

MINUTES OF THE ACADEMIC SENATE

Grossmont College

Monday, November 17, 2014 in 34-150, 11:05 – 12:20

Attendance: Randy Abshier, Shina Alagia, Joan Arhens, Liz Barrow, Jennifer Carmean, Brian Carter, Joel Castellaw, Cruz Cerda, Zoe Close, Ross Cohen, Garth Davies-Morris, Marion de Koning, Claudia Flores, George Gastil, Janet Gelb, Oralee Holder, Tate Hurvitz, Brian Keliher, Cheryl Kerns-Campbell, Michael Lambe, Lisa Maloy, David Milroy, Todd Myers, John Oakes, Shirley Pereira, Terry Reilly, Priscilla Rogers, John Scholte, Denise Schulmeyer, Robin Sepulveda, Jade Solan, Scott Therkalsen, Peggy Wells, Evan Wirig, Jessica Woods, Susan Working, Memorie Yasuda. **Guests:** Victoria Curran, Beth Smith. **Recorder:** Tyler Dranguet.

I. Call to Order – Sue Gonda

A. Approval of Agenda

M/S/U Wirig/Pereira

B. Approval of Minutes from October 20

M/S/U Gastil/Oakes

II. President's Report – Sue Gonda

A. Updated Academic Rank Forms

The Rank forms have been retyped. All of the information, criteria, and approval processes remain the same, but information is now more organized and streamlined. The written instructions and expectations now include more explicit information regarding how the forms' questions should be answered. They will be a formal agenda item at the Senate's next meeting. They are up on the Senate Website with the Agenda for this 11/17 meeting – please take a look and provide feedback to Sue and Lisa Ledri-Aguilar.

B. Website Update – Jeff Lehman

The new website will go live on December 18th. To get access to change converted content and Cascade, individuals must complete website training. Those who had content converted from the old website should make sure that everything was moved properly and is organized in a manner that works for them. You can see it at <http://gctest.grossmont.edu/>

Website training will be ongoing for the rest of the fall semester. It will also be available during Flex Week in spring. During the Friday of Flex Week, an open CSIS lab will be available for individuals who would like to work on their sites during this time. Website "keys" are beginning to be distributed via email to individuals who have already completed training. **Information from the old website will be accessible until June 2015 with special permission. If you think you will need that, contact Lorena and Chris Rodgers at grossmont.website@gccd.edu**

Individuals who have old website links on their business and class materials will have the opportunity to set up redirect links to their new pages. More information on this process will be available soon. A suggestion was made that a concise email be sent out to all faculty and staff saying: "You will have no access via the internet to your websites as of [date]. In order to have access to the new website, you must participate in a website training workshop, available during the following dates: [list of dates]." An email of this nature is currently being drafted and will be sent out in the near future.

C. Staffing Plan

The College is beginning the second stage of its Staffing Plan. The first phase's goal was to acquire comparable data to other colleges. The subsequent report included some data that appeared to be erroneous, but comparing one college to another is similar to comparing apples and oranges—divisions and departments are not structured the same way. One item that did become apparent in the report was that Grossmont College offers more reassign time than other colleges and has fewer administrators. A collegial staffing plan is in process that will utilize program review recommendations and additional data that is to be collected.

D. Cross-Discipline Prerequisites

A plan to handle cross-discipline prerequisites (CDPs) is currently being drafted and steps are being established to ensure that the process is as streamlined as possible. A pilot program for these hard-blocked CDPs will begin in Spring 2015 to see if the process needs any adjustments before going live for the entire college. The goal is to create a balance between making sure that students do not avoid courses because of their prerequisites, but also to make sure that no severe gridlocks are created as a result of prerequisites. Department chairs for these CDPs (English, Math, and ESL) will soon be brought into the discussion alongside Student Services. The criteria for choosing which courses will have CDPs is currently in discussion. Chris Tarman is currently pulling data on the most popular classes that students take first and the success rate for students who have taken suggested prerequisites for a course versus those who have not. This new cross discipline prerequisite system is set to go live for the entire College in Spring 2016 with a formal presentation on it coming in Spring 2015. A concern was voiced discussing students who submit previous transcripts to the College before registering. Many of these students have difficulty registering because until registration they believed their prerequisites had been cleared. Because of this, there should be a process posted online for students to see how to get their course clearances.

E. Student Mental Health Counselor

A new student mental health counselor is starting this month and will be available to see students beginning next semester.

F. Academic Senate President Election Results

Tate Hurvitz has been elected as the new Academic Senate President elect. A huge thank you was extended to both Cary Willard and Tate Hurvitz for running to become the next Academic Senate President. Their contributions to the conversation defining the Academic Senate were truly appreciated.

III. Action Items – Sue Gonda

A. Revised Faculty Instructional Evaluation Form

Recent discussions regarding evaluation scores have surfaced regarding whether comments are required for an instructor who receives a 3.5 score or lower. If someone receives a 3.5 or below for their overall evaluation score, an explanation should accompany that score. The current evaluation form does not require commentary. We also need future discussions and professional development training about conducting evaluations. Suggestions included statements such as “Suggestions and Comments (Required),” “Suggestions and Comments to justify your score” and “If the instructor has received a 3.5 or below, document suggestions below,” and the addition of a “Score Justification” directly underneath the recipient's score. Lacking guidance as to where evaluator commentary and documentation should go (Suggestions or Recommendations), senators suggested that this issue should be discussed at the District level with the Union, and this form should be voted upon as is.

Motion to pass the Revised Faculty Instructional Evaluation Form.
M/S/U Working/Willard

IV. Information Items

A. Equity Plan – Beth Smith

On December 9th, the Student Equity plan will be presented to the Governing Board for approval. The plan is currently being shown to faculty and staff campus-wide for input and recommendations. A concern regarding Page 9 of the plan was raised regarding potential assumptions that could be made from the summary. While many developmental courses have seen an increase in course completion rates, the plan's definition of Student Success does not measure Student Success in this manner. The inclusion of a more precise, clarified definition of Student Success in this part of the Plan was suggested as a result.

The Plan focuses on data reflecting disproportionate student success rates among our groups of students—an achievement gap, but data will continue to be collected throughout this process. The College will be analyzing metrics to look at preparation rates as well as finding and correcting areas of disproportionate impact. An additional suggestion included adding the following activity for Goal 1 on Plan Page 6: “Work with the Latino Student and Faculty Alliance to develop greater outreach to Latino students. Meeting attendees were encouraged to see where their departments would be involved in the Plan's different goals and activities. A total of \$732,000 will be available in state funding to create better student equity.

B. Blackboard Containers & Distance Education Data – Janet Gelb

- **Blackboard Containers:** I.S. will begin deleting old Blackboard containers starting in Summer 2015. During the Spring semester, instructors will receive emails with instructions on how to archive old containers and download content that they may want to save. Only seven (7) semesters of containers (including summer) will be retained. For instructors who only wish to retain their grades, it is recommended that they export their Blackboard gradebooks into Excel or print them to retain hardcopies. Archiving is a relatively quick process and turns the content of old Blackboard containers into a .zip file, allowing instructors to have copies of their containers on their computers to upload again into Bb if needed. However, future iterations of Bb may not be compatible with older containers, so if you really want the content, it is suggested that you copy the content into files on your computer.
- **Distance Education:** A presentation on Distance Education (DE) was recently given to the Governing Board leading the Board to ask why the College's Distance Education success rates are so low. Currently, Cuyamaca and the State's DE success rates both surpass Grossmont's by a small margin. Data currently shows that the majority of distance education students are 25 years old or older and female. There are less Hispanic students currently utilizing DE. Also discovered is that at least 20% of the College's students have taken a DE course and only 7% of the College's population is strictly taking online courses. The Distance Education Committee would like to increase success rates. Currently, the Committee is deciding on a process to help departments identify what curriculum may be suited to DE learning. DE Committee has also recently redesigned the Curriculum form used to propose new DE courses to more closely match the State's Online Initiatives for Distance Education. This new form included more open-ended questions to stay aligned to the higher standards created by both the State's Online Initiatives and the District's “Quality Matters” program. The new form (like the old version) must still be approved by the Curriculum

Committee. Also, a faculty handbook regarding online courses is in progress and will have special focus on course design and accessibility and alignment between course content and exams. Professional development will be available throughout the upcoming semester for Distance Education courses, including a once a month, Friday lunch for DE educators to meet and discuss relevant DE issues.

Meeting adjourned at 12:20pm.

Next Meeting: Monday, December 1, 2014 at 11:00-12:20 in [34-150](#). (Last meeting for Fall 2014.)