



## ACADEMIC SENATE

**Agenda** for September 17<sup>th</sup>, 2020, 3pm to 5pm, CCC ConferZoom (An email invitation will be sent out to the all subscribers list on CMC's email system. If you wish to attend please use Zoom meeting ID: 95565636978 or email [jdesantis@cmccd.edu](mailto:jdesantis@cmccd.edu) with questions. Please title your email subject line "Academic Senate request")

<https://cccconfer.zoom.us/j/95565636978>

Any person who requires a modification or accommodation in order to participate in a meeting should direct such request to Bonnie Bilger, Chief Human Resources Officer/EEO Officer, at [bbilger@cmccd.edu](mailto:bbilger@cmccd.edu) or (760) 366-5285 at least 48 hours before the meeting, if possible.

- A. Confirmation of the Agenda:** Empty agenda items spaces are intended to provide space for corrections to the agenda and emergency items.
- B. Approval of the Minutes:**
  - a. 09/03/2020
- C. Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments. Time for audience comments will also be provided as needed or requested during each agenda item.*
- D. Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*
  - a.
- E. Discussion/Action Items:**
  - a. Hiring Committees for Human Resources (standing item):
    - i.
  - b. Update Committees – continued.
  - c. Administrative Hiring Process- How many faculty Reps?

**CMC Academic Senate 10 +1 Title 5 responsibilities delineated in CMC Board Policy**

Academic and Professional matters refer to the following:

- 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

**Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.**

- d. Professional Development/Training Opportunities – Expand options for experience based workshops, training in instructional design, and conferences.
- e. Curriculum item -
- f. Develop a common statement that all faculty could use to alert students of what to do if servers go down, there are network outages, or power outages. Consider adding something to our syllabus template for online and hybrid classes.
- g. Social media use guidelines
- h. Student or faculty showcases for Board meetings. Recent request for an update on how part time faculty are doing and a Canvas demonstration.
- i. Update on 50% law
- j. Update or explanation about which full time positions are currently in the process of being filled, which positions are open but not yet being filled, a reminder of the the process.
- k. Faculty qualifications for DE and Declared-Emergency only DE
- l. Diversity on the Call to Action Committee
- m. Feedback for ACCJC follow up report

#### **F. Information/Discussion:**

- a. Curriculum item –
- b. External research to be conducted at CMC approval process
- c. Informing students in classes that are observed

#### **G. Committee Reports: (Please inform DeSantis and Avila of corrections.)**

##### **a. Senate Committees**

- i. **Curriculum** - Avila, Berger, Brakebill, Bridenbecker, Chlebig, Christensen, Gibbons, **Llort**, Maclaughlin, Martin, Monypeny, Connor, Norton, Page, Pieper, Steines (Curriculum Program Assistant Shannon Frechette).
- ii. **Library** – **Monypeny**, Baird, Friedt, Parkin, Basu.
- iii. **Professional Standards and Ethics** – Christensen, Baird, **Itnyre**, Walker.
- iv. **Educational Technology** - Anderson, **Berger**, Connor, Holley, Martin, Monypeny, Parkin, Powell
- v. **Cultural Education Enhancement** – Allen, Baird, Gibbons, Martin, Monypeny.
- vi. **FLEX** - **Maclaughlin**, Brakebill, Friedt, Holley, Martin, Schiel, Velasquez.

- vii. **Minimum Qualifications and Equivalency - Velasquez, Avila, Chlebig, DeSantis, Friedt, Haig, Llort, Parkin, Powell, Tyne, Walker, Basu, Delaney, Brakebill.**
- viii. **Academic Integrity - Danza, Walker, Parkin.**
- ix. **Hospitality (ad hoc) – Bridenbecker, Drozd, Itnyre, Parkin.**
- x. **Transfer Center Advisory Committee - Nafziger, Anderson, Schiel, Velasquez.**
- xi. **MAVSAC- O'Donnell, Anderson, Avila, Chlebig, DeGuzman, Nafziger**
- xii. **Brown Bag Teaching- Danza, Friedt, Gibbons, Holley, Martin, Page.**

**b. District Committees:**

- i. **Academic Calendar - Chlebig (alternate Connor).**
- ii. **Student Success Planning Committee – Anderson, Avila, Baird, Gibbons, Haig, Holley, Nafziger, Powell, Siciliano, Velasquez, (Abell).**
- iii. **Budget Advisory - Velasquez (alternate Parkin).**
- iv. **Equal Employment Opportunity – Avila, Velasquez (alternate Parkin).**
- v. **Commencement - Avila, Christensen, Velasquez.**
- vi. **Scholarship – Allen, Baird, Chlebig, Llort, Monypeny, Nafziger**
- vii. **Desert Studies - Baird, Delaney, Powell, Steines, Tyne, Basu, Bridenbecker.**
- viii. **Technology – Anderson, Berger, Monypeny (alternate Parkin).**
- ix. **Employee Development Fund-Velasquez.**
- x. **Professional Development - Maclaughlin (alternate Chlebig).**
- xi. **CTE - Brakebill, Chlebig, DeGuzman, Drozd, Friedt, Haig, Martin, Page, Powell, Schiel, Steines, Tyne.**
- xii. **Salary Advancement - Connor, Llort.**
- xiii. **Foundation Board – Schiel.**
- xiv. **Marketing Committee – Avila, Nafziger, Schiel**
- xv. **Institutional Effectiveness - Berger, Christensen, Gibbons, DeSantis.**
- xvi. **Facilities –Friedt.**

**H. Reports**

**a. Senate**

- i. **Officers (President, VP, Secretary, State Senate Rep., Edu. Tech, Curriculum, PSE, Part Time faculty Rep.)**
- ii. **SLOA Coordinators-**
- iii. **Senators-**

- b. Associated Students-**
- c. Administration-**
- d. Board of Trustees-**

- I. Future agenda items and items to be carried over to the next meeting  
(these items are on hold [but not forgotten] due to time constraints and  
pressing time-sensitive matters)**
  - a.**



## ACADEMIC SENATE

### Minutes for September 3rd, 2020

Present (bold denotes those not in attendance): **ALLEN, CATHY**; ANDERSON, JENNIFER; AVILA, KRYSTAL; **BAIRD, ELLEN**; BASU, ANAMIKA; BERGER, BRAD; BRAKEBILL, JIM; BRIDENBECKER, BRUCE; CHLEBIK, KATRINA; CHRISTENSEN, LEE ANN; CONNOR, KYLEE; **DANZA, MIKE**; **DE GUZMAN, LORENZA**; DELANEY, PAUL; **DESANTIS, JOE**; **DROZD, JEFF**; **FRIEDT, PAUL**; GIBBONS, HEIDI; **HAIG, JEFF**; HOLLEY, JOHN; **ITNYRE, CATHY**; LLORT, YADIRA; **MACLAUGHLIN, COLIN**; MARTIN, KIMBERLEY; MONYPENY, DEREK; NAFZIGER, CASSANDRA; **NORTON, DAVID**; PAGE, DAWN; **PARKIN, STEVE**; PIEPER, DEAN; POWELL, JIM; SCHIEL, MELYNIE; SICILIANO, ANTHONY; **STEINES, HEIDI**; **TYNE, SHEILA**; VELASQUEZ, VICTORIA; **WALKER, MICHEL**

Part Time Rep: GILMORE, HEATHER

Student Rep: SMITH, LEILA

Others in attendance: MATTHEW BARBOZA, JENN O'DONNELL, MICHAEL REESE, JENNIFER DIELEMAN

**A. Confirmation of the Agenda:** Empty agenda items spaces are intended to provide space for corrections to the agenda and emergency items. *Meeting conducted by John Holley M/S/U-Berger/Chlebig*

**B. Approval of the Minutes:**

- a. 8/21/2020 Minutes **M/S/U- Berger/Chlebig**
  - i. **Discussion- fix the spelling of Derek's name**

**C. Audience comments.** *This section of the agenda is reserved for senate guests who wish to speak on items not on the agenda. Comments are limited to a total of three minutes for each person giving comments. Time for audience comments will also be provided as needed or requested during each agenda item.*

**D. Consent Agenda:** *The following items on the consent agenda will not be discussed. If any senator wishes to remove an item from the consent agenda, the motion should be made during agenda confirmation, item A above.*

**CMC Academic Senate 10 +1 Title 5 responsibilities delineated in CMC Board Policy**

Academic and Professional matters refer to the following:

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- 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

**Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.**

- a. Curriculum Minutes, Feb. 2020 **M/S/U- Schiel/Chlebik**

**E. Discussion/Action Items:**

- a. Hiring Committees for Human Resources (standing item):
  - i. We will eventually need representatives for the permanent VP/CIO hiring committee
  - ii. Other hiring committee staffing needed:
- b. Update Committees – continued. Last meeting committees were tasked with reviewing their membership.
- c. Curriculum item - Curriculum Committee positions with request for one rep from Health Sciences for Curriculum Committee as per Curric ByLaws
  - i. Discussion of Jennifer Anderson not being in the Humanities department, will replace with Melynie Schiel. Berger- who is eligible to fill this position? We should ask each full time faculty in HS to sit on that committee. If we can't get a rep. from Health Sciences, then we can have the discussion of filling with an at large person. Nominate Heidi Stienes to fulfill the Health Sciences Representative **M/S/U-Schiel/Berger**
  - ii. Motion to replace Jennifer Anderson with Melynie for Humanities Rep, Cassie removed as at large and replaced with Jennifer Anderson **M/S/U-Chlebik/Berger**
- d. Develop a common statement that all faculty could use to alert students of what to do if servers go down, there are network outages, or power outages. Consider adding something to our syllabus template for online and hybrid classes. – Motion to Table for next meeting **M/S/U-Martin/Chlebik**
- e. Curricular items for Fire Technology degree and certificate updates tabled last meeting and are on hold at the request of the Curriculum Committee – **Llort- asked Joe to remove, will come back at another time.**
- f. Guided Pathways status update and work scheduled for this year.
  - i. Melynie presented on the Guided Pathways status. Biggest takeaways:
    - 1. Needing a website presence so that it is in the students hands up front.

2. The importance of the Program Documentation, 2-year course cycle and the Program maps all aligning so that when students see their Student Education Plan it is all correct.

3. Discussion- how can we get students to 15 units?

a. Chlebik- students have life going on. Dieleman- maybe they are not taking 15 because they don't know they can.

Velasquez- I agree with Katrina- the students have so much going on. Schiel- its not just our college it's the entire system. The next thing to talk about is if we can't get them thru in 2 years, what do we do to make sure they can get thru as soon as possible. Chlebik- We also have to look at prep courses, that makes it longer.

Gilmore- if we continue to offer more online courses, this could also help the students who couldn't get to class.

Schiel- This fits into Kylee's attrition study, Connor- my attrition study, showed that the majority of students would have stayed if they had an online option.

Velasquez- we need to support both, online and face-to-face. Christensen-More eight-week, hybrid courses

Nafziger- I agree, maybe winter and 2 summer sessions.

Berger- students will do what they feel they will be successful at. Christensen- I agree with Cassie, it is easier to focus on one class for a shorter time period.

Berger- SLO findings- scores skyrocketed in Math 14, no oversight with exams. Christensen- we need to look at our assessments. Powell- proctoring tests online,

purchased by Chancellors Office. Berger- Just like facial recognition have biases, I wonder if this will be a factor.

Powell- you would review it.

g. (request approval to add to agenda as time sensitive) Job description for Dean of Arts and Sciences

i. Chlebik- not sure if we want Arts and Sciences, maybe it should be Dean of Academic Instruction. Reese- Dean of Instruction, this title doesn't match the work, this person is only over Arts & Sciences.

Chlebik- bullet 4 Associate Dean of CTE & non-credit. Should this be an Associate Dean or change the Associate Dean to Dean?

Christensen- Originally the Associate Dean would report to the Dean. Chlebik- this adds another layer. Bilger- Currently both reporting to the CIO. Martin- if they are equal then they should have a similar title. Bilger- which way should it be? Martin- both Deans, Bridenbecker- This is how it was prior. Avila- Are there different pay scales? This should be a factor in our decision making with the current budget shortfall. Bilger- Yes. Martin- are the qualifications the same? Schiel- if we are going to go with equalizing the two we need to look at the positions together. Martin- it sounded like they are doing equally work. Bilger- So what I am hearing is you would like to make the job description and qualifications. We also want to see current org chart structure. Schiel- Are we splitting into 2 distinct schools. Its more than a job description conversation? Berger- Is it possible for Deans to share office staff? Qualifications- Teaching experience vs. management experience. Desirable should have additional administration. Schiel- I personally think Administrators over faculty should have tenure. Is it possible to do it without that yes but would definitely help to understand. Powell- agree but we would like that in the interview process.

#### **F. Information/Discussion:**

- a. Curriculum item –
- b. Faculty Identification cards - Continued **Table**
- c. Faculty voluntary peer mentoring – Continued
- d. Gilmore- I put together a sign-up sheet. Kim will help with this as she is the DE coordinator. Michael has approved that this sheet to go into the faculty documents. Martin- We thought it would be great if any faculty/staff would volunteer to help other faculty. I would put myself on the list and say what I am good at, then when someone is looking for those skills they would look at this sheet. This would be voluntary. Are we all on board with this? Its more about community building. Connor- Sure Martin- I would share as people ask questions. Gilmore- plan is to send out the list to all subscribers and respond, it will be loaded into the faculty documents. Martin- Heather and I will maintain the list. Schiel- Please bcc, my email is getting destroyed with Reply All- I don't want to miss the student emails.



- e. Dual enrollment classes with MUSD and online training equivalency or absence of equivalency.
  - i. Schiel- This is something that Joe was talking about. We have criteria that we have set up for minimum training for our faculty. There was a lot of back and forth about dual enrollment faculty training being mandatory. They had a lot of voluntary training opportunities but we have no way of knowing what they completed. Berger- Our standards are from the Chancellors Office? Schiel- we set it up our minimum standards through Senate. Reese- Amy Woods verified that they went thru 11 days of training, and weekly training as well. Schiel- we just don't have something in writing that says this is what they did for us to see if it was comparable. Holley- Can we see their training? Reese- yes Amy sent their trainings over to me and Joe. Berger- All of our faculty have to go thru an evaluation process. Do dual enrollment faculty also get evaluated? Schiel- they do not go thru our evaluation process, most other CC have more involvement, we don't have that connection besides they are encouraged to talk to disciplined faculty. Berger- could we ask them to volunteer to allow us to observe. Llort- these are union issues for them Chlebik- we cannot evaluate their classes as they are not CMC employees when they conduct their classes during the high school times. Is emergency certification good forever? Schiel- this is something we need to talk about, we don't have any information about after this term. Martin- we are in discussion about this now. Schiel- Dual enrollment agreements get renewed every 2 years. If we push too hard we could harm the program, but we could talk about these issues, ask the hard questions, and change the agreement if we wanted to. Chlebik- could we not agree to a course? Schiel- its sticky, district has a right to schedule but faculty have purview of programs. Holly- personally my son took dual enrollment and there has been benefits. Llort- it has proven beneficial to students. Gilmore- do we have numbers on dual enrollment? Schiel- I am sure we do.
- f. Best practices and equity - discuss whether faculty should be requiring/not requiring student cameras on during synchronous zoom sessions.

- i. Martin- I brought this up as an equity issues, should we require our students to show their faces during. There are several reasons not too, we want to be empathetic. Of course during presentations, they will have to show their faces then. But during meetings or office hours, I do not require them to have the camera on. Schiel- I just sent it on as I thought it was interesting. Holly- This is the first time I have the camera, because I don't want to show my house & don't like to show myself on camera. Velasquez- our students are low-income; we need to be respectful of that as well. Llort- San Diego District has said that they cannot require for all the reasons we discussed. Martin- there are other ways to be active: poll in the chat, raising their hand, asking questions in chat. Berger- When I click record, I see that it shows the students. Can I change that? Martin- Yes you can change it thru the settings. If you want to share later you have to blur out any faces due to FERPA. Berger- So if I share the recording link can anyone access it? Martin- Download the video and not the link. Holly- It's too long & takes up too much space Connor- if you post it to YouTube and then embed in Canvas that fixes the issue. Berger- so the recommendation is to make it private and embed it? Martin- This is our experimental phase, I am learning so much about how to use technology to make my classes better and more exciting.

## **G. Committee Reports: (Please inform DeSantis and Avila of corrections.)**

### **a. Senate Committees**

- i. **Curriculum** - Avila, Berger, Brakebill, Bridenbecker, Chlebik, Christensen, Gibbons, **Llort**, Maclaughlin, Martin, Monypeny, Connor, Norton, Page, Pieper, Steines (Curriculum Program Assistant Shannon Frechette). **1<sup>st</sup> Curriculum meeting is 9/21 any agenda items forward to Yadira**
- ii. **Library** – Monypeny, Baird, Friedt, Parkin, Basu.
- iii. **Professional Standards and Ethics** – Christensen, Baird, **Itnyre**, Walker.
- iv. **Educational Technology** - Anderson, **Berger**, Connor, Holley, Martin, Monypeny, Parkin, Powell

- v. **Cultural Education Enhancement** – Allen, Baird, Gibbons, Martin, Monypeny.
- vi. **FLEX - Maclaughlin**, Brakebill, Friedt, Holley, Martin, Schiel, Velasquez.
- vii. **Minimum Qualifications and Equivalency - Velasquez**, Avila, Chlebig, DeSantis, Friedt, Haig, Llort, Parkin, Powell, Tyne, Walker, Basu, Delaney, Brakebill.
- viii. **Academic Integrity - Danza, Walker, Parkin.**
- ix. **Hospitality (ad hoc)** – Bridenbecker, Drozd, Itnyre, Parkin.
- x. **Transfer Center Advisory Committee - Nafziger**, Anderson, Schiel, Velasquez.
- xi. **MAVSAC- O'Donnell**, Anderson, Avila, Chlebig, DeGuzman, Nafziger
- xii. **Brown Bag Teaching-** Danza, Friedt, Gibbons, **Holley**, Martin, Page.

**b. District Committees:**

- i. **Academic Calendar** - Chlebig (alternate Connor).
- ii. **Student Success Planning Committee** – Anderson, Avila, Baird, Gibbons, Haig, Holley, Nafziger, Powell, Siciliano, Velasquez, (Abell).
- iii. **Budget Advisory** - Velasquez (alternate Parkin).
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- vii. **Desert Studies** - Baird, **Delaney**, Powell, Steines, Tyne, Basu, Bridenbecker.
- viii. **Technology** – Anderson, Berger, Monypeny (alternate Parkin).
- ix. **Employee Development Fund-Velasquez.**
- x. **Professional Development** - Maclaughlin (alternate Chlebig).
- xi. **CTE** - Brakebill, Chlebig, DeGuzman, Drozd, Friedt, Haig, Martin, Page, Powell, Schiel, Steines, Tyne.
- xii. **Salary Advancement** - Connor, Llort.
- xiii. **Foundation Board** – Schiel.
- xiv. **Marketing Committee** – Avila, Nafziger, Schiel

- xv. **Institutional Effectiveness** - Berger, Christensen, Gibbons, DeSantis.
- xvi. **Facilities** –Friedt.

## **H. Reports**

### **a. Senate**

- i. **Officers (President, VP, Secretary, State Senate Rep., Edu. Tech, Curriculum, PSE, - NO REPORT Part Time faculty Rep. Gilmore:** In order to bring our PT faculty together, we are having our first Friday catchup zoom meeting)-
- ii. **SLOA Coordinators-** Berger- Spring SLOs are due Tuesday by midnight
- iii. **Senators-**

**b. Associated Students- Smith-** I will be the rep can I please get the Agenda and Zoom invites

**c. Administration- No Report**

**d. Board of Trustees-No Report**

## **I. Future agenda items and items to be carried over to the next meeting (these items are on hold [but not forgotten] due to time constraints and pressing time-sensitive matters)**

- a. Administrative Hiring Process- How many faculty Reps?
- b. Committee descriptions- please send out and review prior to next meeting
- c. Academic Integrity Committee
- d. Student Success Committee

**Adjourn-M/S/U Chlebig/Gilmore**



**Copper Mountain College  
Academic Senate Agenda Packet  
(ASAP)**

**Date of Senate Meeting:**

**Requested by:**

**Subject:**

**Type of Consideration:**

- Action Item**
- Information/Discussion**

**Desired Outcome:**

**Background:**

## **Committee Description for Education Technology**

Change name

Change Description

Chair? Distance Coordinator sit on this committee?

From Brad Berger to Everyone: (9:51 AM)

Ed Tech basically tries to identify technology faculty would like and make recommendations about it to the Senate and management.

The essential objective of Educational Technology is to improve the quality of education and enhance the learning **process**. Most importantly, technology should magnify the teaching and learning **process** as well as facilitate better performance of educational systems as it emphasis upon effectiveness and efficiency.

Educational technology is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. Educational technology creates, uses, and manages technological processes and educational resources to help improve user academic performance

# **Copper Mountain College**

## **Institutional Self-Evaluation Follow-up Report**

*Submitted by:*

Copper Mountain College

6162 Rotary Way

Joshua Tree, CA 92252

*Submitted to:*

Accrediting Commission of Community and Junior Colleges,

Western Association of Schools and Colleges

*Date Submitted:*

1 October 2020

## Institutional Self-Evaluation Follow-up Report Certification Page

**To:** Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

**From:** Daren Otten, Superintendent/President  
Copper Mountain College  
6162 Rotary Way  
Joshua Tree, CA 92252

I certify that there was broad participation/review by the campus community, and I believe this report accurately reflects the nature and substance of this institution.

**Signatures:**

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**Daren Otten** **Date**  
*Superintendent/President*

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**Richard Rogers** **Date**  
*President, Board of Trustees*

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**Michael Reese** **Date**  
*Accreditation Liaison Officer*

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**Joe DeSantis** **Date**  
*President, Academic Senate*

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**Jared Zwicker** **Date**  
*President, Classified Senate*

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**Leila Smith** **Date**  
*President, Associated Students*



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## Report Preparation

At its meeting on 5-7 June 2019, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reviewed the Institutional Self-Evaluation Report and evidentiary materials submitted by Copper Mountain College (CMC). The Commission also considered the External Evaluation Team Report prepared by the peer review team that conducted its onsite visit to CMC on 4-7 March 2019. The Commission acted to reaffirm accreditation for 18 months and require this follow-up report, due 1 October 2020.

The Commission determined that CMC must demonstrate compliance with the following Standards as identified in the College recommendations, to be addressed in this follow-up report.

**Standards I.B.2, II.A.3, and II.A.11:** In order to meet the standard, the team recommends that the College complete its course-, program-, and institutional-level learning outcomes assessment cycle.

The Institutional Effectiveness Committee met during the summer of 2019 to discuss how best to address the Commission's compliance recommendation. Overall SLO assessment rates at that time were in the low 30% range. The committee determined that the creation of three student learning outcomes coordinator (SLOAC) faculty reassigned-time positions would help to ensure ongoing oversight and compliance for the student learning outcomes (SLO) process. [SLOAC job description] These positions were established and staffed in fall 2019. The SLOACs presented workshops on the SLO process during fall 2019, spring 2020, and fall 2020 professional development weeks, and since their inception, they have worked to train faculty in SLO assessment and tracking. Within a year, SLO assessment rates jumped to the mid-90% range.

In spring 2020, the Chief Instructional Officer (CIO) and the administrative assistant to this position obtained the template for follow-up reports from the Commission website and began to complete the required sections of the report, with input from the SLOACs.

In summer 2020, the CIO met with the SLOACs to compile and collate evidence and complete this report, to be submitted to the Governing Board for consideration in September 2020.

Personnel involved in the preparation of this report include the following.

- Brad Berger, SLOAC for Mathematics and Sciences
- LeeAnn Christensen, SLOAC for Arts and Humanities
- Heather Gibbons, SLOAC for Career Technical Education and non-instructional areas
- Matthew Betts, Research and Planning Specialist
- Alma Correa, Dean of Planning, Research, and Institutional Effectiveness
- Melynie Schiel, Dean of Instruction
- Lisa Hinton, Administrative Assistant
- Jane Abell, Acting CIO
- Tony DiSalvo, CIO
- Jacob Kevari, Interim CIO

- Michael Reese, Interim CIO

## Response to the Commission Action Letter

The Commission determined that the College must demonstrate compliance with the following.

**Standards I.B.2, II.A.3, and II.A.11:** In order to meet the standard, the team recommends that the College complete its course-, program-, and institutional-level learning outcomes assessment cycle.

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### *I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student learning support services. (ER 11)*

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CMC defines and assesses student learning outcomes for all instructional programs and student learning support services. This is done at the institutional level, the program level, and the course or service unit level.

The college catalog defines the following five institutional student learning outcomes (ILOs) as a general combination of competencies that will enable CMC students to be successful in furthering their education, in their career, as citizens, and in their personal lives. [\[ILOs in college catalog\]](#)

- Communication skills
  - Express ideas and information effectively
  - Demonstrate effective listening skills
  - Utilize persuasive skills in both written and oral forms
- Critical thinking skills
  - Analyze problems and conceptualize theses
  - Develop arguments, weigh evidence, and derive conclusions
  - Use inductive, deductive, and recursive reasoning and methodological processes
  - Differentiate facts from opinions
- Ethics
  - Demonstrate respect, integrity, and tolerance
  - Practice fair treatment, civility, and commitment to civic engagement
  - Exhibit responsibility for oneself, the community, and the environment
- Personal development
  - Recognize personal strengths and weaknesses and embrace a lifelong learning process that perpetuates personal growth
  - Demonstrate cooperation, tolerance, flexibility, and curiosity
  - Cultivate an awareness and appreciation for diversity
  - Demonstrate leadership skills
- Information competency
  - Demonstrate proficiency in the use of technology
  - Utilize appropriate skills to locate and evaluate information

- Apply research and writing methodologies to information

The Planning, Research, and Institutional Effectiveness Office distributes an ILO survey at the graduation ceremony each spring. [ILO survey] The 85 responses from spring 2018 show that students improved significantly in all ILO areas during their time at CMC. [ILO survey results] The ILO survey was not distributed in spring 2020 because the graduation ceremony was canceled due to COVID-19.

The college catalog defines program student learning outcomes (PLOs) as the cumulative skills, knowledge, and competencies developed over all the courses required to earn a degree or certificate. [ILOs in college catalog] The college catalog lists PLOs for each instructional program under the corresponding program description. [PLOs in college catalog]

All programs assess their PLOs directly each year and they submit their results prior to the program review due date in mid-September, following the timeline specified by the integrated planning model. [Integrated planning model] [PLO assessment instructions] [PLO assessment assignments] Full-time faculty complete and submit the PLO assessment instruments for their instructional programs. [PLO assessment instrument] The PLO submission rate for 2019-2020 was **XXX%**. [EVIDENCE SHOWING PLO SUBMISSION RATE]

The college catalog defines student learning outcomes (SLOs) as the knowledge, skills, and competencies specific to course content that students will develop during a course of study. [ILOs in college catalog] In developing new or revising existing courses, discipline faculty determine the SLOs for each course and list them on the new or revised course outline of record (COR). They then submit the COR to the Curriculum Technical Review Advisory Committee (CTRAC), which assesses each element of the COR including the SLOs. [Curriculum summary]

Every COR lists the SLOs for the course. [HIST-003] [CH-004] [AUTO-004] Faculty are directed to include SLOs in all of their syllabi [Sample syllabi] via the syllabus template [Syllabus template] and a welcome letter from the Dean of Instruction each semester. [Welcome letter] The Dean of Instruction reviews each syllabus to ensure that the SLOs are identical to those listed in the COR. [EVIDENCE OF DEAN'S REVIEW]

Instructional faculty assess at least one SLO in each course assigned for assessment every term [EVIDENCE OF SCHEDULE OF COURSE ASSESSMENTS] using the SLO assessment instrument [SLO assessment instrument] [SLO PSY-020] and they submit their results each fall prior to the program review due date. [SLO submissions due] PLO and SLO assessments feed into program review, as shown in the integrated planning model. [Integrated planning model] The program review templates for instructional and non-instructional faculty include a discussion of assessments. [Instructional program review template] [Non-instructional program review template] Although we no longer use TaskStream to collect assessment information as described in the faculty handbook on assessment, the handbook is still a valuable resource for training faculty on how to define and assess SLOs for their courses. [SLO handbook] The SLOACs provide feedback on assessments submitted by faculty to help them continuously improve the SLO definition and assessment process. [SLO assessment rubric] The SLOACs train faculty during professional development week each spring and fall. [SLO workshop] Assessment

submission rates for spring 2019, summer 2019, fall 2019, spring 2020, and summer 2020 were 92%, 73%, 96%, 24%, and 11%, respectively. [SLO tracking]

How do we define student learning support services outcomes? Evidence?

How do we regularly assess student learning support services outcomes? Evidence?

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***II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.***

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Per the discussion in the previous section, CMC identifies and regularly assesses PLOs and SLOs following established procedures. Certificate and degree programs are included in the identification and regular assessment of PLOs. [PLOs in college catalog]

Each CMC course has an officially approved and current COR listing the SLOs for the course. [HIST-003] [CH-004] [AUTO-004] In every section students receive a course syllabus that includes SLOs from the officially approved COR. [Sample syllabi] [MORE EVIDENCE]

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***II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.***

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The CMC ILOs map directly to the Commission's program outcomes.

- Communication skills → Communication competency
- Critical thinking skills → Quantitative competency and analytic inquiry skills
- Ethics → Ethical reasoning
- Personal development → Ability to engage in diverse perspectives
- Information competency → Information competency

Every CMC instructional program includes PLOs that map to each of the ILOs. [PLOs in college catalog] [PLOs mapped to ILOs] Thus, all programs include PLOs that map to each of the Commission's program outcomes via the ILOs. For each program, the PLOs include outcomes specific to that program. [PLOs in college catalog]

**Evidence that SLOs map to PLOs**

Copper Mountain College completes its course-, program-, and institutional-level learning outcomes assessment cycle and will continue to do so. In particular, CMC identifies, defines, and regularly assesses SLOs, AUOs, PLOs, and ILOs for all instructional programs and student

learning support services, including courses, programs, certificates and degrees using established institutional procedures; it has officially approved and current CORs that include SLOs, and in every class section students receive a course syllabus that includes the SLOs from the COR; and, it includes, in all of its programs, PLOs in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

## Appendices

EVIDENCE