

ACADEMIC SENATE COUNCIL MEETING
MARCH 24, 2020
APPROVED

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.

PRESENT: John Freytag (President), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Alan Haslam (Representative-at-large), Kris Koblik (Professional Development), Jane Fisher (Applied and Fine Arts), Anthony Gonzales (English), Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Sangha Niyogi (Social Sciences), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Heidi Gentry-Kolen (Math/Computer Science), Joann Denning (CE), Theresa Flores-Lowery (Kinesiology), Ray Goralka (Biology/Health Sciences) Susan Parkinson (Part-time Faculty), Riva Bruenn (Part-time Faculty),

ABSENT:

GUESTS: Becky Opsata, Katy Agnost, Mary Gutierrez Dan Hagerty, Rick Robison, Kim Taugher, Toni, Fannin, Jason Mayfield

1. APPROVAL OF AGENDA OF MARCH 24, 2020 AND MINUTES OF PREVIOUS MEETINGS.

It was MSC to approve the agenda for March 24, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Koblik, Fisher, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Parkinson, Bruenn. No nays. No abstentions.
Approved

It was MSC to approve the minutes of February 25, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Koblik, Fisher, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Parkinson, Bruenn. No nays. No abstentions.
Approved

2. PUBLIC COMMENT

Kimberly Taugher said she appreciates all that everyone is doing to prepare for transitioning classes to online. However, there are equity issues among students in terms of access to the needed technology. Many students do not have web cams so we need to be flexible and patient as everyone adjusts.

Jason Mayfield said faculty need to make sure their students know they can request help to obtain the technology they need.

He said another technology issue that has come up is if students are not logged into Canvas, they cannot access the course. Therefore, he started emailing back and forth with his students to help them log in. He said if there is some way we can announce this and the availability to request technology to all students. He said he had trouble contacting many students because they could not log into the class and their contact information is not readily available so they had essentially given up.

Mayfield said we have to be very careful about any changes we make to our calendar. He said Peralta swapped their spring break to a week earlier and now they are facing a lawsuit.

3. COUNCIL COMMENT

Smiley-Ratchford said she is the Nexus coordinator. Nexus faculty do most of their Flex hours through Nexus but have to put in 8 more hours outside of Nexus. She said most of them have completed all their Flex hours by things such as attending department meetings and signing up for different activities. She said this work that we are doing to move our classes should be considered curriculum development and count towards Flex hours if they still need them.

Gerken said he is pleased with the preparations we had been working on for this transition and keeping to our governance processes in place as we do so.

Niyogi said the Racial Justice Task Force has put together a statement of solidarity in response to the xenophobia that is going on in relation to COVID-19. She said also need to remember to consider our undocumented students at this time also. She said the Task Force though that the senate presidents at all three colleges could send out the statement.

Seefer said she wants to recognize all the work that Kat King, Anne Kingsley, Jeanette Peavler and Mario Tejada have done to train and support faculty in transitioning their classes.

Goralka commented that usually IT does not support personal computers that faculty are using but in these times they need to be able to get support since most are using their personal computers at home.

Koblik commented that students are having trouble getting Adobe on their computers. IT is working on it but it needs to be expedited. She said Adobe has made their programs free for a couple of months now.

Bruenn said it needs to be communicated to Lamb that the senate supports the statement of solidarity. Freytag said he would let Lamb now.

4. ANNOUNCEMENTS

Canada said online Counseling is now available and it will be communicated to students. They are working to offer whatever works best for students.

Kiely said an email just went out to students about free online textbooks.

5. APPOINTMENTS

Curriculum Committee

Sam Needham –Math

Liz Matlock -Math

16-week Calendar Task Group

Melissa Jacobson

John Rodriguez

It was MSC to approve the appointments listed above. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Koblik, Fisher, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Parkinson, and Bruenn. No nays. No abstentions. Approved

6. TRANSITIONING DVC TO REMOTE INSTRUCTION AND SERVICES

Denning said she has reached out to the CTE program leads about their needs. She said they asked that it would be helpful to speed up our plan to put the needed technology in place.

Rosaura Ramirez-Mighetto from DSS said her job is to go into classrooms to identify DSS students. However, she and her colleagues are not sure what will happen to their jobs. She said they had their hours increased to do the extra work needed but they need tech support and have not received any.

Goralka said he still has a couple students without internet access. He said fortunately, he was able to reach them by phone to help get what they need. He said it is very important we continue to offer students the tech support they need.

Freytag said at CCC they have assigned lists of students who have not checked in to employees to contact them by phone over the next couple of days.

Gerken said his area is concerned about how to assess student progress in remote instruction classes that were not previously online. He said they are also concerned with how to do labs in the new format. He said one faculty member said they are also home schooling their own kids while taking their class online. Another said that they felt like they have been relegated to monitoring a correspondence course.

Parkinson said if faculty have not collected student's phone numbers previously, is there a way they can access them. Opsata said if you go into your roster and hover over a student's name, their number should pop up.

Gonzales said he is concerned about DSS students that had chosen to take face-to-face classes. He said Zoom can have access problems for those students. He said also we need to be flexible on when a student should log in to the class. He said they are adjusting to a different home life and need instructors to clearly let them know the expectations in this new format.

Denning said with all we are learning as we do all this work that we will emerge a better college.

7. SELECTION THE CCCDOE TEACHER OF THE YEAR

Freytag said multiple nominations were received for the CCCDOE Teacher of the Year. Hard copies of the nomination letters were distributed to Council.

Council agreed to do ranked anonymous voting. Moe tabulated the results. Tom Barber was unanimously selected for the Teacher of the Year Award this year.

Freytag asked Council to hold off on announcing it to anyone until he has a chance to contact Barber right after this meeting.

It was MSC to approve the nomination of Tom Barber as the 2020 Contra Costa County Office of Education Teacher of the Year representing the Contra Costa Community College District. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Koblik, Fisher, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Parkinson, Bruenn. No nays. No abstentions. Approved

8. 2020-2025 WORKFORCE DEVELOPMENT MASTER PLAN

Catherine Franco introduced the Workforce Development Master Plan for 2020-2025.

The Mission Statement for the plan is that the DVC Workforce Development Programs bridge the needs of students, employers and the community, by providing quality, innovative learning opportunities and support services that prepare diverse student populations to succeed in the workplace.

The Vision for the plan is that DVC's Workforce Development (WFD) Office and Career Education (CE) Programs prepare students with the skills to succeed in an ever-changing global economy based on responding to industry needs.

The Key Findings in the plan are common themes and areas of need arose out of research review, surveys, interviews and stakeholder discussions, including needs for:

- Further work to more fully integrate, align and coordinate WFD/CE efforts across the college.
- Strategic marketing and communication efforts to keep internal and external stakeholders updated about existing WFD/CE programs, services and supports.
- Improved technology infrastructure and training to support 21st century learning.
- Institutionalized and streamlined continuing education and professional development opportunities for CE faculty and staff, to ensure they provide relevant and high quality programs and services for students and are responsive to labor-market needs.
- Deepening external collaborative partnerships, as well as better coordinate and manage these partnerships across the district and the region.
- Systems and processes to effectively utilize data and research in a way that ensures programs and curriculum are responsive and incorporate best practices; promote continuous learning with partners, faculty and staff; and allow for outcome-driven accountability and evaluation.
- Equity to be embedded throughout the Master Plan to ensure that any disparities are identified and addressed and that all students have access to high quality WFD programs and services to meet their educational needs.

In the Research and Data Summary, data sources included:

- Labor Market Information (LMI) on the economy, the workforce, and growth sectors in the Bay Area and the East Bay, from:
 - California Employment Development Department (see appendix)
 - Centers of Excellence
 - Economic Modeling Specialists International (EMSI) subscription service (see appendix)
- Student data:
 - 2019 Community College Survey of Student Engagement (CCSSE) surveys
 - DVC's 2018 Career & Technical Education Employment Outcomes Survey (CTEOS);
 - DVC data on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender (2015 – 2019)
- The Committee studied reports and research from The Community College Survey of Student Engagement
- The DVC 2018 Career & Technical Education Employment Outcomes Survey: Completer and skill-building students at DVC were surveyed if they met one of the following criteria in 2015-2016 and did not enroll (or were minimally enrolled) in 2016-2017: earned a certificate of 6 or more units, earned a CE degree, or earned 9+ CTE units. The survey was administered by email, text, telephone, and addresses student perceptions of their CE program, employment outcomes and how their coursework and training relate to their current career.

DVC data on student completion, retention and success rates for the college overall and for students enrolled in CTE courses by age, race/ethnicity, and gender

The Goals and Strategies in the plan are:

Area of focus: Curriculum

GOAL #1: Curriculum

Expedite the development and alignment of Career Education curriculum and processes in response to workforce technologies and trends within the regional labor market.

STRATEGIES

1.a. Continue to develop or update quality CE curriculum in response to emerging growth sectors and industry need.

1.b. Explore mechanisms at the local and state level to expedite delivery of CE curriculum to meet industry demand.

1.c. Increase the number of online and hybrid CE courses and improve the quality of online courses by aligning with the California Virtual Campus (CVC) Online Course Rubric.

#2: Goals & Strategies

Area of Focus: Community Partnerships

GOAL #2: Community Partnerships

Increase alignment, coordination and accessibility of DVC Career Education Programs with K-12, Adult Education, community-based organizations (CBO's) and the Workforce Development Board.

STRATEGIES

2.a. Develop, enhance, and maintain effective career activities linking K-12, adult ed and community-based programs to 2 & 4 year post-secondary CE programs.

2.b. Design curriculum and activities to enhance career pathway programs that lead to early college and career awareness and/or college credit.

2.c. Develop targeted marketing strategies to promote CE programs to all community groups.

#3: Goals & Strategies

Area of focus: College infrastructure

GOAL #3: College Infrastructure

Evaluate and enhance existing college resources and infrastructure – strengthen integration of student services, instruction and learning communities

STRATEGIES

3.a. Provide equity-minded, career-focused work-readiness and career development through strategic integration of skills into existing course curriculum supported by a data-informed case-management approach.

3.b. Collaborate with college support programs to offer instructional support for CE students into, through and out of DVC.

#4: Goals & Strategies

Area of focus: Employer/industry engagement

GOAL #4: Employer/Industry Engagement

Strengthen partnerships with business and industry to prepare students for work in their field of study to assist students in gaining meaningful, self-sustaining employment.

STRATEGIES

4.a. Recruit and involve partners in work-based learning opportunities for students including guest lectures, career panels, internships, informational interviewing, industry tours, job shadowing, mentoring, apprenticeships, internships, etc).

4.b. Increase employer recruitment of DVC students through on campus recruitment, and proactively market DVC student competencies to employers.

4.c. Increase prospective and current student awareness of the opportunities provided by WFD.

Conclusion: This WFD Master Plan represents the continued growth and evolution of DVC's workforce and economic development efforts. The plan will guide our work over the next five years as we serve DVC students, staff and faculty, as well as regional partners and local businesses. As a result of the Strong Workforce Program (SWP) and an increased emphasis on student success metrics, the WFD Office will evaluate its organizational structure to align college and industry efforts through contextualized career development and enhanced access to jobs and internships for students. The plan demands that we continue to move toward an increased level of collaboration, data-driven decision-making, and coordination, all coming together to support a thriving local economy and ensure that students succeed in career and life.

Franco said to send any feedback or comments to her. Donna DeRusso this needs to go to the College Council at the beginning of the fall semester.

It was MSC to approve the 2020-2025 Workforce Development Master Plan. The following members all voted aye: Moe, Smiley-Ratchford, Haslam, Koblik, Fisher, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Parkinson, and Bruenn. No nays. No abstentions. Approved

Kim Schenk said the Curriculum Committee should also review and discuss this plan.

9. CLASSROOM TECHNOLOGY STANDARDS PROPOSAL

Freytag reminded Council the Percy Roper came to a previous meeting with this plan and we asked him to come back to discuss it further. Freytag said he and Moe visited the demonstration classroom in LC 110 and Roper did a brief demonstration. He said he know several other Council members have visited the classroom.

Percy shared a picture of the teaching set up in LC 110. He said the new standard that he is looking at doing is like it is set up in LC 110. He would like to get approval and start moving forward with the purchase of this particular setup. He said one drawback of this setup is that in this particular instance, we are going to end up taking all of the podiums that are here, out. He does not know at this time where those podiums will go. Therefore, there is not a lectern per se or podium that will be in the classrooms with the new set up. What we are going to try to do in the BFL classroom, it is a lot of this equipment to actually put it into this the cabinet here.

He said they will have a table as a place to actually put documents or just put their papers and things, and it will be the same for all the new classrooms.

Kiely said he is wondering what the total price is for this equipment and furniture is. He thinks it would be great if this could be fully vetted through the Tech Committee and get know if we could get something specifically from the Tech Committee on their opinion and their recommendation on what we should do. It sounds like it has been it has been presented to them, but he does not know if anything formal has come from them.

Freytag said he will confirm the status of that conversation at the Tech Committee.

Rick Robison said the Tech Committee did not have a real chance to vet anything or to vote on it. He said there were some concerns about the initial setup. He said he and Kat King looked at it and you have to use Zoom on your laptop computer to project from your screen. In addition, there is some audio feedback issues, but that may have been resolved. In addition, HDMI cords will be provided but that was not fully vetted by the Tech Committee. However, he realizes there is probably some fiscal year budget deadlines approaching.

Kiely thinks there needs to be more teaching faculty who chime in on this, but he also thinks that the classroom standards were developed incredibly collaboratively through a long thoughtful process so it does not seem like we should be changing it. He said making the room available to faculty isn't enough. He said there should be some events to get more people to see it and give feedback. Moreover, it would give all faculty an idea of what the classroom they are walking into will look like.

Freytag said he does not know about the fiscal year deadlines, but he does know that our administration is very eager to move on this. That said, that does not mean that we need to make a decision today if there is an opportunity with the tech committee to take a look at the plan.

Anne Kingsley said she understands the eagerness, because we wanted to have a fix for these classrooms. In addition, she thinks is where Percy's work is coming from but as a faculty member, She would want to know how this room functions. She said the initial setup that we saw at the beginning of the semester was just not going to work widely for all faculty to use so she is very hesitant to rush to redo these classrooms with technology that is not going to be appropriate for our teaching or that won't facilitate the kind of teaching we want to do in those rooms. In addition, because it has been so problematic in the past, she would hate to have to go down this pathway again because we are feeling rushed. She thinks this moment might give us a chance to pause and figure out ways to come back to this decision when it is in a good time or class to leave.

Gonzales said he teaches in LC 110. And he said he had some challenges and frustrations right from the start. There really wasn't any real training, other than a document and a handout on how to work this new technology. The first thing he did was log into the PC in and there was no monitor. Therefore, everything you are doing to log on is projected on the screen. When he uses his laptop there is no real time to set up because you have to wait for the previous to go. In his case, the PC was loading and the students were just sitting there watching it for as long as it took him to eventually give up and do something else with the lesson. That is problematic if you want to project something and you want to talk to the class at the same time. You end up sitting with your back to the classroom so you can use the use the monitor, as it's a projected up on the screen. He could have used more training. Rather than making things more convenient, we're looking for workarounds to the technology that's supposed to be more convenient.

Gerken said he heard there is not a way to connect a personal laptop to the system. This is problematic for anyone who started to use a tablet in the classroom. He's also concerned about using into individual USB drives because of possible computer viruses.

Moe said there will be HDMI cords to connect will be available and that will be a backup to connect to a laptop. If you're not comfortable with Zoom, many of us are being forced to get more comfortable with it.

Sefer said she is trying to figure out the difference from previous setups. She teaches in the BFL and she is used to that setup.

Roper said the difference is that there is no podium and right now, there are no monitors. He said this set up is about waist level. There is the document camera, wireless keyboard, mouse, and a little computer that actually runs the setup. And, there is a USB connection and an HDMI port. The system setup here has no buttons that you have to push. He is thinking of providing an HDMI cable for those individuals who would like to use their laptops and if that cable happens to disappear, the alternative would be to use Zoom. As for

tablets and things of that nature. There's no connection for tablets, the best method would be to use the Zoom as a share screen. They are trying to get away from the cables. There is an arm with a monitor for projection, but he is not sure how to add a monitor to this. He could possibly add it on the side or something but with this particular desk, it doesn't seem long enough.

Freytag asked what the timeline is to make the purchases. If it went to the Tech Committee, could we have a couple more weeks? Roper said the deadline to order is mid-April. Ideally, they want all the new furniture and equipment on the campus by the end of June so they have time to get it all set it all up. Freytag asked when the next Tech Committee meeting is scheduled. Roper said they have not scheduled one but he will try to pull one together this week. The new equipment will be in the BFL and the equipment that is taken out of there will go in LA.

Seefer said she would like to see a side-by-side list of what's changing. She asked if Roper has talked to the faculty in the BFL. She said she had not heard of this before. Roper said he has not personally talked to them but it has been discussed with Gutierrez but he is not sure what other conversations that Gutierrez had with the deans about it.

Freytag said this will come back on April 7. He and Moe are meeting with Lamb this week and will let her know about this.

10. PROGRAM REVIEW COMMITTEE

Lindsey Kong reviewed recommended changes to the Program Review templates. Part I had been in 3 sections and they reduced redundancy by taking out section 2. Some of those questions are already in other sections and the rest were moved to other sections.

The question about Equity was moved from the end of the whole report to each activity that is listed. In addition, a question about staffing needs was added to Section 1. Section 2, which had been section 3, does not have many changes. The section on funding history has been eliminated. And a couple NA buttons were added to identify programs that are not eligible types of funding. Schenk added that faculty and staffing needs will no longer be included in the 10 critical needs.

Espiritu said there were a lot of suggestions and recommendations made about the program review process, but the real valuable part of the process or the reflections, was the section where the writers actually reflected on the process and there were some really good statements that were made The art History department said the most valuable part of the process for them was the collaboration and dialogue that it sparked.

Freytag said this will come back on April 7 for a vote.

11. ANNUAL AND FISCAL REPORTS TO ACCJC

ACCJC report postponed

12. VPI REPORT

This item was postponed.

13. ACCOMMODATION POLICY FOR PROCTORIO EXAMS

Kat King presented a PowerPoint on an online proctoring software called Proctorio. It works by locking down the student's computer so students must stay in Canvas and cannot switch to other websites or programs. Students must use Google Chrome. The Proctorio extension controls a student's browser during the exam period, including disabling apps and downloads and enabling cookies.

Proctorio records video and sound. It uses machine technology to sense abnormalities (i.e. looking away). This option requires students to have a webcam/mic during test taking in Canvas, the recording is automatically analyzed for anomalies that could indicate cheating behaviors, anomalies that are flagged for review by the instructor.

Before using Proctorio, instructors are recommended to inform students about Proctorio use in their syllabus (students could opt out by choosing another class); they should share information about how the proctoring software operates, they should give students who don't want to use Proctorio the option of taking an exam in-person; and they should schedule a practice test so students can experience the tool before a high stakes exam. Information can be found under Overview on the Proctorio extension site. Suggested language is included in our Proctorio training shell.

Now that we are all on remote instruction, there are concerns. Students were not notified in course syllabi when they could have opted out. Students have concerns over browser lockdown and facial detection software. There is no alternative at this time for testing in person. During the current conditions, students may not have designated private or designated space. Internet bandwidth may not be equal (and students may be taking classes through mobile, which will not work with Proctorio). Students may not have webcams. High anxiety proctored exams work against compassionate, flexible approach advocated nationwide during this period.

Recommendations from other colleges include: Mission College is discouraging use for classes transitioning from f2f to online as it was never a requirement of the course. Instead they are encouraging faculty to change their assessment methods instead of using the tool for now; Santa Monica College found Proctorio valuable in regular online settings, but shared similar concerns and noted "we have recommend not enabling the camera and microphone setting to faculty. There are other settings offered by in this climate"; Mira Costa College shared a similar approach and advocated for (1) "helping faculty consider other exams features that can enhance security"...and (2) "thinking critically about the impulse to run exams in the time frame in which class was held...as it would be unfair to expect that everyone can still make that window of time work".

King said the recommendations they are making are to: Create a more open source/open notes based exams or projects that require students to use critical thinking, application of knowledge, synthesis, or reflection; Create more project bases assessments to meet SLOs; emphasize process work rather than exam-centric; create test banks to randomize the questions/answers choices and/or put time limits; if necessary, minimize the kinds of proctoring tools you are using on Proctorio (for example: the screen lock and the time limit) and provide alternatives for students who do not consent to this kind of technology.

The College recommendation for the accommodation policy for students is, "Given the unforeseen shift to remote learning, if a student previously in a hybrid or face-to-face course chooses not to use Proctorio to proctor an online exam, the instructor should offer an alternative accommodation or testing arrangement". Also for student facing language "Given the unforeseen shift to remote learning this semester, if you choose not to use Proctorio for an upcoming exam, an alternative assessment or alternative proctoring arrangement will be made". Alternatives include student's film themselves doing projects, performances or activities., Zoom live proctoring, additional work from textbook or online program, a paper/project related to exam SLOs, etc.

David Hagerty said we need to make sure we accommodate students or it could end up being a legal issue. Rosaura Ramirez-Mighetto works as a proctor from DSS and they need more training on Zoom. She said everyone has a lot on their plates right now and trying to train yourself adds to the load. Freytag suggested she talk to Hagerty about this.

Sefer said she is concerned Proctorio is another layer students need to learn. And other colleges are recommending to not use this tool if they have not used it in their classes before.

Mario Tejada suggested to start small with short quizzes and get the tools under your (and the students) belt before going to longer and more important exams.

Kiely said he is concerned this is a decision made by the college without really talking to instructors. Dan- another decision made by the college where they did not talk to faculty.

King said to mail any ideas even if they are outside the box to her and Kingsley. Freytag said this will be back on the April 7 agenda.

14. AS PRESIDENT'S REPORT

Freytag said the District is going to declare an emergency at a special board meeting. He said it is a formality. It said if it becomes necessary, this guarantees some kind of reimbursement from FEMA. He said other districts have done this but without talking to their senates or unions. Our district has guaranteed they will not do that. He shared an email from Mojdeh Mehdizadeh about pass/No pass grades and Emergency Withdrawals. It said the date for declaring a P/NP grade option has been moved out and that students will have the option to declare and EW for a singular class where it had been where it had been previously needed to apply to all classes students are taking. He said some schools have made all classes P/NP but we are letting students make that decision for themselves.

Freytag said research is being done to see if students' progress is impacted by getting a P/NP instead of a letter grade. He said we don't want to extend this offer for those classes until we have information to ensure students transfer capacity is not impacted.

Canada said Counseling is making sure it does not impact students because colleges they may be transferring to are not all the same on this.

Gonzales said it would be good to have some statewide uniformity on this.

Freytag told Council to let him know about any concerns that are coming out of their divisions on this topic.

15. ADJOURNMENT

There being no further business the meeting was adjourned at 5:15 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*