



## Academic Senate Minutes

2/27/24 3:00PM-5:00PM

Zoom Link: Found on agenda

411 Central Ave; E112, Salinas CA 93901, 1736 New Haven Way, Salinas CA 93906, 1031 Rosita Rd, Del Rey Oaks CA 93940, 123 Crazy Horse Canyon Rd. Salinas CA 93907, 628 Loma Vista, Salinas CA, 93901, 28 First Street, Spreckels CA 93962, 1552 N Main Street, Salinas CA 93906,

NAME	POSITION	PRESENT	ABSENT
Kelly Locke	<b>President</b>	X	
Jennifer Moorhouse	<b>Vice President</b>	X	
Heather Rodriguez	<b>Secretary</b>	X	
Jason Hough	<b>Past President</b>		X
Cynthia Ainsworth	Senator		X
Tammy Boates	Senator	X	
Peter Calvert	Senator	X	
Norma Cuevas	Senator	X	
Brook Foley	Senator	X	
Carol Kimbrough	Senator	X	
Carol King	Senator	X	
Liz Morales	Senator	X	
Cheyl O'Donnell	Senator	X	
Sam Pacheco	Senator	X	
Nancy Schur-Beymer	Senator	X	
Lisa Storm	Senator	X	
Christine Svendsen	Senator	X	

### I. **Call to Order**

- II. **Public Comments:** 10 minutes (3-minute maximum per season) are set aside to receive comments on agenda items or items not on the agenda but within the authority (10+1) of the Senate

**III. Action Items**

- a. Adopt Agenda

- 1. MSC to adopt the Agenda

- b. Approval of Minutes (2/13/2024)

- 1. NSC: Nancy Schur Beymer/Peter Calvert to approve the minutes as written

- c. Second Reading: Strategic Enrollment Management plan

- 1. Comments were made and Dr. Pitman responded to those
  - 2. Most of the targets are set, there are a few that we are still working on.

- a) Most Targets are on External Expectations

- (1) We need to meet or exceed FTES for funding ~7400. We would like to maintain or increase.

- b) Some of the targets are increases to persistence rates, success

- (1) Focus on the last 3 years and then go from there.

- c) The targets that are not set yet are in bold

- d) Other targets are related to the centers. We need to maintain or exceed ~500 FTES. It can be at King City, Dual Enrollment, online, etc. to maintain Center designation. With Soledad with a realistic and stretch goal. There is not a goal for Castroville at this time.

- 3. Peter: What does the ~500 FTES refer to? King City center needs to enroll at least 500 FTES to maintain the center status. To be a center, the FTES is 1000 to be

designated/apportionment. -Alisal is not designated as a center. Before the pandemic it had about 600. Now we are working to bring it back to pre pandemic levels

4. Nancy: Can the Rising Scholars be at the Soledad to help get us to 1000? Yes, but we are using that to King City Center.
5. MSC: Lisa Storm/Nancy Schur Beymer to approve the SEM Plan
  - a) Dr. Pitman thanks all for their participation
- d. Appointments to Hiring Committees
  1. Director of Institutional Research Hiring committee
  2. Brian Palmer would like to volunteer
    - a) MSC: Peter Calvert/Nancy Schur Beymer to appoint Brian to the hiring committee
- e. Subcommittee Formation: Review and Update Tenure Review Process
  1. It has been about 10 years since this was looked at, so we would like to form a committee to review the process and bring it up to date.
    - a) Anyone who would be interested please let us
      - (1) Nancy Schur-Beymer
      - (2) Jennifer Moorhouse
      - (3) Christine Svendsen
    - b) MSC: Heather Rodriguez/Nancy Schur-Beymer to form a subcommittee to review the tenure review and evaluation process

#### **IV. Discussion Items**

- a. First reading: PPA Funding Rubric–proposed by Institutional Resource Council, Dave Beymer

1. Over \$10mil we asked for and we have \$1.5mil to fund PPA from last cycle.
2. Rubric is used to evaluate requests. 7 Pointed items (student impact, linked to other programs/assessments on campus, Department functions, Guided Pathways Pillars, Mission, strategic plan, value statement, language to equity and equity groups, Safety, time since first request, FTES increase and compliance)
  - a) Ratings are 1-3 from this can wait to this needs to happen now
  - b) There are also boxes to mention alternative funding for groups that might have some funding, but are looking for other ways to fund.
  - c) For transparency they would like to get on the Presidents meeting to talking about budgeting and on-going funding for both managers and faculty
  - d) Not to be used on all request, but when there is a limited pool of money
  - e) Cheryl-Who is we? The funding decisions come from the president, but IRC would like to have a clearer pathway to see how those decisions are being made?
  - f) \$400,000 for all PPAs? Where or how do we start to turn things around so that the PPA is not at the end with what's left over, but rather, in the development of the budget?
3. Jennifer: Linkage? Is that 1-4 for each? There is one point for each link to the rubric?
4. Peter: Where does HSI fall under the Rubric
  - a) David is looking for any money that is available so identifying as an HSI, might help with funding

5. Dr. Ram: Mission does not explicitly say HSI, it does say supporting the community so you can connect it to HSI
  6. Cheryl: Would it be appropriate for the IRC to relook at our budgeting process- this is what they are doing. There should be Senate involvement as this does include 10+1
  7. The Rubric will come back for action next meeting- David Beymer is available if there are additional questions
- b. First reading: ESL student support
1. Carol King-Concerns with treatment of incoming and continuing ESL students.
    - a) All incoming potential ESL students are referred to one pathway coordinator. This person assumes that they are all non-credit students and gives them the paper applications. Making them 'shadow students' Placement is not completed.
    - b) There are a lot of reasons for Non-credit classes, but not all incoming ESL students are non-credit students. These classes are mirrored to offer both credit and non-credit at the same time. These students are also being placed without counselor or ESL faculty input. The majority of students are being placed into the lowest level English Multilingual courses
      - (1) Financial aid is being used as a reason to enroll all ESL students into non-credit courses, but there have not been changes to financial aid options for ESL students if they qualify for financial aid.
    - c) These students who are listed as non-credit are not able to meet with a counselor and develop their ed plans. James Beck and Carol have asked about orientations and when they are going to be held. ESL faculty have not been invited to participate.

- d) This is not how ESL students should be treated. With the division of the non-credit ESL and credit ESL, there is a disconnect with the courses. Non-credit ESL was moved to South County Dean while for credit ESL stayed with Language and Arts Dean
  - e) These students should have access to all the services of our students.
  - f) What are the outcomes that ESL faculty would like to see
    - (1) Have a resolution seeking equal treatment of English learners, not assuming they are non-credit, have proper placement for students without high school diplomas and students have equal access to registering in PAWS. They should have equal access and services as our traditional students.
    - (2) Peter Calvert, Carol King, James Beck, Cheryl O'Donnel will come together to write the resolution to present at the next meeting.
  - g) Cheryl-Some of this goes back to when the institution was looking for identity for the centers.
  - h) Norma-Counselors are still asked to do multiple measures for students and when we have difficulty we reach out to the faculty. We received an email that students should complete an intake form if they are having difficulty.
- c. First reading: Technology issues impacting teaching
- 1. This reading will be moved to next meeting on March 12, 2024.
- d. Discussion: PPA Process and PPO&A Committee, Cheryl and Dave

1. PPA has been sent out for the year. These are qualitative questions. Delayed process due to COVID and Cyber attack. Pushing for discussion.
    - a) Service Areas will have the same requirements as courses.
  2. Survey sent out to part-time faculty. Dave added Carla Johnson so that part-time counselors can participate.
  3. Goal is to have a standardized organization of questions so that we can see the progress over the years
  4. 76% completion of score cards and 60% of action plans are completed.
  5. Working on disaggregating data. Working on it since 2019
  6. Using Canvas to complete the SLO assessments for real time- data and SLO alignment
- e. Report and Discussion: 8 week course length study, Ann and Cheryl
1. First- Nothing has been decided.
  2. Question and logistical concerns
    - a) Financial Aid requirements
    - b) Athletics
    - c) Working Conditions
    - d) Is this a type of learning approach that will work for our college?
  3. This is something that will take time.
  4. Can we put together a model schedule that is designed in such a way that conflicting variables can be mitigated to help students navigate the schedule.
  5. Draft schedule for the pilot

- a) Brought to faculty to see if it is possible
  - b) Brought to counseling to see if we can get students.
6. There is a workshop this Friday about teaching the compressed classes-The instructor is coming from Amarillo college and has 80% of their courses online.
7. Received great feedback from counseling and the union. We would like to hear what the Senate has to say
8. Questions:
- a) Lisa: Data wasn't great, is the completion data good. When we have used it with ADJ, it has seemed to work.
    - (1) Cheryl- The ADJ courses are mixed with full semester courses, so the data is mixed
  - b) Norma: For the fast track ADJ are these working students or are they all full time
    - (1) Lisa is not sure if it is the short courses or online that attracts the students?
  - c) Tammy- Where is the data coming from- Online Face to face or hybrid. The data is coming from everywhere
    - (1) Ann is not able to see a clear distinction between online and f2f. ADJ is run a specific way and looking at all students, the data is random.
    - (2) A lot of the classes on the 8 week schedule, there are 12 that are taught in the first 8 weeks and 63 being offered in the 2nd sessions.
  - d) The classes in the 8 weeks format are hybrid, the students spend the same amount of time on campus



as the 16 week students, with the rest of the course being online. If they are fully f2f, the students who are spending more time on campus and it is not the reason for the 8 week schedule.

- e) Amarillo College has 20% online and the bulk are hybrid because the online courses were not as successful as the hybrid options.
- f) Some colleges do this really quickly, some have done 50% of the schedule and phased in the 2nd 50%. Moving quickly is not necessarily the goal. Make sure to have all your ducks in a row.
- g) Tammy- Has taught 8 week courses in ECE, she has noticed in all modalities, it takes a certain type of student to complete that 8 weeks cours. Many times students do not understand the workload and time commitment for this course.
- h) In the DE committee we are talking about the quality of the courses. IF the instructor does not have the structure in canvas, they are going to be moving the chaos into 8 weeks. There will need to be a lot of faculty development to make this successful
- i) Peter: how will moving to an 8 weeks course affect our non-native speakers? If we are going to move to 8 weeks, put 50% language learners to get accurate data on the success rates for our students.
  - (1) We need to make sure that this fits our students, not just build it and they will come.
- j) Nancy: One thing that came out of HCFA, this does not work. You need to alternate the cohorts so the instructors can teach the first 8 weeks and 2nd 8 weeks to make it work.

- (1) You're controlling for class size, course load, faculty, etc. That way we can get a true look at the effectiveness of this 8 weeks
- k) Chris: Many of the students she teaches in the 8 weeks courses are dual enrollment. If they are also taking 16 weeks courses midterms and other factors. It needs to be an all or nothing
  - (1) We also need to poll faculty to see where they are with this move.
- l) Ann: Meeting with HCFA was great as a lot of these issues were addressed:
  - (1) Slow down, get it right
- m) From the counseling side: It is not feasible to have this happen for next year. There are a lot of logistics that need to be worked out.
- n) Ultimately, the feeling is- "we want to know more," but we want to see if this is something that we can actually do at our campus now or in the future.
- o) Odessa College has PodCast: Wrangler Waves PodCast

## **V. President's Report**

## **VI. Adjournment**

- a. MSC: Heather Rodriguez/Jennifer Moorehouse to adjourn