

Fall 2022 Reassignment Application

Please note: If approved, all reassignment positions will begin work in Fall 2023, for the Fall 2022 application process.

Current or Proposed Position Name: *

Community of Learning Through Sports (COLTS)

Author(s): *

Erik Gaspar & Jessica Kaven

Is this a campus-wide or program/department position? *

If you're not sure how to answer this question, please refer to the IPC Past & Present Positions website (<https://www.canadacollege.edu/ipc/reassignment-archive.php>).

Campus-Wide Position

Program/Department Position

Is this a New, Renewal, or Revision Application? *

A New Reassignment Application is for a position that has never been funded by the College before. A Renewal Application is for a position that has been previously funded by the College. A Revision to Existing Position Application can be used to revise a currently held position that is not currently up for renewal.

- New Reassignment Application
- Renewal Application
- Revision to Existing Position Application

Change to Reassign Time Allocation

Are you requesting more or less reassign time than in the past? *

- Yes
- No

Time Change Explanation

Explain why more or less reassigned time is being requested. *

Revisions to Existing Positions

What revisions do you need to request for your current position? *

Amount of Reassignment & Duration

Please report the amount of FTE you are requesting for each term and calculate the total annual FTE. Calculations: 0.2 FTE (3 units) = 7.5 hrs/week or approximately 120 hrs/semester. Each additional unit (0.067 FTE) represents an additional 2.5 hrs/week.

Fall (FTE) *

.4

Spring (FTE) *

.4

Total Annual (FTE) *

.8

How many semesters of reassigned time are being requested? *

Please note, the majority of reassignment positions are filled for two year, or four semester terms. But if you need reassign time for a different amount of time, please select that below

4 (2 years - Most Common) ▼

Position Responsibilities

Instructions for Duties List

-We recommend writing your duties list in a simple bulleted list. To do this in this form, use dashes as bullets, and hit enter to space each list item.

-Next to each duty or responsibility include an amount of reassignment time that will be used for that item. This can be done based on weekly hours, semester hours or a percentage of total time.

-Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/docs/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties.

-If you're submitting a RENEWAL application, please note that you can reference past applications (<https://canadacollege.edu/ipc/reassignment-archive.php>) for your position and copy and paste that duties list to revise here.

Example Duties List - College-Wide Position

-Promoting a culture of instructional assessment campus-wide by:

--Helping faculty find meaningful results through the effective design and analysis of assessment methods; and

--Offering assistance and training to individuals and departments; and

--Serving as a voting member of IPC; and

--Attending and participating in meetings supporting program review (e.g., PBC Program Review Work Group).

[Approximately 50% of time allocation]

-Facilitating and managing local assessment cycle by:

--Communicating with faculty regularly regarding their assessment plans; and

--Facilitating the implementation of the local assessment cycle college-wide; and

--Managing the assessment cycle process and all materials required; and

--Eliciting feedback and propose changes to cycle.

[Approximately 30% of time allocation]

-Providing the college with assessment expertise by:

--Attending workshops and conferences on assessment best practices and accreditation-related topics; and

--Attending division and/or department meetings; and

--Sharing this expertise via Flex Day, workshops, and the like;.

[Approximately 10% of time allocation]

-Collaborating with Accreditation Liaison Officer and designated work groups/taskforces related to assessment to:

--Contribute to accreditation reports; and

--Ensure assessment work aligns and complies with ACCJC standards and processes.

[Approximately 10% of time allocation]

Example Duties List - Program/Department-Wide Position

Cañada's current ESL department work around AB705 implementation for ESL:

- Align ESL courses with ESL Pathway as it relates to the AB705 mandates
- Create an ESL Pathway that gives the students the tools to succeed and continue pursuing certificates and degrees.
- Review and update ESL Course Outlines and curriculum to make sure that off campus-beginning classes transition to on-campus advanced ESL.
- Work with English Department to connect our Pathway.
[Approximately 30% of time allocation]

- Collaborate with other departments to ensure students are succeeding.
[Approximately 5% of time allocation]

- UC/ CSU GE (Humanities Area) transferability for ESL 400 (although still not TLC)
- Disseminate and share information with ESL Department and Cañada College and the various departments that will be involved in the implementation of this mandate
[Approximately 20% of time allocation]

- District meetings with Vice Chancellor Aaron McVean to discuss action plan
- Biweekly meetings with ESL faculty at CSM and Skyline
[Approximately 20% of time allocation]

Additional work for Spring 2020:

[Approximately 25% of time allocation]

- Continued work on placement of students using multiple measures or other approved placement methods (without high school transcripts, which are rarely available for our students; all 3 ESL departments are advocating for a placement test)
- Regular meetings with PRIE to inform gathering student info and data
- Coding ESL courses (CB21 coding)
- Aligning CB21 coding with adult schools
- Creating an action plan
- Collaboration across campus to implement new procedures and policies for Fall 2020

Guided by the format of the examples above, please provide a comprehensive list of all duties or responsibilities of this position. *

Please refer to the list of D1 duties (https://www.canadacollege.edu/ipc/Appendix_D1.pdf) and make sure that the duties of this position do not overlap with any D1 duties. Also, please note that this list is meant to be a general overview of the responsibility of this position, and it is not meant to be a daily plan of all work.

- Programmatic Leadership
 - Improve reading, writing, oral communication, critical thinking and study skills
 - Maintain current course offerings:
 - COMM 130, MATH 200/800, CRER 137, KINE 137/138
 - Consider new offerings based on data:
 - ENGL 110
 - HIST 201
 - Continue discussion on curriculum development specific to athletics and how best to address reading, writing, oral comm, critical thinking and study skills
 - Examine student data specific to success, persistence and retention
 - Examine course offerings, with a focus on distance education (courses and training)
 - Build student self-esteem and confidence in academics
 - Faculty coordinators act as a bridge between athletics and instructional faculty focused on classroom, athletics and life successes (e.g., Flex sessions, division meetings, trainings)
 - Examine curriculum to address building esteem and confidence
 - Sustain use of COLTS office hour
 - Measure and increase student success, persistence, and retention
 - Collaborate with PRIE on data gathering, understanding and implications
 - Examine athletic success, in terms of team GPA, wins/losses, recruitment, and 4-year athletic scholarships*
 - Track students in COLTS courses
 - Maintain master list so we can follow students throughout educational and athletic careers
 - Communicate with participating faculty about the successes and challenges of the cohort
 - Regular check-ins with participating faculty (e.g., before drop with 'W')
 - Collaborate with other support programs on campus (e.g., Umoja)
 - Identify clear expectations for all coaching faculty related to participating in COLTS
 - Meet with coaching faculty (ask for reflections related what's working and what's not)
 - Discuss and provide solutions to challenges addressed
- Community Building
 - Establish needs/wants from coaches
 - Establish needs/wants from athletes
 - Outreach to campus
 - Examine COLTS course offerings and consider new courses based on data

Identify which goals and strategic initiatives from the college's Education Master Plan are being supported by this position. Check all that apply. *

For more information about the Education Master Plan (EMP), please refer to the Cañada College Collaborates website (<https://canadacollege.edu/prie/canada-collaborates.php>).

- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #1 (Make Registration Easier)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #2 (Connect Students to the Academic Program(s) and Classes They Need)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #3 (Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete)
- EMP Goal #1: Student Access, Success and Completion - Strategic Initiative #4 (Improve the Financial Stability of Students)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #1 (Support innovative teaching that creates more equitable and antiracist learning environments)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #2 (Create and sustain an inclusive, antiracist, and equity-minded campus culture)
- EMP Goal #2: Equity-Minded and Antiracist College Culture - Strategic Initiative #3 (Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps)
- EMP Goal #3: Community Connections - Strategic Initiative #1 (Better share what Cañada offers)
- EMP Goal #3: Community Connections - Strategic Initiative #2 (Be the best college choice for local high school students)
- EMP Goal #3: Community Connections - Strategic Initiative #3 (Strengthen K-16 pathways and transfer)
- EMP Goal #3: Community Connections - Strategic Initiative #4 (Help students explore and find employment in fields of their choice)
- EMP Goal #3: Community Connections - Strategic Initiative #5 (Help meet the basic needs of Cañada students and other community members)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #1 (Ensure the physical campus is accessible)
- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #2 (Provide adequate access to technology)

- EMP Goal #4: Accessible Infrastructure and Innovation - Strategic Initiative #3 (Manage resources effectively)

Final Questions

How would your program be impacted if this position is not funded? *

The elimination of this program would result in the following:

- The cancellation of the COLTS office hours
 - Less expansive support for all of athletes, including COLTS
 - Pause on the expansion plan of COLTS course offerings
 - Reduced student, faculty/coach, and dean interaction and outreach
 - Fewer touch points for athletes to gain support and access to resources
 - Less cross-campus communication, reduced interdisciplinary collaborations, and limited facilitation of student athlete success/retention
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Anything else you would like us to know? For example, awards, recognition from the community, student highlights, etc.

COLTS is currently in its 7th year, co-created by three faculty members: counselor, instructional faculty, coach, without administrative support (e.g., PSC, retention specialist). We are currently in our 4th year of reassignment units.

During Fall 2019 and 2021, COLTS was nominated by Cañada College's Academic Senate as an Exemplary Program to the state Academic Senate (ASCCC) and was recognized by the CCC Board of Governors.

Over the past several years, the athletics department serves roughly 160 students-athletes who all require specialized recruiting, academic counseling, academic support and retention efforts. With only one counselor working with the entire athletics department just a few hours a week on average (~5 hours/week) and with no retention specialist on staff, coaches are often the ones who provide many of the support services to their student-athletes. With only two full-time faculty members in men's and women's soccer, the other five teams rely on adjunct faculty to provide this additional support, which is not realistic nor is it sustainable. If the coaches do not provide this additional support, it is unclear if and how support is given to this specialized student population.

It is paramount for the athletics department to create innovative opportunities for support outside of counseling and sport specific coaches to ensure academic success and retention for all student-athletes. In becoming more confident in academics, student-athletes will also improve athletically. Team dynamics improve on and off the field as student-athletes become more confident and successful in both areas. COLTS can successfully demonstrate the reciprocal power of the partnership fostered.

Of Cañada's athletes, the majority of the students are disproportionately men and women of color compared to the college average and qualify for low-income resources. Beyond demographics, student athletes are held to a more stringent transfer and unit completion timeline. For example, the average student at Cañada attends part-time and completes their transfer goal within 6 years. However, this timeline does not work for college athletes as their eligibility would have expired before they even transferred (see CCCAA Constitution & Bylaw 1. Student Athlete Eligibility; Student Eligibility Form). Student athletes are also required to attend school full-time in order to be eligible to compete (play their sport). For many, this means, in addition to working at least part-time, student athletes must also take a full load of classes, while also being mindful of their transfer curriculum so that they can transfer in as few as two years.

Participation in COLTS is designed to help students take advantage of academic resources on campus, and to help them to build strong study, communication, and math skills with the goal of improving their overall educational performance. Additionally, the objective of COLTS is to improve the ability of instructional, counseling, and coaching faculty to collaborate in support of student-athletes' academic success. Cultivating an effective educational experience focused on success is a reflection of Cañada College's mission.

To participate in COLTS the student must be a member of an intercollegiate sports team at Cañada College. The program is led by two faculty coordinators (one from athletics and one from instruction,

who also teach in the COLTS program). The coordinators work closely with the faculty teaching in the learning cohort, along with the students and their coaches. Currently, faculty collaborations have resulted in courses being taught in the cohort by the following departments: Communication Studies, Math, Kinesiology, and Career/Counseling.

Current offerings:

- COMM 130: Interpersonal Communication
 - o Transfer credit: 3 units, CSU GE Area A1, IGETC Area 1C
- MATH 200: Elementary Probability & Statistics
 - o Transfer credit: 4 units, CSU GE Area B4, IGETC Area 2A
- MATH 800: Just-in-Time Support for Elementary Probability & Statistics
 - o Transfer credit: 2 units, not transferrable
- CRER 137: Life & Career Planning
 - o Transfer credit: 3 units, CSU GE Area E1, UC
- KINE 137: Athlete Skill Success 1st Year
 - o Transfer credit: 1 unit, CSU
- KINE 138: Athlete Skill Success 2nd Year
 - o Transfer credit: 1 unit, CSU

Please enter the name of your Dean or VP who we can contact for approval of this application. *

James Carranza & Matt Lee

This form was created inside of Skyline, Cañada and College of San Mateo.

Google Forms

Reassignment Application Final Recommendation Form

Be sure to fill this form out for each of the applications received for the departments and/or programs that you supervise. Your feedback will be attached to the corresponding application, which will then be shared with IPC and posted on the IPC webpage.

Position Name (As Listed on the Application) *

COLTS

Supervisor's Final Recommendation *

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

COLTS represents a unique, coordinated effort to promote the college mission and student achievement goals as it aligns the work of Athletics, academics, and counseling. COLTS directly supports and promotes student-athlete achievement. Athletics is an important high school recruitment resource for the college, and with an organized "program" in COLTS, we increase our ability to recruit student-athletes and ensure they complete and transfer at a high rate.

Signature *

Enter your name below as your signature.

James Carranza

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Google Forms

Reassignment Application Final Recommendation Form

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Position Name (As Listed on the Application) *

Matt Lee

Supervisor's Final Recommendation *

- Fully Support Application
- Support with Reservation
- Do Not Support (Explanation Required)

Comment or Explanation:

Signature *

Enter your name below as your signature.

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