



# Minutes

Committee Name: Student Equity and Achievement Committee

Date: 10/26/2022

Time: 12:38-2:35pm

Location: MB 318 | Zoom

Present: Tanner Barnett, Tyson Huffman, Katie Bachman, Anthony Briseno, Andrew Burch, Christine Small, Jessica Kawelmacher, Melissa Gross, Debilyn Kinzler, Vivian Baker, Kim Blackwell, Dean Bernsten, Rebecca Pang, Jaclyn Kessler, Corey Marvin, Heather Ostash, Julie Cornett

Absent: Franki Gregor, Lisa Stephens

## 1. Call to Order

Time: 12:38 by Tyson Huffman

## 2. Approval of [Agenda](#)

## 3. Approval of [Minutes](#)

- Approved

## 4. Information Items

- **Report out from Strengthening Student Success Conference**
  - Tyson solicited feedback from committee members who attended the conference for takeaways:
    - Rebecca Pang: Movement from CSU/IGETC pattern to a common CalGETC pattern.
      - This spurred conversation regarding the local pattern option, is it being used widely? Counseling representatives say it's relatively few students, but data will be pulled to answer this. **Tanner/Heather to initiate data request with IR.**
    - Tyson Huffman: Better methods of communication or engagement with students.
    - Katie Bachman: Lots of good information pertaining to student basic needs/food pantries. Good to find that CC is where it needs to be regarding our offerings. Also, great information regarding students in participatory governance, providing both pay and mentorship to help students onboard to effectively participate. Heather points out that we are actively working toward using the Student Representation Fee to pay for student participation in committees.
    - Jessica Kawelmacher: Super useful session on Financial Aid and Finish Line Scholars Program. Heather mentions that we are continuing to scale and



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implement the finish line scholars program, students who are at least 50% done with their program and have unmet need qualify.

- Tanner Barnett: Attended session on data analysis and tableau from Rio Hondo College, was super informative of a more comprehensive use of Tableau. Also attended a strong session regarding helping students in distress from College of the Canyons.

- **Equity Plan**

- Heather and Tyson are continuing to work through the process for this and have presented to Academic Senate on 10/20. Tyson has been maintaining the content in the [SEAC Website](#). Yvonne Mills suggested in Senate that this should be explicitly shared to the chairs for English/mathematics for further feedback from those areas. ***Tyson to send email reminder to Faculty about a week before the next Senate meeting.***

- **New Canvas Pop-up Tool**

- Distance Education has been working on revamping the popup tool previously available. The popup tool has been converted into an LTI, allowing course instructors to choose whether to add a popup message to their course. The previous version did not allow the instructor to opt-out of having the popup message appear in their Canvas course(s), which is one of the reasons why faculty were unhappy about the previous version of the popup. Also, the new version resolved the browser issue by moving the front-end code to the server side. The change of codes to server side ensures that students do not see the same messages repeatedly, a faculty concern. Additionally, this new version allows instructors to control which messages they share from the institution in their course. Faculty can schedule their own a popup in this new version. Students can opt out of receiving popup messages for a single semester or contact DE to be added to a list not to receive any more regardless of semester.
  - Heather and Christine would like to align the messages in Canvas with those in Navigate.
  - Vivian Baker asked where students can find the archive of popup messages deployed by their instructor after the popup message has appeared in their course. DE is working on another LTI that will allow students to access a repository of popup messages that their instructor(s) has deployed in their course(s).
  - Corey Marvin stated that it has already gone through a Pedtech review. Rebecca Pang asked if the implementation of the Popup tool requires Senate approval since it is an LTI integrated at the Canvas course level and not at the college-wide level of Canvas. Vivian Bakers suggested bringing it to Senate as a discussion item since popup messages have been a hot topic at Senate. Rebecca will inform Pedtech, who will bring it to the Senate meeting.



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## 5. Discussion Items

- Program Pathway Mock-Ups
  - [Review of document](#) created by Corey showing different potential layouts for pathway information. Tab By Major Classes is similar to the design Kim and Missy had indicated in the last meeting were preferable. Corey added math and English to the core course section in the tab By Degree Requirements. In these designs, the general education courses could be tailored to individual programs based on faculty recommendations.
    - Interest from committee in producing something more dynamic/interactive. Could be possible to build something using elements already available to the webmaster in GitHub. Heather asks if we can link to O\*Net's related careers, could be possible but unsure how labor-intensive it could become to maintain. Could also link to Assist, but generally would be helpful to include which institutions have accepted the transfer degrees.
    - Group reviewed other models shared by Heather in a more printable/single sheet version providing overall list of courses and a suggested course sequence per semester.
  - Committee discussed a checklist of items they would like to see in the program/pathways website:
    - Location of courses
      - Is it worth it to include online in the pathways? Committee consensus is yes as many students take courses both on-ground and online. **Tanner/Heather to initiate data request with IR regarding number of students entirely online.**
    - Nudge points – FAFSA, Graduation Evaluation
    - Link to CVC-OEI
    - Inclusion of math/English in first year, make inescapable

## 6. Review of Action Items

- Tanner/Heather to initiate data request with IR to see which GE patterns students are following
- Tanner/Heather to initiate data request with IR regarding number of students entirely online
- Tyson to send email to faculty regarding the Equity Plan about a week before the next Academic Senate meeting

## 7. Future Agenda Items

- Case Management Workshop

## 8. Future Meeting Dates

- 11/16/22
- 11/30/22



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## 9. Adjournment at 2:35pm.

Meeting Chair: Heather Ostash, Tyson Huffman

Recorder: Tanner Barnett

DRAFT



## Cerro Coso Community College Academic Senate Minutes

**NOTE:** To comply with California Government Code, § 54954.3(a), opportunities for public comment will be allowed during the discussion of each agenda item as it is addressed.

**10 + 1**

**California Code of Regulations,  
Section 53200(c)**

*"Academic and professional matters"  
means the following policy  
development and implementation  
matters:*

*(1) curriculum, including establishing  
prerequisites and placing courses  
within disciplines;*

*(2) degree and certificate  
requirements;*

*(3) grading policies;*

*(4) educational program  
development;*

*(5) standards or policies regarding  
student preparation and success;*

*(6) district and college governance  
structures, as related to faculty roles;*

*(7) faculty roles and involvement in  
accreditation processes, including self-  
study and annual reports;*

*(8) policies for faculty professional  
development activities;*

*(9) processes for program review;*

*(10) processes for institutional  
planning and budget development;  
and*

*(11) other academic and professional  
matters as are mutually agreed upon  
between the governing board and the  
academic senate*

**Thursday, 20 October 2022**

**12:30 pm–2:00 pm**

**ZOOM Video Conference**

**Voting Representatives in Attendance(37 Voting members; Quorum**

**is 19):** Yvonne Mills (President), Timothy Allen, Vivian Baker, Rachel Barksdale, Benjamin Beshwate, Michael Bonner, Jarrod Bowen, Melissa Bowen, Andrew Burch, Deanna Campbell, Scott Cameron, Julie Cornett, Matthew Crow, Lisa Darty, Clifford Davis, Gary Enns, Elisabeth Fuller, Frank Guevara, Lucila Gonzalez-Cirre, Alex Gilewski, Missy Gross, Karee Hamilton, Tyson Huffman, Matthew Jones, Sarah King (1), Debilyn Kinzler, Tanner McGuire, Ana Mora, Rena Mora, Guck Ooi, Sharlene Paxton, Claudia Sellers, Joe Slovacek, Gaysha Smith, Christine Swiridoff, Dawn Ward

**Non-Voting Representatives in Attendance:** Tyrone Ledford, Suzie Ama, Louise Phipps, Michael Metcalf

**Absent:** Valerie Karnes (1)

**Guests:** Fatima Chavez Gomez (SGCC); Jaclyn Kessler, Heather Ostash

<https://zoom.us/j/96452022197?pwd=ZmMrbFNRWGQzeE9oaUJqNkZ5bzFhZz09>

Cerro Coso Academic Senate page: <https://www.cerrocoso.edu/faculty/academic-senate>  
Academic Senate for California Community Colleges: <http://www.asccc.org>



## Cerro Coso Community College Academic Senate Minutes

Meeting ID: 964 5202 2197

Passcode: 234894

1. **Call to Order at 12:31**
2. **Approval of Minutes\***
3. **Open Forum**

Tyson Huffman said the LAC is in great need of tutors from all disciplines.

### 4. **College Council Report**

4.1 Ridgecrest fairgrounds—faculty volunteers wanted at the table weekend of Oct. 21

4.2. Military and Aerospace Workforce Coalition Meeting with China Lake—The coalition met last month with China Lake to continue the discussion from the May 26 meeting regarding the biggest need for employment and training. The discussion of which Bachelorette degree would benefit them the most and it was the consensus of the group to focus on Cyber Security. A meeting has also been scheduled with Edward's Air Force Base on December 8.

4.3. Regional Climate Collaborative—The Regional Climate Collaborative would help develop plans, identify capacity to apply for grants, technical resources, and what are the needs in our area such as energy and microgrids. Cerro Coso will be listed as the coordinating lead with help from a professional expert.

4.4. Eastern Sierra K-16 Collaborative (Columbia College)—Cerro Coso was contacted by the President of Columbia College to participate in an Eastern Sierra K-16 collaborative. We will be mentioned in their plan due to the fact that they will be serving students in Mono and Inyo counties. The boundaries are following the CERF regions so that is why Mono and Inyo counties are included.

4.5. BOT Race for Area 2—Campaigning is underway and Area 2 has two candidates. Jack Connell will not be running this year. The two candidates are Christiana Scrivner from Tehachapi, and Jennifer Slayton who currently resides in Ridgecrest.

4.6. Accreditation report—I will be reaching out to faculty identified by Senate Exec as co-authors for the accreditation report. Our goal is to start forming teams of newer faculty with veteran faculty as appropriate.

### 5. **Discussion Items for Voting**

#### 5.1. SEAC—(Heather Ostash and Tyson H.) 2022-2025 Equity Plan

<https://www.cerrocoso.edu/about/student-equity-and-achievement/equity-plans>

Cerro Coso Academic Senate page: <https://www.cerrocoso.edu/faculty/academic-senate>  
Academic Senate for California Community Colleges: <http://www.asccc.org>



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### a. Supporting documents/Reference Documents:

- FLEX Day presentation of the equity plan
- Successful Enrollment
- Persistence
- Math and English Completion
- Vision for Success
- Transfer
- Discussion on our equity plan is very much geared toward our full time students and may under represent our part time students.

5.2. Proposal to split the Business and Information Technology Department into two departments comprised of IT/DMA and of BSAD/PARA (Susie A.) – approved.

5.3. Class caps Ad Hoc committee charge and composition (Christine S.)\*

Christine provided the following link for background.

<https://www.asccc.org/papers/setting-course-enrollment-maximums-process-roles-and-principles>

ISEP representation was added the committee make-up. Course enrollment maximum was added to the committee charter. Yvonne will send out a call for volunteers. However, the following people volunteered during the meeting.

Christine Swiridoff  
Michael Metcalf  
Lucila Gonzalez-Cirre  
Matt Crow  
Lisa Darty  
Andrew Burch  
Lisa Fuller

The senate approved forming the committee for class caps and course enrollment maximums.

5.4. AS Joint Resolution on budget (Yvonne M.)\* - approved.

5.5. BP/AP 8900 revision (temporary faculty hires) (Yvonne M.)\* - More discussion and voting in November.

## 6. Information Items

### 6.1. Committee Vacancies (ongoing):

- 6.1.1. 50th Anniversary Committee (anyone interested)
- 6.1.2. College Council: ISEP; CTE; Letters and Sciences; Student Services; Member at Large
- 6.1.3. CIC Social Sciences Rep and VPA Rep

Cerro Coso Academic Senate page: <https://www.cerrocoso.edu/faculty/academic-senate>  
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## Cerro Coso Community College Academic Senate Minutes

### MISSION

The mission of Cerro Coso Community College is to improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities.

### VISION

Cerro Coso Community College will be the first choice in higher education and workforce training for the Eastern Sierra region.

### VALUES

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

#### *Educate*

We provide students with clear and defined degree, certificate, and transfer pathways to ensure timely completion of educational goals. Through a student-centered approach to collegiate learning, and integrated and equitable support services, we promote student success and retention. We foster diversity of thought, curiosity, and critical thinking within a rigorous and safe learning environment to empower our college community to shape a more equitable and inclusive society.

#### *Innovate*

We commit to an inclusive, transparent, fluid, and evolving strategic planning process to acknowledge and anticipate the ever-changing workforce and transfer preparation needs of our students. Through implementation of pedagogical and institutional best practices, we facilitate and encourage innovation and success for all students, faculty and staff.

#### *Include*

We commit to equitable access to higher education for all. We value diversity and demand that our campus and classroom atmosphere, curriculum, and programs intentionally foster inclusivity. We recognize that the individual differences of each student, faculty and staff member contribute to the ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

#### *Serve*

We embrace our unique communities and are dedicated to the economic and social development of our service area. Through collaboration with secondary school and workforce partners, we prepare students to give back to their communities through marketable job skills and transfer preparation.

- 6.1.4. District Budget Committee Rep
- 6.1.5. Banner Plan “B” Taskforce/Late Enrollment
- 6.1.6. Calendar Committee
- 6.1.7. Academic Petitions Committee Site Rep
- 6.1.8. PD Committee
- 6.1.9. FLEX Committee
- 6.1.10. Outcomes Assessment Committee: 2 Letters and Sciences reps
- 6.1.11. Senate Exec: Faculty Chairs rep; Program Review Chair
- 6.1.12. PedTech: Chair selection and one rep
- 6.1.13. Program Review: Chair selection and one rep
- 6.1.14. District EEO Advisory Committee: 1 full time rep
- 6.2. Committee reporting and membership (Yvonne M.)

## 7. President’s Report

- 7.1. Update on class caps processes: Procedures for determining the number of students assigned to courses provided through distance education may be reviewed by the Curriculum Committee. (BP4105)
- 7.2. BP 6200/6250 was presented for a first read to the BOT. Despite the senate’s unanimous agreement that the current caps should remain, the BOT spoke out against the senate’s recommendation.
- 7.4. We will no longer be hosting in person Senate meetings, as current regulation allows for remote meetings. Given the technical challenges
- 7.5. ASCCC Plenary—Resolutions feedback. Be on the lookout for the resolutions packet. I am seeking input on resolutions voting for the upcoming Plenary session.

## 8. Committee Reports

- 8.1. We are changing our process of committee reporting. Committee chairs/ reps do not need to be formally on the agenda to report. The AS president will open the floor to any committees who need to report. However, if the committee has a recommendation that requires a formal senate vote, those items will still need to





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be formally put on the agenda and submitted in advance of senate meetings.

### 9. KCCD/Cerro Coso Reports

- a. Consultation Council – (Yvonne M)
  - The chancellor was not in attendance at the last Consultation Council meeting, so the amendments to BP 2600/2650 was presented to the board for a first read despite the Senate presidents arguing that the proposed amendments are still going through the consultation process.
  - District-wide we are doing very well when it comes to the SCFF. Chancellor Christian presented our district's growth regarding enrollment to the Board of Governors on September 27, as a standout district in the state.
  - Chancellor working at district level on ensuring learning in dual enrollment (it's a pillar of Guided Pathways) and may be an accreditation issue as well...bargaining units are being charged with tackling some of these issues
  - Chancellor wants to see how we can have a district-wide approach to Guided Pathways, particularly Pillar 4. She wants to see where we can have more joint approaches or sharing of resources that can help facilitate. Both College Presidents and Senate Presidents stressed the need for local autonomy over GP plans, as things are so different at each college and we are also in such different places with regard to being at scale or not that a single process, focus, or approach doesn't make sense.
  - District moving to a new one-stop shop for filing complaints/grievances that will walk people through the appropriate channels to file the type of grievance or complaint they have.
  - BP/AP Revision Cycle: Be on the lookout for an email from me with the proposed revisions to Ch. 4 (Academic Affairs) and 5 (Student Services). I will be seeking feedback. Revisions will eventually need Senate feedback as many of the BPs are considered "Reply primarily upon issues" for the Academic Senate.
- b. Union – (Joe S.) No Cerro Coso updates. It is a good time to review and go over department policies, as there have been issues at the other colleges.
- c. Classified – (N/A)
- d. Student Government—(Fatima Chavez Gomez) – Student government is purchasing and looking for some games for the student center. Last week they held a club rush.



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### 10. Future Meeting Dates

**2022-2023 Meetings:**

Most meetings will occur on Thursdays during college hour. Deviations to the regular schedule are indicated below.

3 November 2022  
1 December 2022  
26 January 2023  
9 February 2023  
16 March 2023  
20 April 2023  
2 May 2023 (Tuesday)

### 11. Adjournment 1:48pm

Meeting Chair: Yvonne Mills

Recorder: Michael Bonner

\*Documents that can be found on the Academic Senate page of the college website

<https://www.cerrocoso.edu/faculty/academic-senate>

Fall 2022 Faculty Flex Agenda  
Thursday, August 18<sup>th</sup>  
Friday, August 19<sup>th</sup>  
Cerro Coso Community College



## **Thursday, August 18<sup>th</sup> - Day 1 Flex Agenda**

### **9:00am – 9:25am – Session 1 (25-Minute Session)**

<b>Session</b>	<b>Description</b>	<b>Presenter(s)</b>
President Hancock Welcome Address and College Update	In this session, President Hancock will reflect on the previous year's accomplishments and share his vision for the year ahead. President Hancock will discuss the recent Enrollment, Student Success with Equity Targets and Tactics update that outlines various approaches to maximizing enrollment and student success, as well as the impact these have on the Student Centered Funding Formula.  <a href="#">Register in advance for this session using this link</a>	Sean Hancock  President, Cerro Coso Community College

**9:25am - 9:35am: 10-minute Break**



**9:35am – 10:35am – Session 2 (60-Minute Sessions)**

Session	Description	Presenter(s)
<p>Our new Curriculum and Outcomes Management System (CAMS) - Assessing Outcomes</p>	<p>This session will introduce faculty to our new CAMS as it relates to outcomes assessment. The new input form, aspects of reporting, and how the system will work for faculty will be shared. Content may vary depending on how much the system has been completed by Fall Flex. This session is good for all faculty, particularly those who are assessing this semester.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Dawn Ward</p> <p>Professor, Paralegal</p>
<p>Backwards Teaching Design</p>	<p>This session will introduce “Understanding by Design” and the concept of backwards planning for designing curriculum. Participants of this session will learn about the instructional approach of planning with the end goal in mind, and how this instructional approach differs from other types of lesson planning. Participants will see sample lessons and will explore how these lessons become transformed through backwards planning. Participants will be encouraged to consider how their own lessons might be workshopped backwards. This session will be helpful for all faculty, staff, or stakeholders who currently serve in a student-facing role or course/lesson design role.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Taryn Robertson, Ph.D.</p> <p>Jacobs Institute for Innovation in Education</p> <p>University of San Diego</p>

**10:35am – 10:50am: 15-minute break**



### 10:50am – 11:35am – Session 3 (45-Minute Sessions)

Session	Description	Presenter(s)
New Faculty Orientation	<p>New to Cerro Coso as a full-time or part-time instructor? Join us in this session on important policies and practices (and deadlines) you need to know about to guarantee a smooth start to your semester. This orientation will also discuss where to find the services and resources the college has in place to help instructors help students.</p> <p><a href="#">Register in advance for this session using this link</a></p>	<p>Corey Marvin</p> <p>Vice President, Instruction</p>
Developing Emotional Intelligence	<p>Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others. In this Flex session we will review the book <i>Developing Emotional Intelligence</i> by Richard Boone and Donna Crawford. In this book, the authors argue that structures within a school can positively contribute to the emotional literacy of its student population. This presentation examines this concept, and also discusses the need to build a bridge between social and emotional learning, the connection between emotions and athletics participation, conflict resolution, and relationship between self-efficacy and emotional literacy.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Andy Cole</p> <p>Head Women's Volleyball Coach</p>
Grading for Equity	<p>Our district and college have missions focused on equity. Culturally responsive learning is a valuable practice, but how does it translate into assessment? Grading for equity provides a framework for helping students to overcome barriers imposed by traditional grading systems. This presentation will introduce the topic of grading for equity and provide tools for educators to apply within their courses.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Alex Gilewski</p> <p>Professor, Chemistry</p>
Active Assailant Training	<p>This training will cover topics centered on active shooter situations and background in higher education. There will also be a discussion portion of the event.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Kevin King</p> <p>Manager, Safety and Security</p>

11:35am – 12:15pm: 40-minute break for lunch



## 12:15pm – 1:15pm – Session 4 (60-Minute Sessions)

Session	Description	Presenter(s)
Culturally Relevant Pedagogy	<p>This session will introduce faculty to Culturally Relevant Pedagogy (CRP) and Culturally Responsive Teaching (CRT). The session will begin with an overview of CRP/CRT and discuss research related to the impact and importance of CRP/CRT. This session will offer ideas and options for inclusion of these concepts into current courses, and will be helpful for all faculty and staff who currently service in a student-facing role, as well as those who serve in a course/lesson design role.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Taryn Robertson, PhD</p> <p>Jacobs Institute for Innovation in Education</p> <p>University of San Diego</p>
Equity Plan 2022-2025-- Reflection, Data, and Input	<p>Equity Plans have been required of CCCs since 1991. In 2014, legislation tied the plan to funding. In April 2022, the Chancellor's Office rolled out another substantial revision to the plan. With the next plan update due Nov. 30th, this presentation will reflect on the goals, strategies, and outcomes of the previous plan (18-21); review current student equity data; and engage participants in providing input to the development of the 22-25 CC Equity Plan.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Heather Ostash</p> <p>Vice President, Student Services</p> <p>Tyson Huffman</p> <p>Learning Assistance Center Coordinator</p>

1:15pm – 1:30pm: 15-Minute Break



**1:30pm – 2:45pm Session 5 (75-Minute Session)**

Session	Description	Presenter(s)
Faculty Panel - Your Canvas Course Through the Lens of the OEI-CVC Rubric	<p>Discussion panel by faculty that have completed the POOCR and OEI-CVC review of their courses for accessibility and ease of use for students. Panelist will share individual courses to showcase the various ways a course can look and still be approved through the process. This includes a brief discussion on the process for approval. This session is good for all faculty interested in making a student-friendly course. (This is not a "how-to" session; just sharing!)</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Dawn Ward Professor, Paralegal</p> <p>Mark Jacobs Adjunct Faculty, Child Development</p> <p>Suzanne Ama Professor, Digital Media Arts</p> <p>Valerie Karnes Professor, Information Technology / Cyber Security</p>

**2:45pm – 3:00pm: Please spend 15 minutes providing feedback on the Day 1 Flex Sessions (see links in session descriptions, above)**

**End of Day 1 Flex Event**



## August 19<sup>th</sup> - Day 2 Flex Agenda

### 9:00pm – 10:30am – Session 1 – (90-Minute session)

Session	Description	Presenter(s)
California Community Colleges Accessibility Center - Accessibility Basics Training	<p>Designing with accessibility in mind will help all of our students be successful in a course, and employees be successful in their jobs. As an extra benefit, adding usability features gives ALL students the opportunity to learn more effectively, and increases job satisfaction for faculty and staff. Take this training on essential accessibility basic concepts that can be used in other authoring applications such as Canvas, Word, and Adobe Acrobat PDF.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	Daminna Standfield  and  Shawn Jordison  California Community Colleges Accessibility Center

### 10:30am – 10:45am: 15-Minute Break





**10:45am – 11:45am – Session 2 (60-Minute Sessions)**

Session	Description	Presenter(s)
Accessibility Matters	<p>This session will introduce participants to a variety of low-tech and high-tech assistive technologies programs/equipment available in the High Tech Center. This session will also discuss how the High Tech Center helps faculty, staff, and students with disabilities.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	Bella Chavez  Alternative Media Specialist
Accessibility training on UDOIT, Ally, and Popetech	<p>The Distance Education department provides online faculty with three tools to check for accessibility issues: UDOIT, Ally, and PopeTech. Canvas also has a built-in tool for checking accessibility. I will discuss all the tools, what they check and don't check, how to use them, whether they can help fix the issues they identify, and what to do with issues that are identified!</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	Sylvia Sotomayor  Web Developer
Accessing Accessibility within Canvas, ConferZoom, and Video using Google	<p>Are you aware that Google browser provides live captioning? In this session you will learn how to turn on the feature that comes within Google for captioning within Canvas, ConferZoom and videos.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	Edward Kollmeyer  Adjunct Sign Language Professor

**11:45am – 12:20pm: 35-minute break for lunch**



**12:20pm – 1:20pm – Session 3 – (60-Minute Session)**

Session	Description	Presenter(s)
Recommitting to UDL: New Opportunities for Inclusion and Inspiration in the Classroom	<p>Many aspects of Universal Design for Learning (UDL) are embedded in our teaching, yet new opportunities exist for educators to recommit to inclusivity in their classrooms. In this session, participants will reflect on current practices connected to UDL; share experiences with UDL in their teaching; and explore tools and techniques to inspire learners through inclusive practices grounded in the principles of UDL.</p> <p><a href="#">Register in advance for this session using this link</a></p> <p><a href="#">Link to Session Feedback Form</a></p>	<p>Kem Saichaie, Ph.D.            Director of Learning &amp; Teaching            Center for Educational Effectiveness            University of California, Davis</p>

**1:20pm – 1:30pm: Please spend 10 minutes providing feedback on the Day 2 Flex Sessions (see links in session descriptions, above)!**

**1:30pm – 3:00pm: Department Meetings, TBD by Department Chairs**

**End of Day 2 Flex Event**

**3:00pm – 4:00pm**

- **A CCA Union Meeting is scheduled after the conclusion of Fall Flex**
  - [Use this link to access the CCA Union Meeting](#)