Chaffey College
Academic Senate

ACADEMIC SENATE MINUTES
April 11, 2023

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	A
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	P
Christina Holdiness	Instructional Support	2021-2023	P
Terezita Reyes Overduin	Instructional Support	2022-2024	A
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	P
Candice Hines-Tinsley	Kinesiology, Nutrition & Athletics	2022-2024	A
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	P
Pak Tang	Social & Behavioral Sciences	2021-2023	P
Vacant	Social & Behavioral Sciences	2022-2024	
Michelle Martinez	Student Services	2021-2023	A
Jackie Boboye	Student Services	2022-2024	P
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	A
Shelly R. Jackson	Adjunct Senator-At-Large	2021-2023	P
Vacant	Adjunct Senator-At-Large	2022-2024	

Alternates

William "Bill" O'Neil	Business & Applied Technology	2021-2023	P
Manar Hijaz	Chino/Fontana	2021-2023	P
Jordan Hung	Health Sciences	2021-2023	A
Shelley Marcus	Instructional Support	2021-2023	P
Annette Henry	Kinesiology, Nutrition, & Athletics	2021-2023	P
Leona Fisher	Language Arts	2022-2024	A
Diana Cosand	Mathematics & Science	2021-2023	A
Vacant	Social & Behavioral Sciences	2022-2024	
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
Hope Ell	Classified Senate Liaison	2021-2023	P

Guests:
Diana Barahona, Statistics, M&S
Sharon "Shireen" Awad, Specialist, Curriculum
Laura Hope, Associate Superintendent, Instruction and Institutional Effectiveness
Lissa Napoli, Administrative Assistant, Academic Senate
Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications
Robin Witt, Math, M&S
Sheneui Weber, Executive Director/Dean, Economic Development and Partnerships

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

2. CALL TO ORDER (12:34 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 Attendee Identification (Chino and Fontana Senators, cameras must be on and turn off all virtual backgrounds.)

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

- Executive Director/Dean, Economic Development and Partnerships, Sheneui Weber, stated they were excited to start their new role and work towards student success together.

4. APPROVAL OF AGENDA

- April 11, 2023
- **Motion for Approval** - Senator Boboye moved to approve the agenda for 4.11.23. Senator Jenkins seconded the motion. The motion was approved. 4.11.23, 21Y/0N/0A.

5. APPROVAL OF MINUTES

- March 28, 2023
- April 4, 2023
- **Motion for Approval** - Senator Jackson moved to approve the 3.28.23 and the 4.4.23 amended minutes. Senator Shelton seconded the motion. The motion was approved. 4.11.23, 21Y/0N/0A.

6. CONSENT AGENDA

6.1 AP & BP 4235 Credit for Prior Learning

6.2 Faculty representatives that have been requested to serve on these selection/hiring committees:

    6.2.1 <u>Educational Service Generalist,</u> Kristen Burleson, Counseling, Career Center, C&M

6.3 Faculty representatives that have been requested to serve on these campus committees:
    6.3.1 <u>Journalism Publications Committee,</u> Robert Jones, English,, LA

- **Motion for Approval** - Senator Boboye moved to approve the Consent Agenda including the AP & BP 4235 Credit for Prior Learning. Curriculum Chair Burk-Herrick seconded the motion. The motion was approved. 4.11.23, 21Y/0N/0A.

7. REPORT

7.1 President

- Faculty Lecturer of the Year on Tuesday, April 18 - Ava Nguyen
- This is a faculty work day so there are workshops and sessions happening in the afternoon for faculty to complete credit requirements.
- No Senate meeting that day

7.2 Vice President/President-Elect

- No Report

7.3 Secretary/Treasurer

- No Report

7.4 Curriculum

- No Report

7.5 Classified Senate Liaison, Hope Ell

- No Report

8. **GUEST(S)/PRESENTATION(S)** - Associate Superintendent, Instruction and Institutional Effectiveness, Laura Hope, along with Accreditation Faculty Tri-Chair, Nicole DeRose, and Accreditation Classified Tri-Chair, Hope Ell, will share an accreditation update.

9. **UNFINISHED BUSINESS**

9.1 Action Item: Officer Elections

- **Vice President for 2023-2024: Liz Encarnacion**
  - Final Vote: Jackie: 3 / Liz: 10 / Christina: 4 / Abstain: 5
- Secretary/Treasurer Nominations: Robin Witt and Christina Holdiness

○ Final Vote: Robin: 9 / Christina: 8 / Abstain: 5
○ **Secretary/Treasurer for 2023-2024: Robin Witt**

10. NEW BUSINESS

10.1 Discussion Item: Academic Senate Bylaws Workgroup Spring 2023 (first read)

● Senator Encarnacion suggested changing all pronouns in the ByLaws to neutral "they/them/theirs" to replace current gendered "he/she" language.

10.2 Discussion Item: Committee Self-evaluation

10.3 Discussion Item: LGBTQIA+ Ally List

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

11.2 Chaffey College Campus

11.2.1 Faculty Success Center Presents: *Transforming Into Antiracist Educators Community of Practice,* Thursday, May 4, from 12:30pm - 2:00pm via Zoom. This is a recurring event that meets every first Thursday of each month. This event requires commitment to attend all sessions.

11.2.2 Faculty Success Center is now accepting applications for **Faculty Summer Institute 2023**! "Renewing the Inner and Outer Landscape of Education: Reset. Revive. Restore" Facilitators: Adam Martinez, Cindy Walker, Maria Fitzpatrick, Michelle Martinez, Phatana Ith. Learning will take place in asynchronous, in-person and on Zoom formats. Total of 20 hours of professional learning plus a $500 stipend for all participants upon completion of all components. **Deadline to apply**: Monday, May 1 at 4pm.

11.3 Academic Senate for California Community Colleges (ASCCC) Information

11.3.1 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.)

● 12th Annual Car Show will be this weekend - Sunday, April 16 from 10 am - 2 pm.

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

The next Academic Senate meeting is scheduled for Tuesday, April 25, 2023.

_____

Lissa A. Napoli, Recording Secretary

_____

Elizabeth "Liz" Encarnacion

AP 4235 Credit for Prior Learning

Registered students who have substantial prior experience in the content of college-level courses and who can present evidence may petition to receive credit for courses listed in the college catalog which are approved for credit for prior learning. Any course listed in the course description section of the college catalog bearing the designation [Cx] after the course title may be challenged for credit for prior learning with the consent of the instructor in the appropriate administrative unit and after admissions eligibility criteria are met.

A department (discipline area) may establish a limit on the number of courses that may be challenged for credit for prior learning. This information will be housed in the Dean's office.

Determination of Eligibility for Credit for Prior Learning

Credit for prior learning will only be granted to students who:
- ~~Are registered in the Chaffey Community College District~~
- ~~Are in good academic standing in the District (cumulative GPA of 2.0 or higher)~~
- ~~Have previously earned credit or noncredit from the District~~
- ~~If currently enrolled, have an education plan on file~~
- ~~Are not currently enrolled in the course to be challenged~~
- ~~Credit by Examination: The student is registered in the District and not currently enrolled in nor received credit for a more advanced course in the same subject (may be waived by department).~~
- Have completed a current Chaffey College application
- Have identified an area of study
- Are not currently enrolled in the course to be challenged.

The course being challenged must be listed in the current Chaffey College Catalog.

Units earned through credit for prior learning shall not be counted toward the 12-unit residency requirement for an Associate degree. Credits acquired for prior learning are not applicable to meeting unit load requirements for Selective Service deferment, Veterans or Social Security benefits. In all cases, the student's academic record is clearly annotated to indicate any credit granted for prior learning.

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Transcription of Credit for Prior Learning

The student's academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.

Methods for Awarding Credit for Prior Learning

Students may demonstrate proficiency in a course eligible for credit for prior learning and receive college credit through the approved alternative methods for awarding credit listed below:

- Achievement of a satisfactory score on an Advanced Placement (AP) examination

- Achievement of a satisfactory score on a high level International Baccalaureate (IB) examination

- Achievement of a satisfactory score on the College Level Examination Program (CLEP)

- Evaluation of Joint Service Transcripts (JST)

- Achievement of an examination administered by other agencies approved by the District

- Evaluation of industry recognized credential documentation

- Evaluation of student-created portfolios

- Satisfactory completion of an institutional examination, known as Credit by Examination, administered by the college in lieu of completion of an active course listed in the current college catalog

Advanced Placement

See Administrative Procedure 4236 Advanced Placement Credit

International Baccalaureate

AP 4235 Credit for Prior Learning

Students requesting Credit for Prior Learning using International Baccalaureate shall receive credit for completing a satisfactory score on a District approved high-level International Baccalaureate (IB) examination under the following circumstances:

- Official IB transcripts must be on file in the Records Office

- The student achieved a minimum acceptable score on the IB examination as recommended by the District's IB equivalency guide

College Level Examination Program

Students requesting Credit for Prior Learning using the College Level Examination Program shall receive credit for completing a satisfactory score on a District-approved College Level Examination Program (CLEP) under the following circumstances:

- Official CLEP transcripts must be on file in the Records Office

- The student achieved a minimum acceptable score on the CLEP examination as recommended by the District's CLEP Equivalency Guide

Credit for Military Service/Training

Students interested in Credit for Prior Learning using Joint Service Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the College under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

- Official transcripts must be on file in the Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), DANTES/USAFI, Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), DLPT Examinee Results, DA Form 330 Language Proficiency Questionnaire, or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline

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Industry Recognized Credentials

Students interested in Credit for Prior Learning using industry recognized credential(s) shall receive credit as recommended by the appropriate department or faculty designee:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

- Enrollment services shall grant credit for industry recognized credential(s) that have already been evaluated and approved by the appropriate department chair or faculty designee

- If an industry recognized credential(s) has not yet been evaluated and approved by the appropriate faculty:

  o The student meets with the department coordinator or faculty designee to receive further instructions for industry recognized credential(s) assessment

  o The student submits all industry recognized credential documents to the department coordinator or faculty designee for assessment of prior learning

  o If the department coordinator or faculty designee determine the industry certification adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents to the Records Office to be kept on file and recorded on the student transcript

Student-Created Portfolio Assessment

Students interested in Credit for Prior Learning using a student-created portfolio shall receive credit as recommended by the appropriate department coordinator or faculty designee under the following circumstances:

- The student shall complete the Credit for Prior Learning assessment petition available in the Counseling or Records Office

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- The student meets with the department coordinator or faculty designee to receive further instructions for student-created portfolio assessment

- The student submits all portfolio documents to the department coordinator or faculty designee for assessment of prior learning

- If the department coordinator or faculty designee determine the student-created portfolio adequately measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the appropriate grade and forward it to the Records Office to be kept on file and recorded on the student transcript

Credit by Examination From Within the District

The Department coordinator or faculty designee shall determine whether or not a student requesting Credit by Examination is sufficiently well prepared to warrant being given this opportunity. This determination is based upon a review of previous course work and/or experience.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the department coordinator or faculty designee and instructor prior to initiating the formal process. All steps must be completed in the order listed or the Petition for Credit by Examination shall not be processed. The Petition for Credit by Examination must be completed prior to the end of the current semester or session.

The District will award college course credit for successful completion of a District examination administered by the appropriate departmental faculty under the following circumstances:

- Achievement of a grade that qualifies for Credit by Examination through the Career and Technical Education (CTE) Transitions program

- Credit by satisfactory completion of an examination administered by the District in lieu of completion of a course listed in the Chaffey College Catalog

The District Credit by Examination Process

In order to permit students to demonstrate that they have met the objectives of a course through experience in the work place, foreign language proficiency, or some other

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process outside the conventional academic setting, students may earn credit by receiving a passing grade on an examination administered by the appropriate instructional department/program. The completion of Credit by Examination may require the demonstration of other skills or the completion of assignments in addition to an examination.

Upon completion of an education plan, students interested in Credit for Prior Learning using Credit by Examination shall receive credit as recommended by the appropriate department chair or faculty designee under the following circumstances:

The Credit by Examination Procedures

- Student shall complete the Credit for Prior Learning assessment petition available in the Admissions and Records Office

- Student meets with the department coordinator or faculty designee further instructions for Credit by Examination

- If the department coordinator or faculty designee determine the Credit by Examination assessment measures mastery of the course content as set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade and forward to the Records office to be kept on file and recorded on the student transcript. Completed exam materials must remain on file with the department/program for three years

Prior Learning Assessment Grading Policy

- Grading shall be according to the regular grading system in accordance with Administrative Procedure 4230 (Grading and Academic Record Symbols)

- Students shall be offered a "Pass/No Pass" option, in accordance with Administrative Procedure 4232 (Pass/No Pass), if that option is ordinarily available for the course

- Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty, and in cases of Credit by Examination, pursuant to Administrative Procedure 4230 (Grading and Academic Record Symbols) and Administrative Procedure 4231 (Grade Changes)

References: Education Code Section 79500;
        Title 5 Sections 55050, 55051, and 55052, and 55052.5

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Approved: 4/17/12 *(Replaces former Administrative Procedure 4.6.7)*

Revised: 2/16/21

Note: *This procedure is **legally advised**. The **black ink** signifies currently adopted language. The **red ink** signifies revisions recommended by the Community College League of California Policy & Procedure Subscriber Service in Legal Update 39. **Blue ink** signifies revisions recommended by Matt Morin, Nicole DeRose, and Carri Reyes.*

BP 4235 Credit for Prior Learning

Credit for prior learning may be earned for eligible courses approved by the District for students who satisfactorily pass an authorized assessment or examination. The Superintendent/ President shall consult with the ~~Faculty~~ Academic Senate and rely primarily on the recommendations of the ~~Faculty~~ Academic Senate to establish administrative procedures to implement this policy.

Reference: Title 5 Section 55050 et seq.

Policy
Category: Executive Expectations

Adopted: 6/28/12
             (Replaces former Board Policy 4.6.7)

Revised: 12/17/20

Note: *This policy is **legally required**. The **black ink** signifies currently adopted language. The **red ink** signifies language recommended by the Community College League of California Policy & Procedure Subscriber Service in Legal Update 39. **Blue ink** signifies revisions made by Chaffey College administrators, faculty, and/or staff.*

CORE INQUIRIES

Chaffey College
5855 Haven Avenue
Rancho Cucamonga, CA 91737

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on March 27, 2023.

Dr. Joe Wyse
Team Chair

Contents

Chaffey College

Peer Review Team Roster

Team ISER Review
March 27, 2023

Dr. Joe Wyse, Chair Superintendent/President, Shasta College	Mr. Mitch Charles, Vice Chair President, Carrington College
ACADEMIC MEMBERS	
Ms. Cheryl Aschenbach English Professor, Lassen Community College	Ms. Melynie Schiel Vice President of Academic Affairs, Copper Mountain College
Dr. Sunyeen Pai Digital Initiatives Librarian, Kapi'olani Community College	Dr. Allison Moore Professor of Accounting, Los Angeles Southwest College
Mr. Christopher Howerton Professor of Communication Studies/ SLO Coordinator/ Senate VP, Woodland Community College	
ADMINISTRATIVE MEMBERS	
Mr. Brian Murphy Director of Institutional Research, Butte College	Dr. Bradley Olin Assistant Superintendent/Vice President, Finance and Administrative Services, Cabrillo College
Mrs. Kira Tippins Dean of Students, Clovis Community College	
ACCJC STAFF LIAISON	
Dr. Catherine Webb Vice President, ACCJC	

Summary of Team ISER Review

INSTITUTION: Chaffey College

DATE OF TEAM ISER REVIEW: March 27. 2023

TEAM CHAIR: Dr. Joe Wyse

A 10 member accreditation peer review team conducted Team ISER Review of Chaffey College on March 27, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on December 1, 2022 and held a pre-review meeting with the Chaffey College CEO on January 11, 2023. The entire peer review team received team training provided by staff from ACCJC on February 7, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in October of 2023.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team seeks to clarify how the institution identifies and regularly assesses learning and student support outcomes to continuously improve programs and services and how the results of these assessments are being communicated.

Standards or Policies: Standards I.B.8, II.A.3, and II.C.2.

Description:
a. The team was unclear as to how the institution broadly communicates the results of all of its assessment and evaluation activities, such as learning outcome achievement.
b. The team reviewed evidence supporting that the institution identifies learning outcomes for courses, programs, certificates, and degrees using established institutional procedures and that student learning outcomes that match the course outline of record are included in course syllabi. The team was unable to ascertain that those learning outcomes are being regularly assessed. The team acknowledges the PSRs indicate that SLOs are being assessed; however, limited evidence was presented showing SLO assessment.
c. The team reviewed the Peer Assistance for Learning (PAL) data and found this to be a strong example of instructional learning support; however, this was the only evidence provided to the team. The team was unclear as to how the institution broadly identifies and assesses outcomes appropriate to student support services offered at the institution.

Topics of discussion during interviews:
a. What are the processes used to ensure that learning outcomes assessments regularly occur?
b. What are the processes used to identify and assess effectiveness of student support services?
c. How are the results of assessments activities being communicated to ensure shared understanding of strengths and weaknesses?

Request for Additional Information/Evidence:
a. Access or reports from TaskStream.
b. Program review or assessment data of student support services.
c. Examples of institutional communication of assessment activities developing a shared understanding of strengths and weaknesses.
d. Examples of action taken as a direct result of assessment.

Request for Observations/Interviews:
a. CIO
b. SLO coordinator(s)
c. Members of outcomes assessment committees
d. CSSO
e. Instructional and non-instructional faculty and staff involved in assessment of learning and student support outcomes

Core Inquiry 2:
The team seeks to understand how Total Cost of Ownership (TCO) is integrated into long-range capital facilities and equipment plans in support of overall institutional improvement goals.

Standards or Policies:
III.B.4.

Description:
a. The team reviewed evidence to support the College's long-range capital plans are integrated with institutional improvement goals. The team also observed evidence of initial efforts to explore the Total Cost of Ownership (TCO) as it relates to facilities and equipment. The team is unclear on understanding how TCO is woven into the decision-making and planning framework.
b. The team did not find sufficient evidence to demonstrate how long-term facility and equipment planning is captured in TCO discussions and resource allocation recommendations. There was not enough evidence to inform the team as to the incorporation of TCO in the college's decision-making processes.
c. The team saw evidence of initial discussion around facilities TCO planning from 2018, but nothing more recent. The evidence provided was regarding TCO for technology acquisition, but not facilities or equipment.

Topics of discussion during interviews:
a. What is the College's TCO strategy for facilities and equipment?
b. What policies/procedures/processes for managing and evaluating TCO are being developed or implemented?
c. How a facilities and equipment TCO framework might support future bond planning efforts.

Request for Additional Information/Evidence:
a. Templates, spreadsheets, scoring rubrics, or other documents that provide objective analysis of the costs and benefits of major capital facilities and equipment investments.
b. Facilities Condition Assessment / Index / Life Cycle Analysis

Request for Observations/Interviews:
a. Interviews with facilities planning and administration managers (CBO, Chief Facilities Officer)
b. Interviews with cabinet/executives regarding decision-making framework and the resource allocation committee (RAC) process
c. RAC constituents who are stakeholders

Core Inquiry 3: The Team seeks to understand how the institution ensures regular and substantive interaction (RSI) between students and instructors in all distance education courses.
Standards or Policies: *Policy on Distance Education and Correspondence Education*

Description:
   a. The Team verified the College has clear procedures for regular and substantive interaction exist in AR 4105 Distance Education.
   b. Of the courses provided for review, the team was unable to validate how regular and substantive interaction consistently occurred across the courses.

Topics of discussion during interviews:
   a. What instructor interactions occur that are not available to reviewers with the access provided? Examples could be through Canvas inbox, campus email, or other external communication tools.
   b. How is RSI ensured at the class level? What reviews of RSI are conducted? What processes and efforts are in place to ensure requirements for RSI are met in all distance education courses?

Request for Additional Information/Evidence:
   a. The team is interested in reviewing evidence of instructor interactions that may not have been available with the access given for initial review.
   b. The team is interested in seeing evidence of how the college ensures RSI regularly occurs within course sections.
   c. Per the ACCJC DE protocol, the Team will review a sampling of courses from the Spring 2023 term immediately prior to the site visit.

Request for Observations/Interviews:
   a. DE Coordinator
   b. Administrator overseeing distance education
   c. Sampling of faculty teaching online
   d. Academic senate representatives engaged in DE policy review

Alternate Senators Italicized		Present	Approval of Agenda 4.11.23	Approval of 3.28. 23 and 4.4.23 Minutes	Approval of Consent Agenda
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				
Business & Applied Technology	Jay Scott	Y	Y	Y	Y
Business & Applied Technology Alternate	*William "Bill" O'Neil*	Y	Y	Y	Y
Chino/Fontana	Tara Johnson	Y	Y	Y	Y
Chino/Fontana	Jinny Lee	Y	Y	Y	Y
Chino/Fontana Alternate	*Manar Hijaz*	Y			
Health Sciences	Jayne Clark-Frize				
Health Sciences	Terzah DePonte	Y	Y	Y	Y
Health Sciences Alternate	*Jordan Hung*				
Instructional Support	Christina Holdiness	Y	Y	Y	Y
Instructional Support	Terezita Overduin				
Instructional Support Alternate	*Shelley Marcus*	Y	Y	Y	Y
Kinesiology, Nutrition, & Athletics	Elaine Martinez	Y	Y	Y	Y
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley				
Kinesiology, Nutrition, & Athletics Alternate	*Annette Henry*	Y	Y	Y	Y
Language Arts	Steve Shelton	Y	Y	Y	Y
Language Arts	Elizabeth Encarnacion				
Language Arts Alternate	*Leona Fisher*				
Mathematics & Science	Elizabeth Cannis	Y	Y	Y	Y
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y
Mathematics & Science Alternate	*Diana Cosand*				
Social & Behavioral Sciences	Pak Tang	Y	-	-	-
Social & Behavioral Sciences	Vacant				
Social & Behavioral Sciences Alternate	*Vacant*				
Student Services	Michelle Martinez				
Student Services	Jackie Boboye	Y	Y	Y	Y
Student Services Alternate	*Myra Andrade*				
Student Services Alternate	*Vacant*				
Visual and Performing Arts	Leta Ming	Y	Y	Y	Y
Visual and Performing Arts	Sheila Malone	Y	Y	Y	Y
Visual and Performing Arts Alternate	*Nicole Farrand*				
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y
Senator-At-Large	Sarah Chamberlain	Y	Y	Y	Y
Senator-At-Large	Norma Leon				
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y
Adjunct Senator-at-Large	Vacant				
Adjunct Alternate Senator	*Vanessa Nunez*				
Classified Senate Liaison	Hope Ell	Y			
RED indicates reported absence	PURPLE indicates reported tardy/leave early				
Total Yes Votes		**25**	**21**	**21**	**21**
Total No Votes			**0**	**0**	**0**
Total Abstentions			**0**	**0**	**0**

- = Not available during meeting to vote

36 members total - up to 26 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per

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 = 25 members, 7 visitor

4.11.23 Academic Senate Meeting

Vote for Jackie Boboye for 2023-2024 VP	Vote for Elizabeth Encarnacion for 2023-2024 VP	Vote for Christina Holdiness for 2023-2024 VP	Abstentions on VP vote	Vote for Robin Witt for Secretary/Treasurer	Vote for Christina Holdiness for 2023-2024 Secretary/Treasurer	Abstentions on ST vote
			A			A
	Y					A
	Y			Y		
	Y			Y		
	Y				Y	
	Y				Y	
		Y		Y		
Y					Y	
			A		Y	
			A			A
	Y			Y		
	Y			Y		
	Y			Y		A
		Y		Y		
Y				Y		
			A			
Y						A
			A		Y	
	Y				Y	
		Y			Y	
	Y			Y		
		Y			Y	
3	10	4	0	9	8	0
0	0	0	0	0	0	0
0	0	0	5	0	0	5

8.25.20 meeting.