

ORANGE COAST COLLEGE

Academic Senate Meeting | April 19, 2022 | 11:30 am - 12:30 pm | Zoom

Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Absent	Cyndee Ely, <i>Part-Time Faculty</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Present	Lee Gordon, <i>at-Large, President</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Marilyn Kennedy, <i>Lit & Lang, PDI Chair, Secretary</i>	Present
Tyler Boogar, <i>Math & Sciences</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Dan Matulis, <i>Athletics & Kinesiology</i>	Present
Irving Chavez Jimenez, <i>at-Large</i>	Present	Leland Means, <i>Visual & Performing Arts</i>	Present
Eric Cohen, <i>at-Large</i>	Present	Jeanne Neil, <i>Business & Computing</i>	Present
Sean Connor, <i>at-Large</i>	Present		
Eric Cuellar, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Max Pena, <i>at-Large</i>	Present
Matt Denney, <i>Technology</i>	Present	Loren Sachs, <i>at-Large, Immediate Past President</i>	Present
Tina De Shano, <i>Consumer & Health Sciences</i>	Present	Jordan Stanton, <i>Social & Behavioral Sciences</i>	Present
Rendell Drew, <i>at-Large, Vice-President</i>	Present	Katherine Smith, <i>ASOCC Student Representative</i>	Absent

Guests (Optional & Voluntary Sign-In): Robert Shireman, Erin Thomas, Jaki Kamphuis, Jeanette Grimm, Kate McCarroll, Michelle Grimes-Hillman, Allissa Blystone, Andreea Serban, and Rupa Saran.

1. Preliminary Matters

- A. **Call to Order:** President Lee Gordon called the meeting to order at 11:30 A.M. and welcomed the guests in the meeting Dr. Andreea Serban and Bob Shireman.
- B. **Opportunity for Public Comment:** Jeanne Neil.
- C. **Approval of the Minutes: Motion 1: Senator Kennedy moved to** approve the April 12, 2022 meeting minutes; motion seconded; motion approved.

2. Officer, Senator, & Committee Reports

A. **President and Vice President's Reports:**

President's Report: None

Vice President Drew: Senator at-Large elections: President Lee Gordon was the only response to the position of senator at-large. His name will be placed on the consent agenda next week.

- B. **Union/Bargaining Unit Report – Union President Rob Schneiderman:** Reported that CFE sent out about 1900 to 2000 surveys to their faculty about masking or unmasking and received about 718 responses; these were not unduplicated responses, because one of the batches was anonymous so you could click on that a little more. However, the results were at 718 results. So, 51% of the faculty would like to remove the masks now, about 14% of faculty said let's wait to see what happens if there's a spike with the new variant, and 34% said that they would like to wait till the end of this semester. We

reported that to management and we're sharing that with the three senates as it is pretty much split 50/50 whether or not.

C. Diversity, Equity, Inclusiveness, and Accessibility Initiatives – Vice President Drew:

Thanked Professor Hanlon for being so diligent in working together, making the presentations for the DEIA Plan not just for Academic Senate but also for the IMC. It is a pleasure to work with her as part of the President's Task Force. He also thanked IMC co-chairs, Eric Cuellar and Nathan Jensen for being so open and allowing presentations like that come to the IMC.

D. District Board Policies and Administrative Procedures (BPAP) Committee Report – Senator Kennedy:

Announced that the **AP/BP: Certification of Freedom from Tuberculosis** policy is being moved into **AP/BP 7330: Communicable Diseases** due to title V language changes. The **AP 7370: Political Activity** policy language is being moved to the **BP 7370: Political Activity**, as per district legal counsel. The **AP 4010: Academic Calendar**, **AP/BP: Program, Curriculum and Course Development**, **BP 4225: Course Repetition and Repeatability**, **AP 4227: Repeatable Course**, and **AP 4230: Grading and Academic Record Symbols** policies have changes related to competency-based modular education due to the contract granted to Coastline college from the Chancellor's Office from the state for competency-based education. Vice Chancellor Serban will talk about the background and details about that.

President Gordon asked the Senate for unanimous consent to move directly to the topic of Competency Based Education (CBE).

3. Unfinished Business

A. Competency Based Education (CBE) – Vice Chancellor Andreea Serban, Coastline Faculty Lead for CBE Erin Thomas, Director of Higher Education Excellence at the Century Foundation Bob Shireman:

Vice Chancellor Dr. Andreea Serban: In November 2020, the California Community Colleges Board of Governors (BOG) approved changes in Title V regulations to allow for competency-based education direct assessment. Competency-based education is a modality of instruction in California Community colleges. As a result, a number of Title V sections have been developed. There is a section under [Article 6.] 55 to 78, a sequence of regulations that define various aspects of competency-based education. There is still much left that one would need to define locally.

After the approval of these changes on December 3, 2020, the State Chancellor's Office announced the availability of a grant to support the implementation of direct-assessment competency-based education degree programs. In order to apply for that grant, the interested colleges had to get approval from their Boards of Trustees. In the January 2021 CCCD board meeting, Coastline was approved to apply for this grant and subsequently Coastline was selected and is one of eight colleges statewide who are now part of the pilot project. They are working to develop competency-based education degree programs under the existing Title V but also working to develop certain things that Title V leaves vague.

Competency-based education, conceptually, is that students need to achieve a baseline level of mastery in defined competencies. Mastery is demonstrated to a variety of assessments that faculty develop. It is not seat-time anymore in the traditional sense. It

is learning supported by faculty and staff, but not at all in the traditional sense. Competency-based education, the direct assessment competency-based education, is eligible for federal financial aid which is critical because that will allow students who will be part of this programs to get financial aid. Competency-based education is not based on the traditional academic terms of credit hours but based on assessments of mastery in certain areas by demonstrating their respective competencies defined by faculty. They are like student learning outcomes, and the student will need to demonstrate through a variety of assessments that faculty develop.

There are a variety of things that Title V leaves in the air. Coastline and the other seven colleges are working to define how credit-hour equivalency and faculty load will be calculated as well as how they will end up claiming apportionment. That is the work that is being done as part of the implementation; however, there is a bound time set for certain deliverables. Coastline needs to put certain things together to submit to ACCJC to have the competency-based education degrees that they are developing, accredited. One of the requirements, in order to be accredited, is to demonstrate that applicable board policies and administrative procedures have been updated to incorporate the respective Title V regulations so CCCD can actually offer those kinds of programs in the district, so we are revising a number of BPs and APs that are relevant to this particular topic. We have had first and second readings at the BPAP [District Board Policies and Administrative Procedures] subcommittee; a third reading will be on April 29.

Under Chapter 4, Academic Affairs, some of the BPs had no revisions. The ones with revisions were revised to incorporate language from the respective Title V sections for each of the respective topics. They will bring those to the April 29 BPAP meeting where the subcommittee would need to approve the revisions so that Coastline has the necessary policies in time to submit to the ACCJC. Coastline has a group of about forty faculty who have been working diligently on the key aspects of this since January 2021. As of March 16, 2022, they selected the Management A.S. to transform to a competency-based model degree. They have talked to many higher education institutions across the country which have/had competency-based education degrees for decades, such as Brandman and others. There is also a national competency-based education network that provides support and training to any college or university interested in developing such a program.

President Gordon: Is it correct to say that board policies and administrative procedures that would be adopted for this purpose will be binding on Orange Coast College, as well as Coastline College?

Vice Chancellor Serban: Binding only in the sense that if Orange Coast College at some point decides it want to go to a competency-based education program, then those particular Title V sections will be incorporated, and they will apply. Otherwise, they really do not have any impact on OCC because it does not have a competency-based education program and are not working on one.

Bob Shireman, Director of Higher Education Excellence at the Century Foundation, First Deputy Undersecretary of Education in the Obama administration, and who also previously worked in the US Senate and the Clinton administration on education policy:

Competency-based education has been around a long time. On the positive side, it has been a way of expressing frustration with the credit-hour system, very time bound, etc., and the idea that that is too inflexible and that there should be greater flexibility. On the negative side, it is viewed by some as a way that learning can be boiled down to very minimalistic items as if instead of actually having students come to class and have rich discussions and engage in all of the things that make for a very high-quality

education. If you just told people to take the quizzes and submit a paper or two that would make up what the what the education supposedly is. We know that would not really inspire and create the successes that we want from colleges. A lot of what has happened around CBE has been related to the fact that federal financial aid can be used to pay for tuition or for a student's time, a substitute for earnings to be able to engage in the learning. You cannot just use financial aid to pay tuition to a college for someone to take an assessment, so they are trying to create a space where supposedly there is teaching and learning going on. It is not just a test. It is not just the prior learning assessment, which you cannot get federal financial aid for. It is richer than that. It is like an education where people are attending class, etc. The federal definition of credit hour is broad enough that it allows for competency-based type education without having to have this whole separate creation. However, we do have this, and the question is, Is it creating the kind of rich learning that we want a California community college education to represent? Or is it dumbing down education to checking boxes and taking low-level assessments that do not really bring about the learning that we would want?

President Gordon: Last week the CFE Executive Director and CFE President spoke on this topic; they talked about the idea of de-skilling. They had a couple of points. One, they indicated that this is often used by for-profit institutions or by institutions that are more driven by the bottom line. Second, they spoke about the idea of deskilling and McDonald's. The way that McDonald's takes the complexity of food preparation and deskills it, boils down, to a simple series of repetitive tasks. Does this marginalize the faculty in terms of their traditional roles, which is the concern of the faculty senate?

Bob Shireman: It depends on how it is done. My preference would be for it to be done through the regular, credited-hour approach. However, there may be reasons why it cannot be done there. Faculty members do ask their students to demonstrate mastery of competency. That is what a teacher does, and it is strange to pretend that we need to have something else where they asked that to happen. Maybe there is an opportunity here as I have not looked at Title V. What is the instructor role in doing what is the equivalent of an assessment of instruction, assessment and discussion in the competency-based approach? Since I have not yet looked at the regulations to understand how that is being fashioned, maybe there is a way of accomplishing that. I would want, at least in something like this, there to be a genuine pilot in the sense of really analyzing the question of what gets missed in something that is designed that does not have traditional instruction approach.

Professor Erin Thomas, Coastline Faculty Lead for Competency-Based Education:

Clarified that this is an additional learning modality for students and not designed to replace any current educational delivery models we have today. We will still have students that wish to come to class, and they will still have students who wish to take online courses, but prefer a structure of due dates every week, etc. This is really an additional modality to deliver education to help address the fact that we have 6.8 million Californians who do not have any kind of a degree. This is an option for students who have difficulty accessing a structured educational modality. It's a bit of an offense to suggest that we would create anything that is not fully academically rigorous. This is a direct assessment-competency-based education program. Students will be doing work. They will be creating authentic assessments with not much auto grading of anything in the program we are designing. When learning is fixed and the time is variable, what this means is that their target learner is likely already in the workforce and has been for potentially decades. The learner would enter a program like a management degree with a skill set and move through the material that they already know, quickly. They may move through material they may not know well, more slowly. This new learning modality

does not have a broad application. It is relevant for an industry-identified credential or certification around which to build an educational program. This would never replace the whole slew of degrees.

This is for when we have a listing of competencies, which is what they have in the Polaris model by a company called OSI Polaris. A set of competencies, for example, presentation skills. Perhaps they have a learner who has risen to a line lead, shift lead kind of role in the organization, but they cannot earn that manager title because they do not have a degree. They would enter a program like this. They would probably move very quickly through some of the relationship-building competencies. They might even do well with presentation skills. The way that works is they would come into a learning module. They would do some work. They would perform a summative assessment just an authentic assessment like give a speech. Then, they would be evaluated and to the degree that they are identified as competent, they could move forward in the program. If they are not fully competent, they would be moved back through learning content that helps them build up that competency and then they would be reassessed.

President Gordon: Would some of the workload on this be done by non-certificated personnel at Coastline College?

Erin Thomas, Coastline Faculty Lead for CBE: No, that is illegal. We do see potential faculty teams, such as a faculty member designing and creating curriculum, another faculty member interacting with the students and assisting and giving that feedback on that authentic assessment. Another faculty member may do the grading, but we do not know. A single faculty member could perform multiple roles. We just see different roles. Because Coastline has been doing online education for so long, we have an approach where we design the entire course online before the course begins. This is very similar to the methodology that is utilized in a competency-based education program. They already do assessments. They have had many discussions where they are discussing the relationship between competencies and student learning objectives and learning outcomes. We have created student learning outcomes as a means of measuring learning. Competency measurements just take that one step further probably out to the far end where they are demonstrating the knowledge. It is a logical path.

Senator Kennedy: How similar is this kind of module or class to a self-paced, on-your-own class, which gives graduate credits? Is this just a tie to certificate programs? Would faculty be able to adjust the module if it was something they taught on their own and they were the only person in charge? In other words, could a faculty member change the content, as long as they follow the curriculum or the COR?

Erin Thomas: You could have a certificate or a two-year degree. The not-for-profit colleges are offering full degrees and master's degrees in this modality. Yes, you can adjust the content. The question is are you adjusting the content because we are finding that something that is not covered thoroughly in the curriculum? We would absolutely want to address the curriculum there. I do foresee a need to have some kind of a database, some kind of a way to track iterations of curriculum and to track iterations of assessments and things like that. This is why it is just a four-year grant. It takes some time to get all the details figured out.

Senator Kennedy: The question about the content was if the class needs adjustment or updating, do you have to go through a process to do that? Can a faculty member just do that as an instructor or do they have to go back to a group, etc.?

Erin Thomas: We have not worked through those details yet. We are trying to get the version 1.0 out. If there are impacts to the way the student is assessed, then it would be logical to evaluate the impact of the curriculum change on the assessment.

Vice President Drew: Coastline within our District operates differently than OCC in many ways. Coastline, we understand, has submitted information in working through a pilot program to define how credit hours will be calculated. There are concerns around the issues of transferability and academic freedom. How much latitude does the professor have? Do you have to stick with that straight outline that is yet to be developed? The red flags went up. There are a lot of changes happening in the District, so when something like this happens in one college, it is invariably going to have an impact on the other two colleges. As Coastline puts the program together, please keep in mind that this does not just affect them but the sister colleges, with Orange Coast College being a flagship college.

Erin Thomas: There is no intention of having this modality delivered at one of the sister colleges unless that is something one of them is interested in. We are collectively figuring out credit-hour crosswalks with the other eight colleges in the collaboratives. Coastline is currently ahead of most of them just because of the way Coastline works. This should not change anything at any other college. This is just at Coastline, and it is just an additional modality. It is not replacing anything. As far as transferability that has been a huge topic. It is currently going to be a local degree, not a transfer degree, because she does not think that the four-year university partners are ready for this. Coastline listened to employers. Employers are telling them the competencies they seek. This is built around what employers are asking for: presentation skills, written communication, and financial acumen and that is what this management degree will be built around. We are currently mapping those competencies back to courses. For example, written communication, based on how it is defined by Polaris, maps very nicely to Freshman Composition. The State Chancellor is saying that the four-year university partners must accept our courses as lower division coursework. We all know that it can be a lot more prescriptive than that, but for now we are focusing on what we can control and that is their lower division coursework.

CFE Union President Rob Schneiderman: He is not going to take a position on the value of competency-based education. That is really up to others and part of the Senate's purview. What Management would like in this situation is a little different than what Erin Thomas mentioned. Management said that there would not be flexibility on teaching a course differently; it would be a master course, so these competencies are based on master courses which we still need to negotiate as to who owns the intellectual property. There needs to be negotiation on the working conditions. CFE was given a draft MOU, a proposal by the District which stated that the assessments, the quizzes, would be automated. Now the purview of the Senate at Coastline might be saying "no, we do not want" that and that is why Erin said that they do not currently have that, but that is what Management put in the MOU.

B. Live Online – Dean John Taylor and Library and Learning Support Barbara Cooper:

Dean Taylor: [Emeritus] Professor Cooper put together a short presentation on the changes that are happening because the emergency remote condition for teaching according to the Curriculum Committee has been released, and the college is no longer in an emergency session starting in June.

Barbara Cooper: We have developed a new set of distance education classes. We talked about the replacement for the ERT, and we are also upgrading the STLO which has been the traditional online class for instructors who want to teach asynchronously. The first class that will replace the ERT will be called "Changing Courses: Basics of Teaching Online." This course will teach the basic characteristics of a synchronous live online course and provide insight into creating inclusive and equitable student experience. It is going to give the instructor the ability to develop skills and virtual

communication, content presentation, understanding of reducing the barriers to student success, and creating accessible materials using the defined positive characteristics of an effective online teacher. This course is complete and ready to go. It has met all the standards.

The second course, the replacement for the STLO course, will be called the Pedagogy of Teaching Online (PTO). This is simply replacing the existing STLO course that we have required for teachers who want to teach any portion of their class asynchronously. This course will be offered asynchronously with a meeting with the instructor or the moderator of the course at the end of the course. The goal of this course is to create accessible online content and an engaging experience by using current principles, tools, and resources available with online design. One of the reasons for the upgrade is because technology has changed a lot since the last time the course was written. We wanted to make sure that we give it a new name, so that everybody understands the starting date and the ending date. This course will be ready to start this summer for teachers who would like to teach in the fall for an asynchronous component.

We have some SLOs explaining the benefits and challenges of teaching fully online because we understand how important that is. Anything put online has to be accessible. We want to make sure that everybody can use all the tools in Canvas. We want to increase the interaction. There is a different measure of attendance in an online course than there is in a synchronous course which is based on work done, not just being present. We want to work on assignments and assessments that are designed to be authentic and promote integrity. There are always a lot of issues about the safety of some of the assessments that are given online. Those are the two basic courses that are being reworked to meet the needs of the campus starting this summer.

Senator Means: For someone who is currently teaching asynchronously, to continue to do so in the fall, do they need to take this?

Barbara Cooper: No. The teachers who have already completed this course will not have to take the new course. We would be happy to have them in the course because there is a lot of new technology not taught in the previous course such as Design Works, Penato replacing Nomia, and upgraded accessibility tools.

Senator Kennedy: Is there a way that the Online Committee or OCC can deal with some faculty who seemed to be tentative about online instruction, either through their own negative experience or not understanding the breadth of it?

Barbara Cooper: There are always ways that we can help. We have open workshops once a month. We have technical workshops on a regular basis. We have support tickets. Somebody could put in a support ticket, and we can work with them on their particular issue. Maybe somebody in their discipline would make a good mentor. That would be one of the things to look at because there are significant differences in their divisions and different needs for their students.

Barbara Cooper: We would like to offer an advanced course now with taking online learning to the next level. This course is to be taught and it has to be based on the California Virtual Campus Course Design Rubric. It is what they use for the CVC course exchange. This course would require a prerequisite of the STLO. We have decided that in order for instructors to be really ready to take this class that we recommend that they have taken the STLO in Canvas. We have now had Canvas for eleven years. If somebody trained in other previous platforms, then it would be more difficult for them to complete this course effectively and they should take the STLO course first. Both of those are twenty-hour courses asynchronously. This course is to meet the standard. This person would develop a completely online course. Then, it would be viewed by a new

committee we hope to create, called POKER, the committee that reviews courses before they are sent to the CVC for evaluation to be added to the exchange, so this would be a brand-new course.

Dean Taylor: This meets the current needs with the changing of the emergency remote going away. It prepares faculty to be placed in the proper place in the future to participate more fully in the course exchange, as that becomes more common a lot more students will be seeking courses through the exchange.

Barbara Cooper: Those two classes will begin June 1 and the other two classes, the existing ones, would be sunsetted.

Senator Kennedy: What is the process via the Curriculum Committee for the classes for the CVC to be reviewed by a new committee before going to the CVC?

Dean Taylor: That is the CVC process. It is not a local process. Before you get quality assured status in the CVC system, they have what they call "peer online course review" where other experienced online teachers look at your course and say, "this meets the CVC standards of quality." It is not in content. It is a navigation and accessibility.

Curriculum Chair Charles Otwell: There is a POKER process that does it. The Curriculum Committee does not do it.

Barbara Cooper: I have already taken the POKER training. Based on that training, which is the basis of this course development, as well.

4. New Business

- A. **Fall Flex Day: Faculty Ideas – Vice President Drew:** Stated that for the next upcoming Flex Day, they would like to have a Flex Day presentation. This item will be on next week's agenda. He asked the senators to brainstorm and share ideas of what kind of workshops they would like to have.

5. Adjournment of the Regular Meeting

President Gordon adjourned the meeting at 12:27 p.m.

6. Approval of the Minutes: April 26, 2022

MINUTES: First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

Voting Tallies Chart

Motion 1	Senate Membership
4/12/22 Minutes	

Please note that the presiding officer's vote shall be recorded as an abstention, unless breaking a tie.

Absent	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Aye	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Chavez Jimenez, Irving: Senator-at-Large (2021-2024)
Aye	Cohen, Eric: Senator-at-Large (2021-2024)
Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-23)
Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Drew, Rendell: Vice President , Senator-at-Large (2020-2023)
Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Abstain	Gordon, Lee: President , Senator-at-Large (2019-2022)
Aye	Kennedy, Marilyn: Secretary , Literature and Languages Senator (2019-2022)
Absent	Lloyd, Doug: Senator-at-Large (2020-2023)
Aye	Matulis, Dan: Athletics and Kinesiology Senator (2020-2023)
Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Aye	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	Otwell, Charles: Curriculum Chair (Non-Voting)
Aye	Pena, Max: Senator-at-Large (2019-2022)
Absent	Sachs, Loren: Senator-at-Large (2019-2022) 11:53 arrival
Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)