



ACADEMIC SENATE

SANTA ANA COLLEGE MISSION STATEMENT

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

Academic Senate

Business Meeting Minutes

First Name	Last Name
Adriana	Ramirez
Ali	Kowsari
Amberly	Chamberlain
Andrew	Barrios
Andy	Gonis
Ann	Cass
Annie	Knight
Annette	Bui
Brian	Sos
Carlos	Brocatto
Cherylee	Kushida
Christina	Axtell
Claire	Coyne
Darren	Hostetter
Dawn	McKenna
Dori	Dumon
Fernando	Ortiz
Gabriel	Shweiri
Hugh	Nguyen
James	Rudd
Janet	Cruz-Teposte
Jarek	Janio
Jeff	Cutkomp
Jennie	Beltran
Jennifer	Meloni
Jim	Isbell

Jodi	Coffman
Juli	Mcdonald
Karissa	Gallego Lovero
Kathy	Walczak
Kristen	Guzman
Leo	Pastrana
Maria	Aguilar-Beltran
Matthew	Bittner
Merari	Weber
Michelle	Vazquez
Molly	Colunga
Monica	Zarske
Nicole	Patch
Osiel	Madrigal
Quynh	Mayer
Rebecca	Barnard
Reyna	Cummings
Reza	Mirbeik
Rick	Corp
Roy	Shahbazian
Sarah	Bennett
Stephanie	Clark
Susan	Hoang
Tara	Kubicka-Miller
Teresa	Verduzco
William	Nguyen
Zachary	Diamond



ACADEMIC SENATE

Date: **Tuesday, Nov 23, 2021**

Time: **1:30-3:30pm**

Location: **Zoom Webinar Location**

Meeting Location: For security purposes, please access the Zoom link using this Microsoft Forms link... <https://forms.office.com/r/uws9ARqek8>

1. Call to Order – Jim Isbell

- a. Meeting was called to order at 1:31pm.

2. Approval of Additions or Corrections to Agenda

- a. **Stephanie Clark** pointed out that the agenda has first read for the Guided Pathways Scale of Adoption when it should be the second read.
- b. **Claire Coyne** clarified that the reorganization resolution item should be a first reading action item.
 - **Christina Axtel** made a motion to make this item a first reading action time.
 - **Kristen Guzman** second the motion.
- c. **Claire Coyne** requested that since it will be an action item, that the reorganization resolution item be moved up on the agenda.
 - **Jim Isbell** recommended that it be moved from 13 to 6.
 1. **Kristen Guzman** made the first motion to approve moving it up on the agenda to 6.
 2. **Reza Mirbeik** second the motion.

3. Approval of/or Corrections to Minutes

- a. No corrections to the minutes.
- b. **Reza Mirbeik** made the first motion to approve the minutes.

- c. **Christina Axtell** second the motion.

4. Public Comments

- a. **Andrew Barrios** shared that the Biology Department is considering offering more distance education (DE) and Remote Live classes but are being cautious of offering their lab based major courses because of the uncertainty of these modalities being approved for matriculation.
- b. **Cherylee Kushida** stated that on behalf of the DE Advisory Group, she wanted to make a public comment regarding the reorganization of the Education Multimedia Services (EMS) Department from Academic Affairs to Public Affairs. EMS provides direct support services for Santa Ana College faculty and staff in the development of media projects. This includes essential hands-on support for faculty, and the training for supportive software and hardware for video creation. Their role is key to effective video creation, from which students directly benefit. The DE Advisory Group strongly believes that EMS should remain in Academic Affairs with continued support from Public Affairs and other campus areas. EMS goals and their mission is faculty focused and they are afraid that support will be lost with the reorganization.

5. Reports

- a. ASG Report — **Vice President Jason Esparza**
 - **Jason** was not in attendance and thus, no report given.
- b. SCC Report — **Prof. Tara Kubicka-Miller**
 - **Tara** stated she had nothing to report.
- c. Equity and Guided Pathways – **Prof. Maria Aguilar Beltran & Prof. Stephanie Clark** (5 Minutes)
 - **Stephanie** said they would bypass this report because they have two items on the agenda. Therefore, to streamline the meeting they will skip this report.

6. Reorganization Resolution Work Group Update - **Prof. Claire Coyne**

- a. **Claire** reminded everyone that the resolution drafted by the work group can either be approved for a second reading or rejected. If rejected, it would be returned to the work group for further modifications.
- b. **Christina Axtell**, who was one of the primary authors of the resolution, read the resolution in its entirety.
- c. **Quynh Mayer** asked for clarification of the proposed department chart that was included and presented as part of the resolution which contained the words dissolve, transfer and multiple. **Roy Shahbazian** explained there was

a resolution from another school that they used which had these three categories. Dissolve signifies if there was a department that was no longer needed. Transfer signifies moving a department from one division to another division. The role for multiple is two departments being adjusted.

- d. Various senators expressed that they would like to waive the second reading and vote to approve the resolution.
 1. **Christina Axtell** made the first motion to waive the second reading.
 2. **Reza Mirbeik** second the motion
 3. The resolution went to vote and passed with more than the required 19 votes.

7. **Academic Calendar—Common Days—Prof. Amberly Chamberlain**

a. **Tuesday/Thursday**

1. **Amberly** said she's unsure if it has been voted on and approved but it does appear that Tuesday and Thursday will be the common days starting fall 2022.

b. **Workshops: Virtual**

1. No information was provided.

8. **Competency Based Education *Should we pursue CBE?* – Dr. Jarek Janio**

- a. **Dr. Janio** informed the group that in January 2020, Accrediting Commission for Community and Junior Colleges (ACCJC) issued a memo regarding Competency Based Education (CBE) programs. In October 2020, the Board of Governors approved the language in Title 5 for the formation of such programs at California community colleges. The purpose of CBE is to address the 70-75% of nontraditional students which was reported in 2015-16 by the National Center of Education Statistics. Consequently, if colleges continue with traditional teaching and learning, it's not addressing the needs of these nontraditional students. This is the underlying assumption that's guiding the discussions among the accreditation agency, ACCJC, Chancellor's Office, and state academic senate. To achieve real equity, colleges need to move to a model of learning and credentialing that focuses on what students know and can do – their competencies – rather than arbitrary markers of success, like the years they spent in the classroom. In other words, don't fix the system but rather, remake it. As colleges are having discussions about what it means to ensure student success that's the part missing consistently in discussions - What is it that students learn? Instead of attempting to fix the system, the focus should be on remaking it by looking at what students actually learn once they leave an institution. It

focuses on actually learning and application of that learning, rather than the time spent on material and the classroom. Learner's progress is measured when they demonstrate that they have mastered skills and competencies required for a given course of study, and not about course completion or GPA. The time it takes to demonstrate competencies varies and the expectations about learning are held constant. Under CBE, time is no longer the determinant of student learning. Students are no longer required to relearn what they have already demonstrated. Learning and progress through courses are individualized to meet the needs of diverse students. CBE courses are more rigorous because they are focused on learning rather than course completion.

- b. **Kristen Guzman** asked if the purpose of this information was so faculty could be aware of this approach or if it's something that SAC will ultimately implement? **Dr. Janio** replied that currently there is no timeline, possibly 2 or 3 years, but at some point, there will be some type of buy-in or mandate that will permeate the California community college system. Presently, there is a collaborative that consists of 10 colleges who are participating in CBE programs.
- c. **Stephanie Clark** asked what is the state discussing as far as guidelines or application? She's curious if CBE is part of credit for prior learning. **Dr. Janio** replied that it's not really part of it because CBE involves what's happening in the classroom whereas credit for prior learning is what happens at the time of placement.
- d. **Christina Axtell** asked if tests aren't only going to be relied on to assess student learning, what does CBE look like in the classroom? **Dr. Janio** responded that exams will not be forgotten all together but rather, redesigned to reflect student learning.
- e. **Dr. Ozzie Madrigal** asked if CBE emphasizes the importance of writing solid and clear SLOs? **Dr. Janio** replied that yes, because SLOs are descriptors of competencies and skills that students need to demonstrate upon leaving the course. He continued by explaining how an instructor teaches, whether it's a lecture, group discussions, videos, etc. that will remain faculty purview and will not change. The focal point of the CBE discussion is what students will take away from courses.
- f. **Dr. Brian Sos** posed the question that although the California college system might want to push this forward, is it preparing students for a credit-based system which still exists? He can see the application for career education, potentially, but it will still be a challenge. And it will be a challenge for those seeking to transfer to a 4-year institution. **Dr. Janio** replied that the Chancellor's Office is aware of this and they are in conversations with key people including those from the Cal State and UC systems.

- a. New DE Modality – On-Campus w/Virtual Instruction
 - 1. On-campus meeting & synchronous Zoom meetings—all scheduled synchronous mtgs.
 - 1 Cherylee reviewed and described the following online modalities that will be offered and included in the spring 2022 intersession and spring 2022 schedule.
 - a Online
 - i FULLY ONLINE INSTRUCTION (O) classes are distance education classes that meet 100% online with no scheduled meeting days. Students’ logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.
 - b Fully Online Live
 - i FULLY ONLINE LIVE INSTRUCTION (OL) classes are distance education classes that only meet in scheduled live streaming Zoom meetings. Students logon to Canvas at sac.canvas.edu to attend class virtually on zoom during the published course times. Canvas and other technologies will be required to complete coursework.
 - c Hybrid
 - i ON-CAMPUS HYBRID INSTRUCTION (H) classes are distance education classes that combine scheduled on-campus meetings and online instruction. Students will attend class on-campus during the published course times and will logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.
 - d Virtual Hybrid

- i VIRTUAL HYBRID INSTRUCTION (VH) classes are distance education classes that combine scheduled live streaming Zoom meetings and online instruction. Students will attend class virtually on Zoom during the published course times and will logon to Canvas at sac.canvas.edu and complete work regularly throughout the week. Canvas and other technologies will be required to complete coursework.

- e On-Campus with Virtual

- i ON-CAMPUS WITH VIRTUAL INSTRUCTION (CV) classes are distance education classes that combine scheduled on-campus and scheduled Zoom meetings. Students will attend class on-campus and will attend class virtually on zoom during the published course times and will logon to Canvas at sac.canvas.edu. Canvas and other technologies will be required to complete coursework.

- f On-Campus

- i ON-CAMPUS (C) classes are on-campus and in-person with scheduled meeting days and times. Students will complete their course on campus.

2. **Dr. Sos** described a scenario where his department has a lecture/lab course that involves the lecture being online, and the lab being in-person. He asked when scheduling such a class, could the scheduling be split considering the lab class is in-person and thus, that lab instructor wouldn't need the Online Teaching Certification (OTC)? **Cherylee** requested for Dr. Sos to call her so they could further discuss this situation.

3. This would still fall under the FARSCCD MOU – for Online Live (Remote Live) RIC coverage through summer 2022.

1 Per the FARSCCD MOU, RIC suffices for Online Live teaching in Spring Intersession, Spring and Summer 2021. The above recommendation is a requirement to complete by end of summer for a faculty teaching a fall 2022 DE modality course.

- b. DE Advisory Group Recommendations

1. Fully Online Live / On-Campus w/Virtual Instruction (synchronous virtual)§ Online Teaching Certificate – starting fall 2022
2. All Online Teaching Certificate Trained Faculty§ Live Online Teaching Training (self-paced) – required starting fall 2022, complete by end of summer 2022
 - 1 The SAC Distance Education Advisory Group recommends the SAC OTC for all DE modalities, including Fully Online Live. Completion is needed by fall 2022 semester start for teaching of a DE modality course in fall 2022.
 - 2 **Monica Zarske** asked if requiring the OTC training for Remote Live instruction is a local decision? **Cherylee** answered that yes, it’s a local decision. She reiterated that the DE Advisory Group discussed this in length. For example, in a Remote Live course all the grades, assignments, etc. should be in Canvas with meaningful instructions, assessments, and communication. It came down to wanting students to be able to have all the information necessary for any of their virtual classes.
 - 3 **Amberly Chamberlain** added that asking part-time faculty to complete the OTC will be challenging because of the hours involved. Although other colleges are recognizing the OTC earned at SAC, SAC in return is not recognizing online certifications from other institutions.

10. **Resolution to Include Faculty in Decisions for Specifics in Our Return to Work Document** *Informational*

- a. **Dr. Rebecca Barnard** informed the group that she attended the return-to-work group meeting. The discussion during the meeting went from faculty and staff to students. Dr. Hubbard is forming a group that includes the Health and Wellness Center because a lot will be required from center staff regarding students. The second reading of the student mandate will take place at the next board meeting so it will be interesting to see how soon the decision made will be implemented. The return-to-work group will continue to meet but meetings will not be as frequently.

11. **Selection of Faculty Member to Replace Secretary/Treasurer - Dr. Ozzie Madrigal**

- a. The following two faculty members presented their case to replace Dr. Madrigal as Academic Senate Secretary and Treasurer during the spring 2022 semester:

1. Sarah Bennett
 2. Juli McDonald
- b. Sarah Bennett won the vote to be replace Dr. Madrigal for spring 2022.
12. **Guided Pathways Scale of Adoption** *Action Item Second Reading - Prof. Stephanie Clark*

a. Stephanie informed the group that since the last Academic Senate Meeting, there's been request for changes to the scale of adoption due to a Guided Pathway Core Team Meeting, and a three day Guided Pathway institute held by California Pathways 2.0. For example, for item 1A in Clarifying the Path to Practice, they've added a next step related to developing targeted marketing and outreach focused on intentionally closing completion gaps. They did some activities related to data and completions and found that there are very clear divisions, not just around racial equity, but also around gender equity. Consequently, the team decided to commit to developing a long-term targeted outreach plan, because people start thinking about their careers at a very young age; especially exposing students to new careers that are nontraditional. In addition, for Pillar 2 Getting on the Path under 2A they committed to exploring the idea of orientations for credit and noncredit programs. Under Pillar 2 Practice C which is about helping underprepared students in their gateway math course, they received some information about the special programs that are currently offered so language centered around those services was added. And in 2E, they added a next step about operationalizing using analytics in Starfish to help them with supporting underprepared students in their college level courses. The analytics will help in determining additional interventions for students that might have a profile that leads to high risk. For 2E, they added an additional step regarding communication and marketing efforts for educating students on using the Starfish platform. In 2F, which is related to SAC feeders, they added a next step for a commitment to developing stronger pathways with the School of Continuing Education as one of SAC's priority feeder programs. Moreover, related to Pillar 3 Staying on the Path, an additional step was added under 3B which addresses that students can easily see how far they have come and what they can do to complete their program. It involves training students and using self-service. If students do have a long-term educational plan, they can see where they are. Currently, they don't feel students are using self-service to the best of their ability. Also include digital forms, such as graduation petitions, to bulk up the self-service tool that is available to students. In Practice C Staying on the Path, it's about advisor and students being alerted when the students are at risk of falling off their program plan. Thus, they added a next step under around

professional development opportunities in creating intervention plans. Regarding Pillar 4 Ensured Learning which is about faculty program assessment and mastering learning outcomes, under 4D, they added a next step related to developing data coaches to support their work and ensure data, information, and cultural inquiry is used. For Practice G, in Ensured Learning, they added details about working with ASG related to improvements and changes made to the campus. This is to ensure that student feedback is received, and their voices are heard.

b. **Christina Axtell** made a motion to approve the Guided Pathways Scale of Adoption.

c. The Guided Pathways Scale of Adoption was approved per Academic Senate vote.

13. **Article 9 Overview**

a. **Jim Isbell** announced that Article 9, which has to do with grievances, has not been signed by the district or FARSCCD.

14. **Creating a Task Force/Workgroup for the Baccalaureate degree program: AB 927**
Informational

a. **Jim Isbell** announced the need to create a task force for the new baccalaureate degree program. This is something that will be further discussed during the spring 2022 Academic Senate Retreat.

15. **Hiring Committees (5 minutes) - Past President Roy Shahbazian**

a. **Roy** said that departments who were approved to hire faculty should've already received the information they need. He recommends for department chairs to follow-up with their dean so next steps can be taken and the hiring process can be completed quickly.

16. **New Faculty Institute 4 Year Framework** *Informational* - **Prof. Stephanie Clark, Prof. Maria Aguilar Beltran, and Prof. Amberly Chamberlain**

a. It was agreed, due to time constraints, that this item will be presented during the first spring 2022 Academic Senate meeting.

17. **Reports:**

a. **President - Jim Isbell**

1. **Bylaws Work Group Presentation** *First Reading*

1 **Maria Aguilar Beltran** stated that the workgroup is meeting in a couple of weeks so for the next Academic Senate meeting, which will be during spring 2022, they might have something ready to share.

2. Academic Senate Racially Inclusive Workgroup - **Prof. Maria Aguilar Beltran**

1 **Maria** announced that the workgroup has a resolution they want approved so they will return during the first spring 2022 Academic Senate meeting to seek that approval.

b. Secretary/Treasurer **Dr. Osiel (Ozzie) Madrigal**

1. **Dr. Madrigal** stated that it was his honor and pleasure working with Academic Senate and all faculty. It was a great experience in which he learned a lot.

c. Curriculum - **Chair Claire Coyne**

1. Review of the CWE Plan *Informational*

1 No report given due to time constraints

d. Planning & Budget - **Dr. William Nguyen**

1. No report given due to time constraints

e. Facilities - **Prof. Marty Rudd**

1. No report given due to time constraints

f. Faculty Professional Development - **Prof. Amberly Chamberlain**

1. No report given due to time constraints

g. SACTAC - TBD

1. No report given due to time constraints

h. Outcomes/Assessment - **Dr. Jarek Janio**

1. No report given due to time constraints

18. Accreditation - **Prof. Monica Zarske**

1. No report given due to time constraints

11. Announcements

a **Jim Isbell** announced that the next board meeting is December 13th.

12. Adjournment

a Meeting adjourned at 3:43pm