Welcome to the Academic Senate

The Academic Senate is the voice for the faculty on all matters related to curriculum and academic standards. In its simplest form, the Academic Senate is the main source for faculty recommendations on anything related to our students. In technical terms, faculty have purview over any item related to the "The Ten Plus One," a detailed list of 10 items and a general "+1" which are outlined in Title 5 (state law) and shared on the next page of this agenda.

Purpose

The Academic Senate shall serve as the representation of faculty whenever consultation or interaction for making recommendations in the areas of curriculum and academic standards with the District or the college administration is necessary. Unless it is directly under the authority of the faculty bargaining agent, SBCCDTA. This is in accordance with, Education Code §70902 (b)(7) "...the governing board of each community college district shall... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The local Academic Senate relies on the State-Wide Senate, ASCCC ("A. S. triple C"), for recommendations and state-wide representation.

Primary Recommending Body

Academic Senate recommendations take precedence. California State Law, Title 5, gives the senate its powers. Please read the law in full here: Title 5 § 53203 - Powers

"[O]nly in exceptional circumstances and for compelling reasons will the recommendations [of the academic senate] not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate."

Meeting Information

Date February 7, 2024

Time and Location

> 3-4:30 PM - LRC 226

Next Meeting

> February 21 , 2024
> LRC 226 3-4:30 PM

Meeting Outline
- ☐ Announcements
- ☐ Kudos
- ☐ Public Comment
- ☐ Main Business
- ☐ Future Business and Updates
- ☐ Reports

APs and BPs

Please see the Academic Senate pages of the Crafton Hills College website for explanations of Administrative Procedures and Board Policies, commonly called "APs and BPs".

The Brown Act   Motions and Rules of Order   Meeting Norms

Direction of Work

Faculty guide the work of implementing, when deemed pedagogically appropriate by faculty, Strategic Directions and Student Equity Goals in areas related to academics and curriculum. The Ten Plus One helps us ensure that faculty are the main source of recommendation for anything related to student support, instruction, and preparation. In short, the Ten Plus One lists everything for which faculty are responsible; the Strategic Directions and Student Equity Goals help organize our work based on the needs of the students.

The 10 + 1

Strategic Directions

1. Student Access & Success
2. Inclusiveness
3. Best Practices for Teaching & Learning
4. Enrollment Management
5. Community Value
6. Effective, Efficient, and Transparent Processes
7. Organizational Development
8. Effective Resource Use and Development

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. +1: Other academic and professional matters as mutually agreed upon.

Student Equity Goals

1. Create a research agenda to analyze and understand disproportionate impact.
2. Promote high engagement teaching, service, and support throughout the college
3. Create clear pathways to promote completion and success.
4. Create cohorts and student communities to promote learning and success.

To ensure faculty guide the work of Academic Senate, comments and questions will be addressed in the following order 1) Senators 2) Non-senator faculty.

Administration may be called upon to offer further context.

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Crafton Hills College | Academic Senate Agenda

Members (23-25)

(Bold = Present)

	SINS	LAAS	Career Ed & Human Dev.	Student Services & Counseling	Senators at Large	Part-Time Senators
Total Seats	9	8	5	4	4	4
Available Seats	0	2	1	2		4
	Bailes, Brandi	**Andrews, Breanna**	**Clements, Kristen**	**Macamay, Mariana**		
	Brink, TL	Diponio, Gwen	Grounds, John	**Sandy, Hannah**		
	Estrada, Joshua	**Guevara, Andrew**	**McLaren, Meridyth**			
	Hellerman, Steve	**Jaques, Paul**	**Serrano, Thomas**			
	Juan, Shirley	**Lopez, Natalie**				
	Olivera, Chris	Reichert, Nicholas				
	Rippy, Scott					
	Robertson, Jillian					
	Williams, Gary					21/11

Guests: Ward
Admin: Wurtz, Spencer
Student Senate: Thalia, Katrina

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Agenda Items

Preliminary Business

Item	Start Time and Duration in Minutes	Content
Call to Order	2:59	AS President Meridyth McLaren called the meeting to order at 2:59 cause Hannah was excited.
Administrative Reports	3:03 5 Minutes	- Wurtz: - WE'RE DOING THE ACCJC MIDTERM REPORT THIS SEMESTER! IT'S 15 PAGES LONG! KEITH IS GOING TO COMMITTEES AND HAS IDEAS! YAY! IT MIGHT BE DONE IN MAY! - Enrollments are a-ok. Reality is bad but Keith is working on it. We went up like 10ish percent this year? I don't know, something like that. He should talk slower. - Spencer: - Financial Aid delayed, we are going to have a district wide meeting. It won't impact us as bad as the 4 years. Working on messaging for faculty to share with students. - ID.ME is a new process that CCCCO is having us do. If a student chooses to opt out then they will go through the regular college process. Prepare for more questions in April.
Announcements (3 minutes)	3:08	**Paul**: Twilight Zone play called Ham. Drilling crew laying railroad tracks that find something they weren't expecting. Feb 22 - 25th. **Hannah**: Ask to come to classrooms for visits to promote services for students. We offer vital services. There has been a rise in syphilis. There has been a big rise between 18 and 21 year olds. We have a family pack and we offer free screening and treatment. We can send them to the county for anonymous testing. Just send

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		Hannah Sandy an email with your class times anywhere from 10 minutes to an hour. **Judy**: Brainstorming via Zoom. Two faculty in breakout rooms with one student. It helps students come up with ideas and work through them. **Mariana**: Highest admit rate for UC and we had 75% we had no DI groups for our UC admits. **Steve**: Bogh doing a town hall in Menton on Feb 28 at the library which is also the senior center which made me laugh because you're not usually allowed to talk at a library?
Statements from the public 3 per speaker 15 minutes max	3:15 5 minutes	None.
Kudos and Comradery - Highlighting Faculty Work and Open Discussion	3:20 5 Minutes	• BIRTHDAYS: a bunch, ask Nats for the list. • Thalia and Katrina for coming to Senate. YAY! • Ed makes white sauce. • Andrew had baby. • TL's jacket is cool and it turns out it is his day after the midterm exam jacket to remind students that even if they didn't do well on the exam they were still doing better than the 49ers. I mean, not this year, but most years. • Opening for BHM was awesome! Good job committee!

Main Business

Item and Presenter	Approximate Start Time and Duration in Minutes	Prep Material	Goals and Notes	Examples of Actions	10+1, Strategic Directions, and Equity Goals Focus

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Approval of Minutes - McLaren	Start 3:25 3 Minutes	☐ [Minutes December 6, 2023](#)	Assess the written record of our meeting to be sure it reflects the discussions and voting in the last meeting. Be sure to double-check your own votes, attendance, discussions, motions, etc. Note: Anyone can [add a comment](#) if something needs to be edited. Make sure the attendance record is accurate. Bylaws say senators will be dropped after 3 absences. Check to ensure motions are accurately reflected in minutes.	**Motion**: to approve the minutes (Clements and Olivera, MSC) Everybody definitely read them and loved them.	10+1: 7 SD: 6 EG: 1
Compressed Calendar - Wurtz	Start 3:28 20 Minutes	[Calendar Info](#)	Questions, concerns, general feedback on moving to a compressed calendar *It's time for the fun topic of a compressed calendar. We are talking about moving to a 16 week calendar. Keith wants to talk about research, of course. Students want shorter time frames. Course success is usually well*	**question**: how do we moosh with the calendars for k-12 in dual enrollment. **answer**: a shorter calendar would match with them better. If we do a 12 week summer, we can meet the needs of highschools. **question**: can we still do a 12, 8 and 6? **answer**: yes. **question**: what about ccap and missing spring break. **answer**: classes are longer and would fit better with local high schools. **comment**: removing the break might negatively impact students.	10+1:5 SD: 1,3,4 EG: 2,3

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			predicted by class length. Districts that moved to a compressed calendar found that student success increased by a lot. Keith was talking really fast so there were a bunch of numbers in there that I missed. We have around 65% part-time students and this would allow them to stay part-time but graduate in a two year time frame. *Keith kinda wanted to show us an example, so he did. I guess he all the way wanted to show it. We'd start 2 weeks later in August and it would end the same in December. This would have no fall break. But we could have a Fall break if we wanted. In spring we'd start early, BUT (Everyone gets mad; Keith tries to calm us down. It doesn't work.) this is just one plan. This would not include spring break. But we could have one. Removing spring break would allow summer to go from May*	**question**: is there an impact on financial aid **answer**: there should not be, but we will research with other colleges **question**: how many of the 67 colleges are 16-16-12? **answer**: Not sure; we will research. **question**: What about part-time faculty **answer**: We are focused on student success but there should be ways to support part-time faculty with this plan. Part-time students prefer 8 weeks and 8 weeks. So this plan supports our large number of students that are part-time. It's also more transfer friendly. **question**: Online and in person success rates? **answer**: Overall they are roughly the same. But it is not the same for all disciplines. **question**: What about SAS support? **answer**: There is data to show that this supports student success; we can try to look up data specifically for SAS. **question**: It doesn't seem like we are balancing part-time faculty input and student success. **answer**: We can talk to part-time faculty. This is for students. **clarification**: It seems like we are just selling this as increased faculty breaks, not student support centered. **more answer**: About 50% of colleges are on this and it has shown to increase student success rates.	

			to August. Summer session would be May 15th to August 3rd. This would give us a 2 week break. We can move stuff around to adjust those breaks. *Winter intersession means no break. 16-16-16 also means no break.* • *Keith comment: keep in mind that this calendar is designed for student success.* • *Senate comment: please note that student success and part-time faculty morale are connected.* • *Keith response: We will host a meeting to help ensure that part-time voices are heard.*	**more answer**: These breaks are for students and this is student centered. **more clarification**: What's the criteria for choosing a calendar? What objective set of criteria are we using to evaluate the options? **answer**: Student success rate on the different calendars will be number one and then we will pull in other factors like local CC calendars, k-12 calendars, and part-time faculty needs. **comment**: Our CTE programs don't function in our current calendar. They function in a calendar closer to 16-16-12, as proposed, and we do see that a compressed calendar shows us better student success. **question**: What about STEM will the classes be too short to learn the content? **answer**: It will be the same amount of time for the class and this has shown that student success is higher in fewer weeks. **question**: Would the month-long break cause student burnout? **answer**: There is not a month long break in the new plan. That is in the current calendar. And yes, it might.	
Institutional Assessment Plan Update - Sosa	Start 3:48 10 Minutes	[Document to Review](#)	Requesting feedback on the feasibility of a six-year cycle; recommendation to retain the six-year process	**Comment**: The student level assessment needs more QA **Comment**: It is actually easier to report at student level.	10+1:6,7,10 SD: 6,7 EG: 2

| | | | and begin formal launch of the cycle in SP24.

IAP - We are talking about the process that the cloud uses. We will talk about moving into student level SLOs.

Gio has less time because Keith took too long.

This would allow us to look at disaggregated data.

We discussed a 6 year window to do student level SLO assessment. | **Comment**: SAS students are missing from disaggregated data.
Response: Part of it is building the space where faculty can interact with data.
Response: SAS is a little tricky. We need to research how to follow HIPAA regulations.
Response: We're good because data is aggregated.
Response: SAS data is off a semester.
Comment: We already have success and retention data. This would be SLO data and we need to discuss SLO when we consider redoing it.
question: Can we just always do student level?
answer: yes.
question: Can we get a specific measure on Canvas rather than using the Cloud?
answer: Like a standardized test? Yes, but then immediately no, and then maybe. Canvas has not worked in the past but it does not mean that it can't work.

Motion: We start student level this term and keep student level for all classes moving forward. (Bailes/Juan)
Abstain: Mariana and Hellerman. | |
| Advancement in Rank - McLaren | Start 3:58
5 Minutes | [Documentation of Service](#) | AS Exec is recommending Rejoice Chavira for advancement to the rank of Professor | **Motion**: Approve Rejoice Chavira by acclimation.

==**Acclimated**== | 10+1: 11
SD: 3,5
EG: 2 |

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PPR Recommendations - McLaren	Start 4:03 10 Minutes		R1: To better align PPR with the EMP, Goals will be a drop down list of EMP Strategic Directions. This will require Q10 to be reentered (not copy and pasted). R2: To remove copy & paste function for Q10 *ARGUING ENSUES ABOUT WHAT THE WORDS "WIPE OUT" MEAN. Semantics are discussed. Lots of hand waving. Confusion ensues. Angry sounds.* *Keith is creating a list of items that should go in PPR and those that should go in a department's developmental budget.* *Keith: This will make my job easier.* *Brandi: I'm gonna vote against it.*	**Question**: Will the object codes be listed? **Answer**: Nope cause we won't need them. *applause* **Question**: Will my 2013 stuff go away? **Answer**: No? But why do you have 2013 stuff? *the crowd silently judges* **Question**: If we accomplish it then we should delete it? **Answer**: Yes, please delete it. *the crowd nods and then un-silently judges* **Question**: When will it become blank and definitely not be wiped out which is definitely the wrong term? **Answer**: Not for 2 years. Only for 4 years. So roll in will be smooth. **Motion**: We remove our own goals and instead pick a strategic direction goal which means that we cannot copy/paste our old goals and will need to write how we meet a specific strategic goal. (Bailes/Clements) Hellerman: Abstain	10+1: 9 SD: 6,8 EG: 2

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VESPA & MOPED Meeting Time/Day Update	Start 4:13 5 Minutes		Meet once a month as a committee, once a month as a task force	**Motion** to approve (Bailes/Andrews) Passed unanimously as people exited the room. **Meeting adjourned at 4:32** <mark>**Nothing else on the agenda was covered.**</mark>	
[Good of the Order](#)	- no scheduled meeting time -		Feedback for AS in general and items that should be added to a future agenda . Updates from faculty on the use of generative AI.	Request agenda items for future meetings or comment on board reports, ASCCC updates, or other 10+1 items.	10+1: 7
Did you know?	- no meeting time -	🟩 CHC Outr…	Reminder: Calendar is for external outreach events.		10+1: 8 SD: 1,2,6 EG: 2,4

Reports

Item	Start Time and Duration in Minutes	Materials	Content

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President's Report			Of the Year Plaque located/updating Planning Session Update Out of control 'committee' creations Equivalency Template

1st meeting of the month.
External:
    A. **Student Senate Report (Brock)**
    B. **CTA Report (McKee)**
    C. **API Association (DiPonio)**
    D. **Professional Dev Lead (Harris)**
Leads and Sub-committees:
    A. **Chairs (Andrews)**
    B. **Honors Steering (Cannon)**
    C. **Curriculum (Di Ponio)**
    D. **FSEA (de los Reyes)**
			[View Written Reports Here](#)

2nd meeting of the month:
External:
    A. Classified Senate - 5 minutes (Peterson)
    B. Treasurer's Report (DiPonio)
    C. LFSAAA (Zepeda)
    D. BFSA (Vacant)
Leads and Sub-committees:
    A. Educational Technology (on hold)
    B. Review Workgroup ()
    C. Guided Pathways (Scott)
			[View Written Reports Here](#)

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D. MOPED (Chivera & Xayaphanthong)			

Adjournment -   4:32 pm.

Mission, Vision, & Values

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

Respect: To champion active listening and open dialogue within our community.

Integrity: To uphold honesty in our interactions and academic pursuits and maintain community collaboration.

Diversity & Inclusion: To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.

Innovation: To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.

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○ *Leadership*: To develop and inspire current and future leaders through professional development, mentorship, education and experience.

○ *Sustainability*: To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.