

ACADEMIC SENATE MINUTES DECEMBER 6, 2022

Academic Senate Conference Room

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Rancho Campus, BEB Building, Room 204

Meeting ID: 917 2103 2344 Passcode: 2022

Neil Watkins	President	2021-2023	P
Nicole DeRose	Vice President/President-Elect	2022-2023	P
Elizabeth “Liz” Encarnacion	Secretary/Treasurer	2022-2023	P
Angela Burk – Herrick	Curriculum Chair	2021-2023	P
Bruce Osburn	Business & Applied Technology	2021-2023	P
Jay Scott	Business & Applied Technology	2022-2024	P
Tara Johnson	Chino/Fontana	2021-2023	P
Jinny Lee	Chino/Fontana	2022-2024	P
Jayne Clark-Frize	Health Sciences	2021-2023	A
Terzah DePonte	Health Sciences	2022-2024	A
Christina Holdiness	Instructional Support	2021-2023	P
Terezita Reyes Overduin	Instructional Support	2022-2024	P
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	A
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024	P
Steve Shelton	Language Arts	2021-2023	P
Elizabeth “Liz” Encarnacion	Language Arts	2022-2024	P
Elizabeth Cannis	Mathematics & Science	2021-2023	A
Mark Gutierrez	Mathematics & Science	2022-2024	A
Pak Tang	Social & Behavioral Sciences	2021-2023	P
Dan Kern	Social & Behavioral Sciences	2022-2024	P
Michelle Martinez	Student Services	2021-2023	P
Jackie Boboye	Student Services	2022-2024	A
Leta Ming	Visual & Performing Arts	2021-2023	P
Sheila Malone	Visual & Performing Arts	2022-2024	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Norma Leon	Senator-At-Large	2022-2025	P
Shelly R. Jackson	Adjunct Senator-At-Large	2021-2023	P
Patty Peoples	Adjunct Senator-At-Large	2022-2024	A

Alternates

William “Bill” O’Neil	Business & Applied Technology	2021-2023	P
Manar Hijaz	Chino/Fontana	2021-2023	P
Jordan Hung	Health Sciences	2021-2023	P
Shelley Marcus	Instructional Support	2021-2023	A
Annette Henry	Kinesiology, Nutrition, & Athletics	2021-2023	P
Leona Fisher	Language Arts	2022-2024	A
Diana Cosand	Mathematics & Science	2021-2023	P
Hannah Lucas	Social & Behavioral Sciences	2022-2024	P
Myra Andrade	Student Services	2021-2023	A
Vacant	Student Services	2022-2024	
Nicole Farrand	Visual & Performing Arts	2021-2023	A
Vanessa Nunez	Adjunct Alternate Senator	2021-2023	A
Sarah Schmidt	Classified Senate Liaison	2021-2023	P

Guests:

Lissa Napoli, Administrative Assistant, Academic Senate
Carol Hutte, Librarian
Jonathan Paladino, CTE Liaison

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

2. CALL TO ORDER (12:35 P.M.)

2.1 Land Acknowledgement

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 (Remote) Attendee Identification If on Zoom, please turn on the camera when voting.

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)

4. APPROVAL OF AGENDA

- December 6, 2022
- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the 12.6.22 agenda. Senator Shelton seconded the motion. The motion was approved. 12.6.22, 20Y/0N/1A.

5. APPROVAL OF MINUTES

- November 29, 2022
- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to approve the 11.29.22 minutes. Senator Jackson seconded the motion. The motion was approved with amendments. 12.6.22, 22Y/0N/0A.

6. CONSENT AGENDA

6.1 Curriculum is asking that the Academic Senate endorse the course modifications that Curriculum presented below:

ECONOMICS PACKAGE

Course Modifications w/ DE:

ECON-1 Introduction to Economics
ECON-2 Principles of Macroeconomics
ECON-4 Principles of Microeconomics
ECON-7 Economic History of the United States
ECON-8 History of Economic Ideas

Program Modifications:

Economics AA-T
Political Economics A.A.

PHILOSOPHY PACKAGE

Course Modifications w/ DE:

PHIL-70 Introduction to Philosophy
PHIL-71 Philosophy of Feminism
PHIL-72 Seminar in Ethics
PHIL-73 Seminar in Contemporary American Philosophy
PHIL-75 Symbolic Logic
PHIL-76 Critical Thinking
PHIL-77 History of Ancient Philosophy
PHIL-78 History of Philosophy: Modern
PHIL-79 Philosophy of Consciousness
PHIL-80 Introduction to Religion
PHIL-81 Introduction to Eastern Philosophy
PHIL-82 Introduction to Monotheistic Religions: Judaism/Christianity/Islam

Program Modifications:

Philosophy AA-T

Program Deactivations:

Philosophy: Religious Studies A.A.

POLITICAL SCIENCE PACKAGE

Course Modifications w/ DE:

PS-1 American Politics
PS-10 Comparative Politics
PS-2 Introduction to Political Science
PS-21 Urban Politics
PS-25 Latino Politics
PS-3 California Politics and Culture
PS-32 Law and Society
PS-4 Political Theory
PS-7 International Relations

Program Modifications:

Political Science AA-T

- **Motion for Approval** - Curriculum Chair Burk-Herrick moved to endorse the curriculum course modifications as presented, and approve the Consent Agenda,. Senator Shelton seconded the motion. The motion was approved. 12.6.22, 22Y/0N/0A.

7. REPORT

7.1 President

- Jean Oh withdrew the sabbatical leave request.
- Faculty Prioritization Hiring List was forwarded to senators prior to this meeting. 14 positions were approved.
- Spring meeting format was emailed to senators regarding AB 429 and the College Legal Council.
 - First spring meeting is scheduled for January 10 in BEB 204.

- Congratulations to the Women's Soccer team for being second in the state championship!

7.2 Vice President/President-Elect

- Please consider attending the "Mingle and Jingle" on Dec. 9 from 9-10 am
 - AD 151 (Rancho)
 - CHMB 102 (Chino)
 - FNAC 210 (Fontana)

7.3 Secretary/Treasurer

- Textbook Transformation Project Hub is now live! Faculty can enroll at: <https://canvas.chaffey.edu/courses/26538>
- If senators have not reviewed the Institutional Research "Did You Know?" Report Vo. 117, please do. The information presented as far as the student's reason for dropping classes is jarring. Especially during finals weeks, it is important to remember there are many financial, academic, and personal reasons students are struggling right now. If instructors have not congratulated students for making it this far in the semester yet, Senator Encarnacion encourages them to do so.

7.4 Curriculum, Angela Burk-Herrick will be sharing information on the following disciplines:

[Economics Program Presentation](#)
[Philosophy Program Presentation](#)
[Political Science Program Presentation](#)

7.5 Classified Senate Liaison

- Please consider attending the Mingle and Jingle to celebrate the hard work that has been accomplished this semester in regards to getting enrollment up and all the hard work Classified Staff have done.

7.6 Committee Reports

8. GUEST(S)/PRESENTATION(S)

- 8.1** Librarian, Carol Hutte, will share the printing issues affecting our students and offer suggestions on how to support our students.
- Printing and copying barriers exist on all three campuses. Students typically need printing done quickly and are typically in a hurry. The post-pandemic conditions have worsened these issues. Guest Hutte advocated for a printer, ink and toner for printing at each Library location.
 - There is currently no vendor printing contract and the pace of rolling out a new vendor contract is not projected until next Fall. There are no current solutions in place for the Spring 2023 semester.
 - Senator Shelton stated that this request is in line with the other requests from the college to bring students back to campus.
 - Senator Marcus stated that all librarians and staff have expressed this frustration on behalf of the students coming into the Library. This presents a big obstacle for many students and becomes "another step" that can reflect in students overall well-being and academic success.

- Senator Chamberlain stated that it essentially makes it impossible to access anything in print. Senator Chamberlain stated that this is also an equity issue for low income students.
- Senator Holdiness asked what students are printing for - if they are printing for student requirements or other needs? Guest Hutte stated that within Library Science, that is not within the purview of the Librarians to know, and this is a basic fundamental Library service that should be supported.

8.2 CTE Liaison, Jonathan Polidano, will give an update on Pathway sheets for dual enrollment for high school students.

- See Attachment
- Senator Martinez asked if Math was included because of the new Math 42 course that is being developed. Curriculum Chair Burk-Herrick stated that every academic map will be reviewed for dual enrollment. Counselors can participate in the spring to audit the maps as well.

9. UNFINISHED BUSINESS

9.1 Discussion Item: Second Read: Chino/Fontana Academic Senate Representation Proposal

- Senator Marcus stated that they spoke to faculty at Fontana campus and are enthusiastically supportive of the representation additions. Senator Leon, Senator Lee, and Senator Shelton thanked Senator DeRose for the due diligence in the updates to the proposal.
- Senator Tang asked if the constitutional questions should be answered first prior to the representation issue. President Watkins expressed disagreement given the delayed process that has already occurred for Fontana representation. Voting will occur Jan. 10.

10. NEW BUSINESS

10.1 Action Item: Endorse library printing solution(s).

- **Motion for Approval** - Senator Encarnacion moved to advocate that administration provide free printing and copying in the library until the district is able to select a vendor and have their services initiated, as equitable access to printing and copying is a fundamental part of a college education and a fundamental service of all Libraries. Senator Shelton seconded the motion. The motion was approved. 11.29.22, 22Y/0N/0A.

11. ANNOUNCEMENTS

11.1 Chaffey College Academic Senate

11.1.1 SAVE THE DATE, You are invited to attend the [2022-23 Faculty Lecturer of the Year](#) Address by *Ava Nguyen*, Racial Triangulation: At the Intersection of Anti-Blackness and Asian Hate, Tuesday, April 18, 2023, 9:30 AM, Chaffey College Theatre

11.1.2 **Academic Senate - Hiring Committees - Interest List - 2022-2023** - If you are possibly interested in serving on a hiring committee this year, please complete this brief survey: [Academic Senate - Hiring Committees - Interest List - 2022-2023](#)

Completing this survey does not ensure that you will be selected to serve, nor does this list replace the usual selection of interested faculty by area deans.

11.2 Academic Senate for California Community Colleges (ASCCC) Information

11.2.1 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at asccc.org

12. FLOOR ITEMS (Reserved to raise concerns within the Academic Senate scope. The Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

13. ADJOURNMENT (1:55 P.M.)

Academic Senate will resume meetings on Tuesday, January 10, 2023

Lissa A. Napoli, Recording Secretary

Elizabeth “Liz” Encarnacion, Secretary

Dual Enrollment Committee Report

Dual Enrollment Pathways Maps Development

1

Growing Demand for Dual Enrollment Courses

Growth in California Community Colleges dual enrollment since 2015

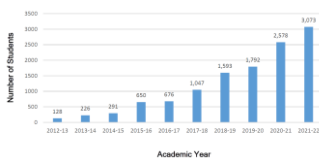


- Statistics show that dual enrollment students are more likely to pursue college education after high school graduation.
- K-12 districts are calling for an increase in dual enrollment offerings.
- This creates an opportunity for increasing Chaffey enrollment and course offerings.

2

Growing Demand for Dual Enrollment Courses

Figure 1: Annual Unduplicated Special Admit Student Headcount, 2012-13 Thru 2021-22 Academic Years



- Statistics show that dual enrollment students are more likely to pursue college education after high school graduation.
- K-12 districts are calling for an increase in dual enrollment offerings.
- This creates an opportunity for increasing Chaffey enrollment and course offerings.

3

Chaffey College
 Administration of Justice, Correctional Science
DUAL ENROLLMENT ACADEMIC AND CAREER PATHWAYS

Introduction to the Major and Career Field
 The Pathway prepares students for a variety of career opportunities in the field of Criminal Justice. Major courses emphasize students to the role of the Department of Criminal Justice within the field of the law and its relationship to the Criminal Justice process including the functions of law enforcement, court system, and correctional system. Explore this, and other, Academic and Career Connections: <https://www.chaffey.edu/ajcs/dualenroll>

Explore Your Career Path Here
 CJD 3: Career Exploration & Life Planning (3 units)
 Recommended for science, art, and communication.

Introductory Major Courses
 CJD 1: Introduction to the Criminal Justice System (3 units)
 CJD 2: Concepts of Criminal Law (3 units)
 CJD 3: Introduction to Corrections (3 units)

Recommended General Education Courses
 General Ed 1: English for Writing (3 units)
 General Ed 2: Mathematics for Life (3 units)
 General Ed 3: Humanities (3 units)
 General Ed 4: Natural Sciences (3 units)
 General Ed 5: Personal Finance (3 units)

Get additional course suggestions and create an educational plan Meet with a Chaffey College Dual Enrollment Counselor TODAY!
 Enrollment? Meet in the Ballroom Room, Ballroom 200, 200 Ballroom
 Have Questions? dual.enrollment@chaffey.edu

Dual Enrollment Pathways Maps

- Similar to program pathways maps developed already
- Modified to meet the needs to dual enrollment students
- Key areas of faculty involvement:
 - Introduction
 - Major Courses
 - Recommended GE courses

4

Introduction to the Major and Career Field
 This Pathway prepares students for a variety of career opportunities in the field of Criminal Justice. Major courses introduce students to the role of the American Criminal Justice system. Students are taught about the roles and responsibilities of the Criminal Justice process including the functions of law enforcement, court system, and correctional systems.
 Explore this, and other, Academic and Career Communities
<https://www.chaffey.edu/acc/index.php>

Introductory Major Courses
 CJ 1: Introduction to the Criminal Justice System (3 units)
 CJ 2: Concepts of Criminal Law (3 units)
 CJ 51: Introduction to Corrections (3 units)

Recommended General Education Courses
 (General Ed is required for degree)
 COMED 2: Fundamentals of Effective Speaking (3 units)
 ENG 14: Composition I (3 units)
 SOC 15: Introduction to Sociology (3 units)
 MATH 6: Math Applications (3 units)
 ACCTGFS 30: Personal Finance (3 units)

Dual Enrollment Pathways Maps

- Similar to program pathways maps developed already
- Modified to meet the needs to dual enrollment students
- Key areas of faculty involvement:
 - Introduction
 - Major Courses
 - Recommended GE courses

5

Dual Enrollment Fun Facts

- We partner with 4 school districts: Chaffey Joint Union HS District, Chino Valley Unified School District, Fontana Unified School District, and Upland Unified School District.
- We serve 19 in-district partner high schools and three charter schools (However, we have many more students from all over the state taking courses with us through Non-HS partnership)
- We have three Dual Enrollment Adjunct Counselors and three Dual Enrollment Success Coaches.
- This fall we are offering 60+ course options (some with multiple sections).
- Three weeks ago we started on-site counseling services at 4 high school sites.
- We offer information sessions in both English and Spanish.

6

FLEX Opportunity for Dual Enrollment Pathways Map Development

Date: Friday, January 6, 2023

Title: Developing Effective Dual Enrollment Pathways Maps

Time: 8:00 - 9:30 AM

Register on My Learning Hub calendar

7

FLEX Opportunity for Dual Enrollment Pathways Map Development

Friday, January 6, 2023—Developing Effective Dual Enrollment Pathways Maps	
Strand: College Community	How to register: Register directly from the My Learning Hub calendar. You may need to sign in first. Click on "Request" to be added to the roster. You'll receive an email confirmation containing the location of the training within a few minutes of your approved request.
Flex Credit: 1.5	
Time: 8:00 am-9:30 am	
Audience: Faculty Instructional Deans	Description: Take your program pathway maps to the next level and help develop clearer pathways for Chaffey's population of Dual Enrollment students! As the number of students who are leveraging Dual Enrollment classes to decrease their time to degree/certificate completion increases, it is imperative that faculty are prepared to support these students, especially those students who may not see themselves as college-going. In this workshop, you'll learn the keys to forming an effective Dual Enrollment-specific program map and work with facilitators to create a foundational pathway to be leveraged in support of Dual Enrollment students within your very own program. Effective Dual Enrollment pathways can generate new opportunities for your program exposure to the ever-growing population of Dual Enrollment students, potentially leading to increased student enrollments in your courses.
Presenter(s): Jonathan Poldano, Janice Sewell, Matthew Morin, & James Sloan	

8

High
School
Students

Chaffey  College

Administration of Justice/Correctional Science

DUAL ENROLLMENT ACADEMIC AND CAREER PATHWAYS

Introduction to the Major and Career Field

This Pathway prepares students for a variety of career opportunities in the field of Criminal Justice. Major courses introduce students to the role of the American Criminal Justice system. Students are taught about the roles and responsibilities of the Criminal Justice process including the functions of law enforcement, court system, and correctional system.

Explore this, and other, Academic and Career Communities

<https://www.chaffey.edu/acc/index.php>



Explore Your Career Path Here

GUID 3: Career Exploration & Life Planning (3 units)

(Recommended first course. UC and CSU transferable.)

Introductory Major Courses

CJ 1: Introduction to the Criminal Justice System (3 units)

CJ 2: Concepts of Criminal Law (3 units)

CJ 51: Introduction to Corrections (3 units)



Recommended General Education Courses

(General Ed is required for degree)

COMSTD 2: Fundamentals of Effective Speaking (3 units)

ENGL 1A: Composition (3 units)

SOC 10: Introduction to Sociology (3 units)

MUSIC 4: Music Appreciation (3 units)

ACCTGFS 30: Personal Finance (3 units)



**Get additional course suggestions and create an educational plan
Meet with a Chaffey College Dual Enrollment Counselor TODAY!**

Interested? Want to Get Started? https://linktr.ee/Dual_Enrollment

Have Questions? dual.enrollment@chaffey.edu

Special Admit Students Student Demographic and Enrollment Characteristics 2016-17 Thru 2021-22 Academic Years

Overview. At the request of the Director of Intersegmental Partnerships, the Office of Institutional Research (OIR) identified “special admit” students who enrolled in one or more sections at Chaffey College over the past ten years (i.e., from Summer 2011 thru Spring 2022). “Special admit” students are identified in Chaffey College Administrative Procedure 5011 as students who are enrolled in high school or adult school who have an overall grade point average (GPA) of 2.00 who are also concurrently enrolled in one or more sections at Chaffey College. Special admit students may enroll in up to eleven units in the primary terms, six units in the summer semester. Specifically, the OIR examined:

- 1) The number of special admit students enrolled annually at Chaffey College (see *Research Question #1*)
- 2) The demographic characteristics of special admit students (see *Research Question #2*)
- 3) The enrollment patterns of special admit students (i.e., for special admit students, what was the distribution of face-to-face vs. online courses; what locations did special admit students enroll at? see *Research Question #3*)
- 4) Performance outcomes (success rates) of special admit students, overall and by enrollment patterns (see *Research Question #4*)
- 5) The yield rate of special admit students (i.e., how many special admit students subsequently enroll at Chaffey College following high school/adult school graduation; see *Research Question #5*)
- 6) The year to year fall enrollments of special admit students (see *Research Question #6*)
- 7) The demographic characteristics of special admit students in comparison to the regional K12 demographic population characteristics (see *Research Question #7*)

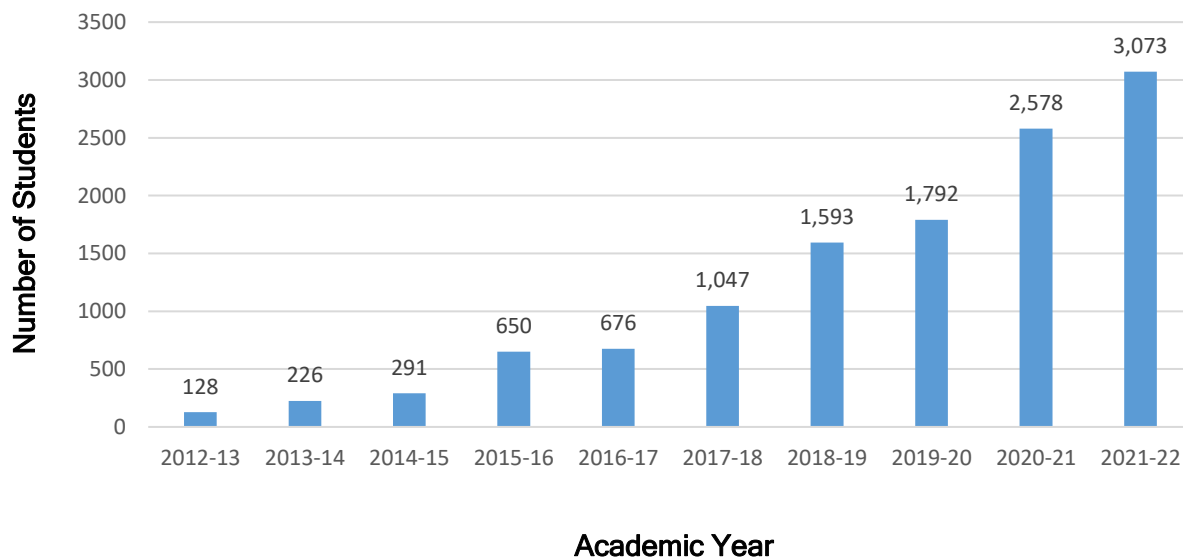
Methodology: To address the research questions identified in the current study, the OIR examined California Community College Chancellor’s Office Management Information (COMIS) files. COMIS data files contain student, course, section, and performance outcome data and represent the official record of 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 2022 semester the database contains 3,214,094 unique enrollment records. Restricting analyses to enrollment records generated by special admit students from Summer 2011 thru Spring 2022, 22,473 unique enrollment records were identified for inclusion in the current study.

Findings:

Research Question #1: How many special admit students were enrolled annually over the past ten years (2012-13 thru 2021-22 academic years)?

Figure 1 identifies the annual unduplicated number of special admit students who were enrolled in one or more Chaffey College courses in the identified academic year. Consistent with California Community College Chancellor's Office reporting, an academic year is defined as summer, fall, and spring semesters (e.g., Summer 2021, Fall 2021, and Spring 2022).

Figure 1: Annual Unduplicated Special Admit Student Headcount, 2012-13 Thru 2021-22 Academic Years



As figure 1 illustrates, in the 2021-22 academic year Chaffey College enrolled the highest number of special admit students in the Chaffey College's history. The 3,073 special admit students who were enrolled in the 2021-22 academic year represents the following increases:

- An increase of 19.2% over the prior academic year (2020-21)
- An increase of 193.5% from five years ago (2017-18) when 1,047 special admit student were enrolled at Chaffey College
- An increase of 2,300.7% from ten years ago (2012-13) when 128 special admit student were enrolled at Chaffey College

In total, 12,054 unduplicated special admit students have enrolled in one or more courses at Chaffey College over the past ten years.

Research Question #2: What are the demographic characteristics of special admit students?

Table 1 identifies the demographic characteristics of Special Admit students over the past six academic years.

Table 1: Demographic Characteristics of Special Admit Students, 2016-17 thru 2021-22 Academic Years

Demographic Characteristics	Academic Year Enrolled at Chaffey					
	2021-22 (N = 3,073)	2020-21 (N = 2,578)	2019-20 (N = 1,792)	2018-19 (N = 1,593)	2017-18 (N = 1,074)	2016-17 (N = 676)
African American	7.3	7.9	6.2	5.9	6.7	8.7
Asian	15.4	11.8	9.6	10.0	9.8	12.2
Caucasian	14.7	15.5	13.1	10.1	13.5	14.7
Hispanic	55.4	57.5	63.0	66.8	63.7	58.4
Native American	0.0	0.2	0.2	0.1	0.1	0.3
Pacific Islander	0.2	0.4	0.2	0.3	0.2	0.1
Two or More Races	4.2	4.0	3.0	4.0	3.4	3.1
Unknown	2.5	2.2	4.2	2.5	2.2	2.2
Male	33.8	32.0	34.1	35.0	34.6	39.5
Female	64.2	66.9	63.5	62.0	62.9	56.5
Non-Binary	0.7	0.2	0.0	NA	NA	NA
Unknown/Decline to State	1.1	0.7	2.2	2.8	2.4	3.9
Students w/ Disabilities	0.8	0.9	1.1	1.0	0.5	0.7
First Generation College Students	22.7	26.2	34.3	36.8	40.8	NA
Economically Disadvantaged	1.7	2.4	5.3	8.1	7.2	9.7
Non-English Primary Language	NA	NA	NA	35.1	36.7	37.3
3.50 - 4.00	NA	NA	NA	56.1	52.2	46.7
3.00 - 3.49	NA	NA	NA	24.1	25.9	29.4
2.50 - 2.99	NA	NA	NA	13.8	15.7	16.2
2.00 - 2.49	NA	NA	NA	6.0	6.2	7.7

Comparing the demographic characteristics of 2021-22 special admit students to the 2021-22 Chaffey College general student population, special admit students are:

- More likely to be Asian; less likely to be Hispanic.
- More likely to be female
- Less likely to have an identified disability
- Less likely to be a first-generation college student
- Less likely to be economically disadvantaged
- The following characteristics are unavailable due to changes in placement and assessment processes: Non-English Primary Language and High School GPA.

Research Questions #3 and #4: What are the course-taking behaviors and enrollment patterns of special admit students? How did special admit students perform in these courses?

Table 2 identifies the enrollment patterns of Special Admit students over the past six academic years. As table 2 indicates, the number of enrollments generated by special admit students has increased by 502.7% over the past six years (1,042 enrollment records in 2016-17; 6,281 enrollment records in 2021-21).

Table 2: Course-Taking Behavior of Special Admit Students, 2016-17 thru 2021-22 Academic Years

Course-Taking Behavior of Special Admit Students	Academic Year Enrolled at Chaffey					
	2021-22 (N = 6,281)	2020-21 (N = 5,149)	2019-20 (N = 3,109)	2018-19 (N = 2,535)	2017-18 (N = 1,073)	2016-17 (N = 1,042)
Mean	10.5	9.4	4.6	4.7	4.5	4.6
Median	6.0	6.0	3.0	3.0	3.0	3.0
% Attempting 6.0+ Units	66.3	63.0	16.1	26.7	26.9	28.7
% Attempting 12.0+ Units	28.2	25.8	3.6	5.5	4.7	4.6
% Attempting 15.0+ Units	19.4	19.0	2.0	3.3	2.0	1.2
Rancho Campus	0.3	0.0	35.4	32.0	33.8	35.2
Chino Campus	0.0	0.0	5.5	5.8	6.9	8.9
Fontana Campus	0.0	0.0	6.5	5.7	7.9	6.9
Exclusively Online	96.9	82.1	22.1	10.3	6.6	3.1
Hybrid Course(s)	1.4	16.7	2.0	0.7	2.3	0.6
Other Location	1.2	1.0	28.1	45.3	42.3	45.1
% of Face-to-Face Course Enrollments	2.7	2.3	75.5	88.9	91.0	96.1
% of Distance Learning Course Enrollments	97.2	97.6	23.1	11.0	8.9	3.7
% of Enrollments in Transfer-Level Courses	94.1	93.7	90.6	90.3	90.0	86.5
% of Enrollments in CTE Courses	21.0	16.7	13.2	16.2	22.0	22.8

Recognizing that students often enroll in courses at multiple locations, the OIR examined multi-location enrollment patterns generated by special admit students over the past six years. Each unique enrollment is associated with a specific location, with the exception of hybrid enrollments which have a face-to-face component that occurs at a physical location and an online component. In total, five unique locations were identified:

- Enrollment occurred at the Rancho Campus (CCRC)
- Enrollment occurred at the Chino Campus (CCCC)
- Enrollment occurred in an exclusively online course (INETO)
- Enrollment occurred in a hybrid course (INETH)
- Enrollment occurred at a non-campus/non-Distance Learning facility (primarily clinical facilities or high schools throughout the District) (OTHR)

Aggregating the enrollments generated at one or more locations over an academic year, table 3 identifies the most prominent enrollment patterns generated by special admit students.

Table 3: Course Enrollment Patterns of Special Admit Students, 2016-17 thru 2021-22 Academic Years

Enrollment Patterns of Special Admit Students	Academic Year Enrolled at Chaffey					
	2021-22 (N = 3,073)	2020-21 (N = 2,578)	2019-20 (N = 1,792)	2018-19 (N = 1,593)	2017-18 (N = 1,074)	2016-17 (N = 676)
Other Location(s) Only	1.2	1.1	39.4	58.3	55.7	52.9
Rancho Campus Only	0.3	0.0	22.2	19.0	20.1	25.3
Online Course(s) Only	96.9	98.7	14.2	4.8	2.8	1.2
Fontana Campus Only	0.0	0.0	5.5	4.7	5.9	6.1
Chino Campus Only	0.0	0.0	2.9	2.5	3.1	5.3
Rancho Campus & Online Course(s)	0.0	0.0	3.4	2.0	2.2	1.0
Rancho Campus & Other Locations	0.0	0.0	1.2	1.5	0.8	1.0
Rancho and Fontana Campuses	0.0	0.0	1.6	1.5	1.5	2.5
Rancho and Chino Campuses	0.0	0.0	1.1	1.1	1.0	2.4
Online Course(s) & Other Locations	0.0	0.0	1.0	0.9	0.2	0.1
Fontana Campus & Other Locations	0.0	0.0	.5	0.6	0.6	0.0
Chino Campus & Online Course(s)	0.0	0.0	.5	0.4	0.2	0.4
Rancho Campus, Online Course(s) & Other Location(s)	0.0	0.0	.4	0.4	0.1	0.1
Rancho Campus, Online Course(s) & Hybrid Course(s)	0.0	0.0	.2	0.4	0.1	0.0
Rancho Campus, Fontana Campus, & Other Location(s)	0.0	0.0	.3	0.4	0.1	0.0
Rancho Campus & Hybrid Course(s)	0.0	0.0	1.4	0.3	1.3	0.6
Rancho Campus, Chino Campus, & Other Location(s)	0.0	0.0	0.0	0.3	0.1	0.0
Other Enrollment Patterns*	0.0	0.0	3.5	1.0	4.5	0.7

*2021-22: no other enrollment patterns were observed

* 2020-21: no other enrollment patterns were observed

* 2019-20: 15 other enrollment patterns engaged in by 60 students

* 2018-19: 8 other enrollment patterns engaged in by 15 students

* 2017-18: 13 other enrollment patterns engaged in by 48 students

* 2016-17: 5 other enrollment patterns engaged in by 6 students

As a result of the shift to online learning due to COVID-19 during the 2020-21 Academic Year, the vast majority of Chaffey College courses continued to be offered online for the Academic Year 2021-2022. As table 3 indicates, 96.9% of courses were taken online only and approximately 1.2% of special admit students are enrolled exclusively at other locations. Other locations represent enrollments generated at district high school locations and a small percent at adult schools.

In addition to examining course-taking behavior and enrollment patterns of special admit students, the Director of Intersegmental Partnerships was also interested in identifying performance

outcomes of special admit students by course-taking behavior, specifically success rates. Table 4 identifies the success rates of special admit students by course characteristics.

Table 4: Success Rates of Special Admit Students by Course Characteristics, 2016-17 thru 2021-22 Academic Years

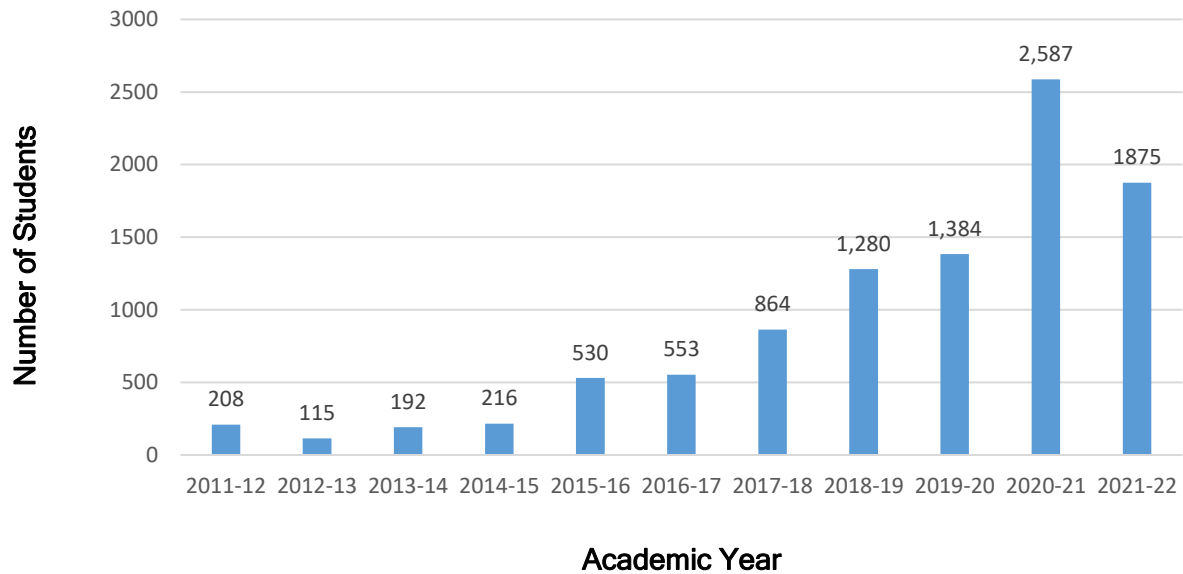
Course-Taking Behavior of Special Admit Students	Academic Year Enrolled at Chaffey					
	2021-22 (N = 6,281)	2020-21 (N = 5,149)	2019-20 (N = 3,109)	2018-19 (N = 2,535)	2017-18 (N = 1,073)	2016-17 (N = 1,042)
Rancho Campus	68.1	0.0	85.6	86.2	85.4	86.0
Chino Campus	100.0	0.0	88.9	93.9	87.7	92.7
Fontana Campus	0.0	0.0	87.3	93.7	91.5	90.5
Exclusively Online	76.7	77.4	76.3	83.5	90.0	82.3
Hybrid Course(s)	88.6	87.7	84.3	83.3	60.5	71.4
Other Location	88.7	53.7	72.3	78.7	82.9	93.1
Face-to-Face Course Enrollments	84.7	60.0	80.8	83.2	84.9	90.6
Distance Learning Course Enrollments	82.6	89.5	80.3	83.2	86.5	76.8
Enrollments in Transfer-Level Courses	75.5	77.4	81.6	85.7	80.5	91.6
Enrollments in CTE Courses	69.2	69.4	75.0	85.6	83.9	92.6
OVERALL Success Rate	77.0	78.9	79.8	83.3	84.6	90.2

As previously mentioned, as a result of the transition to online learning due to COVID-19, course taking characteristics have shifted. No course enrollments were generated by special admits students for the Fontana Campus. The majority of courses were taken exclusively online. Some of the course-taking behavior of special admit students have resulted in high success rates (100.0%) due to low student headcounts (i.e. one student enrolled who earned a passing grade). Overall, distance learning courses had higher success rates than the lower enrollments in face-to-face courses.

Research Question #5: How many special admit students subsequently enroll at Chaffey College following high school/adult school graduation?

As previously mentioned, from the 2011-12 thru 2021-22 academic years, 9,804 unduplicated special admit students enrolled in one or more courses at Chaffey College. To determine how many special admit students subsequently enrolled at Chaffey College following their high school/adult school graduation, the OIR identified the last academic year that a special admit student was enrolled in courses at Chaffey College. Figure 2 identifies the last academic year that unduplicated special admit students were enrolled at Chaffey College.

Figure 2: Special Admit Students: Last Academic Year Enrolled at Chaffey College as a Special Admit Student, 2011-2012 Thru 2021-22 Academic Year



As figure 2 suggests, a number of special admit students enroll in courses in multiple years. Restricting analyses to the academic year last attended as a special admit student, the OIR merged unduplicated special admit student counts against the broader COMIS database to identify enrollments generated by special admit students following their high school/adult school graduation date. Table 5 on the following page identifies the number of special admit students who subsequently enrolled at Chaffey College by academic year last attended as a special admit student and academic year initially enrolled at Chaffey College following high school/adult school graduation.

**Table 5: Year Last Enrolled as a Special Admit Students
By Academic Year Subsequently Enrolled at Chaffey College Following High School/Adult School Graduation**

Year Last a Special Admit Student	N	Academic Year Initially Enrolled at Chaffey College																					
		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2011-12	208	16	7.7	7	3.4	2	1.0	1	0.5	2	1.0	1	0.5	2	1.0	0	0.0	0	0.0	2	0.9	136	65.3
2012-13	115			12	10.4	11	9.6	8	7.0	1	0.9	2	1.7	1	0.9	0	0.0	1	0.3	0	0.0	40	34.7
2013-14	192					32	16.7	13	6.8	5	2.6	5	2.6	5	2.6	7	3.6	0	0.0	0	0.0	80	41.6
2014-15	216							22	10.2	12	5.6	7	3.2	3	1.4	4	1.8	0	0.0	0	0.0	63	29.1
2015-16	530									40	7.5	44	8.3	21	4.0	12	2.2	4	0.7	1	0.1	151	28.4
2016-17	553											74	13.3	44	7.9	21	3.7	10	1.8	10	1.8	197	35.6
2017-18	864													64	7.2	77	8.8	44	5.0	19	2.1	256	29.6
2018-19	1280															167	12.6	77	6.0	39	3.0	316	24.6
2019-20	1384																	215	15.5	86	6.2	317	22.9
2020-21	2,587																			246	9.5	246	9.5

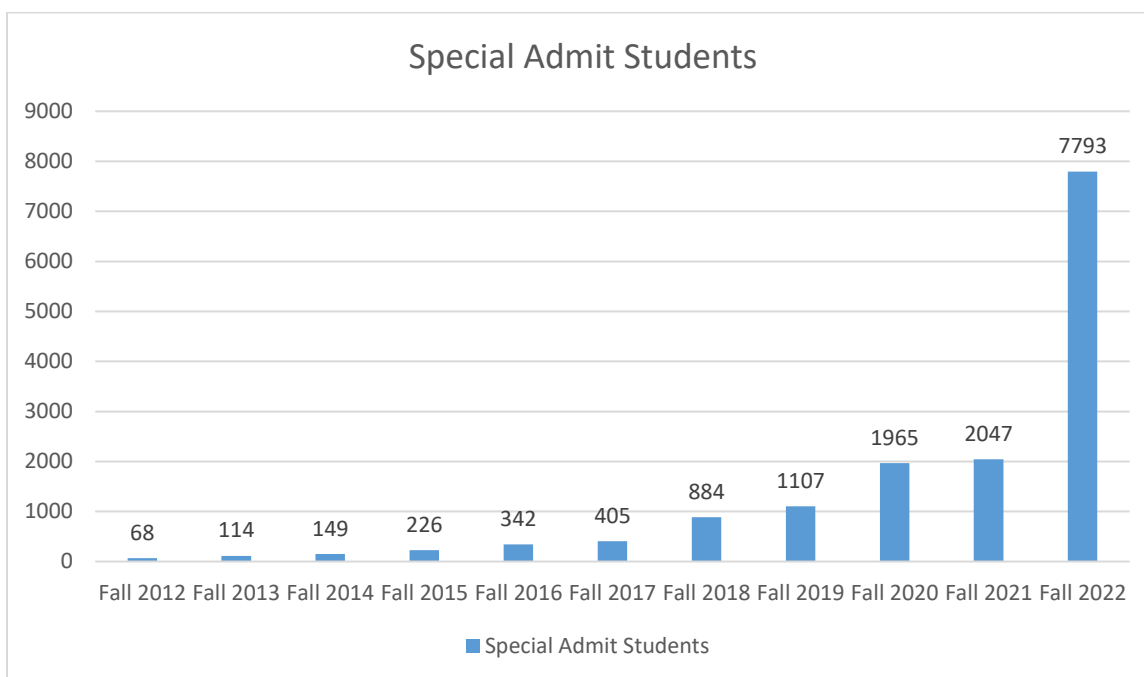
Yellow cells: Enrolled at Chaffey College in year immediately following high school/adult school graduation
Green cells: Enrolled at Chaffey College two years following high school/adult school graduation

As table 5 indicates, 888 of the 7,929 unduplicated students in the 2011-12 thru 2021-22 special admit cohorts (11.1%) enrolled at Chaffey College in the academic year immediately following their last year enrolled as a special admit student. However, tracking out over multiple years, a number of former special admit students subsequently enroll at Chaffey College many years following their last academic year enrolled as a special admit student. Examining the 2011-12 thru 2021-22 cohorts, an additional 371 students enrolled at Chaffey College two years following their last enrollment as a special admit student.

Research Question #6: What are the year to year Fall enrollment patterns of special admit students?

Figure 3 identifies the Fall enrollment patterns of Special Admit students over the past 10 Fall semesters. As figure 3 indicates, the number of Fall enrollments generated by special admit students has increased by 11,360.2% over the past 10 years (68 enrollment records in Fall 2012; 7,793 enrollment records in Fall 2022).

Figure 3: Fall Enrollments as Special Admit Students by Fall Terms



Research Question #7: How do the demographics of Chaffey College Special Admit students compare to the K12 regional demographics for 2021-22?

Table 6 identifies the demographic characteristics of Chaffey College Special Admit students and compares them to the regional K12 demographics from our four feeder districts: Chaffey Joint Union High School District, Chino Valley Unified School District, Fontana Unified School District, and Upland Unified School District.

Table 6: Demographic Characteristics of Chaffey College Special Admit Students in Comparison to Our K12 Regional Demographics, 2021-22 Only

Demographic Characteristics	Feeder School Districts				
	Chaffey College (N = 3,073)	Chaffey Joint Union (N =23,566)	Chino Valley Unified (N = 26,822)	Fontana Unified (N = 35,101)	Upland Unified (N = 10,210)
African American	7.3	7.4	3.6	5.0	7.3
Asian	15.4	6.7	19.2	1.5	5.4
Caucasian	14.7	14.5	12.7	3.8	21.0
Hispanic	55.4	65.1	55.4	86.7	59.7
Native American	0.0	0.4	0.1	0.1	0.0
Pacific Islander	0.2	2.6	5.2	1.4	2.0
Two or More Races	4.2	2.4	2.7	1.0	2.6
Unknown Ethnicity	2.5	0.5	0.8	0.1	1.5
Male	33.8	51.0	44.8	51.3	51.4
Female	64.2	48.8	42.9	48.5	48.5
Non-Binary	0.7	0.06	0.05	0.05	0.03

Comparing the demographic characteristics of 2021-22 special admit students to the 2021-22 feeder school districts general student population, special admit students are:

- More likely to be African American, Asian, Caucasian and Multi-Racial.
- Less likely to be Hispanic/Latino.
- Less likely to be Pacific Islander / Filipino.
- Slightly less likely to be Native America.
- Much more likely to be female and very less likely to be male.
- Slightly more likely to be Non-Binary.

Chino and Fontana Representation on Academic Senate (Second Read), Modified

December 6, 2022

Proposal: To increase Academic Senate representation for the Chino and Fontana campuses and to add representation for HFIC (Hospitality Management, Fashion Design and Merchandising, Interior Design and Culinary Arts).

- Implementation:
 - Spring 2023 Elections to fill expiring and new seats
- Effective Date:
 - July 1, 2023

Background:

At various times, Chino and Fontana senators have brought forth the suggestion to expand representation for both campuses. At the August 16, 2022 Academic Senate meeting, Chino and Fontana representation was listed as a [potential agenda item](#) (page 18) for fall 2022.

The Chino and Fontana campuses are organized as separate areas on the [Management Org Chart](#) and the [Management Functions List](#).

Academic Senate and Academic and Professional Matters (aka: the 10+2) [Academic Senate | Faculty and Staff | Chaffey College](#)

The Academic Senate is a governance organization that represents Chaffey College faculty in all academic and professional matters. Faculty interested in serving on **shared governance committees** should contact the Academic Senate.

The role of Academic Senate is outlined by AP 2510-Participation in shared governance. Commonly referred to as 10+2, activities and responsibilities may include or go beyond the following:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards or Policies regarding Student Preparation and Success
6. District and College governance structures, as related to faculty roles
 - a. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
12. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate. (Unique to Chaffey and is not included as the statewide 10 +1).

- **Article IV: Organization**

- Section 1. The Academic Senate as authorized in Title 5, section 53201 and 53202*2 shall be composed of two elected representatives, each with staggered two-year terms, **from each school and unit**, three elected members-at-large for three-year terms, two members-at-large representing the adjunct faculty for two-year terms, the President for a two-year term plus one preceding year as President-Elect for a total of three years, and the Chair of the Curriculum Committee for a two-year term.
- Section 2. For the purpose of providing Senate representation, **each educational unit or school** shall elect two senators.
- School/Unit – for the purposes of representation
 - HFIC meets the spirit of the word **school** used in the Constitution.
 - 10+2 Connection: HFIC aligns with 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
 - HFIC disciplines do not fall within any other school listed in the Academic Senate
 - [11.29.22 Academic Senate Senator Roster Schools Highlighted.pdf](#)
 - [2022-23 Management Functions List Highlighted Schools.pdf](#)
 - All other disciplines that are assigned to a specific school that is currently listed as a school on the Academic Senate Roster
 - The Chino and Fontana campuses meet the spirit of the word **unit** used in the Constitution.
 - 10+2 Connection: Separate Chino and Fontana campus representation aligns with 5, 6, 7, 8, 9, 10, 11, and 12.
 - As units, each campus has unique activities, challenges, programs, and representation.
 - Representatives from one campus might be not able to adequately represent the other campus.

Chino and Fontana Representation Structure

Current Structure:

Chino and Fontana	Representation	Term	Election Timeline
Number of Senators = 2	Tara Johnson (Chino)	2021-2023	Term expires June 30, 2023. Election in Spring 2023 for the 2023-2025 Term
	Jinny Lee (Chino)	2022-2024	Term expires June 30, 2024. No election until Spring 2024
Number of Alternates = 1	Manar Hijaz (Chino)	2021-2023	Term expires June 30, 2023. Election in Spring 2023 for the 2023-2025 Term

Proposed Structure (Effective Fall 2023):

HFIC	Representation	Term	Election Timeline/Notes
Number of Senators = 2	2-Year Term NEW SEAT	2023-2025	Election in Spring 2023 for the 2023-2025 Term
	One Year Term* NEW SEAT	2023-2024	Election in Spring 2023 for the 2023-2024 term
Number of Alternates = 1	2-Year Term NEW SEAT	2023-2025	Election in Spring 2023 for the 2023-2025 Term
Chino			
Number of Senators = 2	Jinny Lee (Chino)	2022-2024	Term expires June 30, 2024. No election until Spring 2024
	2-Year Term* NEW SEAT	2023-2024	Election in Spring 2023 for the 2023-2025 term
Number of Alternates = 1	2-Year Term EXPIRING TERM/ALTERNATE VACANCY TO BE FILLED	2023-2025	Election in Spring 2023 for the 2023-2025 Term
Fontana			
Number of Senators = 2	1-Year Term* NEW SEAT	2022-2024	Term expires June 30, 2024. No election until Spring 2024.
	2-Year Term NEW SEAT	2023-2025	Election in Spring 2023 for the 2023-2024 term
Number of Alternates = 1	2-Year Term NEW ALTERNATE SEAT	2023-2025	Election in Spring 2023 for the 2023-2025 Term

*To maintain staggered terms, one of the seats will be for a one-year term. Constitution, Article IV, Sections 1 and 2.

		Present	Approval of Agenda 12.6.22	Approval of 11.29.22 Minutes	Approval of the curriculum and Consent Agenda 12.6.22
<i>Alternate Senators Italicized</i>					
Representation	Name				
President	Neil Watkins	Y			
Vice President/President Elect	Nicole DeRose	Y	Y	Y	Y
Secretary/Treasurer	Elizabeth "Liz" Encarnacion	Y	Y	Y	Y
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y
Business & Applied Technology	Bruce Osburn	Y	-	-	-
Business & Applied Technology	Jay Scott	Y	Y	Y	Y
<i>*Business & Applied Technology Alternate</i>	<i>William "Bill" O'Neil</i>	Y	Y	Y	Y
Chino/Fontana	Tara Johnson	Y	A	Y	Y
Chino/Fontana	Jinny Lee	Y	Y	Y	Y
<i>*Chino/Fontana Alternate</i>	<i>Manar Hijaz</i>	Y			
Health Sciences	Jayne Clark-Frize				
Health Sciences	Terzah DePonte				
<i>*Health Sciences Alternate</i>	<i>Jordan Hung</i>	Y	Y	Y	Y
Instructional Support	Christina Holdiness	Y	Y	Y	Y
Instructional Support	Terezita Overduin	Y	Y	Y	Y
<i>Instructional Support Alternate</i>	<i>Shelley Marcus</i>	Y			
Kinesiology, Nutrition, & Athletics	Elaine Martinez				
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley	Y	Y	Y	Y
<i>Kinesiology, Nutrition, & Athletics Alternate</i>	<i>Annette Henry</i>	Y	Y	Y	Y
Language Arts	Steve Shelton	Y	Y	Y	Y
Language Arts	Elizabeth Encarnacion				
<i>*Language Arts Alternate</i>	<i>Leona Fisher</i>				
Mathematics & Science	Elizabeth Cannis				
Mathematics & Science	Mark Gutierrez				
<i>Mathematics & Science Alternate</i>	<i>Diana Cosand</i>	Y	Y	Y	Y
Social & Behavioral Sciences	Pak Tang	Y	Y	Y	Y
Social & Behavioral Sciences	Dan Kern	Y	Y	Y	Y
<i>*Social & Behavioral Sciences Alternate</i>	<i>Hannah Lucas</i>	Y			
Student Services	Michelle Martinez	Y	Y	Y	Y
Student Services	Jackie Boboye				
<i>* Student Services Alternate</i>	<i>Myra Andrade</i>				
<i>* Student Services Alternate</i>	<i>Vacant</i>				
Visual and Performing Arts	Leta Ming	Y	Y	Y	Y
Visual and Performing Arts	Sheila Malone	Y	Y	Y	Y
<i>*Visual and Performing Arts Alternate</i>	<i>Nicole Farrand</i>				
Senator-At-Large	Tamari Jenkins	Y	-	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	-	-	-
Senator-At-Large	Norma Leon	Y	Y	Y	Y
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y
Adjunct Senator-at-Large	Patty Peoples				
<i>*Adjunct Alternate Senator</i>	<i>Vanessa Nunez</i>				
Classified Senate Liaison	Sarah Schmidt	Y			
RED indicates reported absence	PURPLE indicates reported tardy/leave early				
Total Yes Votes		29	20	22	22
Total No Votes			0	0	0
Total Abstentions			1	0	0

- = Not available during meeting to vote

38 members total - up to 27 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.

President ONLY votes to break a tie.

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

18 members are needed for QUORUM

32 Present at this meeting = 29 members, 3 visitor

12.6.22 Academic Senate Meeting