ORANGE COAST COLLEGE

Academic Senate Meeting | September 30, 2025 | 11:30 am - 12:30 pm
Student Union 214 | Zoom Link: https://cccd-edu.zoom.us/j/88213592749

Academic Senate Member Attendance			
	Jason Ball, *Part-Time Faculty*	✓	**Marilyn Kennedy,** *Lit & Lang, PDI Chair, Secretary*
✓	**Carol Barnes,** *Counseling*	✓	**Mike Lannom,** *Curriculum Chair*
✓	**Lauren Becker,** *Consumer & Health Sciences*	✓	**Mickey Laux,** *at-Large*
✓	**Allissa Blystone,** *Math & Sciences*		**Jodie Legaspi Kiaha,** *Athletics & Kinesiology*
✓	**Tyler Boogar,** *at-Large, Parliamentarian*	✓	**Kate McCarroll,** *at-Large*
✓	**Eric Budwig,** *Technology*	✓	**Irene Naesse,** *at-Large*
✓	**Jenny Chaiyakal,** *at-Large*	✓	**Leland Paxton,** *Part-Time Faculty*
✓	**Jodie Della Marna,** *Library*	✓	**Katherine Sheehan,** *Visual & Performing Arts*
✓	**Rendell Drew,** *at-Large, President*	✓	**Jordan Stanton,** *Social & Behavioral Sciences*
✓	**Cyndee Ely,** *Part-Time Faculty*	✓	**Anna Huynh,** *ASOCC Representative*
✓	**Carly Gonzalez,** *at-Large*		**Vacant,** *at-Large*
✓	**Lee Gordon,** *Business & Computing, Vice President*		**Vacant,** *at-Large*

Please see the Voting Tally Chart after these minutes for individual members' votes.

Guests (Optional & Voluntary Sign-In): Lucy Grams, Andreea Serban, Anna Butler, Arabian Morgan, Curtis Williams, Diane Brown, Heather Dy, Maryann Watson, Vesna Kuo, Angelica Suarez, Tara Giblin, Sheri Sterner, Rich Pagel.

1. Preliminary Matters

A. **Call to Order: President Drew** called the meeting to order at 11:34 A.M.

B. **Public Comments**: College President Suarez, Linda Bagatourian

C. **Approval of the Minutes**
Motion 1: Secretary Kennedy moved to approve the September 23, 2025, minutes, seconded, approved.

D. **For the Good of the Order**

Senator Barnes thanked **Linda Bagatourian** for raising an important concern about transfer students. Senator Barnes explained that many students mistakenly assume their unofficial transcript, which combines courses from all three district colleges, is the same as their official transcript; it is not. If students send only the OCC official transcript, which does not include courses from GWC and CCC, they are rejected for admission. The rejection negatively impacts students, transfer rates, and the OCC brand. That brand is that Orange Coast College is widely recognized as a leading transfer institution in Orange County, sending more students to UC and CSU than any other OC community college. She noted that other districts have already implemented a district-wide transcript system, which both assists transfer students and promotes their brand. She urged OCC to support the creation of a district-wide transcript to benefit students and enhance programs such as UCLA's Transfer Alliance Program (TAP) and UCI's Honors-to-Honors pathway (H2H). It has practical benefits for students, as ordering one transcript saves them money and reduces barriers to transfer.

Senator Blystone thanked faculty and staff for submitting their attendance for Flex Day and acknowledged the efforts of all presenters and attendees. She requested that senators remind faculty in their divisions to check their Flex transcripts to ensure accuracy. Blystone briefly shared her screen to demonstrate how to

access this information: faculty can log into the Faculty and Staff page, select Cornerstone, scroll down to Flex Credit Information, and click on the Cornerstone Reporting Dashboard. She explained that faculty have a contractual obligation of six Flex credits per semester (12 per fiscal year) and encouraged everyone to verify that their hours are logged correctly. The dashboard provides details on which sessions have recorded attendance, which sessions did not, and any no-shows. Blystone advised that if faculty notice errors in their Flex reporting, they should reach out directly to the session presenter for resolution.

2. Consent Agenda

No Consent Items.

3. Officer, Senator, & Committee Reports

A. President and Vice Presidents' Reports
1. **President Rendell Drew: President Drew** encouraged senators to attend the upcoming Accreditation Open Forum.
   He reported that on September 26th, he met with **Academic Senate Vice President Lee Gordon** and **Vice President of Instruction Tara Giblin** to discuss the program viability issue. Program viability reviews are designed to assess whether instructional programs should continue, usually in response to issues identified during the program review process. However, the current viability procedure, detailed in an 8 to 9-page document available on the Senate website, is "very, very detailed," which can slow the process considerably. The last formal viability review process was approved by the Senate on April 7, 2015, revised again on May 10, 2016, and endorsed earlier by the Planning and Institutional Effectiveness Committee as well as OCC Deans and Vice Presidents in 2014. The existing framework can take weeks and months to navigate. The issue will be brought to the Academic Senate E-Board and then to the Senate for discussion and possible changes. The current guidelines are on the Senate page.

2. **Vice-President Lee Gordon**: No report.

B. Curriculum Committee
Curriculum Chair Mike Lannom noted that the Curriculum Committee has a voting meeting scheduled for October 1 in Student Union 214. Courses are beginning to move through the new CourseLeaf program, and the rollout appears to be going smoothly. The committee will be reviewing and potentially approving the first batch of courses at this session.

Senator Boogar asked **Chair Lannom** whether there were any updates on revising the residency requirements for local AA degrees.

Chair Lannom responded that the issue is "on the agenda" for the next meeting, as presentations were given at the last voting meeting two weeks ago to begin addressing the matter, and the committee is now in the process of formulating proposed residency requirements. These will eventually be brought to the Academic Senate for discussion and endorsement.

**C. Academic Standards Committee:**

Academic Standards Committee Chair Leland Paxton reported that the committee met last Friday and will meet again in one month. The primary topic of discussion was the AI policy and guidelines currently under deliberation at the district level. At the College level, the committee is working on complementary guidelines for faculty, with the goal of completing this work by the end of the semester, so that finalized guidelines can be distributed to faculty. He explained that at the next committee meeting, members hope to finalize—or come close to finalizing—a draft of the guidelines. That draft will then be forwarded to the Academic Senate for review and approval before being sent to the Office of Instruction. He also added that this term, the committee will begin work on guidelines for students, to ensure academic standards are upheld in relation to AI use.

A. Enrollment Swirl Update – Sheri Sterner and Lucy Grams

Dean Sheri Sterner expanded on the Swirl Dashboard data presented at the last Senate meeting, noting that the dashboard identifies students whose primary enrollment (the majority of units) is at OCC and then tracks what additional classes they take at Golden West or Coastline. She emphasized that both the number and percentage of students *swirling* to sister colleges has been increasing steadily since pre-COVID. For fall 2025, the dashboard shows approximately 5,900 enrollments swirling out of OCC, which equates to nearly 700 FTES. Given that the college has roughly 53,000 total enrollments, this represents around 10% of OCC's FTES allocation being lost to Coastline and Golden West. With the Student-Centered Funding Formula (SCFF) allocating 70% of resources based on resident FTES, Sterner underscored the financial significance: at an average of $5,500 per FTES, this swirl loss translates to an estimated $3.8 million in funding impact.

Dean Sterner also clarified the misconceptions that OCC "gets back" an equal share of swirls from the other colleges. While OCC used to be the primary destination for students swirling from Golden West and Coastline, that is no longer the case. Instead, the data shows that Coastline and Golden West students are now increasingly swirling to each other rather than to OCC. While most swirls still involve online courses (particularly at Coastline), OCC is now seeing a growing number of students swirling into Golden West's day classes—a shift from earlier patterns that were primarily distance education. Sterner pointed out this increase began last fall and has grown again this fall, making it a trend worth further analysis. She reminded the Senate that OCC currently receives 52.11% of the District's overall funding allocation, but as OCC enrollments have decreased and sister colleges' enrollments have grown, that percentage has been slipping. *Swirling* is a contributing factor. Faculty can examine the dashboard closely to understand the effects on OCC's funding and enrollment grants.
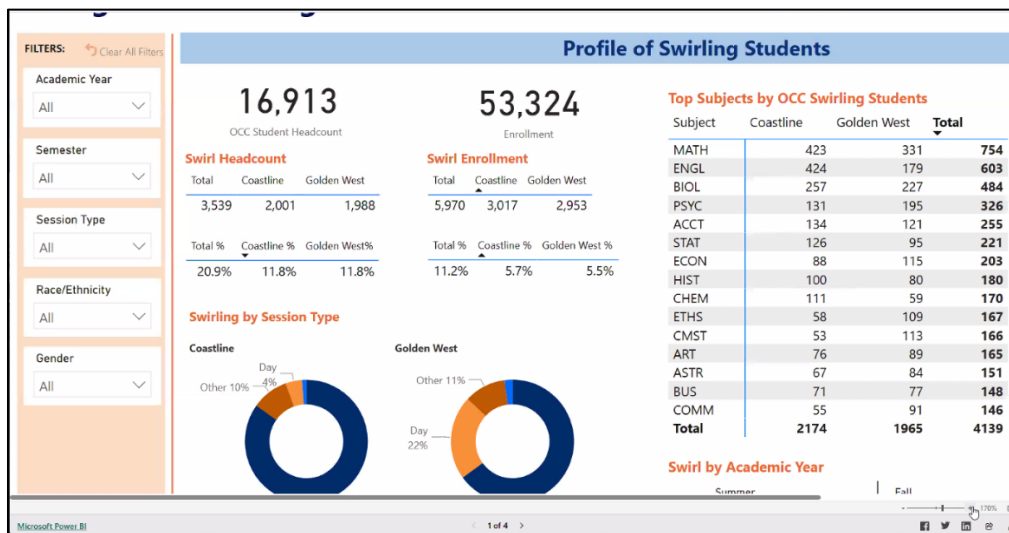
Dean Sterner explained that for funding purposes, FTES is attributed to the college where the student is enrolled in the course. However, for the purposes of the Swirl Dashboard, OCC identifies resident students as those taking the majority of their units at OCC. This allows the college to see how many of its primary students are also taking courses elsewhere. This usually means students are taking at least three classes at OCC, and that students who take the majority of their classes at another college are not counted as OCC residents.

Senator Becker asked if there is a comparison of swirling loss to the percent loss of full-time faculty at OCC versus other campuses? Is there a comparison of the percent loss of sections due to the full-time faculty loss? **Dean Sterner** said that the dashboard does not provide that type of analysis. The swirl data can be broken down by subject, which could be aligned with departmental data on faculty assignments and section

offerings at OCC. Comparisons could not be drawn across the District, but they could pull it together if OCC requests that.

Senator Paxton asked whether it was reasonable to assume that students primarily swirl for two reasons: "because of a closed class that's waitlisted, and because there's a preferred modality—online or in person?" **Dean Sterner** stated that the available evidence points suggest those two reasons, but they would like to hear that directly from students. She added that the dashboard shows a high correlation between the top subjects that students swirl for and the top waitlisted classes at OCC. Sterner cautioned, however, that "correlation is not causation," but the overlap does reinforce that students swirl both because closed classes push them out and because they seek a preferred modality. She noted this could further explain why students are swirling into Golden West or Coastline, particularly in high-impact required courses. Sterner emphasized that by comparing section reductions with swirl data by subject, OCC could gain clearer insight into how course availability is driving student enrollment patterns.

Senator Stanton asked when the student survey results would be available. **Dean Sterner** reported that the student swirl survey was launched on Friday and had already received about 75 responses within the first day. She emphasized the need for a strong response rate as there are over 6,000 students being surveyed, and a reminder will be sent out soon to increase participation so that it is representative of the student population.

President Drew asked a where the *swirl* terminology came from. **Dean Sterner** stated that the term *swirl* has been used for years in the community college system to describe students moving between institutions. She emphasized that while OCC can quantify swirling within the district, the data does not capture students swirling to other districts. She noted the team is exploring National Student Clearinghouse reports to better understand this broader movement. "We know there are about 6,000 enrollments in just one semester," she explained, "and if you consider spring and summer as well, that number grows significantly." **Senator Paxton and Blystone** offered possible background information for the term; **Senator Blystone** offered two journal sources.

Dean Sterner discussed two issues from the swirl data: (1) meeting student needs and helping them complete their plans and (1) thinking about our OCC funding.

OCC College President Angelica Suarez stated that the student-centered funding formula is an important part of the budget allocation conversation, but Orange Coast College has been established as an on-campus institution. OCC's budget allocation must account for our state-of-the-art facilities and the on-campus experience we provide. We're not an online institution; we are an on-campus institution.

B. <u>**BP/AP 3903 - Safe, Responsible, and Ethical Use of Artificial Intelligence (AI)**</u>

Senator Kennedy stated she would be reviewing the updated drafts to the AP and BP. She thanked **VPA Division Senator Katherine Sheehan** for providing input. Senator Kennedy stated that the VPA's faculty needs vary widely across their departments—digital uses it frequently; other classes less digital prohibit it. She stated that Senator Sheehan has said that it is "faculty's professional prerogative" as to how they may use generative AI in their classrooms or not allow it. Senator Kennedy agreed and stated that she has suggested incorporating language from the Academic Freedom policy into the 3903 policies.

Senator Kennedy noted that she had suggested adding in the *Training and Awareness* section that "Faculty will have oversight and purview in AI materials related to the 10+1" and that the Senate should retain the right to provide training on how AI intersects with academic freedom. She stressed that while IT training and compliance are important, we also need faculty oversight tied to the 10+1.

She pointed out unclear language, such as "Users must validate AI-generated outputs against credible sources," not knowing if this refers to students, faculty, or staff, noting the need for clarity.

In the *Addressing Bias* section, she offered that the faculty should not be required to but should be suggested to that they have an "understanding that AI-generated content may contain biases and stereotypes."

She also inserted a suggested clause that "each college will create their own faculty guidelines per the 10+1" rather than a single district-wide set. On page three, she suggested adding that "Faculty will exercise academic freedom in what AI use they allow or prohibit in their classes."

Senator Kennedy stated that she had received faculty feedback opposing the inclusion of both "intentional" and "unintentional" violations, and that the policy should simply be clearer on identifying violations. For faculty, this was unclear as to what it is referring to—educational materials, journal articles, emails, etc.? For students, the standard should continue to be coursework, and those rules are clear in the Student Code of Conduct, with violations referred directly to the Dean of Students. She closed by inviting further feedback from senators' divisions.

OCC CFE Representative Vesna Kuo: "From a union perspective, the last time faculty were told that something must be in their syllabi—was when SLOs had to be included, and that was tied to accreditation. The union's position then was that such requirements had to be negotiated. I raise this because there are two instances in the administrative procedures that now state faculty must include certain things in their syllabi." She would like this negotiated by CFE. **Senator Kennedy** agreed to note this in the record. **President Drew** then added that the discussion would continue at the upcoming BP/AP meeting scheduled for Friday, with the broader goal of developing a policy by the end of the semester.

5. New Business

A. OCC Academic Senate Resolution for Single District Transcript – Rendell Drew

President Drew explained that on September 23, 2025, **former GWC Academic Senate President Damien Jordan** presented a copy of the single district transcript resolution, advocating for OCC Senate's approval of the resolution. Coastline's Senate had already joined in support, and after Jordan's presentation, the OCC Academic Senate conducted a vote on whether or not to support the resolution. **Senator Ely** had recommended we construct a new independent resolution.[This was approved by the Senate.] He stated that Golden West College's Senate President, as well as President Suarez, had indicated the matter is now headed to the District Consultation Council (DCC). He reminded senators that we tabled the issue until today.

President Drew stated that, "What I'd like to do at this point, with this body, is to respectfully make a recommendation, in view of the aforementioned, that the OCC Senate hold off on acting to address the development of a new resolution at this time. I'm not saying let's not do it. I'm saying there's a lot of discussion going on right now, upcoming discussions at the District level." He added that waiting would allow the Senate to "provide more information and also receive more information between the DCC and the three college academic senates, and all other interested parties." He concluded, "It would be futile right now to work on a resolution without going through the meetings and having input, and receiving information and hearing the arguments, in my personal view."

Parliamentarian Tyler Boogar reminded the body of the Senate's earlier decision, saying, "The Senate voted that we would make a resolution. Of course, that would have to be drafted. I think, at any time, anybody could go ahead and draft that resolution, and it could be seconded, and we could vote on it." He emphasized that while **President Drew** had shared his perspective, the process remained open: Anyone can bring a resolution at any time. He clarified that he personally would prefer to support a resolution that is very detailed in exactly what it is and how we're supporting it. **Senator Becker** shared that she wanted to better understand what a single-district transcript might actually look like before making any decisions, she'd like to see an example.

B. Data Coaching Information for New Cohort - Diane Brown

IE Faculty Co-Coordinator Diane Brown introduced **Lucy Gram** from Institutional Effectiveness. **Coordinator Brown** explained that the purpose of her presentation was to share an opportunity this fall for faculty to participate in data coaching. Brown noted that the past several years have evidenced change in how students find the college and how they enroll. Questions arise about why some students drop out mid-term, why success rates differ across courses, why students swirl to sister colleges, or why degree

completion rates vary. She emphasized that data coaching can serve as a first step in addressing these concerns. She described it as a tool for helping faculty navigate the many dashboards available, interpret data, and engage in inquiry that leads to actionable solutions. She added that the third faculty cohort for data coaching would be launched this fall and shared that previous participants had found the experience valuable in improving course success, student engagement, and completion outcomes. Importantly, she noted the program's emphasis on closing equity gaps for racialized and disproportionately impacted groups.

Lucy Grams noted that overall the OCC success and retention rates look strong—78% success and 90% retention—but Black or African American students, for example, succeed at only 66%, showing a significant equity gap. Foster youth students also lag behind college-wide averages, though their outcomes have been improving. Grams explained that data coaching helps faculty identify these gaps, ask "why" they exist, and then develop strategies for addressing them. She stressed that the program is not just about data literacy but about translating insights into classroom- and program-level interventions that can improve equity and student outcomes.

Coordinator Brown announced that three Thursday afternoon sessions will be held on October 23, October 30, and November 13, and those who do participate must attend all three sessions. Lunch will be provided, and faculty will be compensated at the non-instructional rate. She encouraged Senators to sign up themselves or promote the opportunity to colleagues. The small cohort model fosters cross-disciplinary connections and gives faculty hands-on experience working with their own data, supported by researchers from Institutional Effectiveness. The cohorts are designed to start and finish together, with the hope that participants will continue collaborating informally even after the sessions conclude.

6. Adjournment

President Drew adjourned the meeting at 12:27 PM.

Minutes Approved on October 14, 2025

MINUTES: First draft written by Senate Support, Misha Wang. 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, Internal Audit Director, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

ORANGE COAST COLLEGE

Senators & Voting Tally Chart	Motion 1 - Approval of September 23, 2025, minutes
Ball, Jason: Part-Time Senator (2025-2026)	Aye
Barnes, Carol: Counseling Senator (2024-2027)	Aye
Becker, Lauren: Consumer & Health Sciences Senator (2023-2026)	Aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)	Aye
Boogar, Tyler: Senator-at-Large; Parliamentarian (2023-2026)	Abstain
Budwig, Eric: Technology Senator (2023-2026)	Aye
Chaiyakal, Jenny: Senator-at-Large (2025-2028)	Aye
Della Marna, Jodi: Library & Learning Support Senator (2023-2026)	Aye
Drew, Rendell: Senator-at-Large; President (2023-2026)	Aye
Ely, Cyndee: Part-Time Senator (2025-2026)	Aye
Gonzalez, Carly: Senator-at-Large (2024-2027)	Aye
Gordon, Lee: Business & Computing Senator; Vice President (2025-2028)	Abstain
Kennedy, Marilyn: Literature & Languages Senator; Secretary (2025-2028)	Aye
Lannom, Michael: Curriculum Chair; Non-Voting E-Board (2024-2027)	
Laux, Mickey: Math & Sciences Senator-at-Large (2025-2028)	Aye
Legaspi Kiaha, Jodie: Athletics & Kinesiology Senator (2023-2026)	Absent
McCarroll, Kate: Senator-at-Large (2024-2027)	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye
Paxton, Leland: Part-Time Senator (2025-2026)	Aye
Sheehan, Katherine: Visual & Performing Arts Senator (2024-2027)	Aye
Stanton, Jordan: Social & Behavioral Sciences Senator (2025-2028)	Aye
Huynh, Anna: ASOCC Representative; Non-Voting (Fall 2025)	
Vacant: Senator-at-Large (2023-2026)	
Vacant: Senator-at-Large (2024-2027)	