



# Classified Senate Meeting Minutes

April 27, 2022 | 11:00 a.m. - 12:00 p.m. | Zoom Meeting

Classified Senate Attendance			
Vanessa Ayala	Present	Connie Oh	Absent
Karen Bowen	Absent	Katie Olivier	Absent
Kris Cutting	Present	Andrea Rangno	Present
Heather Dominguez	Absent	Teresa Rodriguez	Present
Kayla LaBounty	Present	Eva Shaffer	Present
Jasmine Nguyen	Present	Cecilia Schreyer	Present
John Paul Nguyen	Present	Leo Stiles	Present
		Jillian Whistler	Present

## Guests

Norma Alcala, Carlos Amescua, Michelle Auduong, Gladys Calderon, Karen Cifuentes, Theresa de Los Santos, Jeff Delaney, Hung Dinh, Kat Donahoe, John Fawcett, Mary Gallois, Veronica Garcia, Lucy Grams, Martha Guevara, Mireille Halley, Anna Hanlon, Sue Harlan, LeeAnn Hiranandani, Jami Jacobi, Patt Kopp, Lynn Krieger, Kelly Lam, Karen Latham, Janet Lazaro, Reginald Lewis, Belta Moon, Martha Munoz-Sanchez, Thuy Nguyen, Thu Nguyen, Virginia Nuzzolese-Laflamme, Eva Pok, Stephanie Phonsiri, Jennifer Rivera, Carmella R. Hardy, Beatriz Rodriguez-Vaca, Veronica Sanchez, Mette Segerblom, Rini Sukaesih, Emylie Tran, Marie Vaughan, Phukhanh Vu, Michelle Wang, Alexia Wood, Ilona, E. Quiroz, Sheila, and Lourdes.

**Recorder of Minutes:** Beatriz Rodriguez-Vaca

### 1. Call to Order - Classified Senate President:

President Jasmine Nguyen called the meeting to order at 11:02 a.m.

### 2. Approval of the Minutes - Classified Senate Body:

**No minutes for approval.**

### 3. Officer, Senator, and Committee Reports:

**President's Report** – Jasmine Nguyen:

#### 1. COVID-19

1. Beginning June 1st, the Board voted to “relax” the indoor masking and vaccination mandate. President Jasmine Nguyen will follow up with the District to find out exactly what “relaxing” means and how that will impact the different constituency groups. At other collages, masks are

“recommended” but it is no longer a requirement. At the end of the month, the Federal government will stop reimbursing for the COVID vaccine tests.

2. Safety Trainings
  1. Our sister colleges have asked the District to do a safety training
    1. Outlining procedures on what to do in a campus threat?
    2. How to handle crisis? There is a yellow book that outlines the protocols on what to do in case of an emergency but it is not easily available. The colleges have asked the District for training on what to do in case of an emergency.
3. Enrollment Management
  1. The District obtained a new customer response management (CRM) system. It is coming soon. It will help with communication when students email in. this will hopefully help with enrollment.
  2. Enrollment facts
    1. K12 education has dropped 25% of its population during the pandemic
      1. We are not sure how many have transitioned into private education.
    2. California’s unemployment rate went down for the month of March 2022 to 4.9 percent as the state’s employers added 60,200 nonfarm payroll jobs to the economy, according to data released today by the California Employment Development Department (EDD) from two surveys. February’s unemployment rate was revised down 0.1 percentage points to 5.3 percent due to a drop-in unemployment by 12,000 persons.
    3. It was commented that online education is the future and the District will need to embrace it.
4. OCC Campus Student Survey
  1. Dr. Sheri Sterner will come to a May meeting to discuss the campus student survey results. The survey was to measure how students felt about coming to campus, their needs, etc. The results might have come out a bit skewed.
  5. SB 1080 - State Senate has now passed a new law that requires high schools to invite the community colleges to their college and career fairs. This was not previously done before.

#### 4. Unfinished Business:

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1. **DEIA Plan – Norma Alcalá:** Looked at the Google Form of the information that Classified Professionals submitted. There are some great points on some changes or modifications that need to be looked at the DEIA Plan. However, there are not enough responses. She asked everyone to look through the DEIA and if they have any questions about anything, they can email her for clarifications. If she does not have the answers to those questions, she can refer them to someone that does know. She provided a short background on herself. Nora’s parent came from Mexico. They only completed a fourth-grade education and when they came over to United States they had a very strong work ethic, but education was not something they prioritized. She feels lucky to have had teachers in high school who cared and guided her through the high school years, when her school was very drug infested. It was amazing to have their support and that is why she always tries to pay attention to students that look like they are lost and she tries to connect them to the programs that are available on campus. The DEIA is a part of serving. She really cares what happens to OCC and staff. Some people have not been recognized for a long time and this is the time to say what needs to be said and come together. If there is any feedback, that would be appreciated from everyone.

**President Jasmine Nguyen** said that even though the document is about 18 pages, most of it is statistical data breakdown. What we are looking for is to look at the objectives and ask yourself if those objectives apply to you as an employee and the students that you serve. Ask yourself if it is inclusive to you and to the students. This does affect employees, also. She recommended that everyone takes the time to go through it. One of the concerns that a lot of the responsibilities and reliant on administrators who are not reflective of the student populations we serve and also are not demographically reflective of the classified constituency group. Classified Professionals are the most in line with the students comparatively to faculty and administrators. These are things to consider for the future of the college.

This is the chance to really say something. This is only a draft. We have not seen the HEDS survey data or serial focused-group data. It is important to see the data before we assume that this is a good plan. We are a head of the game and are pioneering this process for the sister colleges. This plan is OCC being proactive. The District still does not have a plan.

## 2. Election:

**President Election:** At the last meeting we talked about moving to a one-year term with an elect year. Instead of a two-year term, we are doing one year as an official, one year as an elect, so that we have a progression to move forward. The Senate voted on it being open to all classified professionals and not just senators. We can either do a floor nomination now or we could push to the next meeting and do the nomination period how we have normally done it. The Senators decided not to do an open floor nomination during this meeting to not have to out anybody on the spot. The nomination period will be open for a few days virtually.

**Senate election:** The Senate also needs to elect new senators or reelected the current ones, if so they choose. Some of the senators whose term expires at the end of this semester include: Vanessa Ayala, Karen Bowen, Heather Dominguez, Kayla LaBounty, Jasmine Nguyen, Katie Olivier, Andrea Rangno, Teresa Rodriguez, Eva Shaffer, and Jillian Whistler. There will be another senate election, as well. How that process works is we go through the wing senators first and then anyone who doesn't get elected into the wings and gets put into the at large election.

## 5. New Business:

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### 1. Hazardous Material Task Force – This item will be postponed.

2. **Accreditation Committee – Professor Hanlon:** She came to the Senate to receive feedback on the Midterm Report. She presented a PowerPoint presentation. OCC is accredited by the ACC JC. Every six years they come to campus to do a peer review of the institutional self-evaluation. That institutional self-evaluation is a 200-page report where we look at the standards for accreditation and provide a narrative in terms of how we meet those standards, along with evidence. The team comes out to validate that what we are saying is really what is happening. That last happened in 2019. We created the report in 2018 and in 2019 the team this team visit occurred. They wrote their recommendations to the ACC JC Commission that reviewed their recommendations and then sent us our letter of reaffirmation. We were reaffirmed for the full seven years without any compliance recommendations. We did, however, have two what they call “Recommendations for Improvement and Institutional Effectiveness” that we need to address in our midterm report. What we have been doing since then is the Accreditation Coordinating Council has been monitoring accreditation to make sure that we continue to meet the standards. The last year we have been working on the timeline and process for the midterm report. In 2019, we got our reaffirmation letter and in the letter each college needs to send in another report. The report is not as focused as the institutional self-evaluation report. There are four specific areas that we need to address: Response to four recommendations for improvement, reflection in improving institutional performance, report on quality focus essay (QFE), and fiscal reporting. This one is less intense than the last time because we have just specific areas that they want us to address. The first is we need to provide a response to four recommendations for improvement that we received. The college received three of those recommendations for improvement and institutional effectiveness. They are not compliance recommendations, so the ACC JC said that OCC followed all accreditation standards, but they found a few that they felt they wanted to make recommendations for us to continue to improve. Three were for the College and one was for the District. However, when the District gets recommendations, it also ends up on OCC because you do not accredit district offices. We also have to provide a reflection on Improving institutional performance, specifically as it relates to student learning outcomes and administrative unit outcomes. Then, the institutional set standards. We need to report on the quality focus essay. This was another section of that original larger institutional self-evaluation report and our QFE has three items that we are working on: Guided Pathways, the second one is Accelerated math and English completion (AB 705), and then the third one is the Pirate’s promise. Then there is a standard area for fiscal reporting. In the fall, the ACC, the Accreditation Coordinating Council, looked at the midterm report and the

requirements and had conversations about how to approach this work, how are we going to collect the evidence and get the responses to these different areas. They decided to rely on the committee linkages that already existed from writing that larger report. The different areas are Recommendations, College Performance on Student Learning Outcomes, College Performance on Institutional Set Standards, Quality Focus Essay, and Fiscal Reporting. IPC and the IE committees were identified by ACC as leads for providing the response and the evidence for the midterm report. Dr. Sheri Sterner and herself are co-chairs of the Accreditation Coordinating Committee. They have been visiting these different groups, helping them collect evidence and craft a response. This is more about collecting initial response because what will happen is all of this work is due at the end of May. Over the summer, the Accreditation Officer Liaison, Dr. Sheri Sterner, and a faculty writer will take all of this information and craft a draft of the midterm report. There is a timeline document that gives the details in terms of the work that they did in the fall and the spring and the work that will be done this summer. She is here today to get feedback. The DEIA Work will be part of the accreditation process. It is indirectly part of the mid-term report in that when we look at data for student learning outcomes and institutional set standards, we now just aggregate that by different student groups. By desegregated by different student groups you can see, does one group have benefit that another group does not have? Is one group performing or achieving at a different level than all the other groups? Those performance or achievement gaps. In terms of the DEIA, we need to look at that data in a desegregated manner, so those gaps will appear. The data tells you what it does not tell you the why. Looking at that quantitative data will allow us to identify the gaps, so that we can then start to ask that why question, why our students having barriers to success? Even on an employee level, they looked at employee groups and they disaggregated by different demographics to look at how employee population compares with the student population and then even within different employee groups, are there differences across the different employee groups? For example, if you look at race, ethnicity, the faculty demographic is way out of whack in terms of the white representation. The current faculty hiring search is being very intentional about qualification for employment. It is not about affirmative action, but the question posed is what do these instructors actually bring to the table for student success? As we move forward, it will become an even greater component of accreditation because the ACC JC now has a social justice policy. The ACC JC is rewriting their standards so in 2024, we will get a whole new set of standards and they are committed to infusing those standards with social justice addressing equity and inclusion.

**Senator JohnPaul Nguyen** commented about the concerns about the high numbers of students considered starving or needing to take loans to pay bills. Is there anything in the accreditation process to address basic needs at this point?

**Professor Hanlon:** Stated that basic needs are not part of the existing standards, unless you would consider them. The accreditation standards are not completely prescriptive. The language is not very specific and that is intentional because they want to allow each college to interpret it in a way that best serves their population. The ACC JC does not accredit only California Community Colleges. They also accredit some military schools and some private institutions, so they have to make sure that the standards are about educational institutions, not just about California Community colleges. In standard 2 B and C, about student services, they can choose to include that in terms of services that we find essential to our student success and address them in those areas. We need to put that on the table. We need to be prescriptive and intentional about addressing those needs.

For the fall, they will have the Midterm Report. I will be submitted in March 2023. The draft will be fashioned and written in the summer. Then, the ACC has identified FLEX day to be the first review of that midterm draft. Then they will give feedback to the ALO and to the lead writer to incorporate. Then, they will send it out to the committees that provided evidence and the response. The committees that were identified as doing that initial work are the IE, IPC, Technology, and the budget committees. Then they will incorporate the feedback and then that version of the draft will then be ready for campus review. We have about three weeks then the draft will go out to the campus. She asked what the best way to obtain feedback is. The document is about 70 pages long.

**President Jasmine Nguyen:** Stated that Dr. Sterner has been presenting an overview presentation and then giving us the entire document. A Teams page has just established, so we could disseminate it through there and collect feedback via a Google form. That is traditionally how we have done. It is collected through a Google form with any comments, suggestions and if anybody would like to be anonymous they could email in that way it does not track via Google. It would be best if Dr. Sterner or Dr. Hanlon can come back in September to present on a general overview of the draft. Then, that way we can give any other feedback and then submit the feedback via writing.

### **3. Open Forum:**

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- **Jasmine Nguyen** thanked all of her colleagues who have been planning activities for Asian Pacific Islander Month in the month of May. The first item is on May 3 on the Quad. May 5 they have a Zoom virtual event: “raising our voices discussing Asian hate crimes and civic engagement”. They invited two organizations to come talk about their work with Asian hate crimes and to talk about how they are working within the community to combat that. On May 9, there will be a spam event. There will be a spam artist coming out. Lastly, on May 12, there is a virtual book club. They got a few copies from the library of the book called They Call Us Enemy by George Takei a Japanese American gay actor and activist. He talks talked about his family history about being in Japanese internment camps. It is a book that is easy to read.
- **Scott Broberg** stated that he recently helped a faculty member track down an interview with George Takei that they had done over 20 years ago where he goes over his experience with the camps. He will provide a copy to President Jasmine Nguyen.
- **Eva Shaffer:** Today they are having Health and Wellness Wednesday out at the Quad. There will be yoga sessions, wellness workshops, healthy food, succulent planting, and journaling stations. There is going to be giveaways. If anyone is able, they can stop by at the Quad today from 12-3pm.
- **Beatriz Rodriguez-Vaca:** There will be two CLEEO sessions on May 4 and May 5 in regard to Cinco de Mayo, if anybody would like to attend they can email Eric Cuellar.
- **Jasmine Nguyen:** The Arts Gallery will be having their student showcase on May 5.

**Motion 1: Senator Eva Shaffer moved to** adjourn the meeting; motion seconded; motion approved unanimously.

### **4. Adjournment of the Regular Meeting:**

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Meeting was adjourned at 11: 54 p.m.