

Senator Cuellar: Invited all senators to the IMC meeting that will take place at 1 p.m. on Tuesday, September 13.

Senator Conner: The Speech and Debate team will have their first public showcase on Tuesday, September 13, 5 p.m., in person in the Science Hall. They are looking to recruiting students at these showcases during the semester. He encouraged faculty and students to attend.

2. Consent Agenda:

A. Student Equity Planning Committee Representatives: Asbell, Jessica; Cohen, Eric
Alternates: Hanieh Novinrad, Laura Millard, Irving Chavez Jimenez, Melissa Rosado, Ruby Flores

Senator Kennedy: Requested that a Consent Agenda item, "Online Coordinator: Barbara Cooper," be pulled from the Consent Agenda for further review, as coordinators go through a process that does not involve the Consent Agenda. She asked why it was placed on the Consent Agenda.

President Gordon: Stated that any item on the Consent Agenda can be pulled by a Senator, and that the item would be placed on the end of today's agenda for further discussion.

voting tallies chart at the end of these minutes.]

[See the

3. Officer, Senator, & Committee Reports

A. President and Vice President's Reports:

1. President Lee Gordon:

Constitution Day: Congratulated Vice-President Drew for the upcoming Constitution Day Event to be held on September 15.

Competency-Based Education (CBE): Announced that on Thursday, Senators will receive a draft of an MOU between the Coast District and the CFE Faculty Union. The proposed agreement concerns establishing a coordinator position at OCC for Competency-Based Education (CBE). CFE is the sole bargaining agent for the faculty, and they will be our faculty voice to management on negotiation regarding the district's proposal for CBE. This topic intersects the purview of both the Faculty Union and the Academic Senate. The

4. New Business

A. Follow-up Process for Program Set standards – IE Coordinators Anna Hanlon and Kelly Holt:

Institutional Effectiveness Coordinator Holt: Reported that in Fall 2021, they completed Comprehensive Program Review. Before that, they re-envisioned the prompts and the structure of program review to align with Guided Pathways. That was endorsed by the Senate.

It was good quality work. There are areas that as an institution need to be looked at closer; they are looking at awards. Part of accreditation is creating program-set standards. It is difficult to track progress if there is not a goal. This is not something new. They are missing set goals for degrees and certificates in nine programs. It is an area to clean up and set some numbers to make and track progress. For certificates and degrees, it will be the number of completers that will be tracked.

In the program review, they were given a dashboard, data in terms of completers in terms of awards, and suggested goals based on the college's goals. These goals are set at the college level but not at the program level. Faculty need to set the standards of awards given to students. This is needed because it supports Guided Pathways' framework.

If there are programs that over the last four years have had no completers, that is not a judgement on the certificate or award but there is a reason why students are not completing the programs. This is about looking at students' journeys in a meaningful way. It gives faculty the power to help students in those areas. This is giving faculty an opportunity to connect institutionally in terms of funding. It is also part of the ACCJC requirement. It is an ER eligibility requirement and embedded in ACCJC standards.

The approach that they are presenting to the Senate is that as IE coordinators they meet with departments and provide them a document that has award titles, a four-year range, the narrative that they provided in the comprehensive program review, and the data on the Dashboard. They ask the departments to talk about it and set a floor and an aspirational goal. In the Dashboard, there are several certificates and degrees that have zero completers over the last four years. The question is "why is no one completing those in particular?" The Office of Institutional Effectiveness will use those standards, the floor, and the aspirational goal, and incorporate that into the Dashboard so that faculty members can monitor the progress of the programs in terms of awards and certificates.

This is time sensitive because there is a lot of work that needs to be done before the spring semester.

President Gordon stated that in his division, the term "career education" is a very broad term. There are quite a variety of programs. There are Allied Health Programs that have waitlists that are very likely to lead to lifelong careers and would be expected to have a small attrition rate because of the barriers to entry and commitment of time to complete. In the Business Division, there are programs like Management that people would try and then not complete. He would not want faculty to have a prescriptive one-size-fits-all approach. For example, Management will never have the rate of completion as does Allied Health.

Institutional Effectiveness Coordinator Hanlon stated that that is why it important that faculty in the programs set both floor and aspirational goals.

Institutional Effectiveness Coordinator Holt said that the data that is being provided is over four years and it is the data from the department. Faculty can look at their

department and not compare to any other departments. Faculty of that department have the authority and the purview to decide what it is that is going to work, knowing that sometimes students are not interested in completing.

