

Meeting Minutes of the Academic Senate					
Grossmont College					
10/18/2021					
11:00 AM – 12:20 PM					
<a href="#">Attachments</a>					
1	CALL TO ORDER 11:01am				
2	Public Comment	No public comments were made.			
3	Review of Minutes				
	Request for objections to the meeting minutes for 10/04/21	1 <sup>st</sup>	No Objections	2nd	Minutes approved
4	Review of Agenda: Cindy Harris requested 120 seconds to share a brief reminder about Guided Pathways. Pearl will add this under Special Reports. Rochelle Weiser requested time to provide an update from the Professional Development office.				
	Request for objections to the agenda for 10/18/21	1 <sup>st</sup>	No Objections	2nd	Agenda approved with the additions above.
5	<b>PRESIDENTS REPORT</b>				
5.1	<p><b>Legislature:</b> Pearl shared a chart that included the new state legislation that was approved and will include it with the minutes.</p> <p><b>AB 417:</b> Rising Scholarship Network which is our statewide organization to support our incarcerated students and formerly incarcerated students. It's funding that is made available to provide additional support to our students. The state will only offer this to about 50 colleges.</p> <p><b>AB 927:</b> This allows community colleges to apply to offer a bachelor's degree. This was approved so we will be ramping up our meetings to continue more conversation.</p> <p><b>AB 928:</b> This develops a general education pathway that would encompass requirements for both CSU and UC so that students would only be following one pathway as opposed to two.</p> <p><b>AB 1111:</b> Common course numbering, which is something we have talked about over the years. This is a request for colleges to begin adopting common course numbering.</p> <p><b>AB 1326:</b> This requires the County Human Services Agency to designate at least one employee as a staff liaison to support counselors.</p> <p><b>AB 169:</b> This was approved awhile back. Dr. Neault is planning to submit a request for funding to explore the possibility of developing or building student housing.</p>				

		<p>Pearl noted there is a website that includes this information for people to review more closely.</p> <p>Pearl stated that there was a local area statewide senate meeting on Saturday where they reviewed the resolutions that are going to the Plenary in November, and to see if there were any recommendations for changes. These resolutions are scheduled to go to the Plenary session in November for a vote on whether or not the statewide senate wants to adopt them. There were resolutions on low cost textbook versus zero cost; offering resources for racial justice and critical race theory; mental health awareness and trauma informed teaching and learning; and high flex modality. Pearl recommended that everyone take a look at these resolutions. She added that the Governor vetoed the bill that was set to increase the workload of our part-time faculty from 66% to 85%.</p>
	5.2	<p><b>Other</b></p> <p>Pearl stated there was a discussion during the Steering committee meeting on the outcomes of the Vision and Mission statements. There was a vote on the Vision statements and Vision statement #2 was selected with some minor adjustments based on collective feedback. Pearl will share the final copy of the Vision statement at the next Senate meeting. Mission Statement #1 was selected, which was the one most faculty favored. Pearl will bring a final copy of the Mission statement to the next Senate meeting along with the timeline and process the college followed to get feedback so that the final statements can go to the Governing Board for final approval.</p>
6		<p><b>Senate Officer’s Committee Reports</b></p>
	6.1 6.2 6.3	<p><b>Vice-President:</b> Steve Davis stated that Latinx Heritage month has concluded and thanked Heriberto Vasquez, Juan Reyna, and Gabriella Soto for their efforts. There were some amazing panelists. Steve noted that whatever we can do as faculty to create a sense of belonging in our classroom is a big step toward conquering our equity challenges.</p> <p><b>Officers at Large:</b></p> <p><b>6.2.1-</b> Sharon Sampson noted the ASCCC plenary is approaching. They extended opportunities for more representatives to attend in person so people have the option to view the workshop online or attend in person. The plenary will be held in Long Beach. More information is provided on the ASCCC website. The theme this year is “Leading Change: Teaching, Learning, and Governance in a Hybrid World”.</p> <p><b>6.2.2 -</b> Liz Barrow – No report.</p> <p><b>6.2.3 –</b> June Yang – No report.</p> <p><b>Part-time faculty officer:</b> Richard Unis – Not present</p>
7	7.1	<p><b>Special Reports</b></p> <p><b>Data Report –</b> Dr. Victoria Rodriguez</p> <p>Victoria stated that she shared this presentation at the president’s taskforce meeting and was asked to present this data to Academic Senate. The impetus for this presentation was that the president wanted to know what data we had on fall 2020 students, both qualitative and quantitative, to see how we might best engage with students. She reviewed the fall 2020 data as that is the most completed data we</p>

have. This data was pulled from our external and internal environmental scan which is the data we are using for strategic planning. More data will be shared at the Strategic Planning workshops; today, Victoria focused on the demographics. The majority of our students are non-White and the two largest racial ethnic groups are Latino students (38%) and White students (33%). Victoria reviewed the trends for the race/ethnicity groups from fall 2016 to fall 2020. For most groups, they remained the same. The proportion of our Asian Filipino students has been slightly declining; our Latino students are growing; White students are declining; and Middle Eastern students appear to be growing in size but we only began capturing this data in 2018. In looking at fall 2020, while percentages are remaining the same, with the exception of White and Latino students, numerically, the numbers are dropping across the board. A majority of students identified as female. A majority identified as low-income status based on whether or not they qualified for financial aid or financial need based aid, and more than half of our students were taking a part-time load. We looked at enrollment by headcount and the biggest group of students are continuing students which means they have been here for one semester prior to the semester that is being observed. Malia asked if the fraudulent students skew our understanding of this data being shared and Victoria responded that it does not, noting that the number of fraudulent students was very small for our campus.

#### Course Retention and Success Data

Victoria noted that the overall course retention and success rates were presented at the spring 2021 planning forum. We looked at our key performance indicators to see how we have been doing as a college. We looked at our overall course retention rates to see how the pandemic affected us. Pre-pandemic we were around 85%; we then dipped to 76% in spring 2020 and back up to 82% in fall 2020. Victoria stated that when you disaggregate retention and success rates, the patterns of disproportionate impacted (DI) groups remain steady pre-pandemic and now. The DI groups tend to be our Black students, Latino students, Native American students, and Pacific Islander students. Victoria reviewed the term persistence rates from fall to spring which stayed around 71% even in a pandemic semester. There was a question on how the college identifies low income students, and Victoria responded that they are identified based on what kinds of financial aid they qualify for. There was another question on whether there is any data for spring 2021, and Victoria stated that there is but it's not complete, adding that the demographics do not look too much different from the fall 2020 data. The fall to fall annual persistence rates is at about 50%. Victoria then shared persistence rates based on ethnicity groups and reviewed their data. She noted that with the exception of the environmental scan data, this presentation has been made publicly in collegewide meetings.

Victoria noted that this is mostly the quantitative data; they also wanted to look at qualitative data to see how students have been doing through the pandemic. Last year, we offered excused withdrawals (EWs) to students and they had to petition for an EW and explain why they were requesting one. We then asked them how the college could best support them in the spring and Victoria shared those results with Senate. There were a total of 292 Grossmont College students who responded. The

themes that came up for requesting an EW were financial aid, difficulties in school, family, health (including mental health), and technology. She also shared specific quotes from students.

When we asked the students how the college can help them be more successful, a majority of them responded with providing campus resources, including having access to student engagement activities, in person instruction, and more time with counselors. Also, they would like access to loaner computers, emergency fund relief, and requested that people to be more understanding with students. Victoria also shared direct quotes from students.

A survey went out to students, districtwide, who were enrolled in fall 2020, spring 2021 and had applied for admission for fall 2021 or summer. This was also presented to the Governing Board in May. A total of 6,626 students responded to the survey with 73% of them from Grossmont. Victoria shared the racial ethnic breakdown. She also shared key findings for preferences for online and in person classes. Seventy-four percent of students want some classes online and 23% prefer all classes in person. We then asked for preferences for services for online and in person, and a larger percentage of students showed a preference for in person services for library services, student engagement events activities, Bookstore services, and tutoring services. A large percentage of students showed a preference to have the following services online: assessment services, admissions and records, testing proctoring, CalWorks, and EOPS. Students were evenly split in counseling, financial aid, and career services.

Leah asked if outcomes were the same in smaller enrolled classes as compared to large lecture classes, and Victoria stated that she looked at course success for large and low enrolled classes, and course success rates tend to be higher in larger enrolled courses; however, students tend to do better in classes that have active learning or more engagement in terms of activities in class and group work.

Victoria Curran asked if the questions in the survey about online and in person services allowed the students the ability to select more than one, and Victoria noted that they were given that ability.

Sharon shared a link with questions for faculty to reflect on to recognize how we are implicated or complicit in some of the challenges we are trying to address, and how we can be part of the problem and solution. We need students to feel welcomed and engaged to keep them on campus. The faculty were asked to reflect on the following: 1) To what extent are our individual practices affirming and/or marginalizing DI students? and 2) Will you acknowledge that there is a problem?

Marion de Koning asked how small the number of fraudulent students is because a big problem with that is maybe it is disproportionate in some classes than others. Victoria stated that she does not have that data at the moment but the district office

	<p>is working to understand the problem. June asked if we tracked students who were coming from the four years and Victoria responded that they did not.</p> <p>Victoria stated there are two Strategic Planning workshops scheduled; one on October 27<sup>th</sup> and the other on October 29<sup>th</sup>. The registration link was provided in the chat.</p>
	<p><b><u>Guided Pathways</u></b></p> <p>Cindy Harris stated she wanted to give regular updates on Guided Pathways. The last time this was presented, several people requested that they come back regularly. Last week, Cindy, Gary and Michael gave a presentation at Chairs and Coordinators and at the joint AAC and SSC meeting, and talked about where we are with degree mapping. The previous week, they sent out degree map drafts to departments that have ADTs and right now, we are in the process of meeting with those departments that have questions or who would like to discuss the draft. Cindy noted that they are continuing to work with Victor Devore who is doing some work on the backend, so hopefully next month they will have mockups on what this will look like on the website. Towards the end of the semester, they will have a brown bag lunch for everyone to attend to receive updates. Cindy asked department chairs to respond to her email if they haven't already done so. So far they have heard back from 10 departments.</p> <p>Lara Braff asked when feedback is due on the degree maps. Cindy stated that they are hoping to hear from the departments by next Friday on whether or not they want to meet. Departments have different needs so they were hesitant to set one specific date. She noted that the goal is to have the ADT degree maps back by the end of the semester. Lara added that she felt the conversation on meta majors has been moved to a parking lot and was never resolved. Cindy responded that this will be back in the spring, noting that they are all part of the same larger problem that we are trying to solve which is related to the data Victoria presented today. How do we improve persistence, retention, and success in the classroom? One part of that is making the pathway clear for students. Some of these are really abstract ideas so they felt like putting something tangible together, like degree maps, so we can envision and experience it from the student's perspective. Cindy also noted that the college is calling meta majors the academic and career pathways (ACP).</p> <p><b><u>Professional Development</u></b></p> <p>Rochelle Weiser reminded those department chairs or program coordinators that for their part-time faculty, the twelfth week of the semester is when they need to have their professional development completed. The VRC and the State Chancellor's office partnered together to offer two diversity, equity, and inclusion modules from Dr. Lasana Hotep. The first one is, "I don't see color, I just see people becoming culturally competent" which is one hour, and the second one is "Playing behind the screen: the implicit biases in our colleges" which is one hour and fifteen minutes. Both are available in the VRC. Once you complete the module you will be awarded a certificate in your transcript which can be downloaded and uploaded in WorkDay.</p>

	<p>Taneisha Hellon shared the amazing work that is being done by our Community of Practice (CoP) leads representing our different divisions. They are offering sessions and encouraged everyone to participate within your discipline as well as cross discipline. It was noted that this is available to all full- and part-time faculty for professional development credit. The sessions are located in the VRC.</p>
8	<p><b>Unfinished Business</b></p>
8.1	<p><b>8.1 Governance Review – Marsha Gable</b>  Marsha presented on the governance review as the College Council convenor. We had our governance restructure kickoff in January 2019. Part of that process included in the handbook was to evaluate and review our governance committees and process annually. A few measures were put together to begin that process with a survey in fall 2020 from the CPIE office that went to governance committee members and co-chairs. Those who completed the survey were 34% faculty; 6% part time faculty; 35% classified professionals; 21% administrators; and 4% students.</p> <p><i>Survey questions:</i></p> <p>Quality of communication within the committee: Committee members felt communication was good to very good, and co-chairs responded that they felt communication within the committee was good to very good.</p> <p>Quality of communication from committee to constituent groups: Committee members felt that this was anywhere from good, to very good, to didn't know; whereas the co-chair responses varied from good to poor to don't know.</p> <p>The flow from constituency groups to committees: Committee members felt this communication was good to very good, whereas the co-chairs thought it was good to poor.</p> <p>Quality of communication by the committee within the campus community as a whole: Committee members thought this was good, to poor or didn't know; whereas it was split between poor to good with the co-chairs.</p> <p>Marsha shared written comments from the questions, "Based on your experience on the committee this academic year, please describe how the committees work could be improved". Those comments included lack of clear goals; information flow; improve communication; actionable agenda desired; lack of understanding of role of committee in the governance structure; power structure; and lack of transparency.</p> <p>Marsha also shared responses from question, "Why did you chose the response you did in previous question and opinion on overall effectiveness of governance structure". Those comments included it was effective, some felt it was ineffective, good to poor information flow; better communication needed; and collegial consultation taking place. The general theme is that the governance structure is effective but needs improvement with communication.</p> <p>Marsha stated that we are now kicking off a robust review and evaluation process this fall. She shared the timeline for review and evaluation to kickoff an updated</p>

		governance structure and decision making process. The evaluation was scheduled to take place this fall. College Council reviewed the timeline at their meeting in August. There was a co-chair training on the review and evaluation process on September 10th where everyone was able to review that timeline. Then, this past Friday, there was a mid-term co-chair check-in to see the committee's status. The challenge was that committees were stressing out about the tight timeline as there was not enough time built in to run updates and changes through the constituency groups. So the timeline will be updated to allow more time through the spring semester for meaningful conversations, and a kickoff for the updated structure in May 2022. This updated timeline will be finalized at College Council this month. There will also be another check-in with committee co-chairs in December.			
9		New Business			
	9.1	Academic Senate Committees			
	9.2	Participatory Governance Committees			
10		Objections to adjourning meeting.			
		1 <sup>st</sup>	No opposition	2nd	Meeting adjourned
		Meeting Adjourned at 12:15PM			

**ATTENDEES:**

Murray, Pat	Guest	Classified Senate
Lisa Ledri-Aguilar	Guest	English
Fries, Joyce	Guest	Occupational Therapy Assistant
Ray, Natalie	Guest	SSO Coordinator
Rodriguez, Victoria	Guest	CPIE
McHan, Michael	Guest	Communication
Ploszynski, Lenae	Guest	ASL interpreter observation
Soltero Michelle	Guest	Child Development, Education and Family Studies
Ogul, David	Guest	College and Community Relations
Hellon, Taneisha	Guest	Counseling
Julio Soto	Guest	Sociology
Page, Theron	Guest	CalWorks
Weiser, Rochelle	Guest	Office of Professional Development

Scott Therkalsen	Guest	Earth Sciences
Dillon, Dave	Guest	Online Education / Counseling
Aliyev, Gabi	Guest	Nursing
Amy Ramos	Guest	Psychology
shirley pereira	Guest	mathematics
Jacqueline Valdivia	Guest	Academic Affairs
Gable, Marsha	Guest	Student Services
Blanco, Philip	Guest	Physics
Bricke,Jonathan	Part Time Senator	Biology
Burks, Colleen	Part Time Senator	Nursing
Scholte, John	Part Time Senator	Religion/Philosophy
Davis, Steve	Senate Officer (Only SOC)	Math
Sampson, Sharon	Senate Officer (Only SOC)	AOJ
Barrow, Liz	Senate Officer (Only SOC)	CVTE
Yang, June	Senate Officer (Only SOC)	PHIL & RELG
Everett, Craig	Senate Officer (Only SOC)	Theatre
Mullen, David	Senator	Dance
Robinson, Gregg	Senator	Behavioral Science
Manchester, Corey	Senator	Math
Shatwell, Jamie	Senator	ASL
Ripley, Bonnie	Senator	Biology
Deutsch, Adam	Senator	English
Moore, Emily	Senator	ESL
Quezada, Raymundo	Senator	Ethnic and Gender Studies
Nguyen, Hau	Senator	CSIS
Wirig, Evan	Senator	MCOM
Banville, Kathleen	Senator	Theatre Arts
Rawlings, Cierra	Senator	Math
Vance, Diana	Senator	Chemistry and Science
Aylett, Natalia	Senator	English as a Second Language



Clay, Amanda	Senator	Orthopedic Technology Program
Vanden Eynden, Jenny	Senator	Mathematics
Davies-Morris, Gareth	Senator	Visual Arts & Humanities
De Koning, Marion	Senator	Visual Art and Humanities
Tuscany, Roxanne	Senator	Communication
Johnson, Gary	Senator	Counseling
Curran, Victoria	Senator	Communication
Molina, Malia	Senator	Visual Arts & Humanities
Wells, Peggy	Senator	Respiratory Therapy
Harris, Cindi	Senator	English
Cruzado, Wendy	Senator	Counseling
Morris, Rhonda	Senator	Nursing
Tate Hurvitz	Senator	English
Ferguson, Sara	Senator	ESL
Bacon, Michael	Senator	Behavioral Sciences - Psychology
Vicino, Christine	Senator	Occupational Therapy Assistant
Flores, Carey	Senator	Respiratory Therapy
Perez, Michael	Senator	EOPS/CARE/NextUp
Kalker, Felicia	Senator	Library
Abshier, Randy	Senator	ESW
Cardona-Gerena, Israel	Senator	Behavioral Sciences
Larter Martin	Senator	Chemistry
Thomas, Sosha	Senator	BOT
Pressnall, Mark	Senator	BOT
Martin, Sarah	Senator	English
Moore, Sarah	Senator	Counseling
Braff, Lara	Senator	Behavioral sciences/Anthropology
Kerns-Campbell, Cheryl	Senator	ESW- HED/NUTR
Cliffe, Tim	Senator	Earth Science
Dee Aceves	Senator	Counseling
Farina-Hess, Nadra	Senator	Library
Chow, Patricia	Senator	CTE- Business
Quinn, Clifton	Senator	CSIS

Keliher, Brian	Senator	Business Adm
Vincent, Paul	Senator	World Languages
Calo, Jeanette	Senator	Media Communications
Morente desmond	Senator	Counseling
Claire K Liu	Senator	World Languages
Carter, Brian	Senator	Physics/Astronomy/Physical Science/Engineering
Young, Tina	Senator	AOJ
carmean, jennifer	Senator	ASL
sheri.strothers@gccd.edu	Senator	communication
Braswell, Patrice	Senator	Accessibility Resource Center (A.R.C.)
Burke, Elisabeth	Senator	Philosophy and Religious Studies
Nicasio Mercier, Eva	Senator	MMIB
Menck Kelly	Senator	AOJ
Sepulveda, Robin	Senator	Child Development, Education and Family Studies