

Academic Senate for College of the Canyons
September 25, 2014 3:00 p.m. to 4:30 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval of the Agenda
3. Approval of the Consent Calendar
 - a) Academic Senate Summary: September 22, 2014 (pg.2)
 - b) Curriculum Summary: September 18, 2014 (pg.8)
4. Academic Senate President's Report – Paul Wickline
5. Academic Senate VP's Report – Rebecca Eikey

B. Committee Reports

1. Oktoberfest Fundraiser – Heidi McMahon

C. Unfinished Business

1. Policies on Counseling Services, Prerequisite, Articulation, Faculty Transfer and Educational Administrators Retreat Rights – in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) – in Division Discussions
3. Formation of Ongoing Accreditation Committee – for Senate Discussion in Fall 2014
4. Local Graduation Requirements – for Senate Discussion in Fall 2014
5. Possible revision to Guidelines for Implementation of the Tenure Process
6. Syllabi Guidelines
7. AB 86 – Edel Alonso
8. Faculty Appointments to Collegial Consultation, Senate Committee and College Committee

D. Discussion Items

1. 3SP report – Chelley Maple, see attachments
2. BP 5010 Draft-Submission to Senate, AP 5010 Concurrent Enrollment Draft-Submission to Senate – David Andrus(pg. 11 & pg. 13)
3. BP 3420 Equal Employment Opportunity and AP 3420 EEO Plan Submission revised – David Andrus(pg. 16 and 17)
4. Program Viability – Sustainable Design – Edel Alonso and Kim Gurnee
5. Adjunct Involvement in Accreditation Self Study Process

E. Action Items

1. BP 613 Selection of Materials and Equipment (BP 4040 is attached as a reference Pg. 19) – David Andrus (pg.18)
2. Basic Skills Reporting Master Canyons Final – Denee Pescarmona(pg. 20)
3. Emeriti Status for Diane Morey

F. Reports

- Division Reports

G. Announcements

1. Equity Regionals Meeting September 27 Mt. San Antonio College, Walnut, CA
2. Student Success Conference, October 9,10, 11 – Costa Mesa, California – Paul Wickline and Rebecca Eikey
3. Associate Degree for Transfer(ADT) deadlines, Adult Basic Education & Career Development & College Preparation(CDCP) – Friday, October 17, 2014 9:30 am to 3:30 pm. – Sacramento City College, Saturday, October 18, 2014 9:30 am to 3:30 pm., Riverside Community College.
4. Area C Meeting October 25 Mt. San Antonio, Ca
5. Fall Plenary November 13-15, Irvine, California

H. Open forum

I. Adjournment

The next Senate meeting will take place **October 9, 2014**

As always everyone is welcome

Summary of Academic Senate Meeting September 11, 2014

Attendance: Paul Wickline, Rebecca Eikey, Amy Shennum, Ann Lowe, Lee Hilliard, Brent Riffel, Thea Alvarado, Michael Sherry, Peter Hepburn, Bob Maxwell, Edel Alonso, Heidi McMahon, Erin Delaney, Shane Ramey, Andy McCutcheon, Garrett Hooper, Chelley Maple, David Andrus, Wendy Brill-Wynkoop, Philip Marcellin, Ruth Rassool and Denee Pescarmona

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Paul announced that under unfinished business “Prerequisite” was missing and will be added to the next agenda. Motioned to approve agenda Edel Alonso, seconded Ann Lowe. Vote was unanimous: **Approved**
3. Approval of Consent Calendar: Motion to approve Curriculum Summary and Academic Senate Summary Edel Alonso, seconded Ann Lowe. Vote was unanimous: **Approved**
4. President’s Report, Paul Wickline:
 - ✓ Paul passed around the committee’s list for Collegial Consultation and Senate Committee. There were some changes that will be made.
 - ✓ Paul also passed out the 10+ one memberships cards for everyone to take with them. He also had everyone introduce themselves and let us know what department they are in.
 - ✓ At the board meeting the mission statement was passed out and Paul passed around the paperwork with the mission statement and said we would all be getting one. He was not sure how that would be taken care and would check into it.
 - ✓ Paul reported that The Sustainability Committee’s efforts received an honorable mention award from the Chancellor’s office for the Water Conservation and Petrochemical Devices Project. Kudos for the individuals that serve on that committee.
 - ✓ Paul reported that Alene Terzian, the English department and Humanities division received a first place award for small college division in the “Pacific-Western Division of the Community College Humanities Association’s 2014 Literary Magazine Competition.”
 - ✓ Paul reported that he had created a Facebook page for the Academic Senate. He made it an open group for all faculty to share ideas and articles of interest. This is intended as a celebration of what we do, an exchange of ideas and a place to see resources.
 - ✓ Paul reported on the grants update. The college district made 6 million dollars in grants – a million higher than last year. The grants department

and the faculty and administration collaborate to compete for these grants. As part of the 9-10-14 Board of Trustees meeting, the grants department shared their accomplishments at the “Up Close and Personal” portion. Barry Gribbons, Daylene Meuschke, Theresa Zuzeivich and Alicia Levalley presented and answered BOT member’s questions.

- ✓ Paul reported that the online Education Initiative one of at least three initiatives by the Chancellor’s office is seeking input from state holders. There is a little survey. They are trying to create a common course management system like Blackboard that would be used by system, system wide, free of charge for any college that wishes to use it. If you teach online the survey does not take too much time and they would encourage you to participate even if you use it as web enhanced. They would like to receive input by September 22, 2014.
- ✓ Paul reported that as part of the Basic Skills presentation today he was relying on Denee to talk briefly on the descriptor work. There is a need for English, Math and ESL faculty to participate in this process.
- ✓ Paul reported we still need a Business Department Chair and a Real Estate Chair and we are working on those two departments with Dr. Buckley.
- ✓ Paul reported he met with the Chancellor the first week of classes. A project that they discussed included the APL or Assessment of Prior Learning process at COC. Last spring, the senate viewed a presentation from James Grosslkag and Edel worked very hard with department chairs to identify what CLEP exam and forms of examinations are being used already to try to assess prior learning. Assessment of prior learning is a national conversation that goes beyond what we do locally to try and address assessing students’ prior learning and providing them credit for learning that has taken place in military, professional career, etc. The Chancellor is interested in continuing this conversation. James will meet Monday with Paul and Rebecca to further discuss APL.
- ✓ The Chancellor was very supportive of the work Edel did with faculty on the minimum qualifications and getting those in line those equivalencies. As you know there can be challenges when we go to hire and apply these equivalencies, but we are following the statewide Academic Senate’s lead on this.
- ✓ Paul met with Dr. Buckley on September 8th. We are working on AB86 and Paul asked Edel to speak on this at our next meeting. Edel is the designee attending the meetings currently because Paul is teaching at that time, but it a very important grant planned that will impact courses offered for credit, non-credit, and enhanced non-credit. Dr. Buckley is

really pressing as an important faculty issue. He wants faculty involvement and he wants to make sure we have a voice in the process.

- ✓ Paul reported Weekend College at the CC campus. Right now there are 42 students going through the process. Paul spoke to Dr. Buckley about this and he expressed that he really thought that the faculty was the missing ingredient in that planning. Paul felt the faculty did not have a significant role in discussing what that weekend college was, how it might develop over the years to come and so he expressed a desire to make sure that faculty are involved going forward in a continued exploration of what the Weekend College is. Same issue with concurrent enrollment at the high schools. This is an Academic Affairs issue. We are offering classes at the high school and they would be concurrently enrolled for college credit and for a variety of reasons have not had much success in the endeavor, but it is an interest in trying to facilitate student success and build a pathway from there to here and Paul said that the faculty should be involved in conversation in determining what courses might be offered out there and having a seat at the table.
- ✓ Paul spoke briefly on the Civic Center for Engagement. It is a CPT conversation for Monday. CPT will give a presentation from Patty Robinson and the Chancellor. He will have a better sense of what it is at the meeting. David was at the meeting today. David will speak on the Civic Center Engagement at the next meeting.
- ✓ Paul reported at the board meeting some of the projects in which faculty have been involved including the enrollment management effort. He will continue to be sure the work of the faculty is not overlooked. The faculty and the chairs in particular bear the burden of making sure that those sections are filled and work with deans to make that happen. Collectively, the college cut the wait list from 6000 to 3000. More than 50 sections were added in 48 hours. We have a 91% fill rate at the moment.
- ✓ Paul reported on Basic Skills Equity plan and Basic Skills plan and the 3S plan to be sure the board were aware that faculty were part of that process.
- ✓ The board meeting was about the budget. The budget was very similar to the proposed budget. Paul did find one thing that he pulled out that there is an unallocated amount of monies of \$100,000 that said "TBD." He feels this should be on our radar. Edel spoke that the first PAC-B meeting is Monday and she is meeting with Sharlene tomorrow and will discuss this.

- ✓ Paul reported on the Student Equity plan. If you have not contributed to the student equity plan if you have not done so to provide input Ryan and team expanded the deadline to increase time to provide feedback to September 26th. Proposals are due.

5. Vice President Rebecca Eikey.

Rebecca reported that there is no representation for ECE. If one of the at large senators would like to take on the responsibility of asking for any input they may have for the senate and they will report that back to the Senate. Peter Hepburn volunteered.

B. Committee Reports

1. Curriculum Update, Ann Lowe

Ann passed a PowerPoint that showed what she presented for Flex. Ann went over some of the State Chancellor's Office Issues, Courses and ADT's, ADT and C-ID Issues, New Mandate – Areas of Emphasis, NON-Credit, Approved Non-Credit Areas, Overlap with Credit Courses, Out of Discipline Prerequisites, new Urgency and IGETC for Stem. She went over the PowerPoint and took any questions any one may have had.

2. Policy Update, David Andrus

David updated the Senators on what the committee is working on and what they have done. The individuals who are on the committee are Chelley Maple, Thea Alvarado, Rebecca Shepherd and Lisa Hooper. There are four active members in the Fall and five active come spring 2015. David will provide a list of everything they have passed over the last academic year. They are developing a webpage. They have talked to the Chancellor's office and Mike Wilding about developing a tracking system similar to WebCMS. This will be within the district itself. He will have something for our next meeting.

3. Program Viability for Sustainable Design, Edel Alonso

Program Viability was approved by Senate and then last year a faculty member invoked the Program Viability policy and proposed a new certificate. Even though the timeline had lapsed for the submission of the proposal there is language in the policy to address that. If the Senate president thinks it is important enough to bring to senate, he/she may. We used the policy for a test case so faculty member Dorothy Minarsch submitted a proposal for the two new certificates called Sustainable Design Development. The ad hoc viability committee met after graduation to make certain all the procedures had been met and looked at the criteria as outlined in the procedures. Edel submitted the report to the Academic Senate president. Edel thought it would be good to make a scoring template to use to evaluate the proposal. The committee approved the certificate.

C. Unfinished Business

1. Policies on Counseling Services, Articulation, Prerequisites, Faculty Transfer and Educational Administrators Retreat Rights - in Policy Review Committee
2. Alignment of LEAP Principles with Institutional SLO's (ISLO) - in Division Discussion
3. Formation of Ongoing Accreditation Committee - for Senate Discussion Fall 2014
4. Local Graduation Requirements - for Senate Discussion in Fall 2014

D. Discussion Items

1. Possible revision to Guidelines for Implementation of the Tenure Process - Paul Wickline reported on issues that have come up about replacing tenure members on the committee. Paul has been in contact with David on this issue. The question came up if is this a contract issue and it may be. David said that he spoke with COCFA and this is something we can take care ourselves. There is nothing in the language if someone goes out on medical leave. Does the Senate want to leave it silent or does the senate want this to be discussed. What do we do about this? When a person is asked to serve on a committee it is a four year commitment. If a person goes on medical leave and someone has to be replaced then the person that replaces them stays, but if the person does not care if the person comes back then it might be okay. Paul states that this has come up with HR now. Diane Fiero has contacted him and is concerned and wants to know what we come up with. She would like to be part of the conversation because she is dealing with grievances and direct challenges to the tenure process that is based on how or policies are followed or not followed. This will be tabled and brought back to our next meeting and Paul will have some examples he can share with the Senate. Denee said that we need to be aware that the individual can grieve the process itself so we should be aware of this. It was suggested that we invite someone from the Union to come that is an expert with Contract because these are not discreet issues. Paul stated that he has a monthly meeting With COCFA to discuss that matters as well. Ann suggested that people speak in closed sessions about their experiences. There were some issues that came up in the Nursing department.
2. Yearly BSI Report Form and Action Plan - Denee Pescarmona
Denee introduced Brent Riffle and Erin Delaney who will be faculty coordinators for Skills4Success next year as they have taken over this project. Denee went over the BSI report explaining some changes that were made. Plans change every year with new goals for Skills for Success and broadening what we do. You will see physical changes around campus and there will be more. This needs to be at the Chancellor's office by October 10th. This will be brought back for the next agenda as an action item.

3. Syllabi Guidelines - **Tabled** for our next meeting. David Andrus made motion, Shane Ramey seconded; Vote was unanimous:

E. Action Items

1. Tenure Committee Appointments: **Approved**
2. Faculty Appointments to Collegial Consultation Committees, Senate committees, and College Committees: **Tabled**. More information needed. Will be brought back to the next meeting. Approve the committee appointments pending verification of committee members by the committee chairs. Edel Alonso made a motion, seconded by Amy Shennum: Vote was unanimous.
3. Discipline Assignments for Sylvia Tran, Aivee Ortega, Julie Jacobson and David Thrasher: Ruth Rassool made a motion, seconded by Edel Alonso; Vote was unanimous. **Approved**

F. Reports: N/A

G. Announcements:

- Basic Skills Descriptor Work Group, September 20, 2014, Anaheim Sheraton
- Equity Regionals Meeting September 27th Mt San Antonio College, Walnut, CA
- Student Success Conference, October 9,10,11 - Costa Mesa, California - Paul Wickline and Rebecca Eikey
- Area C Meeting October 25, 2014, Mt. San Antonio, CA
- Fall Plenary November 13-15, Irvine, California

H. Open Forum: N/A

- I. Adjournment: 4:35 p.m. motion to close meeting Ann Lowe made a motion, seconded Andy McCutcheon. Vote was unanimous.

CURRICULUM COMMITTEE SUMMARY

September 18th, 2014

3:00 pm – 5:00 pm

BONH-330

Items on "Consent" are recommended for approval as a result of Technical Review meeting held on September 9th, 2014

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Bates, Mary – Math, Science & Engineering; Brill, David – Fine & Performing Arts; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Career & Technical Education; Hyatt, Rhonda – Physical Education & Athletics; Lowe, Ann – Co-Chair, Faculty; Matsumoto, Saburo – Member at Large; Marenco, Anne – Social Science & Business; Ramey, Shane – Adjunct Faculty; Solomon, Diane – Student Services; Voth, Joseph – Humanities; Waller, Tina – Allied Health

Members absent: Karlin, Ron – Learning Resources; Ruys, Jasmine – Admissions & Records; Stephens Cindy – Education

TECHNICAL CHANGE MEMOS on consent:

Subject	#	Title	Description of action	Author	Effective
MATH	212	Calculus II	Minor revisions made to objectives and course content per C-ID reviewers comments.	S. Matsumoto	Fall 2014

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ESYST	102	Circuit Analysis	Course will no longer be offered.	L. Hilliard	Fall 2014
ESYST	103	Solid State Systems	Course will no longer be offered.	L. Hilliard	Fall 2014
ESYST	104	Digital Circuits	Course will no longer be offered.	L. Hilliard	Fall 2014
ESYST	114	Automated Systems	Course will no longer be offered.	L. Hilliard	Fall 2014
ESYST	123	Residential Wiring	Course will no longer be offered.	L. Hilliard	Fall 2014

NEW ISA COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
FIRET	065	Confined Space Rescue CE	0.15 units, 4 hours lecture, 4 hours lab, new SLO's (2), new prerequisite of FIRET-073. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014
FIRET	071	Rescue Systems 2	1.25 units, 20 hours lecture, 20 hours lab, new SLO's (2), new prerequisite of FIRET-070. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014
FIRET	072	Rescue Systems 3	0.50 units, 2 hours lecture, 22 hours lab, new SLO's (2), new prerequisite of FIRET-071. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014

FIRET	078	Swift Water Rescue CE	0.15 units, 2 hours lecture, 6 hours lab, new SLO's (2), new prerequisite of FIRET-079. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014
FIRET	079	River and Flood Rescue 2	0.25 units, 8.50 hours lecture, 12.50 hours lab, new SLO's (2), new prerequisite of FIRET-074. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014
FIRET	081	Heavy Rescue Technician	1 unit, 12 hours lecture, 28 hours lab, new SLO's (2), new prerequisite of FIRET-074. Rationale for new course: LA County Fire Department Contract.	A. Green	Fall 2014
LEPD	035	Field Training Officer	2 units, 40 hours lecture, new SLO, new POST prerequisite. Rationale for new course: LA Police Department Contract.	A. Green	Fall 2014
LEPD	041	CAL Gang	0.15 units, 4 hours lecture, 4 hours lab, new SLO's (2), new POST prerequisite. Rationale for new course: LA Police Department Contract.	A. Green	Fall 2014
LEPD	047	Basic Collision Investigation	2 units, 34 hours lecture, 4 hours lab, new SLO's (2), new POST prerequisite. Rationale for new course: LA Police Department Contract.	A. Green	Fall 2014
LEPD	049	MACTAC	0.15 units, 1.50 hours lecture, 8.50 hours lab, new SLO's (2), new POST prerequisite. Rationale for new course: LA Police Department Contract.	A. Green	Fall 2014
LEPD	054	Gang Awareness Basic	0.50 units, 32 hours lecture, new SLO, new POST prerequisite. Rationale for new course: LA Police Department Contract.	A. Green	Fall 2014

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ENGL	103	Critical Reading, Writing, and Thinking	Revised objectives and course content, updated books. Rationale for revision: Changes made to ENGL-103H also made to ENGL-103.	D. Davis	Fall 2015

-Motion to approve all Consent Calendar Items on the September 18th, 2014 Curriculum Committee Agenda; Motion by Anne Marengo, second by Mary Bates. All in favor: Unanimous.

NEW COURSES:

Subject	#	Title	Description of action	Author	Effective
BUS	211H	Business Law – Honors	3 units, 54 hours of lecture, new SLO's (2), new prerequisite of ENGL-101/101H. Rationale for new course: Honors course, more advanced version of an existing course to provide students with an opportunity for higher level critical legal thinking and exploration of legal concepts that affect business. Tentatively approved pending prerequisite content review.	R. Waldon	Fall 2015
ENGL	103H	Critical Reading, Writing, and Thinking – Honors	3 units, 54 hours lecture, new SLO's (2), new prerequisite of ENGL-101/101H. Rationale for new course: ENGL-103 is a required course for the English AA-T degree and also one of the three courses that can be used to satisfy the Critical Thinking requirement for IGETC and one of the courses that can be used to satisfy the Critical Thinking requirement for CSU General Education. Both English majors and majors in many other areas who are trying to graduate as Honors will benefit from being able to take an Honors section of ENGL-103.	D. Davis	Fall 2015

GEOL	103	The Science of Life Through Dinosaurs	3 units, 54 hours of lecture, new SLO, added DLA. Rationale for new course: Student success and GE completion, this course is designed to serve students who need to complete the life science general education requirement for the IGETC or CSU GE.	V. Devlahovich	Fall 2015
SPAN	101H	Elementary Spanish I – Honors	4 units, 72 hours lecture, new SLO's (2). Rationale for new course: Expanded offerings in the honors program, no foreign language honors courses currently exist.	C. Accosta	Fall 2015

-Motion to tentatively approve BUS-211 pending prerequisite content review; Motion by Anne Marengo, second by Shane Ramey. All in favor: Unanimous.

-Motion to approve ENGL-103H; Motion by Mary Bates, second by Joseph Voth. All in favor: Unanimous.

-Motion to approve GEOL-103; Motion by Shane Ramey, second by Mary Bates. All in favor: Unanimous.

-Motion to approve GEOL-103; Motion by Joseph Voth, second by Diane Solomon. All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
BUS	211H	Business Law – Honors	New prerequisite of ENGL-101/101H. – Tentatively approved pending prerequisite content review.	R. Waldon
ENGL	103H	Critical Reading, Writing, and Thinking – Honors	New prerequisite of ENGL-101/101H. – Approved	D. Davis
FIRET	065	Confined Space Rescue CE	New prerequisite of FIRET-073. – Approved	A. Green
FIRET	071	Rescue Systems 2	New prerequisite of FIRET-070. – Approved	A. Green
FIRET	072	Rescue Systems 3	New prerequisite of FIRET-071. – Approved	A. Green
FIRET	078	Swift Water Rescue CE	New prerequisite of FIRET-079. – Approved	A. Green
FIRET	079	River and Flood Rescue 2	New prerequisite of FIRET-074. – Approved	A. Green
FIRET	081	Heavy Rescue Technician	New prerequisite of FIRET-074. – Approved	A. Green
LEPD	035	Field Training Officer	New POST prerequisite – Approved	A. Green
LEPD	041	CAL Gang	New POST prerequisite. – Approved	A. Green
LEPD	047	Basic Collision Investigation	New POST prerequisite. – Approved	A. Green
LEPD	049	MACTAC	New POST prerequisite. – Approved	A. Green
LEPD	054	Gang Awareness Basic	New POST prerequisite. – Approved	A. Green

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
GEOL	103	The Science of Life Through Dinosaurs	100% Online, Hybrid. – Approved	V. Devlahovich

New Courses Includes ISA's	15	Modified Non Credit Courses	-0-	Modified Prerequisites	-0-
New Programs	-0-	New DLA's	1	Deleted Courses	5
Modified Courses	1	New SLO's	27	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	-0-	Proposals Reviewed in Technical Review Session	11
New Non Credit Courses	-0-	New Prerequisites	13	Proposals Returned from Technical Review Session	-0-

BP 5010. Admissions and Concurrent Enrollment

Reference:

Education Code Section 48000, 48800.5, 48802, 76000, 76001, 76002, 76140, 76300;
Labor Code Section 3077

5010.1 Definitions

- A. Advanced scholastic or vocational work is identified as College of the Canyons degree applicable course work.
- B. Special part-time student is identified as a concurrent high school student enrolled in 11.0 college units or less.
- C. Special full-time student is identified as a concurrent high school student that has been released by the high school to attend college full-time and enroll in 12.0 units or more.
- D. Highly gifted student would be a student in K- 8 who has a score of 150 or higher on the most current version of the WISC intelligence test.

5010.2 Any person applying for admission to the college must qualify under one of the following:

- A. Be a graduate of high school, passed the California High School Proficiency Test, have a GED, or have a Certificate of Completion from high school.
- B. Be 18 years of age or over and be capable of profiting from the instruction offered.
- C. Be eligible for admission as a special student pursuant to Sections 48800, 48800.5, 48802, 76001, and 76002 of the California Education Code.
 1. Pursuant to California Education Code Section 48800 (a) students must be approved by their high school principal or designee for “advanced scholastic or vocational work,” and identified as a special part-time or full-time student.
 2. Pursuant to California Education Code Section 48800 (b) may be admitted from K- 8 if identified as “highly gifted”.
 3. Pursuant to California Education Code Section 76002 (a) and (b)(3) may be admitted as a special part-time or full-time student if:
 - a) The class is open to the general public, and
 - b) The student is currently enrolled in grades 9 – 12. Exceptions may be made for some special programs and course work, and
 - c) The student has demonstrated eligibility for instruction by completing orientation.

5010.3 The College may restrict admission in some courses and programs. (For policy on nonresident students, see Santa Clarita Community College District Policy 5020).

5010.4 Students enrolled in grades 9-12 in a public or private school district may apply for admission to the College upon submitting an approved Special Admit form as well as an Authorization to Consent to Medical Treatment form and any other forms as deemed

necessary. Home school programs for grades 9–12 must meet state guidelines for special admit students to apply for admission.

- 5010.5 Pursuant to California Education Code Section 76001 (d), specially admitted part-time students may not enroll in more than 11 units per semester.
- 5010.6 Pursuant to California Education Code Section 76300 (f) specially admitted part-time students enrolled under Section 5010.3 above may be exempt from payment of the enrollment fees, and if appropriate, nonresident tuition, per special action of the Board. All other appropriate fees shall be assessed.
- A. Specially admitted students released from their high school to attend College of the Canyons, full-time, must pay the enrollment fee and all other appropriate fees as assessed.
- 5010.7 Claims for state apportionment submitted by the district based on enrollment of specially admitted part time students enrolled under Section 5010.3 shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

See Administrative Procedures AP 5010

AP 5010 Admissions and Concurrent Enrollment

Reference:

Education Code, 76140; Title 5 Section 54010

1. After meeting the admission criteria in Board Policy 5010.2 (A) and (B), prospective students, 18 years of age or older, must submit an application for admission prior to the semester/term for which they wish to enroll in classes.
 - a. According to Title 5, section 54010, students returning to College of the Canyons after an absence of one semester or more, must re-submit an application for admission to meet California residency requirements.
2. To meet criteria in Board Policy 5010.2 (C) part-time and full-time high school students must complete the following procedures to be admitted to College of the Canyons.
 - a. Be currently enrolled in grades 9- 12 at a public or private high school in California.
 - b. After meeting all requirements that apply to students enrolled in grades 9-12, students applying for admission from grades K- 8 must also submit a score of 150 or higher on the current version of the WISC intelligence test to qualify as "highly gifted" and be admitted.
 - c. Home school programs must meet state guidelines for prospective students to be admitted. Programs deemed eligible must meet one of the following criteria: (1) The home school program must be affiliated with a county department of education program, (2) must be taught by a person holding a California teaching credential, or (3) must hold a current private school affidavit filed with the State Superintendent of Public Instruction.
 - d. All prospective high school students planning to attend must submit an application for admission prior to the registration deadline each semester/term for which they plan to enroll in classes.
 - e. Prior to the first semester/term of enrollment, all prospective students must complete an orientation.
3. According to section 5010.3, admissions personnel will determine which students will be eligible for admission to College of the Canyons.
4. According to section 5010.4, once approved for admission, all eligible specially admitted students must be recommended for each class they plan to enroll by the appropriate high school principal or designee. This information must be presented at the time of registration.
 - a. Each potential student must submit a complete special admit form with appropriately recommended College of the Canyons degree applicable courses, as well as appropriate signatures by the student, parents or

guardians, and high school principals, counselors or designees.

- b. Each potential student must submit an Authorization to Consent to Medical Treatment form and any other form deemed necessary with appropriate signatures included.
 - c. Home school students must follow the same procedures as outlined above. To meet required signatures for high school designees, private school authorities or administrators may be considered a designee, the high school or program administrators the student is affiliated with may be considered a designee, or the person holding the California teaching credential may be considered the designee.
 - d. Students currently in 9th- 12th grade will register using a priority system, which is published each semester.
 - e. Specially admitted students are restricted from taking the following courses:
 - i. HRMGT 226 - Food and Wine;
 - ii. HLHSCI 151 - Emergency Medical Technician 1
 - iii. Physical Education and Recreation courses (except AOC students and high school students registering for on or off season Intercollegiate Athletics courses)
 - iv. Any course requiring the filing of a contract and/or waiver of liability also requires departmental consent for specially admitted students to enroll.
 - f. Students participating in the Symphony of the Canyons program must follow the same requirements as other specially admitted students, except the district waives the grade level requirement for students taking the music classes in this program.
 - g. Students participating in the Academy of the Canyons program will attend an orientation conducted by AOC and COC. AOC students will take the assessment tests prior to their junior year of high school. Academy of the Canyons students will not be restricted from enrolling in any College of the Canyons class for which they are otherwise eligible and will be exempt from enrollment fees.
 - h. The Academic Senate will approve future program and/or course restrictions and exceptions.
5. According to section 5010.5, specially admitted part-time students may not be enrolled in more than 11.0 units per semester/term.
- a. Specially admitted full-time students may be enrolled in 12.0 units or more per semester/term upon submission of a letter from their high school

releasing them to attend College of the Canyons full-time instead of attending their respective high school.

6. Once registered in classes, specially admitted part-time students are waived from nonresident and enrollment fees. Specially admitted part-time students must pay all other appropriate fees each semester/term.
 - a. Nonresident fees may be waived for specially admitted part-time students who would qualify for the AB 540, nonresident tuition exemption, at the time of graduation from high school.
 - b. The District cannot claim apportionment for students who have their nonresident tuition waived under this section of Board Policy.
 - c. Once registered in classes, specially admitted students released from their high school to attend College of the Canyons full-time must pay all fees assessed, including the enrollment fee and nonresident fee, if appropriate.

BP 3420 Equal Employment Opportunity

References:

Education Code Sections 87100, et seq.;
Title 5 Sections 53000 et seq.

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

The CEO or designee shall develop, for review and adoption by the Board, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

See Administrative Procedure 3420 - Equal Employment Opportunity Plan

Approved XX/XX/XXXX

AP 3420 Equal Employment Opportunity

References:

Education Code Sections 87100 et seq.;
Title 5 Sections 53000 et seq. and Sections 59300 et seq.

The EEO plan should be a District-wide, written plan that implements the District's EEO Program, includes the definitions contained in Title 5 Section 53001. The District's EEO Plan is attached herein.

**Santa Clarita Community College District
POLICY MANUAL**

POLICY: STUDENT SERVICES	SECTION 613	PAGE 1 OF 1
613. SELECTION OF MATERIALS AND EQUIPMENT	DATE ADOPTED: JANUARY, 23, 2002	
613. SELECTION OF MATERIALS AND EQUIPMENT		
<p>The Learning Resource Program has the responsibility for providing books and other instructional materials, equipment, and services, which contribute to the total educational program of the College. Materials selected will reflect the diversity of the human culture and opinion and the ethnic, racial, and linguistic composition of the College community.</p>		
<p>The Board of Trustees recognizes the importance of the instructional service provided by the Learning Resources Program. The Board will attempt to provide for a full range of such services. The Dean, Learning Resources will facilitate the procedures for the purchase, rental and utilization of equipment and materials in the Learning Resources Program, These procedures will be included in the faculty handbook and approved by the Academic Senate.</p>		

BP 4040 Library Services

References:

Education Code Sections 78100, 78103; Civil Code Section 1798.90

- 1.0 The District shall have library services, including access and services at District campuses, that are an integral part of the educational program and will comply with the requirements of the Reader Privacy Act. The District shall provide library facilities.

- 2.0 The purpose of the college library is to actively and effectively support instruction by serving as a resource for teaching and learning. The library shall provide access to its materials and services both within and beyond the library walls. The library shall provide information resources that promote better understanding and appreciation of the cultural, practical, and aesthetic elements of the broader world. The general public may have access to the college libraries, but the library prioritizes the support of the college's educational programs and its students and staff.

- 3.0 The important functions of the libraries are as follows:
 - 3.1 Maintain a relevant collection reflecting the diversity of backgrounds, circumstances, and viewpoints of the student and staff population.
 - 3.2 Provide an environment for students and staff that promotes the development of information competency.
 - 3.3 Provide appropriate and adequate staffing to assist with and instruct in the use of the information resources.
 - 3.4 Promote the integration of library resources into the curriculum and instruction, and into the development of critical thinking by students.
 - 3.5 Support the development and use of open access materials among those affiliated with the college.

See Administrative Procedure AP 4040
Approved 06/11/14



**2013-2014 ESL/Basic Skills Allocation End-of-Year Report
2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan**

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to basicskills@cccco.edu.

[1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**
- **How are you scaling up successful projects and programs?**
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?
How are you scaling up successful projects and programs?

We have embarked on three large-scale projects related to basic skills student success. Two of these projects have been fully institutionalized in terms of ongoing funding for the projects. The first is our Supplemental Learning Program. Supplemental learning at College of the Canyons (COC) consists of workshops and guided learning activities (tutor-facilitated). Because COC already had a robust tutoring center, institutionalization of the supplemental learning activities, developed with BSI funds, presented few challenges. Currently, the Supplemental Learning Program that was started by using BSI funds now conducts more than 20 workshops per week in basic skills Math, English and ESL, and serves more than 3,000 students per semester. BSI funds are limited to providing stipends for curriculum innovation in supplemental learning (approximately \$5,000 per year). Leadership and implementation has been fully institutionalized. Ongoing research has demonstrated a significant improvement in course success, especially basic skills course success, for students who participate in four or more supplemental learning activities per semester.

Additionally, College of the Canyons has had great success in institutionalizing our accelerated courses in both Math and English. In fall 2014, we will be running 15 sections of Math 075, Intermediate Algebra for Statistics, and 14 sections of English 096, Accelerated Preparation for College English. BSI funds support expansion of these efforts in two ways. First,

the College continues to provide extensive professional development related to acceleration. We have had several teams participate in the 3CSN Communities of Practice in Acceleration. We use BSI funds to support these activities as well as additional in-house professional development related to training additional teachers in the principles of acceleration. Second, we use our College's BSI funds to provide stipends for curriculum development related to new coursework in acceleration. In summer 2014, faculty inquiry groups in Math and English developed new accelerated courses. These courses will eliminate the lowest level courses in both Math and English, reducing the potential developmental course sequence in English to two courses and two courses in Math for student placing at our lowest levels. We will use BSI funds to assist with training and coordination for these two new course in their pilot phases. As these courses generate credit FTES, institutionalization of acceleration has been relatively easy. Early research demonstrates a significant improvement in success and persistence for those students who participate in accelerated courses.

Finally, for the past four years, BSI funds at College of the Canyons have been used to operate our First Year Experience program. Despite significant successes demonstrated by FYE students, we found that with the new implementation of 3SP our FYE program has lost much of its relevance and appeal to students. FYE promoted college readiness by hosting face-to-face orientation and intensive advising sessions, as well as cohort-based learning for students who were enrolled in FYE counseling, math, and English courses during the freshman year. The program was appealing as it provided guaranteed enrollment in 12 units as well as advising. With our new 3SP implementation as well as with the passage of Proposition 30, incoming students are provided with pre-enrollment advising as well as enrollment priorities that, combined with an unprecedented number of available sections, have rendered the existing FYE program redundant. We will be eliminating our current FYE program at the conclusion of the 2014-2015 academic year, and will instead be focusing on better development of learning communities and a freshman seminar focused around a common intellectual experience.

Although obstacles to institutionalizing successful programs have been relatively few, identifying existing institutional funds for ongoing professional development continues to elusive. We have a robust professional development program at the College, but incentivizing sustained professional development in innovative pedagogy has remained a challenge. FLEX credit does not provide enough motivation to promote the kind of faculty learning that our BSI committee feels is essential to change the culture of a classroom. Additionally, there have been some challenges in identifying transitional leadership plans for programs as they are institutionalized. However, because we have created thoughtful research and institutionalization plans for all our programs, we have not experienced the same difficulties as other colleges.

How does your basic skills fund support the goals of SSSP plans and Student Equity plans?

Our College is still working on drafting its Student Equity and 3SP plan. However, leadership for BSI, 3SP, and Student Equity remains consistent and our college has established a steering committee responsible for coordinating the three plans. College of the Canyons has sponsored attendance for members of the steering committee at both the CUE Institute on Student Equity as well as RP Institute this summer. While goals for Student Equity have not been finalized, the following 3SP goals have been established:

- Assist students in preparation of their assessment - Create a set of assessment preparation strategies and materials that cover an array of different media; videos that explain test form and content, in person subject area brush up workshops, hard copy sample question sheets, hard copy exercise problem workbooks, and web based and phone app practice tests with diagnostic capabilities.
- Help students develop educational goals, choose majors, connect majors to careers, and become more adept at interpreting transfer requirements by creating and implementing a series of counseling workshops on relevant topics. The topics will change as the semester progresses to reflect immediate and relevant needs. For example, Counseling will offer college skills workshops near the beginning of the semester for new students and major exploration workshops near the end of the semester.
- Expand the Counseling workshop series to include more specific topics such as pre-med transfer and STEM major options.
- Create and implement an intervention strategy for first-semester academic probation students that includes a mandatory workshop. This intervention would then be followed up with a pilot program using Blackboard that targets academic workshop participants who are going through their second semester. The objective is to connect with

them throughout the semester with weekly online updates, as well as tools and informational resources to help them improve their GPA, persist through the term and beyond, and to retain their enrollment priority.

In the work completed by our teams at the various leadership institutes, the goals of all three plans have been cross walked based on student population being served within the funding parameters provided by each plan. The 3SP plan will focus on assisting all students with the “front door” of the college and will continue to assist students who fall into academic or progress probation. Our Student Equity plan, which is currently under development, will use inquiry to determine appropriate programs and services needed to address the disproportionate impacts illustrated in our data. Finally, our BSI plan will continue to serve our basic skills students. However, with the implementation of 3SP, our focus in BSI will be more on the classroom experience of students and curricular redesign needed to promote student success, both in our developmental math, English and ESL course sequences as well as in those general education and CTE course in which our basic skills student tend to enroll. To that end, we are refining our existing long-term goals to complement the 3SP and Student Equity plan goals. However, as we have seen a dramatic reduction in our BSI allocation this year, the BSI funds will actually be significantly lower than the allocations we receive for either 3SP or Student Equity. We currently have no plans to use BSI funds to support the implementation of activities sponsored by 3SP and Student Equity, but we will be coordinating with these plans to facilitate inquiry and research projects, as BSI funds were used early on at College of the Canyons to establish a programmatic approach to planning, budget and institutionalization. Below is our proposed plan crosswalk that will allow students to experience a seamless support program that integrates the principles of all three plans:

Data Requirements	Student Equity	Basic Skills	3SP
Description of Student Population	X	X	X
Access	X		X
Course Completion	X	X	X
ESL and Basic Skills Completion (Math and English)	X	X	X
Degree and Certificate Completion	X	X	X
Transfer	X		X
Disproportionate Impact	X		
Persistence	X	X	X
30 Unit Completion	X	X	X
Progress Through Course Sequences	X	X	X
Description of First-Time Students to Be Served			X
Number of Students to be Provided Counseling, Advising, and Other Educational Planning Services			X
Number of Students to be Provided At-Risk Follow-up Services			X
Evaluation Plan	X	X	X
Disaggregating Data Based on Gender, Ethnicity, Age, and Other Characteristics	X	X	
Analysis of Historical Data		X	
Retention	X	X	X
Success	X	X	X

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**. (NOTE: There is no form for this section.)

Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.

College of the Canyons has three specific basic skills programs: English (integrated reading and writing), Mathematics, and ESL (integrated, reading, writing, and listening and speaking). All data provided below was derived from the Basic Skill Cohort Tracker on the Chancellor's Office website.

Currently, we are still unable to use the cohort tracker effectively to track the progress of our credit ESL students. What we discovered last year through this process was that our scheduling and coding of our ESL courses defied the establishment of a clear cohort to track. We are still working to re-evaluate our coding of ESL and our scheduling and sequencing of ESL courses to ensure that students can start and continue in a cohort effectively. As is evidenced by recent conversations on the BSI Coordinators listserv, these problems with utilizing the cohort tracker effectively for ESL populations is proving difficult and seems to inform a need for revising how the cohort tracker is implemented for ESL.

For our English cohort comparison, we see the greatest increases in student success and persistence through our English course sequence for those students who start in the lowest level, English 071. From 2009-2011, only 10.75% of students who started in English 071 completed through to English 101 in the two-year time frame. However, from 2011-2013, that number nearly doubled: 20% of students who entered English 071 completed the sequence through to English 101 in a two-year time frame. We attribute this increase to our Supplemental Learning program, which began in 2010. Students in basic skills English courses who participated in supplemental learning experience significant gains in students' success. We see moderate (2-3%) improvements for students who began the English sequence in English 081 or English 091 when comparing the two cohort groups. The conclusion drawn from this analysis is that supplemental learning and directed learning has the greatest impact on students who enter in at the lowest levels of English. This is consistent with our own internal data which states that "students enrolled in basic skills English courses who did not participate in SL activities had a **retention rate of 90 percent** and a **success rate of 60 percent**. Students who participated in *one to two* activities had a retention rate of **98 percent** and success rate of **82 percent**, students who participated in *three to four* activities had the highest **retention and success rates (100 and 95 percent, respectively).**"

For our Math cohort comparison, similar results emerged. From 2009-2011, only 8.65% of students who started the developmental Math course sequence at the lowest level (Math 025/026) completed through the degree-granting class of Math 070 in the two year cycle. However, from 2011-2013, that number increased to 12.16%. For students entering in the second lowest level of Math (Math 058/059), students in the cohort group 2009-2011 had a 16.49% rate of successful

completion of the sequence through to the degree-granting class. However, for the 2011-2013 cohort group, that same population of students demonstrated a 39.82% rate of successful completion. Again, these numbers, as with the English cohorts, flatten out and the success rates for students who are only one level below the degree granting course are almost the same between the two cohort comparison groups. From our same internal research brief: “The overall retention rate was **five percent** higher for (basic skills math) students who participated in SL activities compared to those who did not participate. The overall success rate was **eight percent** higher for students who participated in SL compared to those who did not participate.” In confirmation of the impact that SL has on students at the lowest level, our internal research states that “In addition, *retention* and *success* rates were higher for students enrolled in basic skills English courses (English-071 and -081) and math courses (Math-025/026, Math-058, and Math-060).”

In conclusion, our College has stepped up efforts to institutionalize the SL program as it has demonstrated a marked improvement in student success at our lowest English and Math developmental course levels. We are looking forward to the next cohort analysis as we feel that those comparison groups will help emphasize the success of our math and English accelerated courses, which launched in spring 2012. It is also worth noting the College of the Canyons is having some difficulty using the cohort tracker as it does not factor out students based on the highest level achieved in our transfer level Math courses.

[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year’s report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

[4b]. 2014-2015 ESL/Basic Skills Action Plan

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. **Activity:** Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. **Associated Long-Term Goal ID:** Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. **Target Date for Completion:** Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. **Responsible Person(s)/Department(s):** Enter the names or positions of those who will oversee this activity.
- e. **Measurable Outcome(s):** Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

- f. Funds: Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

1. **Email an electronic copy of Sections [2] & [3] of your report to:**

basicskills@cccco.edu

2. **Mail the signed Reports and Plans to:**

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: _____ College of the Canyons _____

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		17659.06	
B. Student Assessment		0	
C. Advisement and Counseling Services		24268.59	
D. Supplemental Instruction and Tutoring		1476.84	
E. Course Articulation/ Alignment of the Curriculum		12878.22	
F. Instructional Materials and Equipment		4000.00	
G.1 Coordination		107651.93	
G.2 Research		0	
G.3 Professional Development		25673.36	
TOTAL:		193,608	

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: _____ College of the Canyons _____

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	40000.00
B. Student Assessment		0	3000.00
C. Advisement and Counseling Services		0	25000.00
D. Supplemental Instruction and Tutoring		0	15000.00
E. Course Articulation/ Alignment of the Curriculum		0	25000.00
F. Instructional Materials and Equipment		0	4313.00
G.1 Coordination		0	40608.00
G.2 Research		0	0
G.3 Professional Development		0	45314.00
TOTAL:		0	198235.00

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: _____ College of the Canyons _____

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		0	40000.00
B. Student Assessment		0	0
C. Advisement and Counseling Services		0	0
D. Supplemental Instruction and Tutoring		0	10000.00
E. Course Articulation/ Alignment of the Curriculum		0	15000.00
F. Instructional Materials and Equipment		0	0
G.1 Coordination		0	33878.00
G.2 Research		0	0
G.3 Professional Development		0	49652.00
TOTAL:		0	148530.00

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

College of the Canyons

Due October 10, 2014

College Name: _____

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal: Overall, Increase overall persistence and key ARCC and local performance indicators	2014-2015 Funds Allocated to this Goal
A	<p>Give students the right start by providing progressive curriculum and meaningful, relevant learning experiences. Success will create a welcoming and informative environment that supports student success starting from the beginning and moving through to the end of their academic goals. S4S will . . .</p> <ul style="list-style-type: none"> a) Enhance existing and support development of new learning communities to help bridge the transition from noncredit to credit programs, from high school to college, and to help bridge the transition from basic skills to transfer and career technical education courses. b) Create Freshman Seminar course for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America's Promise. c) Evaluate and revise existing credit and noncredit curriculum with a focus on student progress and success. d) Create meaningful and inclusive learning experiences and opportunities for students that include well-scaffolded High-Impact Practices (HIPs). e) Extend existing dialogues and add interdisciplinary dialogues with our local high school district to realign curriculum outcomes and delivery methods to facilitate the transition from high school to college. f) Positively affect improvement in high school placement rates in English and math on the placement test through ongoing dialogue with high school instructors and outreach/test preparation workshops to students. g) Support innovations of supplemental learning activities that help students enhance their overall academic success. 	\$50,000

	<ul style="list-style-type: none"> h) Increase overall student success and persistence in English and math courses as evidences by both local institutional research and ARCC data. i) Continue to evaluate and develop multiple pathways in English and mathematics for basic skills students to progress to transfer level. j) Create a plan to improve Online Student Success for basic skills students entering into the world of online learning. k) Design and host student focus groups to help inform institutional planning around key student services needs and curricular/pedagogical improvements. 	
B	<p>Support ongoing professional learning and development. S4S will provide ongoing professional learning opportunities to all faculty, staff and administrators across local and regional learning networks related to increasing student success.</p> <ul style="list-style-type: none"> a) Create and expand Faculty Inquiry Groups around key communities of practice, including Common Intellectual Experiences, Acceleration, Affective Learning Domains and Alternative Delivery Formats, and ePortfolios. Increase data dissemination relating to student success, persistence, demographic to these groups to promote dialogue and new strategies promoting success. b) Develop appropriate faculty training to support new curriculum and new learning communities. c) Measure impact of faculty professional development regarding basic skills instruction and overall student success and persistence. d) Create a team of interdisciplinary “HIPSTERS”—faculty who will support the incorporation of High Impact Practices across academic divisions. e) Create a series of faculty development workshops that engage the Student Support Redesigned principles from the RP Group. f) Continue to host the Annual S4S Symposium. g) Enhance existing online training/onboarding for new faculty, particularly adjunct faculty, to embed additional factors that contribute to basic skills student success. h) Create a faculty website that contains best practices and resources (internally and externally) to promote student success (including blogs and teaching tips). Utilize work products of the faculty team facilitating integration of High Impact Practices to be key part of faculty website. 	\$75,000
C	<p>Celebrate Student Success (new goal): S4S will promote a culture that recognizes and celebrates student success on campus.</p> <ul style="list-style-type: none"> a. Create a student website to serve as a one-stop-shop connecting students to on ground and virtual resources at COC that lead to student success. b. Design a plan for celebrating student accomplishments and promoting a culture of student success. 	\$8,677

	<ul style="list-style-type: none"> c. Develop communication strategies for departments to interact with students at key momentum points and send encouraging messages/texts/letters to inspire and motivate them to keep going. d. Recognize student success at major events. e. Make student success the centerpiece of our outreach efforts, and a visible part of the physical campus. 	
	TOTAL ALLOCATION:	\$133,677

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer	Date	Signature, Academic Senate President	Date
Signature, Chief Instructional Officer	Date	Signature, Chief Student Services Officer	Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: _____ College of the Canyons _____

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
<p>Increase student and institutional awareness of basic skills programs and services:</p> <ul style="list-style-type: none"> • Craft and revise new non-credit or not-for-credit/community education courses with basic skills curriculum in conjunction with diagnostic skills assessment (Summer Bridge or Summer Jams) • Create additional transition workshops for non-credit ESL and GED programs to assist non-credit students with the transition into credit courses • Continue making improvements to S4S website to centralize all information, including supplemental learning, at one site. • Faculty and Student Websites redesign • Use Career Coaches in the William S. Hart High School District to ensure that information is apparent and available to them to share with students, counselors and faculty. 	A & C	<ul style="list-style-type: none"> • Websites by Spring 2015 • New courses pilot Fall 2015 	<ul style="list-style-type: none"> • S4S Faculty and Administrative Coordinators • Institutional Research and SLO Committee • COC Outreach Director • S4S Transition Team • Counseling Dept. • Academic Affairs 	<ul style="list-style-type: none"> • New, redesigned websites will be available for use by the end of the Spring 2015 semester • New and revised curriculum (as needed) will be submitted to the COC Curriculum Committee if needs are determined. • Approval of two new accelerated courses (one in English and one in Math) leading to a shortened developmental sequence for students starting Fall 2015. • New planning information from focus groups to be used in large-scale institutional planning efforts focused on student success 	\$60,000

<ul style="list-style-type: none"> Continue assessing student awareness of programs through surveys and focus groups Continue centralized coordination of S4S with two faculty reassigned time positions 					
<p>Enhance learning communities</p> <ul style="list-style-type: none"> Create a Freshman Seminar course for all students that will focus on key elements of Essential Learning Outcomes from Liberal Education and America's Promise. Continue to plan and implement learning communities that focused on infused curriculum and relevant learning experiences/communities. Explore utilization of e-portfolios learning community programs. 	A	<ul style="list-style-type: none"> E-portfolios to pilot Fall 2015 Added LCS by Fall 2015 	<ul style="list-style-type: none"> Subcommittee of Skills4Success, consisting of team of key faculty will serve as a campus leadership team Roadmap Implementation Team Skills4Success faculty and administrative coordinators SLO coordinators Institutional Research Skills4Success FYE committee Instruction and student services divisions <ul style="list-style-type: none"> Counseling 3SP Director Career Services Director of Outreach Career Coaches 	<ul style="list-style-type: none"> Add at least 10% more learning communities serving basic skills students during the 2015-2016 academic year. Pilot e-Portfolios with selected student populations. Analyze success and retention rates between students in LCs and same non-linked courses (research need for Fall 2014). Develop pilot learning communities with new Freshman seminar class to be implemented in Fall 2015. 	\$25,000
<p>Increase research and key measures for ongoing Basic Skills-sponsored Professional Development activities:</p> <ul style="list-style-type: none"> Provide professional development opportunities for faculty related to the development and teaching the Freshman seminar course. 	B	<ul style="list-style-type: none"> Frosh seminar pilot in Fall 2016 Curriculum completed by Spring 2015 	<ul style="list-style-type: none"> S4S Faculty and Administrative Coordinators Institutional Research S4S Professional Development Committee 	<ul style="list-style-type: none"> Development of new freshman seminar course going through curriculum process. To be piloted in Fall 2016. Development and implementation of new Center for Teaching and Learning Excellence pilot and site. Launching in Spring 2015 SCV PLCs will analyzing impacts of Common Core and begin re-alignment of curriculum as needed. 	\$30,000

<ul style="list-style-type: none"> • Continue to host guest experts (S4S Spring Symposium) on campus to train full and part-time faculty as well as local high school faculty on emerging and innovative learning concepts, specifically for developmental education. • Revise the structure of sustained professional development to include incorporation of elements of Skilled Teacher Certificate, a series of teaching workshops culminating in a teaching portfolio and award for teaching and learning with a basic skills emphasis (in conjunction with the Institute of Teaching and Learning and the Faculty Professional Development committee) and the Associate program, a teaching skills development program for adjunct faculty. • Continue monthly meetings between English and Math colleagues and high school faculty to address the needs of students and bridge curriculum gaps. Meetings to be led by faculty coordinators in the disciplines with stipends. • Start monthly meetings between COC and local high school district faculty in other disciplines, other than English and Math, to address the needs of students. • Provide ongoing professional development centered on communication of high-impact General Education to discuss College and Career Readiness and High Impact Classroom Practices. 		<ul style="list-style-type: none"> • <u>HIPster</u> training Fall 2014 • <u>HIPster</u> implementation SPR 2015 • Inquiry groups both fall and spring • Ctr. For Teaching Spring 2015 	<ul style="list-style-type: none"> • Faculty Professional Development • S4S SCV LC (Santa Clarita Valley Learning Consortia) with COC and Hart District Faculty • Roadmap Implementation Team 	<ul style="list-style-type: none"> • Creation of <u>HIPster</u> team and development of appropriate professional development workshops and activities around the infusion of High Impact Practices campus-wide. • Faculty survey, interview and focus groups will be used to evaluate the effectiveness of professional development activities centered on communication of high-impact practices, freshman seminar development, and LEAP outcomes. • Host at least two faculty inquiry groups per semester to investigate key needs related to student success. Some outcomes contingent upon activities and research produced in faculty inquiry groups.
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<ul style="list-style-type: none"> Continue the discussion on Common Core in Learning Consortiums. Continue stipends for faculty inquiry group participants 					
<p>Address sequencing issues and other existing barriers in basic skills ESL, Math and English courses:</p> <ul style="list-style-type: none"> Continue to re-evaluate the basic skills curriculum, particularly in English and Math, with a focus on sequence, skill- and knowledge-building. Investigate e-Portfolio related to student learning. Plan for implementation of yearlong Common Intellectual Experience. Increase basic skills student experience by creating curriculum that has been scaffolded with high-impact practices and addressing their affective educational needs. <p><u>Acceleration:</u></p> <ul style="list-style-type: none"> Continue to investigate new accelerated programs in developmental math, ESL and English courses sequences <p><u>Placement Concerns:</u></p> <ul style="list-style-type: none"> Continue to increase number of math preparation workshop offerings Continue to implement our Math Placement Test preparation workshops Design English and ESL Placement Test preparation workshops. Investigate the feasibility of offering summer bridge programs that target the lower levels of English 	A	Spring 2015	<ul style="list-style-type: none"> S4S Faculty and Administrative Coordinators Math Department Math, Science, Engineering Division English Department Humanities Division Noncredit ESL instructors TLC Director Institutional Research S4S SCV LC (Santa Clarita Valley Learning Consortia) 3SP Director 	<ul style="list-style-type: none"> Shorten developmental sequence pipeline for Math and English. Increase number of faculty trained in principles of acceleration by at least 25% in math and English full-time ranks. Host at least four math and English placement workshops for local incoming students in Spring 2015. Developed plan should emerge between the S4S planning team and the AB86 planning team. Increase in placement data (25% of students receiving intervention will increase placement in Math and English by one course level) Compare pre and post test results for math preparation workshops Increased completion and success rate of Math dev. course sequence and transition to transfer level course Increased completion rate of English dev. course sequence and transition to transfer level course 	\$10,000

<p>and math. Design a program that would meet the needs of incoming students in the most economical and effective manner.</p> <ul style="list-style-type: none"> • Through dialogue with the local high school district math and English Learning Consortiums, examine factors that impact school placement in college courses and explore strategies to ease the transition from high school to college. • Design and implement a program interface that will smoothly transition ESL students from non-credit ESL classes to credit ESL courses. 					
<p>Celebrate student success:</p> <ul style="list-style-type: none"> • Refine scope and responsibilities for person(s) who will oversee management of the project, which will be housed under S4S. • Create cross-functional team to design appropriate methods for promoting a culture of student success and acknowledging student success at key momentum points. • Identify resources needed to create dynamic website and upload table of student success celebrations collected thus far to website. • Identify multiple locations on College of the Canyons website where the Student Success link can be posted. • Develop communication strategies for departments to interact with students at key momentum points and send encouraging messages/texts/letters to 	<p>C</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • Initial reports gathered in Fall 2015 • Initial student <u>communications</u> Spring 2015 • Websites by Spring 2015 	<ul style="list-style-type: none"> • S4S Coordinator • Institutional Research • S4S Committee • Student Success Project Taskforce 	<ul style="list-style-type: none"> • Several reports and communications will be developed to help address key momentum points as established by the Student Success Project Taskforce team (TBD). • Increased number of emails and “paper” encouragements and acknowledgements to students at those momentum points (Actual number of students being served TBD). • Increase in ARCC indicators related to retention, persistence and completion of the Basic Skills Course sequences. 	<p>\$8,677</p>

inspire and motivate them to keep going. • Recognize student success at major events such as Opening Day and Chancellor's Circle • Coordinate with the college's Title V grant team on project elements that overlap with the success campaign (pending notification of award) • Creation of student website to serve as a one-stop-shop connecting students to on ground and virtual resources at COC that lead to student success.					
Crosswalk existing BSI/S4S plan with new 3SP and Student Equity Plan	A & B	Fall 2014	<ul style="list-style-type: none"> • S4S Coordinator • 3SP Director • Student Equity Plan Coordinator 	<ul style="list-style-type: none"> • Ensure seamless coordination and implementation of services across all three plans. 	\$0
				TOTAL ALLOCATION:	\$133,677

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer	Date	Signature, Academic Senate President	Date
Signature, Chief Instructional Officer	Date	Signature, Chief Student Services Officer	Date

EXAMPLE GOALS and ACTION PLAN ACTIVITIES

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.	\$40,000
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.	\$50,000
TOTAL ALLOCATION:		\$90,000

[4b] 2014-2015 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Continue support for the third year of the college's Puente program and related activities.	A	May 2015	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.	\$40,000
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2015	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 101	\$0
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2014.	\$25,000
		May 2015	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2015.	\$25,000
		May 2015	Dean of College Learning & Instruction	Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.	
TOTAL ALLOCATION:					\$90,000



**[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014**

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: _____ College of the Canyons _____

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Audrey Green	Assoc. VP of Academic Affairs	audrey.green@canyons.edu
Denee Pescarmona	Dean, Instructional Support and Student Success	denee.pescarmona@canyons.edu
Brent Riffel	History Professor/Faculty Co-Coordinator, Skills4Success	brent.riffel@canyons.edu
Erin Delaney	English Instructor/Faculty Co-Coordinator, Skills4Success	erin.delaney@canyons.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	\$17,677
Student Assessment	\$0
Advisement and Counseling Services	\$0
Supplemental Instruction and Tutoring	\$1000
Coordination & Research	\$40,000
Professional Development	\$75,000
TOTAL:	\$133,677

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date