

**FACULTY SENATE MINUTES
DECEMBER 1, 2020**

Nicole DeRose	President	2020-2021	P
Robin Witt	Vice President	2020-2021	P
Mark Gutierrez	Secretary/Treasurer	2020-2021	P
Angela Burk – Herrick	Curriculum Chair	2019-2021	P
Tracy Kocher	Business & Applied Technology	2020-2022	A
Karin Nelson	Business & Applied Technology	2020-2021	P
Daniel Bentum	Chino/Fontana	2020-2022	P
Manar Hijaz	Chino/Fontana	2019-2021	A
Lisa Doget	Health Sciences	2020-2022	A
Jayne Clark	Health Sciences	2019-2021	A
Christina Holdiness	Instructional Support	2020-2022	P
Mary Jane Ross	Instructional Support	2019-2021	P
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022	P
Vacant	Kinesiology, Nutrition & Athletics	2019-2021	
Elizabeth Encarnacion	Language Arts	2020-2022	L
Steve Shelton	Language Arts	2019-2021	P
Mark Gutierrez	Mathematics & Science	2020-2022	P
Nicole DeRose	Mathematics & Science	2019-2021	P
Dan Kern	Social & Behavioral Sciences	2020-2022	P
Angela Sadowski	Social & Behavioral Sciences	2019-2021	P
Jackie Boboye	Student Services	2020-2022	P
Jean Oh	Student Services	2019-2021	P
Vacant	Visual & Performing Arts	2020-2022	
Patrick Aranda	Visual & Performing Arts	2019-2021	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Robin Witt	Senator-At-Large	2019-2022	P
Vacant	Senator-At-Large	2018-2021	
Luke Gunderson	Adjunct Senator-At-Large	2020-2022	P
Gail Keith-Gibson	Adjunct Senator-At-Large	2019-2021	P

Alternates

David Karp	Business & Applied Technology	2020-2021	P
Robert “Ian“ Jones	Chino/Fontana	2019-2021	P
Shelley Eckvahl	Health Sciences	2019-2021	A
Shelley Marcus	Instructional Support	2019-2021	P
Vacant	Kinesiology, Nutrition, & Athletics	2019-2021	
Leona Fisher	Language Arts	2020-2022	P
Diana Cosand	Mathematics & Science	2019-2021	P
Sergio Gomez	Social & Behavioral Sciences	2020-2022	A
Donna Colondres	Student Services	2019-2021	A
Stan Hunter	Visual & Performing Arts	2019-2021	P
Stephen Villasenor	Adjunct Alternate Senator	2020-2021	A

Guests:

Jon Ausubel, President, CCFA

Monica Carter, Political Science

Sarah Cotton, Biology

Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness

Tara Johnson, Fashion Merchandising

Corey McCormick, Commercial Music, VPA

Lissa Napoli, Administrative Assistant, Faculty Senate

1. P.E. (12:30 P.M.)

2. CALL TO ORDER (12:38 P.M.)

2.1 Remote Attendee Identification

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.) - None.

4. APPROVAL OF AGENDA

4.1 December 1, 2020

- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the Agenda. Senator Boboye seconded the motion. The motion was approved. 12.1.20, 19/0.

5. APPROVAL OF MINUTES

5.1 November 24, 2020

- **Motion for Approval** - Senator Keith-Gibson moved to approve the 11.24.20 Minutes. Curriculum Chair Burk-Herrick the motion. The motion was approved. 12.1.20, 16/0/4.

6. CONSENT AGENDA - None.

7. GUEST(S)/PRESENTATION(S) - Associate Superintendent, Instruction and Institutional Effectiveness, Laura Hope, would like to share information regarding student complaints and academic integrity.

- While faculty and students are working hard to adapt to remote teaching and learning, President Shannon has received student complaints regarding the lack of communication from faculty.

There has been an increase in the number of academic integrity issues. To maintain consistency, CIO Hope urged faculty to consider the following recommendations.

1. Education Code prohibits faculty from failing a student on a single measure.
2. Faculty should have a policy clearly stated on their syllabus and follow through on a consistent basis.

3. Follow through with the documentation with the office of Student Life for each academic integrity issue.

CIO Hope recommended that Senate create best practices regarding protocol for faculty handling cases of academic integrity. President DeRose recommended that Senate review the already established protocols for academic integrity.

CIO Hope shared that we have not made considerable strides in the area of Zero/Low Textbook Costs. These textbook options are directly related to student success rates. Hope is asking Senate to lead an effort on a departmental basis. She expressed the need to develop a sense of consciousness with the cost of textbooks that we pass on to our students and that we look into what options exist with zero cost and low cost textbooks. The college hopes that these efforts can help retain students.

CIO Hope asked faculty to help operationalize and make systemic efforts to increase student retention. Enrollment is down by 21.9% for fall 2020 and down 29% for Spring 2021. Although we understand that some students are having to make the decision between continuing their education or keeping their job, we need to work hard to retain the students that the College already has. The key factor for student success is the relationship with faculty.

Leona Fisher and Carol Hutte are offering FLEX activities on January 8, 2021 and March 2021 that will explore ZTC. Any faculty member wanting to explore ZTC should contact Carol Hutte.

8. REPORTS

8.1 President

- Congratulations to Senator Encarnacion and her family on the arrival of their baby.
- Job well done to Vice President Witt on her handling of the elections and the monthly Faculty Senate newsletter.
- President DeRose has been in touch with President-Elect Neil Watkins and has invited him to ASCCC's Faculty Leadership Institute and the weekly officers' meetings.
- President DeRose invited senators to help plan a virtual faculty get-together on December 15, 2020.

8.2 Vice President - No report.

8.3 Secretary/Treasurer

- Secretary/Treasurer Gutierrez will be exploring the creation of a social media page for faculty. He will present to Senate in the near future.

8.4 Curriculum - No report.

8.5 Committees

8.5.1 2021-2022 Sabbatical Leave Application (Review Timeline 11/3-12/8)

- Sean Connelly: Senators Holdiness, Jenkins, and Ross

The sabbatical subcommittee has recommended approval of the sabbatical request for Sean Connelly.

- **Motion for Approval** - Senator Holdiness moved to recommend approval of the sabbatical proposal for Sean Connelly. Senator Jenkins seconded the motion. The motion was approved. 12.1.20, 21/0.

- Jin Liu: Senators Boboye, Harlow, and Ross

The sabbatical subcommittee has recommended approval of the sabbatical request for Jin Liu.

- **Motion for Approval** - Senator Boboye moved to recommend approval of the sabbatical proposal for Jin Liu. Senator Ross seconded the motion. The motion was approved. 12.1.20, 15/0/7.

8.5.4 Faculty Hiring Practices Work Group

- The workgroup has formulated 3 questions for candidates to answer that will be reviewed for consideration. Senate hopes to receive candidate responses in early January 2021 and review during the first scheduled Senate meeting in January 2021.

8.6 Other

9. UNFINISHED BUSINESS

9.1 Discussion Item: Review of AP/BP 5020

- Senate will discuss this item during our next scheduled meeting on Tuesday, December 8, 2020.

10. NEW BUSINESS

10.1 Discussion Item: Ideas and Suggestions for Faculty Senate Flex Activities

- Senate will discuss this item during our next scheduled meeting on Tuesday, December 8, 2020.

11. ANNOUNCEMENTS

12. FLOOR ITEMS

13. ADJOURNMENT (1:50 P.M.)

The next Faculty Senate meeting is scheduled for Tuesday, December 8, 2020.

Lissa A. Napoli, Recording Secretary

Mark Gutierrez, Secretary - Treasurer



Zero Textbook Cost (ZTC) Analysis Number of Sections, Course Outcome Comparison, and Potential Cost Savings Spring 2018 thru Fall 2020 semesters

Overview: At the request of the Library and the Curriculum Committee, the Office of Institutional Research (OIR) examined the number of sections from Spring 2018 thru Fall 2020 (primary terms only) that offered a zero textbook cost (ZTC) option. Specifically, the Library/Curriculum Committee were interested in identifying:

- 1) Whether the number and percentage of ZTC sections offerings has increased/decreased over time
- 2) Whether specific schools/departments were more - or less - likely to offer ZTC as an option
- 3) Controlling for course level, whether success and retention rates differences existed between ZTC/non-ZTC sections (Spring 2018 thru Spring 2020 semesters)
- 4) Success and retention rates of historically underrepresented student populations in ZTC/non-ZTC sections (Spring 2018 thru Spring 2020 semesters)
- 5) Based upon average new textbook prices at the course level, what the projected cost savings were to students enrolled in ZTC courses

Methodology: Senate Bill 1359 required, "California Community Colleges... to include a symbol/logo in the online campus course schedule by January 1, 2018 for course that exclusively use digital course materials that are free of charge to students and therefore not required to be purchased." To identify sections that offered a ZTC option, the OIR generated XFTD extracts from Ellucian for the Spring 2018 thru Fall 2020 semesters (primary terms only) and examined the printed comments field. ZTC sections were first identified in the printed comments field in the Spring 2018 semester. Currently, a quantifiable data element does not exist in Ellucian to identify sections that offer a ZTC option. Reviewing the aforementioned XFTD field, the OIR created a binary data element for sections in the identified semesters that offered a ZTC option (1) and sections that did not offer a ZTC option (0).

After creating a ZTC section coding structure, the OIR used section number to merge ZTC section level data into the California Community College Chancellor's Office Management Information (COMIS) longitudinal database. The COMIS longitudinal database contain student, course, section, and performance outcome data and represent the official record of student and course activity that is submitted to the California Community College Chancellor's Office at the conclusion of each semester. The Office of Institutional Research maintains a longitudinal database of COMIS referential files dating back to the Fall 1999 semester. In total, through the Spring 2020 semester the database contains 2,971,715 unique enrollment records. Restricting analyses to enrollment records generated by students from Spring 2018 thru Spring 2020 (primary terms only), 323,595 unique enrollment records were retained for initial inclusion in the current study.

To determine estimated textbook costs by course, for each section offered in the identified terms the OIR obtained textbook information from the Chaffey College Campus Store. Databases contained information on course name (e.g., ACCTG-1A), section number, instructor of record, textbook title, author, edition, ISBN, and textbook price. New textbook prices were aggregated and divided by the number of sections offered to determine average course level textbook costs each semester.

Findings: Figure 1 identifies the number of ZTC sections offered each semester from Spring 2018 thru Fall 2020. Table 1 provides additional data, identifying not only the number of ZTC sections but also the percentage that ZTC sections represent of the total section offerings each semester.

Figure 1: Number of ZTC Sections Offered, Spring 2018 thru Fall 2020 Semesters

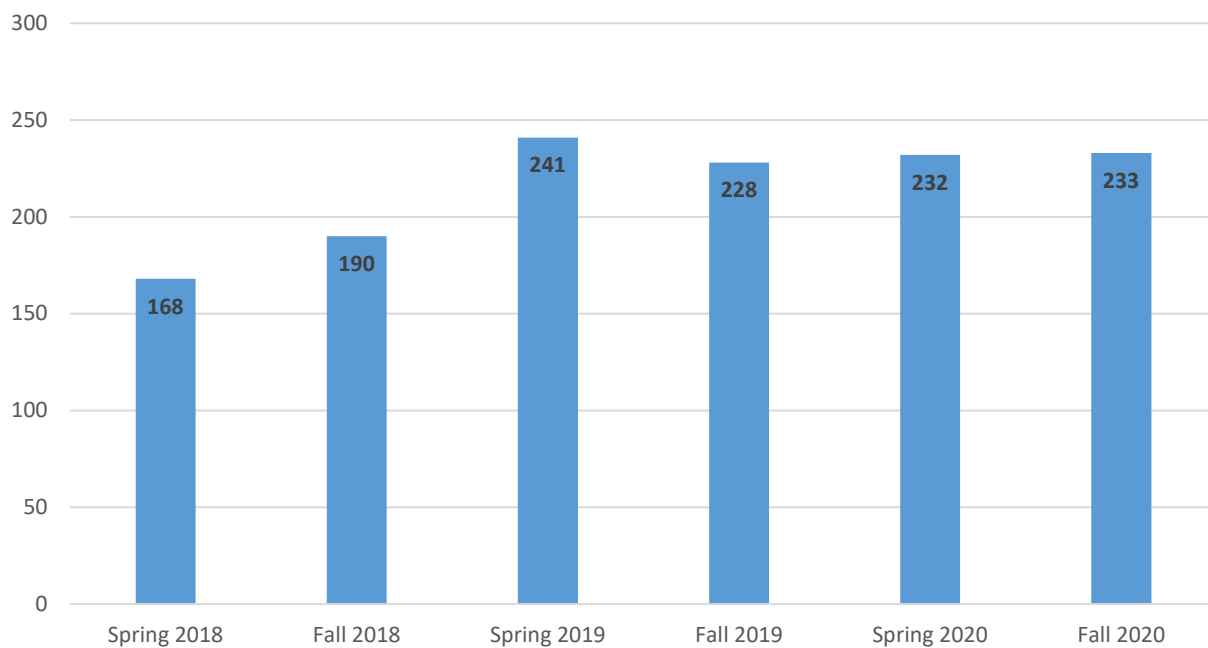


Table 1: Number and Percentage of ZTC Sections Offered, Spring 2018 thru Fall 2020 Semesters

Semester	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
Spring 2018	2,166	168	7.8	1,998	92.2
Fall 2018	2,246	190	8.5	2,056	91.5
Spring 2019	2,174	241	11.1	1,933	88.9
Fall 2019	2,226	228	10.2	1,998	89.8
Spring 2020	2,147	232	10.8	1,915	89.2
Fall 2020 (as of 10/01/2020)	2,054	233	11.3	1,821	88.7
TOTAL, Fall 2018 thru Fall 2020	13,013	1,292	9.9	11,721	90.1

As table 1 indicates, while the highest number of ZTC section offerings occurred in the Spring 2019 semester when 241 sections with a ZTC option were offered, as a proportion of total sections offerings the percentage of sections offered with a ZTC option has steadily increased, representing 11.3% of all section offerings in Fall 2020. Over the past six primary terms, approximately one out of every ten sections (9.9%) has been offered with a ZTC option.

Examining data over the past six semesters, figure 2 identifies the distribution of ZTC section offerings by school. Table 2 identifies the number and percentage of ZTC/non-ZTC section offerings by school, while tables 3 thru 11 identify the number and percentage of ZTC/non-ZTC section offerings by department within each school. In instances where department supervision has changed over time, the department is reported under the school it reported to at the time.

Figure 2: Number of ZTC Sections Offered by School, Spring 2018 thru Fall 2020 Semesters

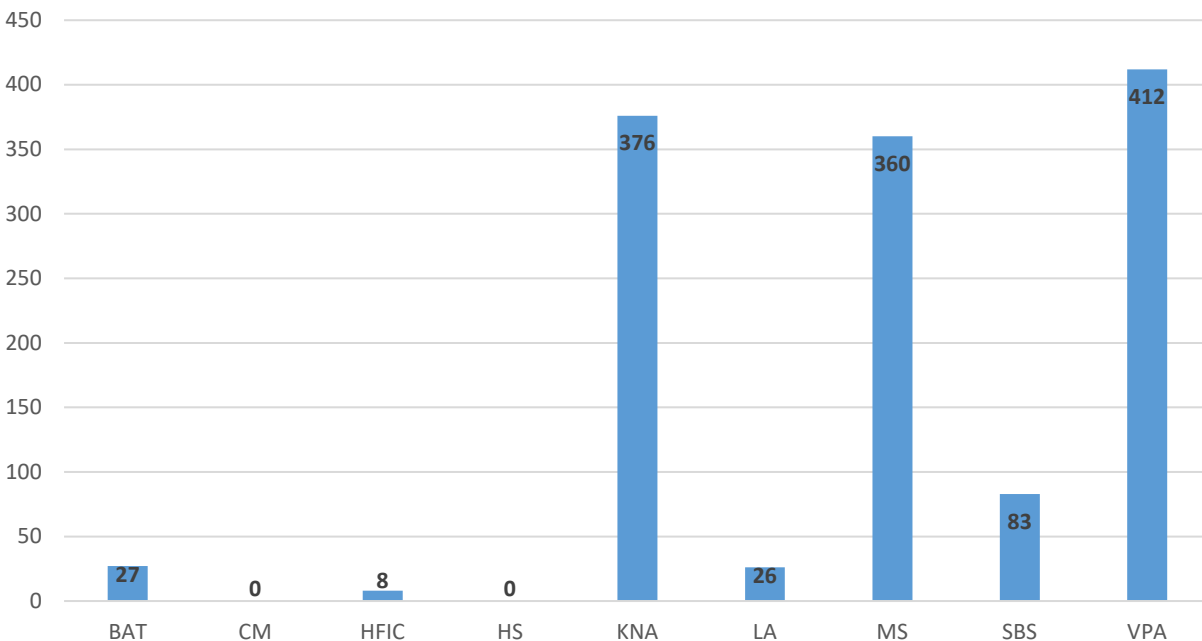


Table 2: Number & Percentage of ZTC Sections Offered by School, Spring 2018 thru Fall 2020 Semesters

School	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
BAT	1,718	27	1.6	1,691	98.4
CM	326	0	0.0	326	100.0
HFIC	202	8	4.0	194	96.0
HS	858	0	0.0	858	100.0
KNA	716	376	52.5	340	47.5
LA	2,449	26	1.1	2,423	98.9
MS	2,859	360	12.6	2,499	87.4
SBS	2,493	83	3.3	2,410	96.7
VPA	1,392	412	29.6	980	70.4
TOTAL, Spring 2018 thru Fall 2020	13,013	1,292	9.9	11,721	90.1

**Table 3: Number & Percentage of ZTC Sections Offered by Department,
School of Business and Applied Technology, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
ACCTG	160	0	0.0	160	100.0
ACCTGFS	73	0	0.0	73	100.0
AMT	93	0	0.0	93	100.0
ARTMGT	1	0	0.0	1	100.0
AUTOTEC	83	0	0.0	83	100.0
BUS	150	0	0.0	150	100.0
BUSL	116	0	0.0	116	100.0
BUSMGT	100	1	1.0	99	99.0
BUSMKT	32	0	0.0	32	100.0
BUSOT	77	0	0.0	77	100.0
BUSTEC	77	0	0.0	77	100.0
CIS	222	2	0.9	220	99.1
CISCO	27	6	22.2	21	77.8
CISGAME	13	0	0.0	13	100.0
CISHDSP	6	0	0.0	6	100.0
CISIWEB	19	2	10.5	17	89.5
CISNTWK	14	0	0.0	14	100.0
CISPROG	26	0	0.0	26	100.0
CJ	109	0	0.0	109	100.0
COMPSCI	47	0	0.0	47	100.0
EMT	28	0	0.0	28	100.0
FIRETEC	74	0	0.0	74	100.0
HNS	5	0	0.0	5	100.0
HVACR	24	0	0.0	24	100.0
IET	91	11	12.1	80	87.9
IETELMT	6	0	0.0	6	100.0
IETMECH	3	2	66.7	1	33.3
INDMM	4	0	0.0	4	100.0
RE	38	0	0.0	38	100.0
TOTAL, Spring 2018 thru Fall 2020	1,718	27	1.6	1,691	98.4

**Table 4: Number & Percentage of ZTC Sections Offered by Department,
Counseling and Matriculation, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
COOPED	7	0	0.0	7	100.0
DPS	26	0	0.0	26	100.0
GUID	293	0	0.0	293	100.0
TOTAL, Spring 2018 thru Fall 2020	326	0	0.0	326	100.0

**Table 5: Number & Percentage of ZTC Sections Offered by Department,
School of Hospitality, Fashion, Interior, and Culinary Arts,
Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
CUL	40	1	2.5	39	97.5
FASHD	49	3	6.1	46	93.9
FASHM	20	1	5.0	19	95.0
HOTFS	42	1	2.4	41	97.6
ID	51	2	3.9	49	96.1
TOTAL, Spring 2018 thru Fall 2020	202	8	4.0	194	96.0

**Table 6: Number & Percentage of ZTC Sections Offered by Department,
School of Health Sciences, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
DENTAL	63	0	0.0	63	100.0
GERO	91	0	0.0	91	100.0
NURADN	278	0	0.0	278	100.0
NURAST	25	0	0.0	25	100.0
NURVN	247	0	0.0	247	100.0
PH	9	0	0.0	9	100.0
PHARMT	23	0	0.0	23	100.0
RADTEC	122	0	0.0	122	100.0
TOTAL, Spring 2018 thru Fall 2020	858	0	0.0	858	100.0

**Table 7: Number & Percentage of ZTC Sections Offered by Department,
School of Kinesiology, Nutrition, & Athletics, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
KINACT	274	217	79.2	57	20.8
KINLEC	215	15	7.0	200	93.0
KINTM	141	137	97.2	4	2.8
NF	86	7	8.1	79	91.9
TOTAL, Spring 2018 thru Fall 2020	716	376	52.5	340	47.5

**Table 8: Number & Percentage of ZTC Sections Offered by Department,
School of Language Arts,
Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
ARABIC	19	0	0.0	19	100.0
ASL	129	0	0.0	129	100.0
CHIN	41	0	0.0	41	100.0
COMSTD	600	0	0.0	600	100.0
ENGL	1,254	20	1.6	1,234	98.4
ESL	96	0	0.0	96	100.0
FR	23	0	0.0	23	100.0
JOUR	20	4	20.0	16	80.0
SPAN	267	2	0.7	265	99.3
TOTAL, Spring 2018 thru Fall 2020	2,449	26	1.1	2,423	98.9

**Table 9: Number & Percentage of ZTC Sections Offered by Department,
School of Mathematics and Science, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
ASTRON	121	105	86.8	16	13.2
BIOL	594	2	0.3	592	99.7
CHEM	288	0	0.0	288	100.0
DRAFT	30	0	0.0	30	100.0
EGTECH	19	0	0.0	19	100.0
ENGIN	19	0	0.0	19	100.0
ESC	257	214	83.3	43	16.7
GEOG	62	10	16.1	52	83.9
GEOL	30	24	80.0	6	20.0
MATH	1,104	3	0.3	1,101	99.7
PHSCI	10	0	0.0	10	0.0
PHYS	107	2	1.9	105	98.1
STAT	218	0	0.0	218	100.0
TOTAL, Spring 2018 thru Fall 2020	2,859	360	12.6	2,499	87.4

**Table 10: Number & Percentage of ZTC Sections Offered by Department,
School of Social and Behavioral Sciences, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
ANTHRO	233	0	0.0	233	100.0
CDE	282	0	0.0	282	100.0
CJ	49	0	0.0	49	100.0
ECON	181	25	13.8	156	86.2
ED	22	3	13.6	19	86.4
HIST	450	19	4.2	431	95.8
HNS	2	0	0.0	2	100.0
HUMAN	14	0	0.0	14	100.0
PHIL	177	13	7.3	164	92.7
PS	225	12	5.3	213	94.7
PSYCH	458	5	1.1	453	98.9
SCSCI	73	0	0.0	73	100.0
SOC	327	6	1.8	321	98.2
TOTAL, Spring 2018 thru Fall 2020	2,493	83	3.3	2,410	96.7

**Table 11: Number & Percentage of ZTC Sections Offered by Department,
School of Visual and Performing Arts, Spring 2018 thru Fall 2020 Semesters**

Department	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
ART	372	243	65.3	129	34.7
ARTH	101	1	1.0	100	99.0
BRDCAST	23	0	0.0	23	100.0
CINEMA	200	19	9.5	181	90.5
DANCE	87	52	59.8	35	40.2
MUSIC	307	39	12.7	268	87.3
PHOTO	169	55	32.5	114	67.5
THEATRE	133	3	2.3	130	97.7
TOTAL, Spring 2018 thru Fall 2020	1,392	412	29.6	980	70.4

As tables 3 thru 11 identify, the following departments have offered the most ZTC sections over the past six primary terms:

- ART (243 ZTC sections)
- KINACT (217 ZTC sections)
- ESC (214 ZTC sections)
- KINTM (137 ZTC sections)
- ASTRON (105 ZTC sections)
- PHOTO (55 ZTC sections)
- DANCE (52 ZTC sections)
- MUSIC (39 ZTC sections)
- ECON (25 ZTC sections)
- GEOL (24 ZTC sections)

It should be noted that many of the departments that list a large number of ZTC section offerings in the class schedule are potentially in areas where minimal textbook utilization occurs (e.g., KINACT, KINTM, DANCE). However, a few departments that historically utilize textbooks (e.g., ESC, ASTRON) are offering a large number of ZTC sections.

While a listing of departments with the most ZTC section offerings can be influenced by department size, the list below identifies the departments with the highest percentage of ZTC section offerings (minimum six sections offered (an average of at least one section per semester)):

- KINTM (137 of 141 sections; 97.2%)
- ASTRON (105 of 1221 sections; 86.8%)
- ESC (214 of 257 sections; 83.3%)
- GEOL (24 of 30 sections; 80.0%)
- KINACT (217 of 274 sections; 79.2%)
- ART (243 of 372 sections; 65.3%)
- DANCE (52 of 87 sections; 59.8%)
- PHOTO (55 of 169 sections; 32.5%)
- CISCO (6 of 27 sections; 22.2%)
- JOUR (4 of 20 sections; 20.0%)

In examining ZTC sections by department, among the 91 departments that offered at least one active sections from Spring 2018 thru Fall 2020 (primary terms only), 51 (56.0%) did not offer a single ZTC section over the six semester window. Only eighteen of the 91 departments (19.8%) offered ten or more ZTC sections over this period. As previously identified, only ten of the 91 departments (11.0%) offered at least 20% of their total section offerings as ZTC.

Examining ZTC section offerings by teaching arrangement, table 12 identifies the number and percentage of sections taught by full-time, part-time, overload, and fill-behind teaching arrangement that were offered as ZTC/non-ZTC. In instances where multiple instructors of record were associated with a section, teaching arrangement was associated with the primary instructor of record. As table 12 indicates, full-time faculty and faculty with an overload assignment were more likely than part-time faculty to teach sections with a ZTC option.

Table 12: Number & Percentage of ZTC Sections Offered by Teaching Arrangement, Spring 2018 thru Fall 2020 Semesters

Teaching Arrangement	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
Full-Time Faculty	4,360	468	10.7	3,892	89.3
Part-Time Faculty	7,628	721	9.5	6,907	90.5
Overload Assignment	914	101	11.1	813	88.9
Fill Behind	111	2	1.8	109	98.2
TOTAL, Spring 2018 thru Fall 2020	13,013	1,292	9.9	11,721	90.1

Examining ZTC section offerings by career technical education (CTE) status, table 13 identifies the number and percentage of CTE/non-CTE sections that offered a ZTC option. As table 13 indicates, non-CTE sections were four times as likely to offer a ZTC option (12.6%) than CTE sections (3.1%).

Table 13: Number & Percentage of ZTC Sections Offered by CTE/non-CTE sections, Spring 2018 thru Fall 2020 Semesters

CTE Status	Total Active Sections	ZTC Sections		Non-ZTC Sections	
		N	%	N	%
CTE Section	3,643	112	3.1	3,531	96.9
Not a CTE Section	9,370	1,180	12.6	8,190	87.4
TOTAL, Spring 2018 thru Fall 2020	13,013	1,292	9.9	11,721	90.1

In addition to examining the characteristics of sections that offered a ZTC option, the OIR also compared success and retention rates of courses that offered ZTC/non-ZTC options. In order to control for course comparability, analyses were further restricted to courses that offered a ZTC option. If no course sections within a course were offered with a ZTC option, the course was completely excluded from comparative analyses. Employing this methodology, among the 974 unique courses that were offered from Spring 2018 thru Fall 2020, 227 were identified that offered a ZTC option (23.3%). For these 227 courses, table 14 examines individual student enrollments and compares success and retention rates in ZTC/non-ZTC sections.

Table 14: Success and Retention Rate Comparison ZTC/non-ZTC Sections, Spring 2018 thru Spring 2020 Semesters

Group	Total Enrollments	Success Rate		Retention Rate	
		Successful	%	Retained	%
ZTC Sections	24,333	18,850	77.47	22,154	91.05
Non-ZTC Sections	89,671	60,093	67.01	80,630	89.92

Examining performance outcome differences in comparable ZTC/non-ZTC course sections, statistically significant success and retention rate differences were observed between groups ($p \leq .000$). However, since statistical significance can be influenced by sample size, the OIR also examined effect size. The formula for effect size takes into account standard deviation and number of cases, controlling for variance and differences in sample size when determining whether differences between populations are meaningful. Educational researchers typically consider effect sizes of $d = .25$ or larger as indicative of meaningful or practically significant differences. Cohen (1988) has suggested conventional values for "small" (0.2), "medium" (0.5), and "large" (0.8) effect sizes in the social sciences. Examining success rate, a small but meaningful effect size ($d = .255$) was observed between groups. The observed retention rate effect size ($d = .038$) was not meaningfully or practically significant.

In addition to examining overall success and retention rate differences between ZTC/non-ZTC sections, the OIR also disaggregated data and examined success and retention rate differences in ZTC/non-ZTC sections by select student characteristics. Tables 15 and 16 examine the observed success rate (table 15) and retention rate (table 16) differences between students enrolled in ZTC/non-ZTC sections by race/ethnicity, gender, age range, student disability status, economically disadvantaged status, and first generation status.

Table 15: Success Rate Comparison - ZTC/non-ZTC Sections by Student Characteristics, Spring 2018 thru Spring 2020 Semesters

Demographic Characteristics	ZTC Sections		Non-ZTC Sections		Effect Size
	# of Enrollments	Success Rate	# of Enrollments	Success Rate	
Race/Ethnicity:					
African American	2,171	72.55	6,686	58.82	.292
Asian	1,395	83.30	6,005	77.62	.143
Caucasian	3,649	81.56	12,644	74.11	.180
Latinx	15,437	76.71	59,181	65.39	.251
Native American	53	67.92	147	67.35	.012
Pacific Islander	78	76.92	210	59.05	.388
Two or More Races	850	79.06	2,686	66.27	.289
Unknown	700	75.29	2,112	67.47	.173
Gender:					
Male	10,602	77.27	37,725	65.06	.160
Female	13,149	77.68	50,119	68.52	.207
Unknown/Decline to State	580	76.55	1,825	66.08	.232
Age Range					
19 or Younger	8,716	76.42	33,983	65.25	.248
20 to 24	9,911	76.89	33,987	65.72	.249
25 to 29	2,738	77.32	10,605	68.84	.192
30 to 34	1,209	81.06	4,804	72.50	.203
35 to 39	617	84.60	2,427	75.11	.238
40 to 49	770	82.47	2,727	77.52	.123
50 or Older	372	84.41	1,137	75.73	.218
Students w/ Disabilities	1,123	81.12	3,200	68.97	.281
1st Generation Students	6,212	75.48	23,965	64.54	.240
Economically Disadvantaged	17,054	77.47	62,538	66.51	.245

Examining success rate effect size differences between students enrolled in ZTC and non-ZTC sections, a number of meaningful and practically significant differences were observed by student characteristics. By race/ethnicity, African-American, Latinx, Pacific Islander, and Multi-Ethnic/Racial students who enrolled in ZTC sections experienced meaningful and practically significantly higher success rates than students from these racial/ethnic groups who enrolled in non-ZTC sections. Students with identified disabilities who enrolled in ZTC sections also experienced meaningfully and practically significantly higher success rates than students with disabilities who enrolled in non-ZTC sections. While the threshold was set at $d = .25$, a number of other groups - specifically students 24 years of age or younger, economically disadvantaged students and first generation college students - exhibited effect sizes of .24 or higher.

Table 16: Retention Rate Comparison - ZTC/non-ZTC Sections by Student Characteristics, Spring 2018 thru Spring 2020 Semesters

Demographic Characteristics	ZTC Sections		Non-ZTC Sections		Effect Size
	# of Enrollments	Retention Rate	# of Enrollments	Retention Rate	
Race/Ethnicity:					
African American	2,171	87.66	6,686	88.89	-.038
Asian	1,395	93.12	6,006	92.04	.041
Caucasian	3,649	91.50	12,644	90.84	.023
Latinx	15,437	91.30	59,181	89.69	.054
Native American	53	90.57	147	87.76	.089
Pacific Islander	78	91.03	210	88.57	.081
Two or More Races	850	91.76	2,686	88.42	.111
Unknown	700	88.57	2,112	90.10	-.049
Gender:					
Male	10,602	91.47	37,725	90.11	.047
Female	13,149	90.71	50,119	89.78	.065
Unknown/Decline to State	580	91.21	1,825	89.70	.051
Age Range					
19 or Younger	8,716	91.87	33,983	91.51	.013
20 to 24	9,911	90.72	33,987	89.12	.053
25 to 29	2,738	89.41	10,605	88.35	.033
30 to 34	1,209	91.07	4,804	88.45	.086
35 to 39	617	93.03	2,427	88.75	.149
40 to 49	770	90.00	2,727	90.43	-.014
50 or Older	372	91.40	1,137	88.30	.102
Students w/ Disabilities	1,123	92.34	3,200	91.28	.038
1st Generation Students	6,212	90.92	23,965	89.85	.032
Economically Disadvantaged	17,054	90.99	62,538	89.72	.043

No meaningful or practically significant retention rate effect size differences were observed by between ZTC/non-ZTC sections by select student characteristics.

Working with the Chaffey College Campus Store, the OIR was able to obtain new textbook price data for all sections offered from Spring 2018 thru Fall 2020. Excluding ZTC sections, the OIR calculated average new textbook price by course. As previously mentioned, many of the departments that list a large number of ZTC section offerings in the class schedule are potentially in areas where minimal textbook utilization occurs (e.g., KINACT, KINTM, DANCE). Exploring this further, over the past six primary terms 139 of the 227 courses that listed ZTC options (60.4%) did not offer a single section that required a textbook purchase. Among the 1,292 sections that were listed as ZTC, this constituted 530 of the 1,292 ZTC sections offered (41.0%). Restricting analyses to the remaining 88 courses that constituted 762 of the ZTC sections offered over the past six primary terms, table 17 identifies the projected total cost savings by semester to students who enrolled in ZTC sections. Projected total cost savings are based upon first census enrollment multiplied by average new textbook cost associated with the course.

Table 17: ZTC Sections - Aggregate First Census Enrollment and Projected Textbook Cost Savings, Spring 2018 thru Fall 2020 Semesters

Semester	First Census Enrollments	Projected Textbook Savings
Spring 2018	1,882	\$93,005.60
Fall 2018	2,823	\$113,004.11
Spring 2019	3,861	\$155,341.51
Fall 2019	3,984	\$158,405.15
Spring 2020	3,696	\$137,062.79
Fall 2020 (as of 10/01/2020)	4,186	\$208,299.76
TOTAL, Fall 2018 thru Fall 2020	20,432	\$865,118.92

As table 17 indicates, after excluding ZTC sections that historically do not require textbooks and restricting analyses to courses that typically do require textbooks, the aggregate projected textbook cost savings to students over the past six primary terms is over \$865,000. Again, this projection is based upon 762 sections, representing 20,432 unique enrollments. Over the past six primary semesters the district has offered 13,013 active sections. Thus, projected total cost savings reflect only 5.86% of the total sections offered over the past six primary terms.

CONTACTING YOUR INSTRUCTOR WITH CONCERNS

Some tips for navigating concerns in the online environment

1. Know how to reach your instructor.

Your instructor should be regularly checking both their Chaffey email and their Canvas Messenger. At Chaffey, instructor emails follow the format of
firstname.lastname@chaffey.edu
For example
jane.smith@chaffey.edu

4. If you do not get a reply...

The vast majority of faculty are eager to hear from you and anxious to resolve your concerns, but if it's been a week, and you have not heard back, the next step is to reach out to the department coordinator.

A list can be found [here](#) on the Chaffey website.

2. Draft a message.

Be sure your message clearly states both your concern and the way you would like to see it resolved; maintain a professional tone:

Dear Professor Smith,
I noticed that [problem or issue].
Please would it be possible to [proposed resolution]?
Thanks sincerely,
Student Name (and section number)

5. When writing to the coordinator...

Be sure to state your concern, indicate that you have already tried to reach the instructor, and reiterate your preferred resolution.

Dear [Coordinator],
I've tried reaching out to Professor X to resolve my concern about Y. I reached out on [DATES], but have not received a reply. Would it be possible to [resolution]?

3. Remember, a reply may take some time.

Your instructor may take a day or two to reply. If it's been more than three days, and your instructor hasn't replied, feel free to send the message again, perhaps with a line indicating, "You may not have received this message earlier, so I am resending it."

6. If your concern is still unresolved...


It isn't likely you will need to take this step; most concerns are resolved by this point. However, the next step would be to contact the dean's office responsible for your discipline. A list can be found [here](#). Remember to state your concern and share your proposed resolution. Let the office know you tried to contact the faculty and the coordinator.



Chaffey College

Distance Education


Preview Mode


 Options

 Share/URL

 Desktop View

 Tablet View

 Mobile View

Preview Mode Reports 



Faculty Hiring Practices Work Group

The Faculty Hiring Practices Work Group currently has goals that may take several years to implement. Meetings occur approximately once per month.

Name: (last name, first name) *(required)*

Please provide your discipline or department. *(required)*

What diverse viewpoints are you uniquely qualified to contribute to the Faculty Hiring Practices Work Group? (Limit to 150 words.) *(required)*

0/1050

Identify an outcome that you hope to achieve by serving on the Faculty Hiring Practices Work Group? (Limit to 150 words.) *(required)*

0/1050

Please list any relevant professional development activities, such as BLOOM, that you have completed within the past 3 years. (Limit to 150 words.) *(required)*

0/1500

Review

AP 5020 Nonresident Tuition

Non-resident tuition will be charged to students who have not established residency in the State of California for a period of one year prior to the day before classes begin. The nonresident enrollment fee (U.S. Citizen and Non-U.S. Citizen) is published in the catalog and schedule of classes that is posted on the district website. Calculation of such tuition shall be done in compliance with applicable law and regulation to reflect the current expense of education and that of the preceding fiscal year, and it shall reflect fees in contiguous districts.

Nonresident Tuition Exemption Request:

A student who qualifies for the Nonresident Tuition Exemption Request will be exempt from paying the out-of-state tuition fee and will pay an in-state enrollment fee. The qualifications for the waiver are stated below.

Nonresident Tuition Exemption (AB 540)

Students, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, who meets all of the following requirements shall be exempt from paying nonresident tuition at Chaffey College:

- Either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of full-time high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools Graduation from a California high school or attainment of the equivalent thereof (equivalent considered GED or high school proficiency test) must be obtained in the state of California.
- registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
- completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption, which can be found at: <https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/AB-540-Nonresident-Tuition-Exemptions-Affidavit-20200226.pdf?la=en&hash=30E16A71111935DB3851283F7CBAB0547273ACB>; and
- In the case of a person without lawful immigration status, the filing of an affidavit (available in the Admissions and Records Office) stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he/she is eligible to do so.

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AP 5020 Nonresident Tuition

The student must file an exemption request including a signed affidavit with the college that indicates the student has met all applicable conditions described above. The exemption request and affidavit can be downloaded from the District website or can be obtained from the Admissions and Records Office. Student information obtained in this process is strictly confidential unless disclosure is required by law.

Education Code Section 76140 Financial Hardship

Students who are citizens and residents of a foreign country, or who are legally precluded from establishing residency in California, may be entitled to exemption from nonresident fees on the basis of individual financial need in accordance with financial need requirements set by the District each year. Such individual exemptions shall not be granted in excess of ten percent (10%) of the District's students who are both citizens and residents of a foreign country in the applicable term.

Students seeking this exemption must complete a Nonresident Tuition Fee Waiver Application, which can be found at [\(link to application will be posted after approval by Forms Committee\)](#). If you meet the eligibility requirements on the Nonresident Tuition Fee Waiver Application, you may be eligible to receive a nonresident tuition exemption.

Additional Nonresident Exemption

The District shall exempt from nonresident tuition a student who is a U.S. citizen and who resides in a foreign country if that student meets all of the following requirements:

- demonstrates financial need;
- has a parent who has been deported or was permitted to depart voluntarily;
- moved abroad as a result of that deportation or voluntary departure;
- lived in California immediately before moving abroad;
- attended a public or private secondary school in the state for three or more years; and
- Upon enrollment, will be in his or her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he or she intends to establish residency in California as soon as possible.

Any nonimmigrant aliens granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)U(i) or (ii), respectively, who meet the following requirements:

- high school attendance in California for three or more years;

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Comment [RLC1]: Is there a form for this?

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AP 5020 Nonresident Tuition

- ~~• graduation from a California high school or attainment of the equivalent thereof;~~
- ~~• registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and~~
- ~~• completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this nonresident tuition exemption.~~

Comment [RLC2]: Isn't this a repeat of the one on page 1?

Special Part-time Student

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A special part-time student, other than a nonimmigrant alien under 8 U.S. Code Section 1101(15)(a), participating in a College and Career Access Pathways (CCAP) partnership program and enrolled in no more than 15 units per term.

Comment [RLC3]: This seems to be an incomplete sentence. I am not sure what it is saying.

A student who meets the qualifications for the Nonresident Tuition Exemption Request is not a resident of the state of California until he/she meets physical presence and intent requirements. Therefore, students may not be eligible for any federal supported financial aid.

There are two types of non-resident students: a non-resident U.S. citizen and a nonresident alien (or non-citizen). Nonresident U.S. citizens may not be eligible for state supported financial aid. A nonresident alien may not be eligible for either state or federal financial aid.

Not later than ~~February~~ March 1 of each year, the Superintendent/President shall bring to the Board of Trustees for approval, an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.

Nonresident students who are both citizens and residents of a foreign country will be charged a Nonresident Capital Outlay Fee, in addition to the Nonresident Tuition and the California Community College Enrollment Fee. The Governing Board finds and declares that this fee does not exceed the amount expended by the District for capital outlay in the preceding year divided by the total FTES in the preceding year. The fee will be reviewed annually.

References: Education Code Sections ~~68050, 68051, 68130,~~ 68075.65, 68130.5, and 76140 et seq.;
Title 5 Section 54045.5
8 United States Code Section 1101(a)(15)



AP 5020 Nonresident Tuition

Approved: 06/12/14

Revised:

NOTE: *The **red ink** signifies language recommended by the Community College League of California (CCLC) Policy & Procedure Subscription Service. This document reflects any legally required or legally recommended updates provided in CCLC Legal Update Releases 24 thru 37.*

*The **blue ink** represents language recommended by Chaffey College administrators, faculty, and/or staff.*

BP 5020 Nonresident Tuition

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically required otherwise by law.

Not later than ~~February~~ **March** 1 of each year, the Superintendent/President shall bring to the Governing Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community College Attendance Accounting Manual.

The Superintendent/President shall establish procedures regarding collection, waiver, and refunds of nonresident tuition.

The Superintendent/President is authorized to implement a fee to be charged only to persons who are both citizens and residents of foreign countries on a Governing Board Agenda. The Governing Board finds and declares that this fee does not exceed the amount expended by the District for capital outlay in the preceding year divided by the total FTES in the preceding fiscal year.

Students who would otherwise be charged this fee shall be exempt if they demonstrate that they are a victim of persecution or discrimination in the county of which they are a citizen and resident, or if they demonstrate economic hardship.

Students shall be deemed victims of persecution or discrimination if they present evidence that they are citizens and residents of a foreign country and that they have been admitted to the United States under federal regulations permitting such persons to remain in the United States.

Students shall be deemed to have demonstrated economic hardship if they present evidence that they are citizens and residents of a foreign country and that they are receiving Temporary Assistance for Needy Families Program, Supplemental Income/State Supplementary benefits, or general assistance. Exemptions may be made on an individual basis, and not more than 10 percent of the nonresident foreign students attending the District may be so exempted through this provision.

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Students who would otherwise be charged this fee shall be exempt if they demonstrate that they have a parent who has been deported or was permitted to depart voluntarily, they moved abroad from California as a result of that deportation or voluntary departure, and they attended a public or private secondary school in the state for three or more years. Upon enrollment, students who qualify for this exemption must be in their first academic year as a matriculated student in California public higher education, live in



BP 5020 Nonresident Tuition

California, and file an affidavit with the District stating that they intend to establish residency in California as soon as possible.

References: Education Code Sections ~~68050, 68051, 68130,~~ 68075.65, 68130.5, and 76140~~4~~ et seq.;
Title 5 Section 54045.5

Policy
Category: Executive Expectations

Adopted: 08/28/14
(Replaces former Board Policy 5.1.2)

NOTE: *The **red ink** signifies language recommended by the Community College League of California (CCLC) Policy & Procedure Subscription Service. This document reflects any legally required or legally recommended updates provided in CCLC Legal Update Releases 24 thru 37.*

*The **blue ink** represents language recommended by Chaffey College administrators, faculty, and/or staff.*

Senators		Present	Approval of Agenda 12.1.20	Approval of 11.24.20 Minutes	Approval of Sabbatical Proposal for Sean Connelly	Approval of Sabbatical Proposal for Jin Liu		
Representation	Name							
<i>Alternate Senators Italicized</i>								
President	Nicole DeRose	Y						
Vice President	Robin Witt	Y	Y	Y	Y	Y		
Secretary/Treasurer	Mark Gutierrez	Y	Y	Y	Y	Y		
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y	A		
Business & Applied Technology	Tracy Kocher							
Business & Applied Technology	Karin Nelson	Y	Y	Y	Y	A		
<i>*Business & Applied Technology Alternate</i>	<i>David Karp</i>	Y	-	-	Y	Y		
Chino/Fontana	Daniel Bentum	Y	Y	Y	Y	Y		
Chino/Fontana	Manar Hijaz							
<i>*Chino/Fontana Alternate</i>	<i>Robert "Ian" Jones</i>	Y	Y	A	Y	Y		
Health Sciences	Lisa Doget							
Health Sciences	Jayne Clark							
<i>*Health Sciences Alternate</i>	<i>Shelley Eckvahl</i>							
Instructional Support	Christina Holdiness	Y	Y	Y	Y	A		
Instructional Support	Mary Jane Ross	Y	Y	Y	Y	Y		
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y						
Kinesiology, Nutrition, & Athletics	Jeff Harlow	Y	Y	Y	Y	Y		
Kinesiology, Nutrition, & Athletics	Vacant							
<i>Kinesiology, Nutrition, & Athletics Alternate</i>	<i>Vacant</i>							
Language Arts	Elizabeth Encarnacion							
Language Arts	Steve Shelton	Y	Y	Y	Y	A		
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>	Y	-	-	-	A		
Mathematics & Science	Mark Gutierrez							
Mathematics & Science	Nicole DeRose							
<i>Mathematics & Science Alternate</i>	<i>Diana Cosand</i>	Y	-	A	Y	Y		
Social & Behavioral Sciences	Dan Kern	Y	Y	Y	Y	A		
Social & Behavioral Sciences	Angela Sadowski	Y	Y	Y	Y	A		
<i>*Social & Behavioral Sciences Alternate</i>	<i>Sergio Gomez</i>							
Student Services	Jackie Boboye	Y	Y	Y	Y	Y		
Student Services	Jean Oh	Y	Y	A	Y	Y		
<i>* Student Services Alternate</i>	<i>Donna Colondres</i>							
Visual and Performing Arts	Vacant							
Visual and Performing Arts	Patrick Aranda	Y	Y	Y	Y	Y		
<i>*Visual and Performing Arts Alternate</i>	<i>Stan Hunter</i>	Y	Y	A	Y	Y		
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y	Y		
Senator-At-Large	Robin Witt							
Senator-At-Large	Vacant							
Adjunct Senator-at-Large	Luke Gunderson	Y	Y	Y	Y	Y		
Adjunct Senator-at-Large	Gail Keith-Gibson	Y	Y	Y	Y	Y		
<i>*Adjunct Alternate Senator</i>	<i>Stephen Villasenor</i>							
RED indicates reported absence								
Total Yes Votes		24	19	16	21	15	0	0
Total No Votes			0	0	0	0	0	0
Total Abstentions			0	4	0	7	0	0

- = Not available during meeting to vote

34 members total - up to 25 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie.

A quorum shall consist of two-thirds of the voting members of the Faculty Senate

17 members are needed for QUORUM

31 Present at this meeting = 24 members, 7 visitors

12.1.20 Faculty Senate Meeting