Taft College Academic Senate DRAFT Minutes
Monday, November 4, 2024
Cougar Room
12:10 pm-1:00 pm

Call to Order
The meeting was called to order by President Duron at 12:16pm once quorum was reached.

Attendees
The following faculty members attended: Abbott, Altenhofel, Bledsoe, Daley, Duron, Getty, Jacobi, Kulzer-Reyes, Mendenhall, Nishiyama, Oja, Payne (R), Raber, Rangel-Escobedo Richards, Rodenhauser, Smith (K), Smith (T), Travis.
Guests include X. Li and L Minor.

Public Comment
There were no public comments.

Action Items
Approval of the Minutes
October 7, 2024, Meeting: Corrected spelling in the Minutes, then approved by acclimation.
New Business
- Taft College ACCJC 2025 Mid-Term Report Timeline
  - X. Li presented the timeline as proposed by the Strategic Planning Committee. The Academic Senate is asked to review the draft in May 2025, but has until the end of August 2025 to provide feedback. Approval of this timeline was motioned by B. Devine and seconded by K. Kulzer-Reyes. The motion passed.

Reports
- SLOASC: eLumen Insights
  - SLO Coordinator A. Bledsoe shared that he's getting trained now to move to Insights, which is eLumen through Canvas. Bledsoe would like volunteers to pilot it in Spring 2025. For those who volunteer, there will be a training during the January 2025 Inservice. For those who do not volunteer to pilot test Insight, the divisions will work to ensure that the mapping is correct for when we do move over. L. Minor noted that at a recent conference for vice presidents of instruction, the eLumen representative told everyone how awesome A. Bledsoe is.

Discussion Items
- Learning Center support for multilingual students
  - A. Abbott started us off by discussing the request to increase the required scores on a test for international students from non-English speaking countries to match what universities require.
  - C. Duron noted that the Academic Senate Council thinks that the issue is bigger than international students from non-English speaking countries.
  - Many faculty shared their experiences with non-English mono-lingual students, and offered solutions. There is also confusion about where to draw the line with translation services and plagiarism. There is need for more than just Spanish-speakers, but a variety of languages.
  - It was noted the local high school district provides translators. Taft College cannot afford translators, but even if we could, it would be a disservice to the students who wouldn't learn English. The Distance Education committee might bring this up for discussion for the high school to provide services to get these students college-ready.
  - There was also a request for data, like:

- - - How much lower is our required score than the university criteria?
    - How many international students are we talking about?
    - How many mono-lingual students do we have?
  - J. Rangel-Escobedo noted that we can't restrict student enrollment, but we can offer support and resources.
  - A summary of the possible solutions include:
    - Non-credit ESL courses (in development)
      - There was a note that the new ENGL 1502 was designed for students who have learned some English, not for entirely mono-lingual students.
    - Counsel mono-lingual students to not take English courses their first semester.
    - Bilingual class aid
    - Bilingual tutor
    - Bilingual assistant (previously in some vocational courses)
    - Learn what West Kern Adult Education Network (WKAEN) is doing that works, to replication.
    - Strengthen pathway for ESL students from WKAEN (in process), perhaps with a bridge course
    - NetTutor (J. Reynolds, as Distance Learning and Education Committee Chair notes that we have a limited number of hours remaining in our contract. If we want this option, we may need to purchase more hours.)
    - Train SI, tutors, and faculty to work with multi-lingual students
    - Communication Café (current, but requires funding)
    - Technology that reads text to speech while translating, but could be costly
    - Something like an international club for time and immersion
  - In closing, X. Li shared how she was an international student who did not speak English and found ESL courses highly beneficial. She appreciates the time and concern that faculty are showing to support students like her.

Informational Items

- [Education Code amendment to SECTION 1.Section 76004(e)](#)
  - C. Duron shared these changes to the Education Code:
    - A community college district shall ~~not enter into a CCAP partnership~~ *allow an existing CCAP partnership to be amended, or a new CCAP agreement to be established* with a school district or ~~a~~ county office of education ~~within the service area of~~ *and a community college district outside of the primary community college district's service area, if the primary community college district has declined a request from the school district or county office of education, or has failed to take action within 60 calendar days of a request by the school district or county office of education, to either amend into the existing CCAP partnership the requested courses, or to approve* another community college ~~district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.~~ *district to enter into a CCAP partnership to offer those courses.*
  - L. Minor noted that this is a big deal because other colleges can now work with out high school students if we don't work with our local districts in a timely manner (60 days).
- Resolutions for Discussion at Plenary Session - November 7, 2024
  - C. Duron shared that voting is on Saturday, so she needs your feedback by then.
  - S. Getty shared that the Math faculty support the resolutions related to AB 1705. C. Duron will look for input as these are added to the resolutions packet.

Senator Comments

There were no Senator Comments.

Adjournment

The meeting adjourned at time, 1pm.

<p style="text-align:center; color:red;">DRAFT</p>