



Faculty Chairs
 May 8, 2017
 EW 207/ KRV 5/ Mammoth 228
 2:00 – 4:00 p.m.

Present: Corey Marvin, James O'Connor, Karen O'Connor, Scott Cameron, Sarah King, Pamela Campbell, Kim Kelly, Karee Hamilton, Steve Rogers, Rebecca Pang, Matt Crow, Michael Metcalf, Heather Ostash, Julie Cornett, Tyson Huffman, Cliff Davis, Stephanie Brantley, Lisa Stephens, Jarrod Bowen, Jan Moline, Kathryn Coffman, Matt Jones

Absent: Deanna Campbell, Blaine Simmons, Michael Kane and Lisa Fuller

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	2:01 p.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: Action items: No minutes Approval – N/A		X
3. Approval of Agenda	Corey Marvin	Approved		X
4. Annual Unit Plan Template Review	Corey Marvin	Conceptually, the AUP consists of 4 areas <ol style="list-style-type: none"> 1. Student Equity 2. SLO 3. Program Review 4. Last Year's unit goals (previous unit goals) 3 Areas to look at <ol style="list-style-type: none"> 1. What have you done 2. What gaps remain 3. What are you doing 		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>In IEC we talked about removing the going forward pieces from everything, basically last year, where gaps remain, what are your initiatives (what are you planning for next time)</p> <p>Julie Cornett: I like this idea.</p> <p>The other way of organizing this would be to go the opposite: SLO, What did you do, What gaps remain then move to Program review, what did you do, what gaps remain?</p> <p>Either one of these would help clarify.</p> <p>Vivian Baker came up with a good point when it comes to SLO's and maybe this is just a piece only when it comes to the SLO's</p> <ul style="list-style-type: none"> • Sometimes the things that you are going to discuss when it comes to SLO's don't rise to become a department initiative. • You've got SLO #5 in BSOT 121 that came in below the target, and you are going to make this change. It's important for us as an institution to capture those changes that we've assessed and we've identified those areas where there are gaps, we've identified those improvements and are implementing those improvements but that's not going to rise to the level of an initiative. You're 1-2 or you 2-3 big initiatives for your year. • We have a process through the SLO committee where we discuss and analyze where those gaps remain and where we did not meet the target so her recommendation was to keep that section on the SLO/Outcomes assessment because it is based on a single SLO. Obviously if you have a program where a number of your targets have been missed that does become a department initiative but that is an unusual case. <p>Would you be in favor of keeping the outcomes assessment, the particular SLO analysis and plan for improvement at a particular SLO level here in the front, but eliminate it for Student Equity and keep it the rest of them to the Basic, "What have you done" and "What gaps remain?"</p> <p>The other feedback that came out of IEC was to clarify the instructions for the</p>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>outcomes assessments and let you know that you are assessing outcomes, when you implement and improvement in a class to capture that improvement regardless of when you assessed that class.</p> <p>Let's say that you found out in Spring 2017 that you missed your target, but you only run this particular class once every 2 years so capture that you made x. y. z. changes in the spring 2019. Make sense?</p> <p>In the year you make the change, make sure you capture that in the AUP.</p> <p>Corey- Action Item: Ask Sylvia to make web form available to faculty over the summer</p> <p>It is not my expectation that one of your initiatives should be a Student Equity initiative and I will make sure to convey that to the Deans.</p> <p>Letters and Sciences group got together last year and designed the letters and sciences section plan and they agreed to adopt a student success factor initiative this year. Unaware of what is going on the CTE Side but as the college begins to support Student Equity through research, through data, through initiatives that are developed, through a variety of resources that are provided there is a further expectation that departments are doing something about it since the resources, the time and energy have been made available.</p> <p>Karen, Keep the analysis piece in box 3 and dump the plan for improvement because if you are doing a plan for improvement it should be reflected in your initiatives</p>		
5. Student Success Factors Initiatives- Report Out	Corey Marvin	<p>1) Directed and Focused Inquiry Group (Cliff Davis, Missy Gross, Matt Hightower, Gaysha Smith, Mary O'Neil and Laura Vasquez)</p> <p>Ultimate goal of the group was to come up with a series of initiatives that could be offered to department chairs, which they could choose from, like a menu of items that you could work on in your AUP.</p> <p>We set up a variety of focus groups, day students, night students, online students, ranging in ages from 15-65, veterans, non-veterans, troubled in academic success, highly performing students, students from transfer level</p>		X

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>classes, students from basic skills classes</p> <p>We asked the same questions that we did at Flex and we received the same responses over and over again.</p> <p>In-class resources:</p> <ul style="list-style-type: none"> - Clarity and consistency, in regards to due dates and syllabi - Availability and receptiveness (including quick response to emails) - Engagedness with students - Energy and passion in teaching - Individual attention and office hours - Flexibility and compassion - Classroom management <p>Outside resources</p> <ul style="list-style-type: none"> - Counseling and tutoring - ACCESS Programs <p>Mary O’Neil conducted some research and Laura Vasquez went out and talked to other colleges.</p> <p>Here are the series of initiatives that we came up:</p> <ul style="list-style-type: none"> - Course completion awards after a series of discreet classes such as basic skills, or English benchmarks, or 15 years - Timely grading - Early diagnostic assignments and feedback within the first 10 days of a new semester. Early diagnostic should not be based upon a textbook reading, since some students don’t have their text books yet. - Grades for all assignments, including papers should be returned to students with substantial feedback within a week - Students should have easy immediate access to grades at all times throughout the semester, and not limited to Canvas. - Canvas sites for all classes, both online and on ground. - Collaboration with an increase concentration with counseling - Make a long term ED plan a part of a graded assignment within classes 		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<ul style="list-style-type: none"> - Systemize regular check-ins in all classes. - Clarity of expectations of both students and faculty <p>2) Connected Inquiry Group (Tyson Huffman, Matthew Crow, Devin Mosely, Jennifer Flenner and Peter Fulks)</p> <p>Selected Intervention 1: Development of an Online Student Union- “The Coyote Den”</p> <p>Phase 1: Focuses on the introduction to online support services and video conferencing for everyday campus interactions. Phase 1 includes online student contact hours, online counseling, online librarians, tutoring, and student forums. This is the beginning of a connected online/on-ground experience, bringing some support services to the online environment in a more accessible, human form.</p> <p>Phase 2: Generate “Coyote Den” marketing for the physical “student union” spaces at the sites and on the main campus. Develop recognizable similarities between the virtual and physical space. Connect departmental social media feeds to page in The Den and introduce faculty, student, staff, and administration spotlight page.</p> <p>Phase 3: Single location development – Canvas? Relocate services to a single location (see examples). Students can visit the “den” and find what they are looking for or just hangout as they would do in a physical space.</p> <p>Selected Intervention 2: Registration Day Role Play Registration Day Role Play is a simulation experienced by faculty to make them more aware of the departmental processes around campus. This initiative would help faculty to feel more in touch with the processes students endure throughout the semester.</p> <p>Selected Intervention 3: Peer Study Groups Development of faculty supported peer study groups is intended to lead students toward more effective study habits through connection with faculty and their peers.</p> <p>Selected Intervention 4: Welcome Back BBQ The Welcome Back BBQ is an opportunity for every department at every site</p>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>at the college to connect with students. Students enjoy a BBQ with faculty, staff, and administration. Clubs can get involved too. Students can visit club booths and see what other students are doing on campus. This does not have to stop on the campuses. An online equivalent can occur through live video on social media, albeit more difficult to make enjoyable and functional at the same time.</p> <p>3) Directed and Focused Inquiry Group (Lisa Stephens, Heather Bock, Rebecca Pang, Anna Carlson, Ashley Nichols, Christopher Meyers, Terri Hack)</p> <p>A more research oriented approach.</p> <p>Get Directed – Stay Directed: Matriculation Re-Focused. Expected Outcomes:</p> <ul style="list-style-type: none"> • 1st semester students will be more likely to take advantage of student support services • Increase SSSP funding • Improve 1st year student’s persistence, retention and overall graduation rates. <p>Hopes to increase retention, decrease attrition, increase graduation rates, and increase SSSP funding</p> <p>Online Mentor and Guides – Got OMG? (Online Mentoring Guide) Expected Outcomes:</p> <ul style="list-style-type: none"> • Online students to start taking more advantage of student services • Increased online retention and decrease online attrition • Online students will feel a stronger sense of direction from the college community • Improved online student success rates in online courses • Students will feel more focused on completing their class with the support of their online mentor <p>4) Connected (Kathryn Coffman, Blaine Simmons, Christy Chavez, Jessica Kawelmacher, Craig Hernandez, Rebecca Parker, Kelly Potten)</p>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>Selected Intervention: Semester Kick Off Expected Outcomes based on Survey.</p> <ul style="list-style-type: none"> • Students feel more welcome and accepted • Higher percent of students from high schools • Increased community attendance/ public awareness • Lower access gap percentage • Students are more informed about activities • Students have increased level of connection <p>Selected Intervention: Classified Staff Newsletter</p> <ul style="list-style-type: none"> • Students /staff more aware of campus events • More student /staff participation in events • Staff more informed/ • involved in campus activities • Students feel more connected to campus overall 		
6. Updates & Reminders	Corey Marvin	<ol style="list-style-type: none"> 1. Pop Quiz: How soon in advance should you schedule a field trip? Answer: 21-14 day in advance How many forms are there to complete? Answer: 3 Where can you find information about field trips? Answer: Educational Administrator, Pam Campbell or Faculty 411 2. Annual Calendars- Extra Duty days. Please add them to your calendars. For new chairs, I will send some instructions with my request. Please reserve the Tuesday before Fall / Spring Semester and the first Saturday in November. 3. New rules coming down for your (Faculty Chair) contractual obligations (paid driving time to and from Faculty evaluations, new formula for re-assigned time, extra duty days, etc.) 4. Year round registration- starting next round of scheduling as a part of the Promise Grant 5. Adjunct Faculty due to new legislature have certain contractual obligations when it comes to employment and re-employment. 6. New Letters and Sciences Dean to start, Wednesday July 5, 2017 7. Leadership Academy Applications due May 14, 2017 		X

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
7. Action Items	Corey Marvin	No Action Items		X
8. Future Agenda Items	Corey Marvin			X
9. Adjourn	Corey Marvin	3:56pm		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

O Open/**C** Closed



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

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C			
		<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"> <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					

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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>Initiative 3: [State Initiative Here]</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>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
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

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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 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, 		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<p>Streamlined Curriculum:</p> <hr/> <h3>First Actions: Credit Course Certification</h3> <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/> <h3>Certification Timeline</h3> <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? 		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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;">Certification Training Template</h2> <ul data-bbox="940 378 1745 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;">Certification Training Template</h2> <ul data-bbox="940 862 1541 1167" 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 		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<div style="background-color: #00AEEF; height: 20px; margin-bottom: 10px;"></div> <h2 style="color: #0070C0; text-align: center;">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="color: #0070C0; text-align: center;">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

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
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

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		<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>		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		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

O Open/**C** Closed



Faculty Chairs
 August 28, 2017
 EW 207/ KRV 5/ Mammoth 228/ Bishop 197
 2:00 p.m. – 4:00 p.m.

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

Absent: Jarrod Bowen, Tyson Huffman, Michael Kane, Jill Board, Heather Ostash

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order	Corey Marvin	2:00 p.m.		X
2. Approval of Minutes & Action Items From:	Corey Marvin	From: August 15, 2017 Action items: No Action Items Unable to approve.		X
3. Approval of Agenda	Corey Marvin	Approved		X
4. Pop Quiz: One of your instructors tells you he or she wants to bring a guest speaker to campus. What are the steps you advise them to take?	Corey Marvin	Are you paying them: 1. Applying for funding 2. Independent Contractor Agreement w/ Certificate of Insurance w/Endorsement 3. If held anywhere but your classroom, you must submit an event planning form 4. Obtain a parking permit from HR, Crystal, or Office of Instruction If we aren't paying them: 1. Volunteer Form 2. If held anywhere but your classroom, you must submit an event planning form 3. Obtain a parking permit from HR, Crystal, or Office of Instruction		

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
5. New Employee Introduction	Corey Marvin	Welcome Ryan!!		
6. Print Schedules	Corey Marvin	<p>Consensus: needs to be more than mail marketing but not as detailed as the entire schedule.</p> <p>Pros: Still dealing w/ a non-computer friendly population, lack of the access to the internet in rural areas (KRV), Constant reminder to register or seek out more information</p> <p>Cons: Costs. Format? Mailer, Newspaper insert? Unknown needs of prospective students</p> <p>Action Item: <i>Corey to take this to SSSP Committee. Corey to form a group and host print schedule meeting (Kim, Julie, Matt Wanta) invite Natalie and a representative from SSSP to the meeting.</i></p>	X	
7. Canvas Data	Corey Marvin	Canvas Data Handout		X
8. Updates <ul style="list-style-type: none"> • Contract Changes • List of courses by department on website? 	Corey Marvin	<p>Contract Changes: (Insert faculty Contract Link)</p> <ul style="list-style-type: none"> - CCCC- Portal to Portal \$8 (time spent not mileage) We kindly ask that you submit on a monthly basis. Paid through a pay memo- confirm with Resa the FOAPAL. - Reassigned time is no longer a part of your regular load - Adjunct seniority (implemented Spring 2019) - Retirement is final - adjunct load is 0.67 - 2% increase <p>Evaluations:</p> <ul style="list-style-type: none"> - Department choice for Mode A due to Stephanie by Tuesday, September 5, 2017 - Mode A Committee member should be tenured, unless agreed upon the CCA and KCCD - Item #7 is new - Portfolio is now called the Evaluation Packet - No more Mode B Comprehensive, unless you receive a <i>Needs Improvement</i> on a Mode B Brief - We will evaluate courses and instructors in the prison - Adjunct Evaluations 1st semester, then every 3 years thereafter, unless a <i>Needs Improvement</i> is achieved - Observation to an online class must be held at a specific time. 		X

TOPIC	INITIATOR	SUMMARY/ FOLLOW-UP	O	C
		List of Courses by Department: All agree that we'd like to move forward with this initiative.		
9. Reminders <ul style="list-style-type: none"> • Faculty Chair Complaints • Mode A Faculty Evaluations 	Corey Marvin	Faculty Chair Complaints: Which faculty chair is handling complaints about you? Please send those names to your Dean ASAP. Mode A Faculty Evaluations: Discussed in Faculty Contract Changes	X	
10. Adjourn	Corey Marvin	4:04 p.m.		X

Facilitator: Corey Marvin

Recorder: Stephanie Brantley

O Open/**C** Closed