Academic Senate Minutes

05/11/21

3:00-5:00 PM

Faculty Resource Center Training Room, Via Zoom

NAME	POSITION	PRESENT	ABSENT
Cheryl O'Donnell	President	X	
Jason Hough	First Vice President	X	
Andrew Soto	Second Vice President		X
Cynthia Ainsworth	Secretary	X	
Jennifer Moorhouse	Member at Large	X	
Heather Rodriguez	Senator	X	
Kelly Locke	Senator	X	
Carol Kimbrough	Senator	X	
Valerie Maturino	Senator	X	
Nancy Shur-Beymer	Senator		X
Carol King	Senator	X	
Lesha Rodriguez	Senator	X	
Marnie Glazier	Senator	X	
Laura Fatuzzo	Senator	X	
Ashley Gabriel	Senator	X	
Peter Calvert	Senator	X	
Mark Dehart	Senator	X	
Tanya Ho	Senator		X
Christine Svendsen	Ex-Oficio		X
Lisa Storm	Past President		X

1) **Call to Order and Welcome**
   Meeting called to order at 3:04 PM

2) **Public Comments: ten minutes (3-minute maximum per person) are set aside to receive comments on agenda items or items not on the agenda but within the authority (10+1) of the Senate.**
   Kelly Locke – courses that are being offered through south county center are being offered for 3.5-4 weeks during the summer. The course outline says it's a minimum 6-week course. Had talked to dean and vice president. ESL faculty feel ignored and those courses are going to be offered anyway. Was told that because it says recommended, the faculty is being told that the deans didn't know that they couldn't be less than that when scheduling them.

3) **Action Items**
   a) **Adopt Agenda for May 11, 2021**   **Cheryl O'Donnell**
      MSC: Kimbrough/Moorhouse to approve agenda as proposed.

   b) **Consider Approval of Minutes: April 27, 2021**   **Cheryl O'Donnell**
      MSC: Kimbrough/Moorhouse to approve minutes as presented.

   c) **Governance Redesign Model**   **Hetty Yelland**
      MSC: Hough/Maturino to recommend for approval Governance Redesign Model.

10+1: Curriculum ▪ Degrees & Certificates ▪ Grading Policies ▪ Educational Programs Development ▪ Standards & Policies: Student Preparation & Success ▪ Faculty Roles in Governance Structures ▪ Faculty Roles in Accreditation Processes ▪ Policies for Faculty Professional Development ▪ Program Review Processes ▪ Processes for Institutional Planning and Budget Development ▪ Other Academic & Professional Matters

d) **BP & AP 3280 Grant Concept and Approval**   **Cheryl O'Donnell**
MSC: Kimbrough/Ainsworth to recommend for approval of BP and AP 3280 Grant Concept and Approval with the provision of revisions to the grant concept form.
AP 3280 –
BP 3280 – Kimbrough/Ainsworth to recommend approval of BP 3280 Grant Concept and Approval to superintendent/president.

e) **DE Committee Handbook Page**   **Heather Rodriguez**
MSC: Hough/Kimbrough to approve DE Committee Handbook Page.

f) **Faculty Appointment to Accreditation Council**   **Cheryl O'Donnell**
MSC: Moorhouse/Kimbrough to appoint Chris Moss to the Accreditation Council.

4) **Information Items**

a) **Presentation for NASA Murep Grant**   **Julie Carrillo**
Julie Stephens-Carrillo, director of K-12 STEM programs gave a presentation to the academic senate on the NASA Murep Grant. K-12 STEM with the support of staff from STEM have created a NASA grant proposal to build an Engineering pathway starting in middle school and continuing through high school and Hartnell College. If chosen, students in middle school would have the opportunity to use NASA curriculum with the focus on engineering during after school programs, summer school sessions, or Saturday Academies. We have asked to partner with UCSC and their MESA program to support MESA students and teachers with curriculum to fill in gaps in their lessons.

High School students will focus on summer bridging opportunities as we have partnered with Upward Bound to support first generation students to have an opportunity to take college classes with additional support needed to be successful. The STEM department will have Trigonometry and Astronomy as part of the summer bridging program this summer and hope to add more classes. K-12 STEM will also offer summer classes such as Arduino, coding, and game design classes.
Hartnell students who are hired as K-12 STEM Ambassadors will be trained in the NASA curriculum to support programs offered during the summer. They will also have an opportunity to be trained in Arduino, 3-D printing, etc. Micro internships possibilities to NASA and other agencies are also included in the grant document. Hartnell MESA students would help and support middle and high school students at an Engineering day during the final years of the grant.

b) **Summary of recent Student/Employee Surveys**   **Matt Trengove**
MSC: Hough/Kimbrough to move item up the agenda.
Results from multiple student surveys indicate that students: have adapted to online instruction, are satisfied with the online services they're receiving, report increased use of services, overcome many technical issues (e.g., computer access, internet reliability). The biggest reasons for students stopping out were work commitments and/or transfer to other institutions. The result is a fairly comprehensive profile of student experience over the past year:

- 77.0% said that it has been "easy" or "not bad" to adapt to online courses (POS21 Q1), a 2.1 % increase from 2020SP survey

- 76.1% respondents say the shift to online courses has not affected their communications and/or interactions with other students/classmates (POS21 Q5), a 0.5% increase from 2020SP survey.
- 73.1% of respondents say their communication with their instructors has gotten easier or been about the same over since the shift to online courses (POS21 Q6), with a 49.8 % increase in respondents who said their communication with their instructor had gotten easier ($p<0.001$, n=417)
- A small percentage of 2021SP respondents (19.6%, n=144) had issues accessing course materials (POS21 Q13), essential services (9.4%, n=69,POS21 Q14) ($p<0.05$), and/or course assessments (18.2%, n=134, POS21 Q15). Independent T-test suggests that students had fewer issues accessing essential services this year, when compared with 2020SP respondents.
- 63% of the Student Services survey respondents prefer online services
- 41% of Stop Out survey respondents wanted to get an Associates
- 43% of Stop-Out survey respondents are working full-time
- 77% of Stop-Out survey respondents don't consult counselors before leaving

c) **Student Success and Equity Committee Dashboard**   **Matt Trengove**
This dashboard presents a disaggregated profile of student success by gender, race/ethnicity since 2017SU. The results are delineated into three groups: 'red' indicates at least one standard deviation below the mean, 'clear' indicates no disproportionate impact and 'green' indicates at least one standard deviation above the mean. There are many new key indicators including Total Enrollment, Abandonment Rates and Late Enrollment which have rarely been reviewed. We've crafted a template for departments/faculty to review outcomes from these courses and promote course development. We're planning to incorporate this process into the 2021-22AY PPA process, but the dashboard is available to all on FlexIt. https://flexit.hartnell.edu/#home

d) **Metrics for Annual Program Planning Tool**   **Matt Trengove**
Matt covered the metrics for annual program review, which was integrated into the 2020-21AY PPA. The primary purpose of this tool is to create a standardized set of metrics for academic programs.

- Indicator 1a & 1b: are not part of the PPA process
- Indicator 2a is the average FTES/FTEF Ratio of Major Required Courses over the last 3 academic years
- Indicator 2b is the average class size in the Major Required Courses for a given academic program over the last 3 academic years
- Indicator 2c is the enrollment capacity defined as total enrollment / total capacity for the major required courses in a given academic program over the last 3 academic years
- Indicator 3a is the year to year persistence in academic programs, without considering enrollment, students who complete a program are considered persisting
- Indicator 3b is the year to year persistence in academic programs, who were also enrolled in that period, students who complete a program are considered persisting
- Indicator 4a is the average number of certificates/associates produced over the past three academic years

- Indicator 4b is the median time to completion for graduates (associates degree) over the past three academic years
- Indicator 4c is the median units earned by graduates (associates degree) over the past three academic years

e) **Strategic Plan Assessment (Outcomes & Measurements)**   **Matt Trengove**
   Hartnell has achieved attainable targets on six metrics:

- Number of Certificates, Graduation Rate, Number of ADT Degrees, Transfers to UC/CSU, Transfers to Other 4-Year Institutions, and CTE students employed in their field of study
- There are two critically important metrics that require focus:
  - Time/Units to Degree should improve as guided pathway strategies are fully implemented, but require targeted efforts
  - Attention to disproportionately impacted groups is needed
- IPRE will continue to monitor Chancellor's Office data on:
  - Metrics for employment rate and median earnings must be monitored as dashboards are updated; significant changes were made to historic data during 2020-21.

5) **Discussion Items (15 minutes per)**
6) **President's Report**

7) **Announcements (Senators): Updates on Standing Committees/Governance Councils/Task Forces/ASCCC Events.**

   MSC: Hough/Kimbrough add action item and transfer power to steering for summer 2021.

8) **Adjournment-President O'Donnell adjourned the meeting at 5:09 PM**