



Academic Affairs Committee  
Co-Chairs: Benjamin Gamboa and Dan Igou  
Thursday, September 17, 2020, 2:30-4:00 p.m.  
Zoom

Minutes

Approved: October 15, 2020

Present: Lou Ascione, Cheryl Barnard, Francois Bereaud, Rebecca Bowers-Gentry, Reggie Boyd, Kandice Brandt, Madina Danish (student), Dawn DiMarzo, Dawn Diskin, Molly Fassler, Benjamin Gamboa, Nick Gehler, Darren Hall, Richard Halliday, Mandie Hankinson (student), Sampras Hsu (student), Dan Igou, Carmen Jay, Mary Kjartanson, Jesse Lopez, Andy Lowe, Pablo Martin, Jessica McCambly, David Mehlhoff, Scott Moller, Max Moore, Sonny Nguyen, Jordan Omens, Kevin Petti, Mara Sanft, Namphol Sinkaset, Tonia Teresh, Gail Warner, Kirk Webley, Dan Willkie, Linda Woods, Joe Young

Absent: Gina Bochicchio, Neal Erlandsen, Adrian Gonzales, Mary Hart, Daniel Miramontez

Guests: Channing Booth, Lisa Brewster, Laura Gonzalez, James McGill, Laura Murphy, Donnie Tran

I. Call to Order

The meeting was called to order by Co-Chair Benjamin Gamboa at 2:34 p.m. The new members were welcomed (three students and two Department Chairs).

II. Approval of Agenda

MSC (Omens/Ascione) to approve the agenda as presented.

III. Approval of Minutes

MSC (Omens/Ascione) to approve the minutes of May 21, 2020 as submitted.

IV. Review of Committee Membership, Goals, and Procedures

Dan Igou solicited final feedback regarding the new committee charter, as proposed for the revised College Governance Handbook. No new comments were made.

V. Approval of Calendar

Dan Igou presented the calendar meeting dates for 2020-2021. MSC (Omens/Woods) to accept the meeting dates.

VI. Subcommittee Reports

A. Distance Education

No report given since the Distance Education Subcommittee is in the process of electing a new chairperson.

B. Academic Standards

Mara Sanft reported that the Academic Standards subcommittee has met and revisited the proposed college governance handbook revisions for this subcommittee. Academic Standards members were given an update on “credit for prior learning” and discussed multicultural studies coursework as it relates to outside universities.

C. SEEM

Becky Stephens reported the SEEM subcommittee has met and reviewed its charge and goals for the semester. Subcommittee members are reviewing data outcomes on the “X” classes with their departments. Stephens was able to extend the trial use of Padlet software; interested faculty should contact her for account set-up.

D. IPR/SLOAC

Patti Manley courtesy reminded everyone of Program Review deadlines. She also mentioned that several outcomes assessments for courses are not yet in Taskstream; full analysis is due in spring.

Also, currently in discussion is the Program Review and Outcomes Coordinator reassigned time positions. The IPR/SLOAC subcommittee has offered input into a possible merged position, and Manley is soliciting input and support from constituents.

VII. Coordinator Reports

A. Honors

Carmen Jay indicated that through reprogramming by the District, faculty can now see Honors Contract designators, and grade sheets and rosters have been recovered. She also expressed appreciation to faculty for continuing to offer contracts/opportunities to students during this remote environment (pandemic). Since planning is a year advanced, she made a call-out for Honors Course proposals for Fall 2021.

B. Flex

On behalf of Allen Andersen, Igou reminded all to make sure flex hours are submitted.

C. Professional Development

Laura Gonzalez reported on the following:

- The second cohort for data and equity coaching is starting; application period closes at the end of week.
- The first cohort had 20 participants with five mentors.

- Currently underway is a Syllabus project to review syllabi from an equity-minded lens.
- She and Allen Andersen are working on a YouTube channel for professional development. It will be a repository for videos for Flex obligations and possible salary advancement.

VIII. Old Business

A. GPS Update

Lisa Brewster presented status of Guided Pathways efforts on which Faculty Leads have been diligently working. Al Solano has been hired to share insight with the college of how to progress forward as an institution.

Six interest areas have been identified so that work with onboarding and course sequencing can continue (Creative Arts, Languages, and Communication; Social and Behavioral Sciences and Education; Business and Entrepreneurship; Science, Technology, Engineering, and Math; Health, Wellness, and Public Safety; Advanced Transportation and Applied Technology).

A monthly newsletter (JetStream) has launched which combines professional development, guided pathways, and diversity and equity activities/perspectives. She emphasized that one of the roles of Guided Pathways is collaboration so that projects can become institutionalized for student success. A second retreat is being planned for October; everyone is invited to participate.

IX. New Business

A. Scheduling Intersession and Spring

Ben Gamboa reiterated Chancellor Carroll's message that spring will be mostly online with some courses face-to-face and more hybrid modality. Intersession will be 100% online (not including Public Safety in-service courses). Conversations are taking place regarding health and safety protocols for face-to-face sessions, keeping best educational opportunities for students in mind during a pandemic.

B. Strategic Enrollment Workshop

As an effort to work towards strategic enrollment management (SEM), the rest of the meeting was divided into breakout sessions to brainstorm and dialogue over a set of questions (Attachment A) and share at the end. Shareout comments:

- Offer courses during a variety of times and modalities based on student needs
- Allow and promote student completion
- Consider keeping "In Person", "Remote", and "Async" as delivery methods after pandemic is over
- Schedule classes with equity in mind
- Survey students regarding what delivery modality they need
- Communicate clearly to students expectations of class, especially online
- Course sequencing should have both CTE and Transfer perspectives
- Offerings should be consistent so that students can plan ahead or know when classes will be offered
- Shift mindset from Productivity to Student Need

- Awareness of complexity of a multi-campus district and benefits of aligned curriculum
- Guided Pathways as the driving factor for change
- Capitalize on the benefits of technology, using our current environment experience
- Educational plans (for students) when there's predictability in the class schedule
- Flexibility in class options; increasing accessibility for students (i.e. higher level Math classes being offered at same times)
- Cognizant of the unique needs of CTE vs. Liberal Arts courses [block scheduling]
- Increase access to Tableau Dashboard (DECC example) to analyze data for equity and course scheduling

X. Announcements

None.

XI. Adjournment

MSC (Omens/Martin) to adjourn the meeting at 4:00 p.m.

*Carol Sampaga*

*Vice President's Office of Instruction*

(Attachment A)

We are already an open access institution, isn't that enough to ensure equity?

- 1. Consider Student Needs across Multiple Schools & Departments**
  - What are potential conflicts worth considering in scheduling general education courses (i.e. English in Liberal Arts and Math in MBEPS)?
  - What conversations would you have with other schools and departments about coordinating schedules?
  - How could you include input from counselors and colleagues from other schools and departments?
- 2. Consider Use of Data in Scheduling Decisions**
  - What types of qualitative and quantitative data do you use when designing schedules in your department?
  - What types of qualitative and quantitative data would help you improve your ability to design schedules?
  - What information would you like before making scheduling choices, and when would you need it?
  - What information would you like to inform changes to the schedule after the semester starts?
- 3. Equity in Scheduling**
  - To what extent do overall equity in education depend on us improving equity in scheduling
  - What does equity in scheduling look like?
  - What factors do you consider in making an equity-forward schedule?
  - What kinds of information/tools/research would you need to create an equity-forward schedule?
  - What conversations (with student services, counseling, etc.) would facilitate the making of an equity-focused schedule?
- 4. Course Sequences**
  - How do you utilize course sequences when making a schedule?
  - Do you consider course sequences outside of your department? How do you determine which sequences to consider?
  - How do you balance f2f and online classes to meet course sequences?
  - What information/research would help you meet the needs of course sequences?
- 5. Distance Education**
  - How does the learning modality (online, f2f, etc.) inform your scheduling?
  - How do you decide the ratio of f2f classes to online classes? Sync to async classes?
  - Do you consider distance components as a way to enhance learning?
  - What information/data/research would benefit you in creating a balanced modality schedule?
  - Given the current focus on equity, how will you schedule online components while ensuring equity in your schedule?