18	Educ Master Plan 18/19 Goal	Proposed 2021/22 Goal	Source	Notes
Number of unduplicated students earning Non-ADT Awards*	1,007	1,025	1,181	1,210	10%	20% increase over 17/18 (goal n=1,452)	DataMart	Need to split out from ADTs in EMP
Number of unduplicated students earning ADTs awarded*	281	481	660	905	10%	20% increase over 17/18 (goal n=1,086)	DataMart	Five more ADTs coming online in next 5 years
Number of unduplicated students earning Certificates (16+ units)*	482	951	1,131	1,187	Chose Not to set	5% increase over 17/18 (goal n=1,246)	DataMart	Maybe our focus needs to be more on industry certificates. Revised based from 16/17 to 17/18 based on new Student Success Metrics data.
Number of unduplicated students earning Noncredit Certificates	0	177	306	266	Chose Not to set	20% increase over 16/17 (goal n=367)	DataMart	Set based on increase in number of noncredit programs started in 18/19
Number of Certificate of Specialization awarded	319	301	284	243	Chose Not to set	Remove from list	Informer Report	Reexamine programs awarding certs of specialization and remove goal from list
Number of Students Earning a Living Wage*	Not avail	Not avail	3,004	Not avail			CCCCO	Only year available from the CCCCCO
Percentage of exiting CTE students employed in field of study*	68.2	69.2	68.6	66.1	Chose Not to set	70%	CTEOS	Students reporting "close" or "very close" on CTEOS.

Indicator	2014/15	2015/16	2016/17	2017/18	Educ Master Plan 18/19 Goal	Proposed 2021/22 Goal	Source	Notes
								Use this one for CCCCCO alignment of the 3 options.
Number of students completing nine credit CTE units*	661	713	755	Not avail	Chose Not to set	15% increase over 16/17 (goal n=868)	Student Success Metrics	All students
Number of skills builders by wage gains, measured by median change in earnings					Chose Not to set	Remove from list		Focus on employment in field of study
Number of students earning industry relevant certificates								Ask James G.G. for trend data (Jeremy Goodman provided a presentation to MAC). Daylene sent email requesting data 11.27.18
Number of digital badges and certificates								Set after 18/19 numbers are available. Data is in Canvas (ask John Makevich). Acclaim company should have data. Daylene sent email to John M. and Wendy B. 11.27.18
Number of students with a comprehensive educational plan	4,693	3,175	5,092	4,873				Need to get trend data from Jasmine. Daylene emailed Jasmine 11.27.18
Develop "on path" education plans (define metric to track timely progression)								Hold until the definition is better defined

Indicator	2014/15	2015/16	2016/17	2017/18	Educ Master Plan 18/19 Goal	Proposed 2021/22 Goal	Source	Notes
Number of students who transfer to UC and CSU	1,310	1,376	1,423	Not avail		Wait until we have more recent data	Student Success Metrics	All students meeting 12 units or more at any CCC (semester colleges)
Number of students who transfer to In-State Private or Out-of-State	1,390	1,174	859	Not avail		Wait until we have more recent data	Student Success Metrics	All students meeting 12 units or more at any CCC (semester colleges)
Percentage of students who participate in student support services at VLC/CCC/OLC								Hold until the definition is better defined
Number of students completing transfer-level math and English in Year 1 (first-time ever in college)	241	274	385	434	Longer term plan would be a better focus	1,050	Student Success Metrics	All students. Set based on AB705 changes.
Student term-to-term persistence (fall to spring) (percentage)	66	66	67	63	Longer term plan would be a better focus	80	Student Success Metrics	All students retained at COC.
Average number of units for degree completers	99	97	95	94		79	Student Success Metrics	All students (n=2,490 in 2017/18)

Indicator	2014/15	2015/16	2016/17	2017/18	Educ Master Plan 18/19 Goal	Proposed 2021/22 Goal	Source	Notes
Median unit completion for first-time college students in Year 1 (increase by 12% by 2023)	21	21	Not avail	Not avail		24	Student Success Metrics	
Reduce equity gaps by 40% for disproportionately impacted groups								
								IRPIE to approximate Student Success Metric data by 2/22/19. Student Success Metric portal expected to release cohort disaggregation by May 2019.
Number of students who participate in an internship								
Number of students connected to a success team								

\*Required CCCC System Vision Goal

Last updated 2/5/19 by Daylene Meuschke



## Chancellor's Office

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Dr. Dianne G. Van Hook

February 14, 2019

**TO:** Ms. Nicole Faudree, Chair, Sabbatical Committee  
Committee Members:  
Dr. Jerry Buckley, Assistant Superintendent/Vice President of Instruction  
Dr. Chris Blakey, Chair, Philosophy Department  
Ms. Cindy Stephens, Chair, Early Childhood Education Department

**CC:** Dr. Rebecca Eikey, Academic Senate President

**FROM:** Dr. Dianne Van Hook, Chancellor

**SUBJECT: Additional Feedback on Your Recommendations**

### Overview

As previously indicated in my memo to you regarding sabbatical proposals which were included on the February 13<sup>th</sup> Board Agenda, herein is additional feedback for the committee.

### Additional Proposals Under Consideration

The proposal submitted by Pamela Williams-Paez, *Culturally Relevant Pedagogy Handbook*, directly relates to the **Pathways Initiative** and its foundation, EQUITY. After confirming that there will not be any 2019-20 Pathways funding to support any sabbatical proposals, I did speak with Dr. Ryan Theule and Dr. Diane Fiero to explore funding possibilities. As the proposal submitted by Dr. Williams-Paez relates to both the goals of IE2 and SEA, as well as our cultural diversity and equity areas of focus, I wanted the committee to know that we have identified funding from the two sources referenced above to support this sabbatical proposal in the 2019-20 academic year.

Secondly, the proposal submitted by Tracy Sherard, *Best Practices for Teaching and Learning with Millennials* proposes to conduct research related to the goals of the **Pathways Initiative**. Since funding is not available from the 2019-2020 **Pathways Initiative** budget, I am working with Dr. Buckley in an effort to identify funds to support this proposal as well.

My goal is to include one or both of these on the March 13<sup>th</sup> Board of Trustees meeting agenda. I will personally be communicating with both of these individuals by next week to discuss my intent with them.

## **Moving Forward**

As was briefly discussed in an unrelated meeting, at some time, I would appreciate an opportunity to meet with the Sabbatical Committee to discuss the important work that this committee does and how we can collaborate to better support this important professional development opportunity in our district.

I am grateful for all of your hard work, and I thank you for encouraging and supporting our faculty to the benefit of access, success, and engagement of our students. And, I do agree with you - supporting sabbaticals is something that COCFA and I share in common.

I look forward to working with you as we move forward.

Thank you.