



Faculty Chairs
 August 15, 2017
 EW 207/ KRV 5/ Mammoth 228/ Bishop 197
 9:00 a.m – 12:41 p.m.

Present: Corey Marvin, Stephanie Brantley, Jarrod Bowen, Steve Rogers, Sarah King, Lisa Fuller, David Villicana, Karen O’Connor, Matthew Wanta, Blaine Simmons, Karee Hamilton, Jan Moline, Matt Crow, Tyson Huffman, Pam Campbell, Kim Kelly, Chad Houck, Deanna Campbell, Matt Jones, Julie Cornett, Lisa Stephens, Michael Kane, Rebecca Pang

Absent: Jill Board, Heather Ostash

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	9:04 a.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: May 8, 2017 Action items: No Action Items Approval – “Approved As-is”		X
3. Approval of Agenda	Corey Marvin	Approved		X
4. Pop Quiz: What happens when a faculty member tells you they exercised their right to remove a student from class?	Corey Marvin	Per Board Policy 4F8E: TEMPORARY REMOVAL: A faculty member may remove a student from his or her class for the day of the removal and the next class meeting. The faculty member shall immediately report the removal to the College President or designee for appropriate action. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the faculty member of the class. Whenever a minor is removed from a class, the parent or guardian shall be notified in writing by the College President or designee. If the student removed from class by a faculty member is a minor, the College President or designee shall ask the parent or guardian of the student to attend a parent conference		X

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		<p>regarding the removal as soon as possible. If the faculty member or the parent or guardian so requests, a College administrator shall attend the conference. During the period of removal, a student shall not be returned to the class from which he/she was removed without the concurrence of the faculty member of the class.</p>					
5. Annual Unit Plan Training	Corey Marvin	<p>Changes to the AUP can be found below. The hope is that no changes will be necessary and we can revisit the AUP template again in 3 years.</p> <p>Step 2- REPORTS ON IMPROVEMENT MADE AND GAPS IDENTIFIED IN PRIOR YEAR</p> <p>a. Student Equity. Identify two or three of your department's most underperforming populations, list equity gaps and then describe plans for improvement. For instructional units, equity data can be found at the KCCD Institutional Research site under "Program Review Data" (yes, it is the Annual Unit Plan data: different terminology used across the district). Choose Cerro Coso Community College and search by subject. For non-instructional units, work with your administrators to determine to what extent and how you are gathering equity information.</p> <ol style="list-style-type: none"> 1. Describe actions taken in the prior year to close gaps in equity 2. List equity gaps still to be addressed <table border="1" data-bbox="989 927 1717 971" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Population</td> <td style="text-align: center;">Gap Identified</td> <td style="text-align: center;">REMOVE</td> </tr> </table> <p>b. Outcomes Assessment. Overall Report. Describe any improvements your department made in the immediately preceding academic year because of outcomes assessment. For instructional units, these might be improvements in course content, in pedagogy, in assessment, or any other improvement implemented as a result of an outcome gap. For non-instructional units, it might be an improvement in operations, work flow, expansion, etc. Note that your improvements may have been the result of an assessment completed at any previous time. Whenever you discovered the gap, if you made improvements last year, describe them here ... even if your department has not had the chance to reassess them yet. In previous planning cycles, we had asked only what outcome changes were planned by the department, not what was actually implemented. Help the SLO committee track and report out on</p>	Population	Gap Identified	REMOVE		X
Population	Gap Identified	REMOVE					

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		<p>what implementations actually went forward, even if not reassessed yet.</p> <p>1. Describe actions taken in the prior year to close gaps in outcomes</p> <div data-bbox="1081 280 1625 334" style="border: 1px solid black; height: 33px; width: 259px; margin: 5px 0;"></div> <p>c. Program Review. Referencing your last program review, describe what progress has been made in the immediately prior academic year on the two-year or five-year strategies (older program reviews have three- and six-year strategies.) Note: this page allows for multiple entries. If your department has multiple program reviews, enter the information for one program, click the blue button, and then enter the information for the next.</p> <p>1. Describe actions taken in the prior year to address strategies from the department's last program review(s)</p> <div data-bbox="1081 735 1625 789" style="border: 1px solid black; height: 33px; width: 259px; margin: 5px 0;"></div> <p>2. List 2 and 5 year strategies still to be addressed</p> <div data-bbox="1081 870 1625 1044" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Program:</p> <p>Year of Last Program Review:</p> <p>Strategies Still to be Addressed:</p> </div> <p>d. Department/Unit Initiatives to have been Addressed in the Prior Year. Enter concluding reports on the success of unit initiatives that were completed in the immediately prior academic year. Reference measure of success. Note that the strategies are already filled in for you and they are drawn from the plan written TWO years ago. Do not think there is an error here. Two years ago your department wrote initiatives to be undertaken in the immediately preceding year; now that that year has fully come to an end, you are in a position to report out on the success of those initiatives. The initiatives you wrote LAST YEAR are the ones you are currently working on THIS YEAR and which you will report out on next time. That is why the strategies are already filled in from the</p>		

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		<p>report two years ago. In completing the page, check the status of the initiative and then describe the progress made. As a help, you might draw from the mid-year progress report that you submitted during the immediately preceding academic year. That can be found at planning.cerrocoso.edu click on the down-arrow next to "By Planning Unit" at the top of the page, and then search for your department or unit.</p> <p>STEP 3: PLAN INITIATIVES FOR NEXT YEAR <i>Initiative 1: [State Initiative Here]</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>1. Specific action steps to be taken:</p> <p>2. Lead measure(s) of success, as appropriate:</p> <p>3. Lag measure(s) of success:</p> <p>4. Person Responsible:</p> <p>5. Which gaps does this initiative address based on the gap analysis in Step 2? Select all that apply.</p> <p><input type="checkbox"/> Student equity</p> <p><input type="checkbox"/> Outcomes assessment</p> <p><input type="checkbox"/> Program review strategy</p> <p><input type="checkbox"/> Other. Explain:</p> <p>6. Is this part of a multi-year initiative? Y/N</p> </div> <p><i>Initiative 2: [State Initiative Here]</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>1. Specific action steps to be taken:</p> <p>2. Lead measure(s) of success, as appropriate:</p> </div>		

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		<p>3. Lag measure(s) of success:</p> <p>4. Person Responsible:</p> <p>5. Which gaps does this initiative address based on the gap analysis in Step 2? Select all that apply.</p> <p><input type="checkbox"/> Student equity</p> <p><input type="checkbox"/> Outcomes assessment</p> <p><input type="checkbox"/> Program review strategy</p> <p><input type="checkbox"/> Other. Explain:</p> <p>6. Is this part of a multi-year initiative? Y/N</p> <p><i>Initiative 3: [State Initiative Here]</i></p> <p>1. Specific action steps to be taken:</p> <p>2. Lead measure(s) of success, as appropriate:</p> <p>3. Lag measure(s) of success:</p> <p>4. Person Responsible:</p> <p>5. Which gaps does this initiative address based on the gap analysis in Step 2? Select all that apply.</p> <p><input type="checkbox"/> Student equity</p> <p><input type="checkbox"/> Outcomes assessment</p> <p><input type="checkbox"/> Program review strategy</p> <p><input type="checkbox"/> Other. Explain:</p> <p>6. Is this part of a multi-year initiative? Y/N</p>		

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6. Updates & Reminders	Corey Marvin	<ul style="list-style-type: none"> • College Performance Measures: FTES, Success Rates, Award Numbers, Equity Trends, SLO's, Program Reviews, Academic Affair Goals 2017-2018 • College Topics: <ul style="list-style-type: none"> ○ eLumen status: behind schedule. eLumen on campus to demo progress so far, chairs will be invited. ○ Cerro Coso Promise: additional information coming. Position (COF) is in the process of being clearly defined and ○ Student Success Factor Initiatives: Quick Guide <p>Students are more likely to persist and accomplish their goals when they feel connected to the college. Creating connections between students and the institution and cultivating relationships that underscore students' involvement with the college community can contribute to their academic and personal success. This initiative is about faculty learning about the resources and supports available at the college, whether online or onsite, and purposefully connecting students to campus supports so they can raise student awareness and help develop a sense of belongingness and affiliation.</p> <p>It helps students navigate their way through the different offices, programs, and services at the college. Colleges are complex organizations with many different policies, practices, and people that can overwhelm students. Faculty who know the college from the student perspective are in a position to guide them toward different offices, individuals, and activities on campus that can help them.</p> <p>It helps students build peer support networks. Students are a critical and untapped resource of support for one another, and participants in this research cited many ways they help their peers reach their goals. Faculty are in a unique position to facilitate students forming study groups outside of class or engaging in peer mentoring.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Provide a Resource Guide to students on the first day of class (or in the introduction of an online class) that introduces students to the 		X

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		<p>variety of college learning support services.</p> <p>2. Make mandatory one of the following activities/assignments that requires students to connect with a campus learning support service:</p> <ul style="list-style-type: none"> a. Long-term education plan. Counselors are available to visit onsite and online classes to walk students through this activity. This activity is especially suitable for basic skills and introductory survey courses. b. Embedded library support. Librarians are available to provide online and onsite students with targeted instruction in research skills. This is especially suitable for writing-intensive courses with research projects and papers. c. Math and writing labs. One-on-one faculty assistance is available at the Math and Writing labs, which are available at all campus locations including online. This is especially suitable for 100-level courses without prerequisites. d. Faculty-formed peer study groups. In this activity, faculty find a way to make it mandatory for students to meet regularly in peer study groups. This activity is suitable for all courses. e. Career Center. In this activity, faculty not only sign their classes up to be involved but actively encourage career exploration, such as invite guest speakers, share their own experiences, create field trip opportunities, facilitate internships, etc. <p>Metrics</p> <p>Informally, faculty members should discover they are referring more students to campus support areas and should experience better engagement during the semester. Quantitatively, the Counseling and LRC departments should see an increase in student usage and faculty collaborations. The college should see improved rates in completion of educational plans, attrition, retention, success, persistence, degree/certificate/transfer completion, and equity gaps.</p> <ul style="list-style-type: none"> ○ OER Grant, IEPI ● District Topics: ● State-wide Topics: Guided Pathways, CCCCCO Vision, Strong Workforce, 		

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		<p>Streamlined Curriculum:</p> <hr style="border: 2px solid #00AEEF; margin: 10px 0;"/> <h2 style="color: #00AEEF; text-align: center;">First Actions: Credit Course Certification</h2> <ul style="list-style-type: none"> • Annual Credit Courses Certification <ul style="list-style-type: none"> • Initial document was due December 16, 2016 <ul style="list-style-type: none"> • 112 of 113 colleges have now signed the certification • CIO and Curriculum Chair signature • Will be due annually on 1 October beginning in 2017 <ul style="list-style-type: none"> • Adding CEO and Senate President signature • New courses to new programs • This certification applies to the following: <ul style="list-style-type: none"> • 1. New course proposals to existing approved credit programs • 2. Substantial change proposals for credit courses • 3. Stand-alone proposals • 4. Nonsubstantial change proposals for credit courses <hr style="border: 2px solid #00AEEF; margin: 10px 0;"/> <h2 style="color: #00AEEF; text-align: center;">Certification Timeline</h2> <ul style="list-style-type: none"> • Credit Course Certification <ul style="list-style-type: none"> • New proposals to new programs • New proposals to existing approved credit programs • Substantial change proposals • Stand-alone proposals • Nonsubstantial change proposals • Credit Program Certification <ul style="list-style-type: none"> • Timeline? • Nonsubstantial change proposals • Non Credit Courses and Programs <ul style="list-style-type: none"> • Timeline? 		

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		<div data-bbox="890 180 1814 220" style="background-color: #0070C0; height: 25px; margin-bottom: 10px;"></div> <h2 data-bbox="940 261 1591 315" style="color: #0070C0; text-align: center;">Certification Training Template</h2> <ul data-bbox="940 380 1747 651" style="list-style-type: none"> • Macro Level: Compliance Certification Signatories <ul style="list-style-type: none"> • Academic Senate President, Curriculum Chair, Chief Executive Officer, Chief Instructional Officer <ul style="list-style-type: none"> • Review of four areas of credit course certification • Review of local policy to ensure that it contains local specification of the accepted relationship between contact hours, outside-of-class hours and credit for calculating credit hours • Discussion of when / how Governing Board approval of curriculum occurs <div data-bbox="890 691 1814 732" style="background-color: #0070C0; height: 25px; margin-top: 10px;"></div> <h2 data-bbox="940 748 1528 802" style="color: #0070C0; text-align: center;">Certification Training Template</h2> <ul data-bbox="940 862 1545 1166" style="list-style-type: none"> • Meso level: Curriculum Committee <ul style="list-style-type: none"> • Review of the following as early on as possible: <ul style="list-style-type: none"> • Five areas of credit course certification • PCAH, 6th Edition • CCCO Course Calculation paper – 2015 <ul style="list-style-type: none"> • Curriculum Institute PPTs <ul style="list-style-type: none"> • Credit Hour Calculations • Training the Curriculum Committee • Changes to title 5 and implications for local policies • Local Curriculum Handbook 		

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		<div style="background-color: #00AEEF; height: 20px; margin-bottom: 10px;"></div> <h2 style="text-align: center; color: #005596;">Certification Training Template</h2> <ul style="list-style-type: none"> • Micro level: Tech Review and Curriculum Analyst <ul style="list-style-type: none"> • Review of the following: <ul style="list-style-type: none"> • 6th Edition, PCAH • CCCCCO Course Calculations • Local Policy for awarding credit • CA Ed Code • Title 5 • Guidelines for Repetition and Repeatability • ASCCC papers and reference guides <ul style="list-style-type: none"> ➤ Papers on COR, effective approval processes, etc. See Resource slides • Potential development of Tech Review Checklist <ul style="list-style-type: none"> • Hours and units • Required attachments • Pre-requisites and pro-requisetes • CTE requirements <div style="background-color: #00AEEF; height: 20px; margin-top: 10px;"></div> <h2 style="text-align: center; color: #005596;">A Quick Reminder</h2> <ul style="list-style-type: none"> • All curriculum (courses and programs, credit and non credit, standalone, etc) must still be submitted to the Chancellor’s Office Curriculum Inventory for chaptering!!! • For colleges that have signed the certification, credit courses will receive automated approval; for those colleges that don’t sign, their courses will go into the queue. • All other curriculum pieces (for the moment) will go into the queue for approval by the Chancellor’s Office. 		
7. New Incomplete Process	Corey Marvin	Not discussed at this time		X

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8. Equivalency Training	Corey Marvin	<p>KCCD Board Policy 5G4C</p> <p>5G4C In all cases, job descriptions shall meet the minimum qualifications for teaching at the community college level, as established by the state wide Academic Senate and adopted by the Board of Governors of the California Community Colleges.</p> <p>5G4C1 It shall be the responsibility of the Academic Senate, in consultation with the faculty of the appropriate discipline, to decide how equivalency shall be determined. See Procedure 5G4C1 of this Manual for the list of equivalency criteria.</p> <p>5G4C1A The purpose of equivalency statements shall be to ensure the maintenance of a professional and highly-qualified staff.</p> <p>5G4C1A1 The equivalency process is flexible enough to allow applicants who provide evidence that they have education or experience comparable to that required by the minimum qualifications to be given careful consideration, even if their formal education is not identical to degree requirements or they have acquired their qualifications by a route other than the conventional one.</p> <p>5G4C1B Except in special cases, only formal education shall be considered the equivalent for degree requirements, including general education and the major required for the degree.</p> <p>5G4C1C In special cases, experience, work, independent education, or academic/artistic/vocational products that can be shown to have generated the equivalent knowledge, including general education and the major required for the degree, may be considered the equivalent of the degree.</p> <p>5G4C1D For the equivalent of required experience, alternative ways of achieving mastery of the skills of the vocation and knowledge of the working environment of the vocation may be considered.</p> <p>5G4C1E In no case shall an equivalency be interpreted to mean a waiver of state-mandated minimum qualifications.</p> <p>5G4C2 Requirements for any vacant faculty position may exceed the</p>		X

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		<p>state-mandated minimum qualifications.</p> <p>KCCD Board Procedure 5G4C1 Equivalency Criteria Equivalency criteria for use in determining minimum qualifications follow:</p> <p>(A) Formal education equivalent to the Degree</p> <p>(1) Formal education equivalent to the Master's Degree:</p> <ul style="list-style-type: none"> • A Master's Degree in teaching in the discipline <ul style="list-style-type: none"> • A Master's Degree in Education, with substantial graduate units in the discipline • Bachelor's Degree and a combination of thirty (30) semester graduate units in education and the discipline <p>(2) Formal education equivalent to the Bachelor's Degree:</p> <ul style="list-style-type: none"> • At least one hundred twenty (120) semester units, including general education and forty (40) units in a discipline, at least thirty (30) of which are upper division or graduate <p>(3) Formal education equivalent to the Associate Degree:</p> <ul style="list-style-type: none"> • At least sixty (50) approved units, including general education, as defined in the following guides published by the American Council on Education: The Guide to the Evaluation of Educational Experience in the Armed Services The National Guide to Educational Credit for Training Programs <p>(B) Non-Formal Education Equivalencies to the Degree</p> <p>(1) Substantial work experience equivalent to the degree, e.g., in computers, engineering, or journalism</p> <p>(2) Substantial academic experience and/or accomplishment equivalent to the degree, e.g., teaching at the upper division or graduate level, scholarly publications</p> <p>(3) Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books</p> <p>(C) Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working</p>		

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		environment of the discipline.		
9. Refresh Department Rules... Spring	Corey Marvin	Not discussed at this time		X
10. Adjourn	Corey Marvin	12:41pm		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

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