

# Santa Ana College Academic Senate Business Meeting



SANTA ANA  
COLLEGE

Santa Ana College  
Mission statement

Tuesday, April 12, 2022 · 1:30-3:30 p.m.

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

## Meeting Location:

### Join with Zoom

<https://cccconfer.zoom.us/j/99925560227>

### Join by phone

(669) 900-6833

PIN: 96143047099#

[Click here for all video, audio and transcript files for this meeting](#)

## ATTENDANCE:

<u>Adriana Ramirez</u>	<u>Fernando Ortiz</u>
<u>Alejandro Moreno</u>	<u>Flo Luppani</u>
<u>Ali Kowsari</u>	<u>Heather Arazi</u>
<u>Alyssa (ASL Interpreter)</u>	<u>Interpreter Liz</u>
<u>Amberly Chamberlain</u>	<u>James "Marty" Rudd</u>
<u>Andrew Barrios</u>	<u>Janet Cruz-Teposte</u>
<u>Andy Gonis</u>	<u>Jarek Janio</u>
<u>Ann Cass</u>	<u>Jeff Lamb</u>
<u>Annebelle Nery</u>	<u>Jennie Beltrán</u>
<u>Annette Bui</u>	<u>Jennifer McAdam</u>
<u>Cathryn Pierce</u>	<u>Jennifer Meloni</u>
<u>Chantal Lamourelle</u>	<u>Jim Isbell</u>
<u>Cherylee Kushida</u>	<u>Karissa Gallego Lovero</u>
<u>Christina Axtell</u>	<u>Kelvin Leeds</u>
<u>Claire Coyne</u>	<u>Leo Pastrana</u>
<u>Crystal Jenkins</u>	<u>Luis Pedroza</u>
<u>Dawn McKenna-Sallade</u>	<u>Maria Aguilar Beltran (She/Her)</u>
<u>Donna Khalid</u>	<u>Mark Liang</u>
<u>Dr. Merari Weber</u>	<u>Martha Guerrero-Phlaum</u>

10+1

(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; (11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate



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<u>Dr. Rebecca Barnard</u>	<u>Matthew Bittner</u>
<u>Dr. Vaniethia Hubbard</u>	<u>Michael Taylor</u>
<u>Elizabeth Rocha</u>	<u>Michelle Vasquez</u>
<u>Molly Colunga</u>	<u>Stephanie Clark</u>
<u>Monica Zarske</u>	<u>Tara Kubicka-Miller</u>
<u>Nicole Patch</u>	<u>Tina Arias Miller</u>
<u>Quynh Mayer</u>	<u>William Nguyen</u>
<u>Reza Mirbeik</u>	<u>Zachary Diamond</u>
<u>Rick Corp</u>	<u>Sarah Bennett</u>
<u>Roy</u>	

**AGENDA**

1. **Call to Order** - Prof. Jim Isbell

1:32 p.m.

2. **Approval of Additions or Corrections to Agenda**

Sarah: Motion to add Junior and Senior senator vacancies to Item #7 so we can discuss today

s/ Reza

Ali: I have a question about that. Aren't the senator positions decided within each group? In the past, the senators come back and present who is going to be the new junior and senior senators. We never voted on it as a whole Senate.

Sarah: Correct. There is no vote happening today. This is only to add the vacancies to the discussion items.

All approved

3. **Approval of/or Corrections to Minutes**

Motion to approve minutes

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Flo

s/ Christina

All approved

#### 4. **Public Comments**

**Claire:** STEM Month. I did post the flyers in the chat as well as the two Zoom backgrounds. Our biggest event I want to highlight is our Night to Celebrate stem where students who did research over the summer and those who worked with U of Alaska will present research and an alumni panel from those who earned degrees in STEM or have careers in STEM or are doing. Come by for cool science stuff. We usually have adult beverages afterwards so come out.

**Flo:** I have question and need guidance. I saw President's message yesterday. It was great and totally uplifted me and told me we are the fastest growing college in the state. Has anyone else experienced a reduction in summer courses. If we're fastest growing. It was an aberration and students were suffering. Anything else happening where our summer courses are being reduced.

**Jim:** Because of public comment I can't make a comment but if someone wants to make a public comment about it that would be great.

**Flo:** I get it offering something that historically hasn't filled. But I don't think we should use last year as a gauge because it was horrible.

**Kelvin:** I want to make a comment about some funding that the college is probably going to receive for LGBTQ community. State put out some funding and ain't push behind all of it is to have campuses open an LGBTQ center and there should be enough money to do that for a little while. My lofty goal is it will be institutionalized and I'm hoping this will be one of them. Right now, I've been working with Dr. Hubbard on it she's spearheading the whole thing at SAC and they'll work with the district office. If you want to help out or anything please reach out to appropriate people to give input.

**Dr. Jeff Lamb:** I understand you're concerned about potential changes and reductions in the number of sections being offered in the summer. We're certainly working in academic affairs to develop a more mindful process for targeting FTES for summer and winter terms and I did provide the deans with a spreadsheet with last 3

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years worth of data around enrollment and asked them to look very closely at course offerings and ensure we are prioritizing students. Unlike prior years we are giving targets and FTEs allocations to meet those targets with a different productivity blend than we're used to give overall fill rates. We have leeway in the space and should result in good convos with faculty and chairs to ensure we're meeting student needs.

**Flo:** Totally understand. We should attract students for a high fill rate. Educate me on this. If a division doesn't offer a course that historically doesn't fill but they have the discretion to lose those units and FTES targets and units we're teaching. We can't teach these courses

**Dr. Lamb:** Expect higher productivity one with fewer faculty broadly speaking. We are looking to increase FTES here and that does sometimes mean taking calculated risks. In those spaces, I would look for the deans to provide input that might be counter to the overall broad direction. We have an opportunity and look at fiscal and work the schedule of classes. Should be a conversation and not a categorical you shall do this and nothing else

**Flo:** Thank you for responding and answering my questions.

**Amberly:** Hi! Just wanted to invite everyone to our production of Anna in the Tropics which opens next weekend 22-24 and have an ASL interpreter on the 23rd.

**Dr. Merari Weber:** Shout out to our student success coaches. Having non-credit students being bussed to SAC. If you see any students on campus between 8am-1pm on Friday who look lost, please guide them and direct them. We're going to be in the Small Gym with a breakout section in Johnson Center. We will have a keynote speaker to motivate students to come to SAC and move forward. Thank you everybody, and I hope you all can help get the word out.

**Dr. Nery:** I want to echo Kelvin's remarks. The college received restricted categorical dollars for an LGBTQ Center. Because there's quick turnaround there are additional dollars on table. April 29 is district deadline, and SCC and SAC are working together to put in app that says we want additional dollars and students need it.

When they get restricted categoricals like LGBTQ, the state is dedicated to providing ongoing to providing high-need high-touch services. With special programs like care, EOPS and Cal Works, we have an advisory group. Then we get faculty and partners to

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help institutionalize. Best practices for LGBTQI2+, they need a space on campus and I encourage you to get involved when that comes up.

**Tina Arias Miller:** Good afternoon everybody. Great to meet everyone. This is the first opportunity I've had to join everyone on the academic senate. Thanks for all the great work you do. I'm a huge advocate for dual enrollment and love seeing how SAC has taken it to task to expand those programs to our students in the high schools and create a pipeline for students to know they can go to college. Looking forward to expanding those programs and hope I can visit in person your classes in respective programs. I'll be following up with Dr. Nery and Lamb to coordinate that. Thank you for having me today.

## 5. **Reports**

### a. **ASG Report** – Vice President Elizabeth Rocha

April 1-3 weekend, SAC took 3 students to Sacramento to participate in a statewide government student assembly. President Avinash was delegate for SAC and voted on behalf of SAC students.

ASG met with Dr. Hubbard to provide and receive updates on student services initiatives. Improving direct communication to students and representing student voices. Work is ongoing but we're excited for progress

Elections: Applications closing next week and ASG is continuing an active outreach campaign encouraging students to join student leadership.

That concludes my report.

**Sarah Bennett:** When are elections?

**Elizabeth:** Mandatory meeting candidates have to attend to get info about campaigning on April 22. Elections are May 5. I'll double-check.

**Christina:** Is there a website we can direct students to?

Yes the ASG website

4/20 – Applications closes at 11:59pm

4/25 – Campaigning begins

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5/18 – Inauguration of new candidate (ASG Leadership Ceremony)

<https://www.sac.edu/StudentServices/ASG/Pages/Elections.aspx>

b. **SCC Report** – Prof. Tara Kubicka-Miller

Not a lot to report on but we made a resolution to continue meeting remotely for another month so that's exciting.

We're discussing SCC goals revision but not much else going on. Great to see you Jim yesterday.

**Jim:** Yeah, I am impressed hearing about the Forensics Team. Would you mind telling the faculty here what you guys accomplished?

**Tara:** The speech and debate team is called forensics and it includes 11 individual events. Includes platforms events like persuasions, limited prep events and interpretive events. POI programmed oral interp. Literature and spice it together on a theme. You probably know we've had forensics at SCC for a long time, but it was cut in 2008 with other things. Trying hard for 10-15 years to bring it back. Starting to get more support and bring it back. Sal has a lot of experience in forensics and works in SAUSD and created a forensics program. Now he's a trustee and has a personal interest in connecting with forensics more. The goal at SCC is all about the students, and coaches we all have had our lives changed by forensics and we have personal experience of the doors that can be opened for students. Offer forensics for every student in the district. Have a few SAC students that come up for forensics. Trying to connect with more people and expand the assets we have and coaches we have and have coaches willing to come to SAC and have a classroom where it's not an impact on SAC faculty but we can connect with those students who want to participate but have trouble traveling to SCC. They did some bits of performances at the board meeting yesterday. Day before they returned from nationals. Took home gold medal as a team overall and were able to travel to internationals and got a silver medal. First-year to have SCC-based students and SAC-based students together on this tem. Thanks for letting me say something about this what a great group of students to bring together.

6. **Certification for Online Remote Live Training** – Prof. Kelvin Leeds *Discussion*

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**Jim:** What is the training one needs for online live compared to being fully online certified?

**Kelvin:** This is a decision that needs to be made by academic senate. We had a discussion at the end of last semester but we never formally decided as a group what certification we want for people so I want to talk about that here and make it more formal so we're all knowledgeable about how that works and what we need to do as a senate and make it happen. My thoughts are that for the online live classes called Remote Online during covid. That 30-hour training for Remote live classes is sufficient especially for our part-time faculty. Requiring PT faculty do 3 weeks of FT work to teach those classes. Other classes don't require quite that much I know our standards are held high. Hoping we can help our PT faculty and put down some of our barriers to teaching online. Some people say it'll affect our accreditation but I haven't seen evidence of that. Other colleges have done this without impact to their accreditation. I think we should change our certification for our online live classes to the one that was given during COVID

**Ali:** I totally want to support Kelvin on this because it's been an issue for us. For those who don't know, I'm with Business Division and we teach everything from management, marketing accounting law and it's been an issue for years for us where we've lost so many business and economic and legal minds because they wouldn't go through the training. For us, some of it is why go through all of this just to teach a 2-hour class? But some of it is, frankly speaking, we're all in academia and we don't think about the money that much but when you're in business and you're hiring people in business to teach a specific class part-time they're looking for compensation. You're asking me to devote all this time to training unpaid just to get a certificate to teach our class so I totally agree. The 30 hours is better, it fits better because it's unpaid. And I've asked for budget for this how can we compensate people if they want to go through this training? But I'm so glad Kelvin you're bringing this up because as far as I know, no other college is this rigorous, especially in this particular program so thanks for bringing it up.

**Cherylee:** Let me speak to this a little bit in terms of what I know other colleges do. What they're doing is implementing their regular online teaching certificate, the same as what they did before when certifying for online teaching and remote instruction. You're right, ours is more rigorous. We do more training. I will say that if the faculty is remote instruction trained 30 hours, that's mostly their canvas training and zoom training and hopefully they picked up on regular effective contact for synchronous. I estimating the amount of time our online teaching takes at 120 hours,

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we could reduce it. This is the only course we have that gives CEUs that we got district approved a while ago. 2.5 CEUs for column movement. When I talk to faculty and they have canvas experience especially if they've done RIC. Does it take them 120 hours? No, a few hours a week in canvas plus feedback. Have faculty with canvas training at other colleges this prepares them and they are thankful. I want to make mention of that. It isn't 120 hours if you have that canvas experience, which hopefully those remote live instructors already have and give them the certification that will be accepted. 2.5 CEUs for column movement, accepted at all other CCCs and SCC uses it as well. I don't know if that's helpful info. I don't think it takes them that long, that would be if you're not familiar with Canvas at all.

**Ali:** Thank you Cherylee. I appreciate everything you and your team do. In the past I was part of the advisory group so I have closely seen what you guys do and appreciate it so there's nothing I say here against that. But let me give you an example. We need a better system where people can at least waive these things or submit equivalencies we can consider. Last summer after chasing this person for a long time we hired an adjunct faculty who taught a capstone course in summer. And this is someone with 20 years of business experience, 10 years at Mt. SAC, 10 years at CPP and teaches online and hybrid at the undergraduate and graduate level and after 10 years he comes to teach one class for us, but we didn't accept his online certificate. We basically told him he's not qualified so he left. I don't see why someone with many years of online teaching at other colleges. We have to have a better system where we say okay, yes our training is more rigorous but if you've taught all these courses for all these years, that can count for something.

**Jim:** Accessibility is a big deal with this. Is there a 3rd option? Cherylee talks about reduced but could it still have all the things we need to be successful?

**Kelvin:** When I brought this up, I was thinking of online live. As AS we can decide to have different certifications for different types of online classes. We can make that decision. I agree with a lot of what Ali is saying. I think it limits our part-time faculty. I'm concerned about that. As a senate we get to make that decision.

**Quynh:** I have a question maybe cherylee can answer. With regards to the outcome, someone who is RIC trained Is there any differences in outcomes in students and if there is what is it. If there isn't then why are we adhering to such rigorous standards. I'm familiar with it but the RIC training took me a long time. I can only imagine the cert class is as gruesome. Is there any background evidence supporting that?

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**Cherylee:** That data has been really hard to get in terms of success because of the number of withdraws that happened and late drops. We added different data codes to pull more easily from hybrid v synchronous v. asynch, but we don't have good data on that right now. Everything I have is anecdotal. I hate to bring it up this way. I hear from people who review courses and that see courses, and what is and isn't done. This doesn't show up in success rates necessarily but these are not my feelings, I represent the DE Advisory group as well. Maybe it's people who do peer evaluations this last year that we need to hear from as well.

**Stephanie:** Hi everyone. I wanted to comment on my support for online teaching certification. I understand it's more intensive than what we saw with RIC but agree the courses that come out of online teaching cert are better designed. I served as a mentor during the conversion during covid and it was eye-opening for me evaluating these RIC faculty because they didn't appear to have the tools to truly be engaging the students regularly or understanding tools around engagement or assessment or best practices with distance learning. I would encourage us that if the issue is time that may be a different conversation. Offering OTC on a different schedule. Maybe other solutions besides simply shifting and saying people who teach remote live don't need the same tools as someone who teaches 100% asynchronous online. I'm concerned that we are ignoring the successes with OTC like what came up. Seeing students returning in online asynchronous online courses and think that might have something to do with our faculty being so well trained and have the tools to engage with students on a meaningful level. I want us to think about all of the outcomes. Not denying with the issues when scheduling changes and you need an instructor yesterday but that's an admin issue that can be addressed. Open more pools and have them waiting so we can offer them when available. Better planning could better impact hiring processes in a positive way. I want us to think about the positive ways OTC and we could rethink other deliveries to this.

**Michael Taylor:** I agree with everyone else this is a hell of a lot of work. It was a master's class. At the end of it, I was a better instructor for it, especially in terms of accessibility issues and those types of things. The training was worth it in the end. I have part-timers who don't have time to do all this they have part-time job and teach at night. I really feel like my students deserve it and they're much more engaged. We could do it in different chunks and levels. The rigor of it is important. When I looked at other classes I was reviewing, there were gaps. Maybe putting in all the hours but

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need to have good standards and best practices that I learned and my courses are better for it.

**Christina:** I want to pick up on what Ali said. Before I started FT here in 2014 was teaching online at Saddleback for 6 years. I got no training. I never did online training for here because I was teaching 7 classes. When I got FT I took OTC and it made me a better teacher but why does it have to be an all or nothing. Is there a way to monitor or audit one of the classes to see if – we have minimum quals and equivalencies, why not something like that?

**Dr. Lamb:** Being a resource for this conversation. Accreditation standards say regardless of modality we are meeting standards. No articulated training requirement in any accreditation standard. Nor in Title V. State would say it's a local issue and whatever this body determines is appropriate. We have a board policy that speaks to this topic as well. The success of online program and online degree pathway and our prominent position in the state exchange is due in part of exclusively the way we train and provide excellence in online education. However if senate said tomorrow no more training is required, I would tell the dean's congrats. The senate really drives this convo and admin follows up to ensure compliance with whatever senate decides. Deans have articulated their concerns on the time it takes to complete. Maybe creating a noncredit course to potentially be a way to get folks ready earlier. How do we determine equivalency? Keeping students at the center of the convo. My humble recommendation is to have a DE recommendation based on parameters to advise.

**Dr. Merari Weber:** I've had an opportunity to be an evaluator, and there's a clear difference with faculty trained with OTC compared with those who are not. I teach at an online university where my total training was 6 hours. If you have the quals and know what do, the training is fast. If you don't know what you're doing, then the training takes longer. All of it is for the support for DSPS students, learning to turn PPT and PDFs into accessible documents. I know 100% that all the faculty go through it are not happy at the start but are always grateful they did. I hear concerns about part-time faculty, and perhaps the training can be broken up into chunks so it can be more doable or create an assessment where faculty can prove they know the material. But I know the value and think it's worth it. Luckily we don't have to pay for the training, so that's a good bonus. Thanks.

**Dr. Nery:** I've been in several conversations before covid. Cherylee said it's difficult to pull the data but as soon as we hire the head of data and research. Range of hours

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similar to tutoring hours. What we did in that study we found training point to minimum number of hours that translate to student success. Senate was debating different hours of training and models. I can work with research and they found out that the sweet spot between 30-40 hours at that school. The senate had us look at 4 other college's DE cert and pull data. We did that because DE committee created a rubric to translate the training of other colleges to ours. So that way even 30-40 hour was sweet spot so that faculty. Would be happy to provide service to DE committee and pull that data.

**Crystal Jenkins:** I've been part of the DE advisory group since the beginning. I was there when we started looking at the state of the online classes that existed at SAC before we started the program. I think the program is as rigorous as it is because of what we saw when we began. I see both sides I really do. Reverting back to what we had initially. There was a lack of quality and a large percentage of classes being taught online, lack of student contact, lack of quality and content being posted online for students. Faculty at some point decide the program is too rigorous I would urge us to err on the side of rigor. We don't want to lose that. It's going to cause a lot of difficulties when you say you're trained for this type but not this type. We have one guideline makes it easier than multiple levels of the guideline. I have a concern about that.

**Ali:** I don't think anybody here is arguing about not having a rigorous program. I think we all are very proud of our program I think we do an amazing job, especially with accessibility. But also, what we are arguing about is having options with different scenarios, because not every department and division has the same needs. Also, part time faculty should probably get paid if we want them to go spend all these hours getting trained so that's what we're arguing about. Nobody's arguing about the rigor. We all love the rigor. It should be rigorous obviously. I just wanted to clarify that. .

**Dr.Lamb:** Clarification they don't require a particular level of training but they do audit online and review to meet we are abiding by federal guidelines. As Ali has highlighted, I support rigor and training and content expertise and serious nature in which our faculty are trained.

**Christina:** Along with what Ali said, they just threw me in that class I was struggling. What Dr. Nery is saying perhaps there can be credit or exceptions. We know some people have been training if there's some kind of equivalency

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7. **2022-2023 Committee Vacancies** – Prof. James Isbell

Please volunteer if you see a vacancy.

- a. Appointments for SAC Committees
- b. Appointments for District Committees
- c. Volunteer Committees and Sub-Committees
- d. Junior and Senior senator vacancies

Adriana: Our junior rep s Dr. Guzman so she'll be next senior rep and I'll be stepping down so we need a junior rep in social sciences.

Christina: Kristin said she can't be here so we need both?

Adriana: I think she had a scheduling conflict this semeser only and

Sarah: When do we need to know?

Jim: As long as we know by end of the semester.

- e. Faculty Leadership and Engagement Work Group

We need to put that workgroup together. We have a document that outlines what that will look like and its responsibilities so I'll send to Sarah to share with everyone.

Roy: Would be great if people are up for being on there please let us know. I think the doc Maria is sending to Sarah is great. Off the top of my head it would be great to have good representation so the networks people have reached a lot of faculty so we get people who aren't in circles who are normally in committees and everyone feels included in participatory governance. People who are good at recognizing leadership qualities in other faculty.. Value DEI. Please participate. I'm excited about it and happy to serve but I think it says the president is on it if not leading it.

Jim: If you're interested, email Sarah.

8. **Bond Update** – Prof. James Isbell *Informational*

Thought I'd have more to discuss here but they didn't talk about it. They want to do one more poll to decide.

**10+1**

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Tuesday, April 12, 2022 · 1:30-3:30 p.m.

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9. **Dual Enrollment** – Prof. James Isbell *Discussion*

Dual enrollment meeting this weekend. I know some folk are in support of dual and some aren't. Sometimes it's a myth. I wanted to find out what issues

Dr. Nery: Change with student-centered funding formula made dual enrollment one of the highest-paid FTES, higher than credit can be high as noncredit. The legislation removed all the bureaucracy and barriers of two systems so that both can get funding and they did additional studies in dual enrollment once a student enrolls it increases the likelihood of entering and completing higher education. Degree, cert, transfer completion What that means, a lot of myths aligned with dual enrollment. There are two key items that have to be preserved in a SECAP agreement. The onboarding process of college has to be followed when you hire faculty and the other process is they have to respect the role of the bargaining agreement of the respective institution. In our case, we hire faculty assign to FT first then we follow re-deployment rights for adjunct then we look to the adjunct pool and assign to adjuncts who may not have reemployment rights. 4th category is if a college course is assigned as part of the high school that means the high school is paying the teacher and the HS is protected by the bargaining unit of the unified school district. Faculty still owns course content. If it is a high school teacher and it's part of their HS load. They have to evaluate it and COR and academic rigor are held to standard. In 4th scenario the content can be evaluated but not the teacher because they're under other bargaining. All that being said, this was legislated a lot of the funding and SCFF is focused on dual enrollment, enhanced noncredit and focused on AB 540 and formerly or current incarcerated students. What I was telling Jim after hearing the dialogue I think this should be a bigger discussion on a college-wide level.

Dual Enrollment workgroup where faculty and everyone will appoint people and keep it as an open workgroup. It will take at least 3-6 hours of training so we can go through the entire history of dual enrollment and what are the rules because it's evolved significantly over the last 5 years.

Headcount for dual enrollment is 70%. One of the reasons we will be fastest-growing college in the state. Every time we grow dress 50% law, 50% of the money will go towards hiring faculty. When programs grow it needs support staff and resources to sustain on a large scale.

We often react to legislation but if we can get ahead of legislation. Right now, high schools are having a debate between AP or dual enrollment. The reason they're

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having a debate is that the data on dual enrollment has increased degrees and certs. We should have an annual report card and look at the data. I told a high school the other day we can't keep putting students in college level English and math and dropping. My rec is those students who had to withdraw, take the noncredit prep course and then reenroll. Not helping student by having them drop. They understand but would be better if we have a whole workgroup that understands.

**Adriana:** I have a brief question. I know that dual enrollment has increased chances of students completing higher ed. Does that mean students who take the dual enrollment classes trickle into our college or do they go on to others?

**Dr. Nery:** Mt. SAC has robust dual enrollment. It's the difference between HS teacher, adjunct faculty and FT faculty. If students develop a relationship they will go to the college. SAC isn't your last choice, it's your first choice. However if it's a rotating door and no relationship develops, they can and do go to the university. If we don't establish the culture then they won't come here. They're still a SAC alumni. You're all college students and you can be sac alumni whether you take one class or take the units you earn from us and transfer.

**Roy:** What percentage of our high schools are excluding hybrid and online dual enrollment courses? Is that excluded in our contract or a verbal preference? A number of concerns are about whether its SAC faculty teaching it or not and we could resolve a lot of that due to geography and scheduling by offering it in online format.

**Amberly:** Create a certificate pathway specifically for them and even extra classes. Non repeatability is hurting us and if they've eaten them up in HS then when they come here they're not able to come to our campus.

10. **Reports:**

- a. **President** – Prof. Jim Isbell
- b. **Secretary/Treasurer** – Prof. Sarah Bennett

No report

- c. **Curriculum** – Prof. Claire Coyne

No report

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

No report

- e. **Facilities** – Prof. James (Marty) Rudd

No report

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

Postponed speaker we had to postpone that is coming back April 20 at 11 a.m. We need 2-3 more people for online teaching conference June 30-July 1 we paid for 15 people and you can contact Nancy Pun.

- g. **SACTAC** – Prof. Luis Pedroza

No report

- h. **Intersectionality, Race, and Social Justice Advisory Group** - Prof. Maria Aguilar Beltran

I'm not the leader of the group. We all share responsibilities so if you're interested please reach out and we hope as we get into the new bylaws one of the VPs is going to help colead the group. I'm not the one that leads it we collectively take turns. Meeting next Friday to continue convos.

- i. **Equity and Guided Pathways** – Prof. Maria Aguilar Beltran & Prof. Stephanie Clark

We wanted to share is not short thing so we'll have to wait until next time. Document in chat about equity plan and tentative timeline we have to make sure it goes through eventually and approved in November when it's due. Went over data to see where we're at and deciding what to focus on.

- j. **Distance Education**- Prof. Cherylee Kushida

No report

- k. **Outcomes/Assessment** – Dr. Jarek Janio



# Santa Ana College Academic Senate Business Meeting



SANTA ANA  
COLLEGE

Santa Ana College  
Mission statement

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Friday SLO Talk is Student Services meeting with dept chairs and deans how to work with Nuventiv. Upgrades we're experiencing won't be any loss of data. My understanding we hired a new business consultant. I am again optimistic.

11. **Announcements**

12. **Adjournment**

Adjourned 3:27 p.m.

### **Next Academic Senate Business Meeting:**

Tuesday, April 26, 2022 from 1:30-3:30 p.m.

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