

Academic Senate of College of San Mateo



Tuesday, March 12, 2024
2:30pm - 4:30pm

Building 18, Room 206
1700 W. Hillsdale Boulevard, San Mateo,
CA 94402

<https://smccd.zoom.us/j/85134096982>

Meeting ID: 851 3409 6982
Phone: +1 669 444 9171

Officers	
President	Todd Windisch
Vice President	Daniel Keller
Secretary	Yvette Butterworth
Treasurer	Stephen Heath (Zoom)
Immediate Past President	Arielle Smith (Zoom)

Standing Senate Committee Chairs	
Curriculum Committee	Jeremy Wallace (2:49)
Distance Education Committee	Jennifer Howze-Owens
Committee on Teaching & Learning	Susan Khan

Division & Student Representatives	
Student Representative	
Academic Support & Learning Technologies / Library	Valeria Estrada (2:52)
Academic Support & Learning Technologies / Library	Susan Khan
Business/Technology	Hellen Pacheco (2:45ish)
Business/Technology	Kimberly Salido
Creative Arts/Social Science	Leighton Armitage
Creative Arts/Social Science	
Kinesiology/Athletics/Dance	
Kinesiology/Athletics/Dance	
Language Arts	Evan Kaiser
Language Arts	Mick Sherer
Math/Science	Wendy Whyte
Math/Science	Beth LaRochelle (Zoom; Just cause)
Counseling	Leo Cruz
Counseling	Emily Cotla
Enrollment Services and Support Programs	Makiko Ueda

1. Opening Procedures				
No.	Item / Description	Presenter(s)	Time	Action?
1.1	Call to Order (2:34) <i>According to CSM Academic Senate By-Laws, "A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's faculty members."</i>	President / Facilitator	1	Procedure
1.2	Roll/Introductions	Secretary	1	Procedure
1.3	Adoption of Today's Agenda (Leighton Armitage Motion & Leo Cruz 2 nd ; Roll Call Approval: Beth LaRochelle, yes, Evan Kaiser, yes, Susan Khan, yes, Leighton Armitage, yes, Wendy Whyte yes, Mick Sherer yes, Jennifer Howze-Owens, yes, Emily Cotla, yes, Leo Cruz, yes, Makiko Ueda, yes, Kimberly Salido, yes. Unanimous. This is a roll call vote this meeting because we have Beth LaRochelle on Zoom today, and this is required under Brown Act.)	President / Facilitator	1	Action
1.4	Adoption of Consent Agenda (We are voting on the approval of the hiring committee for Nursing Director and Biology Lab Coordinator. We have the entire committee makeup which is not typical since we have purview over only faculty appointments to the hiring committees. Todd asked Dean Walker to for any additional information on how the committees were chosen and it was clarified that the request for members was put out to all division faculty at a Division meeting. Motion Leighton Armitage & 2 nd Jennifer Howze-Owens, Roll Call Approval: Roll Call Approval: Beth LaRochelle, yes, Evan Kaiser, yes, Susan Khan, yes, Leighton Armitage, yes, Wendy Whyte yes, Mick Sherer yes, Jennifer Howze-Owens, yes, Emily Cotla, yes, Leo Cruz, yes, Makiko Ueda, yes, Kimberly Salido, yes. Unanimous.) <i>All items on the consent agenda may, by unanimous vote of the Academic Senate members present, be approved by one motion after allowing for Senate member questions about a particular item. Prior to a motion for approval of the consent agenda, any Senate member, interested student, citizen, or member of the staff may request that an item be removed from Consent to be discussed in the order listed, after approval of remaining items on the consent agenda.</i> <ul style="list-style-type: none"> ● Approval of faculty appointment(s) to... <ul style="list-style-type: none"> ○ Hiring Committees 	President / Facilitator	5	Action

1.5	<p>Public Comment (Makiko Ueda handed out a flyer for Bad Axe film screening on Wed., 3/20 1:30 to 3:30 in Bldg 10 Rm 195. The film producer will be here to discuss the film. Makiko discovered the film while attending the National Conference for Raising Ethnicities. The film is a documentary about a bi-racial family's lives in rural Michigan and the challenges they met during the pandemic.)</p> <ul style="list-style-type: none"> • Questions/comments on non-agenda items 	Public	5	Information
2. Standing Agenda				
No.	Item / Description	Presenter(s)	Time	Action?
2.1	<p>Presidents' Report (Congratulations to the newly tenured faculty pictured for all of us in the room. Leo Cruz spoke for the newly tenured faculty: Leo Cruz, Manuel Delgad, Doris Garcia, Jorge (Andy) Garcia, Sunny Martin, Adria Otte, and Gilbert Perez. The newly tenured faculty was honored at a Tenure Celebration last week, where the new faculty celebrated their achievement with friends and family. This was the first celebration of this type, and Todd Windisch hopes that it won't be the last.)</p> <p>DAS was yesterday, Tuesday, 3/11. A proposal was submitted by DAS for a District Professional Development Coordinator. The original proposal asked for 1.0 of release time for this position, but it was counted by Chancellor with 0.4. DAS again proposed 1.0 and 0.8 was re-countered by the Chancellor, and the DAS approved. Why, only 0.8 Beth LaRochelle wants to know. Todd Windisch shared that the Chancellor felt that there is some pushback from the individual schools and that the position can't effectively coordinate the staff professional development across all schools so the 1.0 release couldn't be justified. The position should be active starting next Fall or sometime later in the next school year. The Chancellor did not that if the pilot shows that it's more work than what 0.8 justifies, then she could potentially bump it up to 1.0 the next year. Susan Khan wanted to know about these next steps. Todd said that next steps are to put the job description</p>	Todd Windisch & Daniel Keller	10	Information

together and the DAS President should be reaching out to the PD Coordinators at each school. Jennifer Howze-Owens wanted to know about 0.8 meaning; Todd followed up is that the position would have release of 12 units to devote to the Professional Development Coordinator and would still be required to teach 3 units. Makiko clarified how the Coordinator would perform their duties. Todd clarified that this position is responsible for working across the District and collaborating with the individual school PD Coordinators and then teaching a single 3 unit course at their own school.

The DAS voted to approve an audit into Dual Enrollment practices across the district. The audit is specifically focused on hiring practices and evaluation procedures. The audit is moving forward. In March the District hired Houman Boussina (name was not available at the time of Senate meeting; added after additional info became available) as the new Performance Auditor /Policy Analyst. One of the first jobs for the new position will be to oversee this audit of Dual Enrollment practices

IPC (Institutional Planning Committee) met last week. The great read is the biggest news. Commencement was also discussed and the emails will go out soon with the faculty responsibility and the dates. Faculty should keep an eye open for an email alerting them if it is their year to participate.

BOT (Board of Trustees) had a study session last Wednesday, 3/6 . They are in a comprehensive 2-or 3-year review of the Board Policies, so this session was taking on a topic in that review process so that they can discuss it in more depth. There was one item on their review that alarmed Todd Windisch. They had lined out Academic Senate's purview over curriculum policies and procedures, giving that purview to the District Chancellor instead, with consultation rights only on the economic impacts. Todd Windisch raised his concerns to Lindsey Ayotte, the DAS President; which she in turn brought up in the meeting. This policy is not finalized yet, it still has to be brought to the DPGC (District Participatory Governance Council) for review, as well as to a few other places, but we need to keep our eye on this.

DPGC (District Participatory Governance Council) will be looked at later.

We have no meeting on Tuesday, 3/26 since it is Spring Break. In the Senate executive committee meeting we discussed if we want to reschedule, but we don't feel it is currently

needed.

ASCCC: The Area B meeting will be held soon. The Plenary, which is held every semester is where the colleges come together to look at resolutions and vote on what we want our State to take action on. Plenary on April 18, is preceded by the area meetings. We are in Area B, comprised of Bay Area Community Colleges, will meet on Friday, 3/22. At the Area B meeting the resolutions will be reviewed and a vote will be decided what our Area wants the State to move forward on before the Plenary meeting in April; those resolutions that are voted forward will be edited and drafted for their submission to Plenary. Neither Todd Windisch (he will be participating in OSU's Search Advocate Training for assurance of equitable practices in hiring committees) nor Daniel Keller will be able to attend though there will be District representation. If anyone would like to attend in Todd and Daniel's place, please feel free to let them know; the meeting is on Zoom as clarified for Beth LaRochelle by Todd Windisch. Plenary this year is in San Jose on April 22. Just to be clear, no resolutions have been released yet. After the Area B meeting the resolutions going forward to Plenary will be released and Todd Windisch will bring them back to the college and as he did last Fall, he will send emails to faculty who may have the most to gain/lose from the decisions made. The emails will inform the faculty and ask for feedback so he can vote appropriately to represent our faculty support/rejection of the policies being presented.

- Congratulations to our newly tenured faculty!
- District Academic Senate update(s)
- Institutional Planning Committee update(s)
- Board of Trustees update(s)
- District Participatory Governance Council (DPGC)
- Reminder: no meeting on March 26 (Spring Break)
- ASCCC:
 - Resolutions
 - [Area B Meeting, March 22 9:00am - 2:30pm](#)
 - [Spring Plenary, April 18-20 in San Jose](#)
- Campus calls for faculty participation:
 - 1 rep for [Institutional Planning Committee \(IPC\)](#)
 - 1+ rep for [Enrollment Sustainability & Growth Work Group](#)

2.2	Curriculum Committee Chair Report (There was no meeting last week, March 7, so there isn't much to report. Next week there will be a meeting the General Education revisions will be discussed. In particular, how the Math and English competencies and how those will be taken those into account now that they are removed from Title IV. The course caps process will also be discussed.)	Jeremy Wallace	2	Information
2.3	Distance Education Committee Chair Report (Please be aware that CVC/OEI the focus on virtual learning across the Community College system. Each newsletter announces the new colleges to the CVC/OEI (California Virtual College/Open Education Initiative). The state is very focused on virtual learning across the community of public education. In the Vision Resource Center's newsletters they announce all the new teaching policies and home colleges that join the CVC Exchange. This "program" is important because any student across the system who needs a class, whether they attend school at CSM or Sierra College or West Valley College, they can take a course at any of the CVC Exchange colleges across the state through a streamlined application process. For the past few years, CSM has been trying to coordinate enrollment services and a number of offices so that we can become a home college. A home college means that we can offer courses to our students from other colleges on the exchange, and a teaching college means that we can receive students from other colleges. In a DEAC meeting they were told by IT that this process of becoming a home college for CVC Exchange is of low priority and in fact that it is almost a last priority to engage in the CVC/OEI. Of all the 116 community colleges across California, we are one of the last 3 or 4 to join the CVC Exchange, and it appears that our District really doesn't intend to join. Todd said that it did come up at DAS yesterday, 3/11, and it will be brought to DAS because faculty projects such as this seem to get lower priority with ITS. Leo Cruz wants to know if a student from Southern California were to take a class then would the student get CSM credit or from their own. Jennifer didn't have an answer as she doesn't know the details, but what she does know is that this is some of reason why we have not become a home college, because our Banner system is not adequate for meshing with the CVC Exchange system that manages things like credit and financial aid. Todd Windisch commented that joining CVC/OEI was one of the things that Senate voted on and approve CSMs inclusion in CVC/OEI. Wendy Whyte wants to know how the student fees are managed and if there was an impact because we are a basic aid district. Jennifer said she didn't know, but again there are over a hundred other colleges doing it, so it must be manageable. Jennifer also noted that there are other impacts such as POCR review and zero cost text courses; this is a complicated topic and she will continue	Jennifer Howze-Owens	2	Information

	<p>to share the discussions about the topic. Beth LaRochelle wants to know if we haven't joined because we aren't allowed to or because we don't want to. It seems that it is a technical issue, because the Banner system hasn't been updated to accommodate.</p> <p>DEAC is also doing an Ed Tech Tools survey to find out what is being used. Conversations around these tools so that they know what people need. We need to know if tools are niche or if they are being used by more people. Jennifer shared the compilation of the tools and gaps that exist. Jennifer shared a DE Gaps & Technology Tools Needed spreadsheet that the committee has been putting together to help decide what the faculty need to get their jobs done and support the requests for the tools. For instance, there are 3 tools in use for annotation in shared spaces. Todd wanted to know what the specific ask is, and Jennifer said that it is to go back to divisions and gather what is being used. Jennifer asked that you work with your DEAC reps, they are on the website. Daniel said that he is concerned about AI tools, so that we can look into sources that may require privacy breeches. Accessibility is also something that must be vetted according to Jennifer, so even if tools are something desired by the faculty if they don't pass the vetting process from IT which includes accessibility and privacy issues, then the tools may not be approved.</p>			
2.4	<p>Committee on Teaching and Learning Chair Report (There hasn't been a meeting since Senate's February 28th meeting and next Monday, 3/18 will be the next meeting. If anyone would like to propose a Flex Day session, please submit a proposal as that is coming soon and that will be discussed on Monday, 3/18. They will be following up on the ILOs next meeting as well. Todd Windisch wants to add that an ILO addendum will be added to the current catalogue and on the website since the current catalogue is already in publication, but it will be permanently changed in the Fall as we did make it in time for the next publication. This is the change of Citizenship to Community Engagement that we voted to change during our last meeting.)</p>	Susan Khan	2	Information
2.5	<p>Student Representative Report (We currently have no student representation. We are still looking for a student who can serve.)</p>		2	Information

2.6	<p>Other Officer & Liaison Reports (CTE Representative Beth LaRochelle: Perkins app is up and on-line due Friday, 4/5; don't hesitate to apply. Please apply because there are funds and you may be successful in a request.</p> <p>Leo Cruz announced that Dual Enrollment has a meeting today, Tuesday, 3/12, with the 3 colleges revisiting the evaluation process. Todd Windisch asked for a highlight of the meeting this week from DE here at CSM.)</p>	Stephen Heath, Yvette Butterworth, Leo Cruz & ASCCC Liaisons	2	Information
3. Senate Business				
No.	Item / Description	Presenter(s)	Time	Action?

3.1	<p><u>Resolution in Support of Changing “Academic Probation” to “Academic Notice”</u> (Alicia Frangos, Student Success Coordinator and President of Classified Senate, wants to let everyone know about the Probation language. This initiative was started in Classified Senate, but Academic Senate is signing onto the initiative. A discussion had occurred about the Probation language and it was found that Moorpark college had already changed the language. The have already gotten the approval of the Deans of Counseling, Enrollment Services, the Equity Directors, student voice, Classified Senate to change the language from Probation to Academic Notice One and Academic Notice Two. Alicia would also like to change the word for Dismissal to Dismissal Warning. If you aren’t aware of how a student gets on Probation, it is determined that when a student’s GPA is 2.1 or less, and/or they have not completed 51% of their attempted units they can be at some level out of good academic standing. At that point they would supported by their counselors with required meetings and workshops to give them information and connect them with resources to get them back in good standing so they can move forward and achieve their goals. The goal is to change the wording so that doesn’t say punitive, but does call for action, and doesn’t invoke a sense of criminality. The Classified Senate has already discussed this in their last meeting and will be moving to approve during their next meeting. The ASCCC has already written a resolution at the state level and Alicia is waiting to hear back about the comment that Todd Windisch made about the state wording. Wendy Whyte had one comment about the addition of the word “standing” to the proposal, instead of Academic Notice that maybe it say Notice of Academic Standing. Alicia clarified that in the letter that students receive it does say that they are being notified of their standing, and we want to change the term Probation One or Dismissal Status to Academic Notice. A question from Daniel Keller brought further clarification that Academic Notice would be in three levels: one, two, and dismissal. Level one would be the first semester they were out of good academic standing, level two wouldn’t occur until a check after they had taken twelve more units, and if three semesters in a row they are not in good academic standing, then they would be on dismissal status. Dismissal status has meant historically that a student could be asked to leave the college, but in recent years they haven’t asked any students to actually leave the college. Those on dismissal must simply complete a process whereby the college offers support and they must petition each semester to be reinstated and if they are on probation they must meet with a counselor and attend a workshop to fill out the petition as required by Title V. Wendy Whyte wants to know about the financial aid status and if there is a connection to Academic Standing. Alicia said that financial aid is effected, but it isn’t in her purview. Probation two loses fee waivers and other forms of financial aid. In addition,</p>	Alicia Frangos	15	Discussion
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<p>Financial aid has a completion rate requirement of 67% of courses in good standing as opposed to the school's 51%. Guillermo Cockrum wanted to know how many students are in this position. Alicia said that its always about 10% (around 800; she said right now is 862) and dismissal status is around usually around 200. Evan Kaiser wanted to know about the wording of dismissal and the ambiguity that is now in the statement. Alicia said that it is up for conversation and recommendation and the current thought is to change it to dismissal warning so that students don't get the wrong impression, because when warned of dismissal status students have dropped all their classes in the pass thinking that they were already kicked out. There has been a lot of discussion, including the use of the term disqualification which is used by the UCs and CSUs. Changes will have to be made in Banner as well, so this must all be done simultaneously. Leo Cruz pointed out that Moorpark still calls it dismissal, but Alicia does say that there are two levels and that Moorpark requires that they stay out for a month if it appears they need to take a break. Mick Sherer wonders that if there is a warning, if that would mean that there would be a dismissal after that. Counselors have a conversation with students in this process and talk to them about whether it is the best time to be in school or if maybe a break is the best thing for them at the time verses it used to be that a Dean would simply say that the student was dismissed and there was no discussion with the student. Todd Windisch asked and Alicia clarified that Title V doesn't have 3 levels, they just have probation and dismissal. Many schools have different processes and levels of probation. Leo Cruz says that there are some requirements for students on probation/dismissal like only being able to take 6 units (though that can vary). Beth LaRochelle had a comment/idea with the wording of "academic reset." Beth had personal experience with academic probation and said that the idea of a reset was very motivating. Susan Khan threw out the descriptive phrase of Reduced Access. Mick Sherer wants to know about the State timeline and whether we want to wait for the State to change their language before we change our language? Are there any students besides International students who may be confused due to our language surrounding this topic? International students are the only students to be truly dismissed because of their I-20s. Could International students be confused if it is no longer called dismissal? Todd Windisch added two points, one that the ASCCC has written a resolution that the Academic Senates can collaborate with the Chancellor's Office on this manner, but Academic Senate doesn't have purview over this topic so it is really an motion of faith to urge the State to make this change. As to the question about International students, they would be advised and notified by their counselors as to the repercussions even if we were to make a language change at our college that makes the language less punitive. Mick</p>			
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<p>Sherer wanted to clarify of whether language change at our institution is really the answer since how there is still Title V language that must be in the catalogue which will incite the same reactions we are trying to prevent. Alicia doesn't think that Moorpark has any footnotes, though there must be some note somewhere about Title Vs language. Alicia reminds us all that this process is on-going, and that they are trying to do diligence in an effort to make sure it is done correctly. Wendy Whyte wants to clarify that suspension and expulsion are very different. Probation is somewhat commonly known, but students felt probation was punitive, whereas expulsion is very definitive. Students had overwhelming negative reactions to probation when surveyed. Wendy Whyte still leaned toward reduction and another that was brought up was a reset.</p> <p>Please read the resolution and send any comments or changes. It will come up next meeting in Consent Agenda for approval.)</p> <ul style="list-style-type: none">• Coming back for action at April 9 meeting			
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3.2	<p>Bookstore Content Adoption Timeline & Process Update (Kurt Scholler is the Director of Auxiliary Services and Laura Brugioni our CSM Bookstore manager are here today for a short presentation. Due dates: Summer 2024 due 3/29. Fall 2024 due 4/19. Spring 2025 due 10/18.</p> <p>Guidance for completion were given by Laura.</p> <ol style="list-style-type: none"> 1. From Smart Sheets form sent to deans & assistants sent on Tuesday, 3/5 and the form was updated yesterday Monday, 3/11 2. Required: Semester, Division, Faculty first & last, smccd.edu email, Department 3. Also put in course number, CRN numbers (sections with same materials can use commas between CRNs), different forms for different courses and materials in different sections 4. OER/ZTC info (A means like PE course, B is on-line available with no cost, C has instructional cost but the student doesn't have to pick up the cost, D would be \$40 and below 5. Required, Optional or Recommended Materials must tell the things required like Inclusive Access (not free and is incorporated into Canvas; first day access, use for free until the next semester registration or change in their registration happens) or Textbook or (any questions reach out to Laura) 6. Art Classes needs materials. Partnership with Blick Arts and they need to get that started early. <p>Mick Sherer wants to clarify with text and information for multiple text books can use commas; answer was yes. He also wanted to know about the payments and how those are handled if there is a hold; Laura is unsure if it is immediate or 1 hour or 24-hours for a hold after the book is paid for. Only required content is eligible for Inclusive Access. Evan wanted to know about custom course readers. At the bottom of the form there is a link for uploading that and it puts it in a que for the Printshop. These custom readers can be tricky because of enrollment fluctuations.</p> <p>Todd Windisch reminds everyone to make sure these announcements have gone out to your Divisions. Todd's last email had the old link.)</p>	Kurt Scholler & Laura Brugioni	15	Information
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3.3	<p>Academic Senate Scholarships Reboot (Powerpoint on the project to restart our Academic Senate Scholarships. The following was the timeline to give you an idea of how quick this turn-around must be to get these scholarships going again: On 1/29 Scholarship Coordinator, Yesenia Mercado outreach; On 2/1 meeting with Yesenia; On 2/6 follow-up; On 2/28 list of sub-committee was sent back and we need a subcommittee & criteria. The question is: Do we want to get this going this year and if we want to change the criteria for this semester? Maybe next year we can change the criteria instead of trying to do it this semester. Jeramy Wallace wanted to know how much money we have, and Todd Windisch responded that we have \$7000 in our bank account that we could distribute; this doesn't include the money to pay adjuncts or the money for the senate dues. Today, Todd wants to see if we can form a committee to get the scholarships going again. Beth LaRochelle is volunteering and she has been on the committee before. She says that it is quick and easy to choose students. Once we have a plan we can be more intentional; Todd removed dues from our Website since we aren't being intentional. Guillermo wanted to know if all \$7000 could go out to the scholarship; the response is it could but that is probably 4 years of money coming in. Jennifer Howze-Owens is thinking about volunteering for the committee but needs to know the time line; Todd says that the time line is during Spring Break since we need to have decisions by Friday, 3/26. We really aren't sure about time lines other than the 3/26 deadline. Valeria Estrada wants to know if students know about the scholarships. There is one application and then the committee that sorts applications needs to know that there is a place for students to be placed. Emily Cotla and Jennifer Howze-Owens and Guillermo Cockrum have volunteered with Beth LaRochelle to be the evaluation committee.)</p> <ul style="list-style-type: none"> • Form Academic Senate Scholarship Work Group 	Todd Windisch	10	Discussion / Action
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3.4	<p>Discussion around Proposed Board Policy (BP) and Administrative Procedure (AP) Revisions</p> <p>(BP 6.04 (BP; board policy which is what we need to do) Todd Windisch would like to spend less time on the BP since if really can't be voted upon until we have read and approved the AP. Biggest change is about modality here. Daniel wants to discuss #3 a little more since there isn't actually notes about the topics in #3 in a course catalogue description. Jeramy Wallace added that learning community classes were discussed in context of #3. For context, number 3 says, "In alignment with the District's mission, vision, and values, intentional consideration will be given to courses emphasizing and supporting anti-racism, equity, and social justice."</p> <p>AP 6.04.1 (AP; administrative procedure which is the process to which we can inform the decision to approve the board policy) Keep in mind that these are best practices or guidelines. This is guideline on class caps which is leaning toward percentages instead of numbers. Jeramy Wallace says that one point of contention was time-lines. Kimberly Salido asked about cohorts; Todd said that those would be covered under this policy under degree and student certificate completion, because if you remove a course from a cohort the students may not be able to complete their degree or certificate. Todd wants to know how we feel about class cancellation policy being tied to class caps. Daniel Keller wanted to discuss about the cancellation for a class of 50 vs. 26 and the idea is that the cancel caps will bias toward smaller caps and the cancellation and seems to focus on cost where as it really should focus on pedagogy. Jeramy Wallace says that the class caps will be defined by Curriculum Committee based on the COR and the contact with the students. Wendy Whyte brought up the fact that a lot of classes fill really late and if these rules are closely adhered to, then some classes will get canceled before they would get a chance to fill. Todd says that this should be covered by a previous BP where they consider previous historical and enrollment patterns. Guillermo Cockrum feels that the class caps need to be managed pedagogically, but the cancelation policy should be just flat numbers since the cancelation doesn't seem pedagogical but just administratively driven. Jeramy Wallace doesn't feel that flat numbers would fly. If a class has been designed to accommodate 50, then there wouldn't be a pedagogical strategy would not change if a professor then had a course that only enrolled 10 students. David Eck the Senate President from Canada brought up efficiency is really the concern from the District standpoint even though we are a basic aid district and that shouldn't perhaps be a concern. Jeramy wants to highlight that the most</p>	Todd Windisch	25	Discussion
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<p>classes are on average 27 students, though there are a few classes that are huge. Leo Cruz wanted to know if there is a class cap if that would mean that we couldn't take students from a waitlist; which Jeramy responded that it would still be up to the instructor. Wendy Whyte says that science classes were set to classroom size and not what attention to the pedagogy which isn't necessarily an appropriate way to assign caps. She also notes that on-line classes and interactions with those students is difficulty with class caps that are too high because there is no restriction on classroom size.</p> <p>BP 6.26 only adds a little additional language in #4 and removes some information from #6. For reference #4 says: Student who have completed an entire general education pattern and graduation requirements at one district college shall be determined to have completely fulfilled general education and graduation requirements at all of the district colleges. Upon transferring to another district college, student must complete only those courses required in the major for the associates degree. For reference #6 says: This policy only applies to local associate degree requirements.</p> <p>BP XX.XX is brand new and is about curriculum alignment. This is in preparation for legislation that is coming from the state level on common course numbering. This policy states that we are trying to align our colleges so that subject codes, course numbers, course titles, and unit values are aligned across district courses. This policy doesn't go so far as to dictate SLO or course content.</p> <p>If anyone has any feedback on BP 6.26 or the new board policy, please let Todd Windisch know as they will soon be voting on these at the DPGC.)</p> <p>NEW BP that is in response to the curriculum alignment.</p> <ul style="list-style-type: none"> • BP 6.04 – Guidelines for Class Cancellations • AP 6.04.1 – Guidelines for Class Cancellations • BP 6.26 Reciprocity of Degree, Transfer, and Graduation Requirements • NEW BP XX.XX Curriculum Alignment 			
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3.5	<p>Program Review Update (Natalie Alizaga is the Institutional Effectiveness Manager within PRIE and works with program review and assessment and how they can support that review with data. Since there are potential changes to Program Review, Todd and Natalie visited Student Services to get their input on potential changes to Program Review. The feedback that they received that the current program review doesn't match the needs of all faculty, staff, or administration. Even though program review falls under the purview of faculty, everyone on campus is involved, and therefore it needs to be applicable to everyone. Natalie was just at another Student Services meeting today to get more feedback. At this point, Todd and Natalie feel they are at a point where a workgroup within Senate needs to be formed to look at this a bit more carefully, so that with the feedback elicited, there can be a discussion on implementation of the feedback.)</p> <p>Daniel Keller will head the workgroup to discuss more about these updates. Natalie has been working up some time-lines to stagger the reviews so that they come over 3 years. These would be implemented in 2025. This would mean that the CTE programs would remain on 2-year cycles. Natalie wants to get some dean feedback as well. Our sister colleges already have more staggered processes. The work will continue beyond this semester. Beth LaRochelle wants to know if this has to do with Great Read; Todd says no, this is for the future, not tied to Fall review. Makiko Ueda would like to be a part of the workgroup. Susan Khan is a tentative join. Natalie says this is an opportunity to make Program Review useful to your program and to relieve your program of unnecessary forms. Beth LaRochelle wanted to join saying action is important.)</p> <ul style="list-style-type: none"> ● "Great Read" update ● Feedback from PR survey and discussions on campus ● Potential revised timelines ● Form Program Review Work Group 	Natalie Alizaga & Daniel Keller	20	Discussion / Action
4. Closing Procedures				
No.	Item / Description	Presenter(s)	Time	Action?
4.1	Final Announcements <i>President or facilitator elicits final announcements about upcoming deadlines, events, scheduling changes, etc.</i>	President / Faciliator	1	Information

4.2	Adjourn (4:31)	President / Facilitator	1	Procedure
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