

## **ALLAN HANCOCK COLLEGE** **Academic Senate Meeting**

Minutes for Tuesday, October 28, 2025

4:00 – 6:00 pm

Room F-225 (Fine Arts Building)

*[See bottom of the minutes for details on \*, \*\*, \*\*\*]*

### **Academic Senate Executive Committee (ASE):**

President: Alberto Restrepo

Vice President: Ana Gómez de Torres

Secretary: Héctor Álvarez

Member-at-Large: Fred Patrick

Member-at-Large: Thesa Roepke

### **Academic Senators Present (Voting):**

Héctor Álvarez, Diane Auten, Ben Britten, Bob Bryant, Chris Carroll, Leonard Champion, Rajni Chaudhari, David DeGroot, Alicia Fox, Yvon Frazier, Amy Gisclon, Ana Gómez de Torres, Sean Gottlieb, Melanie Guido Brunet, Chris Hite, Anna Kopcak, Martin Landeros, Gabriel Marquez, Shavaun Maxson, Fred Patrick, Carissa Perales, Chuck Provencio, Alberto Restrepo (votes only to break a tie), Alina Romo, Monique Sequera, Danya Serrano, Chris Sprecher, Kiri Villa, Liz West

### **Associated Student Body Government (ASGB) Student Representative(s) Present:**

Faith Davis

### **Guests Present:**

Erica Biely (Institutional Effectiveness), Karina Lara (Faculty), Nathaniel Lynn (Information Technology), Monica Millard (Dean, Academic Affairs), Andria Perdue-Keiser (Interim Dean, Community Ed.), Deborah Pirman (Dean, Academic Affairs); Jessica Solorio (Faculty); Vickey Smith (Curriculum Analyst), Yvonne Teniente (Dean, Student Services)

\*\*\**Remote Participant Guests:* Christine Reed (Faculty), Mary Patrick (Dean, Academic Affairs), Susie Kopecky (Faculty), Kristen Milligan (Dean, Student Services)

### **CCPD Councils' Co-Chairs and Senate Committees' Chairs Present:**

Student Learning Council: Julia Raybould-Rodgers (Faculty) & Bob Cury (Associate Superintendent/VP Academic Affairs)

Student Services Council: Maria Arvizu-Rodriguez (Faculty) & Genevieve Siwabessy (Associate Superintendent/VP Student Services)

Human Resources Council: Thesa Roepke (Faculty)

Institutional Effectiveness: Council: Fred Patrick (Faculty) & Craig Bach (Exec. Director Institutional Effectiveness)

Technology Council: Alberto Restrepo (Faculty)

Academic Policy & Planning (AP&P): Larry Manalo (Faculty) & David DeGroot (Faculty)

### **ACADEMIC SENATE AGENDA:**

#### **1. Call to Order. [2] (AR)**

Meeting called to order at 4:02 p.m.

#### **2. Roll Call (30):**

H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, L. Champion, R. Chaudhari, D. DeGroot, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, M. Guido Brunet, C. Hite,

A. Kopcak, M. Landeros, G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, A. Restrepo, T. Roepke, A. Romo, M. Sequera, D. Serrano, C. Sprecher, K. Villa, L. West

**Quorum met**

**3. Approval of Minutes from 9/23/2025 \* [5] (HA)**

**Motion to approve by A. Kopcak /seconded by B. Britten**

**Yes: (29):** H. Álvarez, D. Auten, B. Britten, B. Bryant, C. Carroll, L. Champion, R. Chaudhari, D. DeGroot, A. Fox, Y. Frazier, A. Gisclon, A. Gómez de Torres, S. Gottlieb, M. Guido Brunet, A. Kopcak, M. Landeros, G. Marquez, S. Maxson, F. Patrick, C. Perales, C. Provencio, T. Roepke, A. Romo, M. Sequera, D. Serrano, C. Sprecher, K. Villa, L. West

**No: (0)**

**Abstentions:** (1): C. Hite

**9/23/25 Minutes approved**

**4. Public Comments. [3-minute limit per individual]**

No public comments

**5. President's Remarks. [10] (AR)**

Multicultural Gender Studies Requirement (MCGS) Proposal:

AR received questions about next steps. He reminded everyone that the proposal was tabled at the last meeting; however, it should have technically been postponed. The proposal can be returned as an information item at a future Senate meeting. D. Auten asked if departments should still vote. AR replied not now, if the proposal returns then it will be as an information item for future action (then a vote will be needed), in the meantime departments should be aware of the proposal.

Title 5 Guidance regarding Academic Senates:

A portion of Title 5 (§53200) regarding Academic Senates will be shared. This type of content is usually incorporated into the President's Governance Presentation. The Academic Senate is the official faculty representative body on "10+1" academic and professional matters, and the Senate has power, but its power is limited to 10+1 matters. Collective bargaining issues should not be brought up/addressed in Senate meetings, these are to be raised in their respective bargaining units and not deliberated at Senate meetings. However, there will be times when overlap occurs (an example is Professional Development), and in situations of overlap the Faculty Association will be invited.

**CONSENT**

**6. AB 705/1705 Validation of Credit English as a Second Language (ESL) Course Sequences \* [5] (AR)**

B. Curry: The Chancellor's Office is requesting, for the first time, that colleges report their credit ESL course sequences to support systemwide data collection and dashboard development. The submission of the request confirms ESL sequences have been reviewed by discipline faculty and requires approval by the Academic Senate. E. Biely (EB) added: this process is not an official validation of courses but confirms this has been reviewed by discipline faculty: M. Nishimori, G. Phelan, A. Perdue-Keiser, and J. Knight have received the template for review.

A. Restrepo (AR): any document that requires the Senate President's signature first must have approval by the Senate (and it's presented to the body for review). It was confirmed that discipline faculty have reviewed/vetted this item, and this is why it's under consent agenda. It is due to Chancellor's Office by October 31<sup>st</sup>.

**AR asked if there are any motions or requests to table or pull this item from Consent.**

**Hearing none: AB705/1705 Validation of Credit English as a Second Language (ESL) Course Sequences is approved by unanimous consent.**

**7. Curriculum Summary Report. \* [5] (L. Manalo (LM))**

L. Manalo (LM) thanked D. DeGroot for his efforts to get all the common course numbering courses in this summary report. LM also thanked the faculty for all their course reviews and the modifications completed; shout-out to Ethnic Studies and the English department (they have undergone multiple reviews for their courses to meet competencies for ethnic studies area for Cal-GETC. LM mentioned that with the 1<sup>st</sup> phase of Common Course Numbering, the Chancellor's Office announced an expedited approval for programs impacted by Common Course Numbering. In response, AP&P approved a motion for blanket authorization for all affected programs, eliminating the need for individual faculty proposals. This approach aligns with Chancellor's Office directive.

**AR asked if there are any motions or requests to table or pull this from Consent. Hearing none: the Curriculum Summary Report is approved by unanimous consent.**

**ACTION ITEMS**

**8. BP/AP 5200 Student Health Services. \* [5] (M. Arvizu Rodriguez/G. Siwabessy)**

BP 5200:

**Motion to approve by B. Bryant/seconded A. Fox**

**No: (0)**

**Abstain: (0)**

**BP 5200 is approved by consensus**

AP 5200:

**Motion to approve by A. Fox/seconded by B. Bryant**

**No: (0)**

**Abstain: (0)**

**BP 5200 is approved by consensus**

**9. BP/AP 5210 Communicable Disease. \* [5] (M. Arvizu Rodriguez/G. Siwabessy)**

BP 5210:

**Motion to approve by B. Bryant/seconded A. Fox**

**No: (0)**

**Abstain: (0)**

**BP 5210 is approved by consensus**

AP 5210:

**Motion to approve by B. Bryant/seconded A. Kopcrack**

**No: (0)**

**Abstain: (0)**

**AP 5210 approved by consensus**

**10. 2025 – 2028 Student Equity Plan (SEP). \* [10] (Y. Teniente/E. Biely)**

Discussion:

Y. Teniente (YT) addressed recent faculty inquiries regarding how students will be prepared for college readiness. She shared the First-Year Experience (FYE) program targets students needing additional college readiness support, with events and activities planned during the summer to help better prepare students prior to the start of fall classes.

F. Davis, ASBG student representative, asked if there were any high school visits planned. YT confirmed a recruitment timeline has been developed, with a goal of enrolling 225 students at the high schools. Recruitment efforts will focus on fall outreach (including classroom visits, parent nights, and professional development for high school partners), followed by spring

preparation activities for admitted students. High school partners are being incentivized through friendly competition, will small rewards (coffee and donuts) for meeting recruitment targets.

**Motion to approve by A. Kopcrack/seconded by B. Bryant**

**No: (0)**

**Abstain: (0)**

**2025 – 2028 Student Equity Plan (SEP) approved by consensus**

Next steps: the SEP moves to College Council on November 3<sup>rd</sup>, then to the Board of Trustees, then the Chancellor's Office

**INFORMATION (FOR FUTURE ACTION/APPROVAL)**

**11. BP/AP 4900 Transfer of Credit and Course Waiver. \* [5] (J. Raybould-Rodgers/B. Curry)**

First Read.

5-year review, no changes; the AP has been sent to counseling area (B. Britten, Y. Teniente and D. DeGroot have looked at it): no changes to the AP, it's overdue for 5-year review.

A. Kopcrack raised questions regarding Step 1 in the AP, specifically whether the reference to transfer students requesting a course substitution applies to students transferring into the college or to students pursuing a transfer degree. B. Curry (BC) clarified it applies to students transferring into the college. L. Manalo asked if the college considers recency for any of our courses, BC replied he is not aware of any recency language.

**AR: Senators are take the BP and AP to departments for input.**

**12. BP/AP 5052 Open Enrollment. \* [5] (M. Arvizu Rodriguez (MAR)/G. Siwabessy (GS))**

First Read.

BP 5052:

MAR: undergoing its 5-year review. Incorporates League language changes that any course is open for enrollment so long as students meet any stated prerequisites.

AP 5052:

Expands on the League changes on limitations for exceptions where enrollment may be restricted/limited.

Suggestion from the floor: to write VP SS instead of Chief Student Services Officer. GS agrees to make the change to VP Student Services. AR mentions the title in the college is VP Student Services and Chief Student Services Officer is considered a broad, generic name.

**AR: reminder that feedback or questions should be sent to presenters, and for items that are coming from a Council, it should be sent to the Council Co-Chairs, not to Senate Exec.**

**13. BP 5205 Student Accident Insurance. \* [5] (M. Arvizu Rodriguez/G. Siwabessy)**

First Read.

BP 5205 is a very brief BP. It states that the District ensures that students are covered by accident insurance as required by law.

A. Kopcrack asked about the BP's reference to Ed Code: if Student Services Council considered if the Ed Code reference had any implications that would cause issues like in a previous policy concerning weapons on campus did? Presenters should look at it further.

**AR: Senators are to take this to their departments, and questions or comments are to be sent to presenters.**

## **REPORTS AND DISCUSSIONS (NON-ACTION ITEMS)**

### **14. Institutional Grants Update. \* [5] (L. McNulty)**

**A. Kopcrack moves to postpone/seconded by B. Bryant**

**No objections/abstentions**

**Item is postponed**

### **15. Faculty Innovation Grant Report. \* [10] (A. Fox) *Native Bee Awareness and Development of California Native Bee Education Materials.***

A. Fox (AF) summarized her funded project focused on expanding native pollinator habitats on campus and increasing awareness of native bees. This work builds on several years of student bee research and surveys conducted in AF's courses. This funded project focused on distinguishing native bees from European honeybees and improving pollinator habitat and developing educational materials to support curriculum and the development of classroom activities. The project fostered collaboration with faculty across different program areas, particularly within Early Childhood Studies (ECS). Collaboration with ECS faculty included T. Roepke and Y. Frazier, and with faculty in Agriculture programs that included E. Krier and T. Vassey.

Activities included expanding and diversifying native plantings on campus. Visits to the AHC Student Farm to examine the established Chumash Garden project to explore how to prepare new areas for future pollinator gardens on different parts of campus. Students also learned how to improve habitat infrastructure and explored developing proper irrigation systems. A notable finding was the first recorded campus sighting of the red-legged oil digger bee (this bee is usually found in more arid, desert environments, not locally) and the presence of monarch caterpillars.

Educational outreach was integrated throughout the project through the creation and distribution of native bee awareness materials, participation in campus events such as Earth Day and Farm Day, ECS classroom presentations giving students brief assessments and how to develop lesson plans around bees to understand key differences for better (future) instruction, and a staff training session also took place. The project helped to develop a strong foundation for continued pollinator habitat expansion, instructional collaboration with faculty in other departments, and campus-wide awareness efforts. Future goals include increased signage and providing native plants near ECS area.

### **16. Disaggregated Grade Data Reports to Faculty. [10] (B. Curry (BC))**

A. Restrepo (AR) shared this topic is on agenda again, this time with more time allocated to ensure clarity and transparency, and so faculty can provide input to the administration before this gets implemented in a few weeks.

B. Curry (BC) mentioned that when he was a faculty member (at a previous institution) he found reports such as this very helpful. He shared that the Disaggregated Grade Data Reports will be delivered to faculty mailboxes within the next several weeks, and that it should be viewed as tool for self-reflection rather than evaluation. It can help faculty see where they are in relation to their discipline's average. An example of the report was projected and reviewed. It's designed as a one-page document showing discipline-level aggregate data (like what you see when doing program review) alongside an individual faculty's course data within the discipline disaggregated by student demographics (as commonly used by AHC in data reports).

A. Kopcrack asked if reports could have longer 'lookback periods' (e.g., up to five or seven years) to possibly reveal more significant trends.

L. Manalo (LM) asked if data could be further disaggregated than what the report is set to show now, adding that breakdown into ethnicities or language groups may yield more meaningful

results to faculty. LM also asked if Canvas may offer opportunities for richer data collection in the future.

E. Biely (EB) mentioned it's an ARGOS report, developed with support from Institutional Effectiveness and IT, and it will have a three-year rolling average of grades, success and retention data all showing on a single page, distributed yearly to faculty. EB added that current data relies on what students' answer on *CCCAppl*y, and although there are questions for student to indicate if they have an interest in ESL, or if they are comfortable reading and writing in English, these questions are optional and therefore the student responses are limited responses to gain meaningful data to analyze.

Several senators also raised broader questions about the purpose and use, who will have access to the report, how the data will be used, and are there guidelines to prevent misuse. Other faculty questions centered on why it's a paper, mailed report vs sending it electronically.

M. Guido-Brunet emphasized the importance maintaining the integrity of curricular content and not 'dumbing down' courses as data gets analyzed. She noted how success rates have shown decline due to removal of basic skills courses and the reality that many students are not fully prepared to meet college-level expectations.

G. Bach encouraged faculty to interact with data in this first round/initial report and to make notes of other ways they would want to 'slice and cut' the data so future reports can be generated—the goal is for these reports to be meaningful to faculty.

V. Smith suggested, from a curriculum perspective, the value of having data that can track whether changes in curriculum are associated with shifts in student outcomes, and if data could compare the performance of first year and second year students to better understand how experience and progression influence success over time.

A. Perdue-Keiser (APK) asked if there were plans for the report to include non-credit courses with SP grades. B. Curry mentioned that not in this first batch of reports and that it would be worth exploring, as not all NC courses use SP grading. APK replied it could be for courses within the Career Development Certificates offered by the college.

**17. Title 5 Revisions Relating to Course Outline of Record. \* [15] (AR/D. Degroot/V. Smith)**

Discussion focused on upcoming changes to curriculum proposals as a result of updated Title 5 regulations and the implications for faculty and the curriculum review process. Vickey Smith (VS), Curriculum Analyst, explained that proposals for new or modified courses and programs will look different due to the new Title 5 requirements, particularly those related to diversity, equity, inclusion, anti-racism, and accessibility (DEIA/IDEAA), as well as ADA compliance.

A. Restrepo outlined key Title 5 revisions affecting Course Outlines of Record (CORs). These include a new requirement that curriculum committees ensure CORs explicitly describe how courses engage diverse student populations and promote equitable outcomes, as well as a requirement to guarantee accessibility for students with disabilities in alignment with updated ADA Title II regulations. He noted further that all CORs must now be available to the public, which raises additional considerations to ensure accuracy, consistency, and compliance. These changes mean that faculty modifying a course may encounter newly required DEIA and accessibility fields in CurricUNET that must be completed before submission.

VS demonstrated how CORs will need to incorporate DEIA-related elements, including inclusive assignments, methods of evaluation that support diverse learners, and references to Universal Design for Learning. While some of this language already exists in CurricUNET, these sections will soon become required. She emphasized that colleges have local control over how they meet these requirements and that guidance varies statewide. To support faculty, she is gathering examples and resources from other colleges and statewide Academic Senate materials and will work with AP&P to establish clear procedures.

Logistical and technical challenges were discussed, particularly the lack of a current CurricUNET function to publicly post all CORs, which may require interim solutions such as hosting them on the AP&P website.

Concerns were also raised about information drift if CORs are copied into multiple locations, reinforcing the preference for a centralized, system-generated solution.

L. West asked if these Title 5 requirements intersect with Common Course Numbering (AB 1111). It was clarified that the two are separate processes and that Common Course Numbering templates do not currently include Title 5 DEIA language. While this was acknowledged as a missed opportunity to streamline work, it was noted that future phases of Common Course Numbering may better integrate these requirements.

L. Manalo stressed the importance of approaching Title 5 compliance thoughtfully and authentically and consider the integrity of the COR. Faculty expertise and curricular integrity should not be sacrificed, this should not be approached as solely a "check-the-box" exercise. DEIA and accessibility language should reflect genuine instructional practices that serve students. It was emphasized that this work should be deliberate, locally defined, and grounded in the needs of each discipline and that faculty are key to this.

Several senators raised the need for professional development to support these changes. In response, it was noted that both campus-based and CCC systemwide resources already exist and that future support should be tailored to departments and disciplines rather than delivered through one-size-fits-all training. The meeting concluded with the shared understanding that these changes are significant, imminent, and intended to strengthen curriculum in service of students. It was stressed that continued communication and support will be essential as implementation moves forward.

**CCPD COUNCILS AND COMMITTEES' REPORTS (NON-ACTION ITEMS) [3 min each unless otherwise indicated.]**

None

**ACADEMIC SENATE STANDING COMMITTEES' REPORTS (NON-ACTION ITEMS) [5 min each unless otherwise indicated.]**

None

**18. FUTURE AGENDA ITEMS AND DEPARTMENT SUGGESTIONS.**

None

**19. ADJOURN**

**5:38 pm: B. Britten moves to Adjourn/seconded by B. Bryant**

\* *Documents available on Senate SharePoint*

\*\* *Documents available in previous Senate meetings on SharePoint Folder*

\*\*\* *If a Senator is requesting remote participation due to "just cause" or "emergency circumstances" (per AB 2449) they must submit a request form prior to the meeting and use the Zoom link below.*

*Remote participation for "just cause" is limited to two (2) meetings in a calendar year.*

*Remote participation due to "emergency circumstances" is limited to 20% of the regular Academic Senate meetings in a calendar year (which is equivalent to three meetings for AHC's*

*Academic Senate) and requires approval by the body at the beginning of the meeting (which means it is not guaranteed).*

*If any Senators are participating remotely, this link will also be available to the public for viewing or making public comments. If no Senators are joining remotely, the meeting will be open to the public only at the designated physical location that is listed at the top of the agenda.*

*Senator's Remote Participation Link:*

*<https://hancockcollege.zoom.us/j/95506515929>*

### **2025-2026 Academic Senators (Department Faculty Representatives):**

<b>Academic Student Services:</b> Dave DeGroot	<b>Applied Social Sciences:</b> Yvon Frazier	<b>Business:</b> Bob Bryant
<b>Counseling-Personal Development:</b> Ben Britten, Carissa Perales, Kiri Villa	<b>English:</b> Melanie Guido Brunet Chris Carroll Alina Romo	<b>Fine Arts:</b> Chris Hite, Anne McMeeking
<b>Health Sciences:</b> Amy Gisclon Shavaun Maxson	<b>Industrial Technology:</b> Gabriel Marquez	<b>Kinesiology, Recreation, Athletics:</b> Chuck Provencio
<b>Languages &amp; Communications:</b> Diane Auten	<b>Life &amp; Physical Sciences:</b> Alicia Fox Sean Gottlieb	<b>Mathematical Sciences:</b> Anna Kopcrak Martin Landeros Liz West
<b>Public Safety:</b> Mark Hammil or Leonard Champion	<b>Social &amp; Behavioral Sciences:</b> Danya Serrano	<b>Part-Time Faculty Reps.:</b> Monique Segura Chris Sprecher Rajni Chaudhari