

Adjunct (1 Year)

- Josh Casper
 Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
 Kristie Daniel-DiGregorio
 Renee Galbavy
 Christina Gold
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Fine Arts

- Ali Ahmadpour
 Daniel Berney
 Diana Crossman
 Russell McMillin
 Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Colleen McFaul
 Russell Serr

Humanities

- Rose Ann Cerofeci
 Sean Donnell
 Pete Marcoux
 Kate McLaughlin
 Christina Nagao

Industry & Technology

- Bob Diaz
 Dylan Meek
 Renee Newell
 Jack Selph
 Charlene Brewer-Smith

Excused: S. Donnell, A. Josephides,
C. Schult-Roman, O. Villareal

Library Learning Resources

- Analu Josephides
 Mary McMillan
 Claudia Striepe
 Gary Medina

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Matthew Mata
 Catherine Schult-Roman
 Oscar Villareal

Natural Sciences

- Sara Di Fiori
 Troy Moore
 Shanna Potter
 Ryan Turner
 Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
 Ross Miyashiro
 Jean Shankweiler

Assoc. Students Org.

- Bryant Odega

Compton College

- Paul Flor
 Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Dean's Reps.; Guests/Other Officers:

- Carolyn Pineda

ACADEMIC SENATE MINUTES

December 12, 2017

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the eighth and final Academic Senate meeting of the fall 2017 semester to order on December 12, 2017 at 12:31 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of the packet for minutes from the December 5, 2017 meeting. B. Diaz moved, C. Striepe seconded, and there was unanimous approval of minutes.

KDD: At a recent meeting we had the opportunity to say a farewell to Stephanie Rodriguez. Unfortunately, we are also saying a farewell to another dean on campus, Dr. Gloria Miranda who has been a long-term friend of the academic senate. As you know, it creates some disruption when you have senate leaders in your division. You have to find replacements and change contracts; that has not deterred her from consistently supporting leadership opportunities for her faculty. The photo on the slide of Dr. Miranda and Ricky Richardson is from Dr. Miranda's retirement party. On her first day on campus, 24 years ago, the first person she met who escorted her to her office, was Ricky Richardson. He took her to her division and showed her where she needed to be on campus. This photo brings it all "full circle." Dr. Miranda: I have been here over 24 years now. I transitioned from a teaching assignment that I fully enjoyed. I have always had the faculty aspect inside of me and it will always be there. I have worked and encouraged many of those sitting up in front. We were trying to promoting growth and development over the years. We have had some wonderful opportunities in our division, things that we are very proud of. In our early years, we did our International Grants and we took some of our faculty abroad. We had scholars from other countries come and share their expertise with us. Our teacher education program spearheaded some of the activities that we were lucky to see. We would like to return that program here on campus. We have had a number of cultural programs here on campus. Our campus has changed demographically, and our focus has been to service and to maintaining academic standards. It is vital to our division and our students' success. I will miss this place. On January 2nd, I won't have anywhere to go to work. I will miss everybody! KDD: Not half as much as we will miss you. Thank you, Dr. Miranda! (KDD presented Dr. Miranda with an academic senate pen and an orchid.) We will absolutely miss you!!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pg. 13)

Thank you to the Union, for their strong, professional coverage of senate events this semester, including senate business and initiatives such as our "Ask Me" campaign. Yesterday, I had the privilege of being recognized in my senate role for that collaboration. I want to say "Thank You," to the Union leadership for the phenomenal way that they have gotten plugged in on campus and helped us all learn about our campus. You might have noticed that there are people who regularly come to our meetings who look a little too young to be senators. Those are often our Union folks.

On page 13 of your packet is demographic information about the senate, as of May of this year. We were asked by the Campaign for College Opportunity to provide this demographic information. At this point we are still volunteering this information. The assembly is making quick progress and we expect them soon to require colleges to respond. They want demographic information about all academic senates. We thought it was a good opportunity to provide this

information, without being required to. We will send in the information on page 13, reflecting the senate. The ECC data is based on our 2016-19 EEO Plan from our website. There are a couple of areas where we see there is a difference between our population of full-time faculty at El Camino and our representation on the senate. Women are slightly under-represented, over-represented white non-Hispanic. It is good to keep this in mind and to take a look at the data. The executive board thought it would be courteous to let you know that we are providing this demographic information. There is no identifying information, and there are no names associated with this information. Human Resources was able to provide this for us.

b. VP – Compton Education Center – Paul Flor - unable to attend

c. Chair – Curriculum – Janet Young

The College Curriculum Committee has reviewed 150 courses and 40 programs this semester. In the spring, we are researching possibly upgrading CurricUNET, (Meta). We are looking forward to a productive spring semester. One of our big projects will be the Nursing curriculum. We have been meeting with them, and I feel very encouraged by that. Lastly, we are especially enjoying working with Dr. Shankweiler. She is very involved in the curriculum process, she reads the proposals (lot of laughter at this point). We are really enjoying her great leadership!!

d. VP – Educational Policies –Chris Gold

We are seeing the fruits of our Ed Policies labor today. As you know, I am stepping down as Ed Policies VP. I am very proud that Darcie Descalzo will be stepping up as our new VP of Ed Policies. Darcie is a new senator for Natural Sciences, but she is not new to Educational Policies. As a graduate student, she worked at the state level on Ed Policies and Educational Advocacy. Now she is coming down into the trenches with Ed Policies to work on the committee with us. I am very glad to have her and she and I will be working together. KDD: Thank you for saying YES, Darcie!!

e. VP – Faculty Development – Stacey Allen

I want to report that the Faculty Book Club enjoyed reading this semester's selection, "Street Life Poverty, Gangs and a PhD," By Dr. Victor Rios. One of the interesting takeaways that they experienced and they wanted me to share with you; that they noted the difficulty that people had who may have committed a crime, served their time or been incarcerated, to then find employment, especially in education. They noted the irony this seems to go counter to our state-wide mission of the colleges when we exclude people who may otherwise be qualified if they didn't have a criminal record. They thought that was an important piece to take away.

We have the second component of our Getting the Job series coming up in January on the 26th. Please encourage your adjunct faculty members from your department to attend. This workshop will focus on the interview and the teaching demonstration. Those of you who are full-time know that can be scary. The goal is to demystify the process. KDD: Ali noted that unless you are teaching Winter, you might not be here on January 26th. Do you find that there is strong attendance? S. Allen: Yes, we had strong attendance last year.

Mark your calendar for Spring Professional Development Day, Wednesday, February 7th. We will have a tenure reception at 12:15 the same day to celebrate the 24 faculty who joined the ranks of tenured faculty.

f. VP – Finance – Josh Troesh (pgs. 14-15)

Couldn't attend today, but the PBC minutes are included in your packets.

g. VP – Academic Technology – Pete Marcoux

I am yielding the floor to Professor Gold to talk about Canvas. (There was much laughter at this point, that Pete, our Parliamentarian let Chris have 2 minutes of his time). C. Gold: Canvas and Colleague aren't speaking to each other. They are speaking through Gema. Gema is still "that piece," we are still working on integration. Remember when we had that log-on problem? We hope that is fixed by spring. We hope by spring, every class will have a Canvas shell for you to use. The Gradebook is terrific, I encourage you to use it in your face-to-face classes. I will send out a mailing in the next week or so, as a quick-start guide to Canvas. Remember, be patient, because Gema is doing all this by hand. If you are interested in teaching on-line, there is an on-line teaching certification training course. One has been added that will begin in January. An email went out. There are 2 different classes, an introduction to Canvas class and an online teaching certification course. There are 2 classes, and we have talked about combining them in the future. Team sites are still there, but we want people to migrate to Canvas and use that for consistency. If everything is in one place, that is easier for the students.

h. VP – Instructional Effectiveness/ALC/SLO's Update – R. Serr

SLO/PLO assessments for fall are due by Friday, March 2nd. That is the 3rd Friday of next semester, so I recommend that you get them done early. Then you aren't doing them at the last minute.

The final TracDat Program Review/Program Planning workshop is tomorrow from 3-4 in the library basement. If you have done Program Review and you aren't familiar how to put it in TracDat, that is the last workshop for the semester.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Don't tell me how easy Canvas is...I am taking the "Into to Canvas" class, I thought it would be a breeze. Let's just say I had to ask for help last night because I couldn't get my Module to publish (Pete noted that she wasn't doing a good job helping to recruit).

I have been working on Guided Pathways. The assessment is due December 23rd at the Chancellors Office. I am getting signatures, Kristie just signed it, and it is on the Board Agenda. We still don't have the work plan for the timeline. The Guided Pathways Summit is on January 18th. Faculty, staff, managers, students, everyone is invited. We are inviting the Board of Trustees. Dr. Maloney sent them an invitation. We are really excited. Representatives from the state-wide senate will be here to give their perspective. We have an executive advisory board coming to talk about some of the research behind Guided Pathways. Please register so we can get the appropriate sized room and food for January 18th.

Accreditation is always in the back of my mind. We are looking for team members. If one of the team chairs calls you, please respond favorably.

The Disciplines Task Force met this morning. We are talking about what the philosophy of discipline is. Then we are looking at the board policy; does that reflect what we want our philosophy to be? Actually, the Board Policy tends to focus on honesty rather than behavior. We may need to add to that, then we will move on to the procedures. We had a very productive meeting today.

Mary McMillan is working on OER. We appreciate all the work she is doing there. One of the things we are required to do is to notify students when OER is being used. She has some plans for flex day in spring semester.

Ross Miyashiro – VP of Student Services

Unable to attend today.

Distance Education Advisory Committee

KDD: Our parliamentarian reminded me that we have another item that should be under our Special Committee Reports. Remember last year, we approved changes to the constitution to formalize this committee, making it a subcommittee of the academic senate. I will let the chair of DEAC let us know about our liaison. C. Gold: Our DEAC liaison is Rene Galbavy. She did a great job for us last year, and she will continue.

E. UNFINISHED BUSINESS

El Camino College Local Minimum Qualifications: 2nd Reading – C. Gold (pgs. 16-26)

C. Gold: We need a motion, because we are going to start off looking at the min quals. This is the second reading, we are on page 27 of 53. There is one change before Pete makes a motion. On page 4, or 30 of 53, under Communications Studies, Chris Wells had pointed out that communications studies exceeds the state min quals, so a note has been added. J. Troesh moved, C. Wells seconded. C. Gold: Any questions? Dr. Shankweiler: When I was speaking with Barbara Perez yesterday, she said that within disciplinary studies you have to have a Masters in one area, and an associated area. That isn't listed here. C. Gold: We used the language of the state min qual. We are on page 37 of 53. We added the 12 units of upper division or graduate work. The state uses constituent discipline. KDD: It could be any of those listed for your 12 units. Dr. Shankweiler: It needs to say it. Under Human Development it doesn't say anything about associated discipline. Do you see what I'm saying? It says master's degree in Education, Psychology, Counseling, Counseling Psychology, and Educational Psychology. KDD: Not just in the lead-in for interdisciplinary studies, you think it should also appear under the interdisciplinary studies departments. Maybe we just repeat that under Academic Strategies and repeat it under Human Development? Dr. Shankweiler: It is repeated under Academic Strategies, under extensive course work. C. Gold: I asked them to clarify that. Dr. Shankweiler: Even though it is a repeat, you don't state it. The way it is written, you don't have to have the extra 12 units in the second field. C. Gold: My reading of this is that Human Development was exceeding the state min quals. C. Wells: What makes it confusing, is that you have Academic Strategies and Human Development, so there are 2 separate things there. Can you teach in academic strategies with a human development degree? KDD: If the department decided it was a closely related field. C. Wells: They way this is formatted, they look like they overlap. C. Gold: They are different interdisciplinary disciplines. What the attempt to do was to codify our interdisciplinary studies ones, so that the discipline faculty could agree what it is. That way, future changes would have to go through consultation. Above it, it says interdisciplinary studies includes, but are not limited to. It has a listing there. KDD: We need to put Academic Strategies and Human Development in the column. Just like the other disciplines. C. Gold: OK. If we put in a column, it solves the problem. A. Ahmadpour: Art History became a discipline for community colleges about 2 years ago. When I go down the list, it becomes 10 years. Do we want to be easier or do we want to be more open about our quality of education? We have a huge number of PhD's who are desperately looking for a job. I am against watering any of these things down. Santa Monica doesn't hire anyone without a PhD for Art History. I am for that, because we have people who are unemployed. KDD: That is a conversation for the department level, not the senate. A. Ahmadpour: We need to make it very clear, no room for interpretation, not open ended. C. Gold: This is something your discipline faculty should get together and discuss this and bring it to the senate. Dr. Shankweiler: I would like to point out, that as the disciplines narrow down, or exceeds the state min quals, you also narrow the hiring pool. Then you wind up hiring no one. C. Wells: Small colleges have difficulty finding people if the min quals get too narrow. C. Striepe: For the Library Science, we would like for it to say, Masters in Library Science, or Information Science. C. Gold: You need to talk with discipline faculty and bring it to ed policies. P. Marcoux: I am looking at the state one, and it reads exactly like they just described it. It is Master's degree in Library Science, or Library

and Information Science, or the equivalent. KDD: We took a vote, and all were in favor of a revised, much clearer, and more user-friendly minimum qualifications which will be posted to the website. C. Wells: Encourage all departments to take a look at these. R. Serr: On page 16, spelling is off. KDD: On page 42 of 53 there is a spelling error.

AP 7211 Faculty Services Areas, MQs & Equivalencies: 2nd Reading – C. Gold (pgs. 27-53)

C. Gold: This is the 2nd reading of this. There is one change on page 16, and on page 21 there is a mark-up, you can look at the bubbles. There is one change we need to cover before our motion. On page 17 of 53, under the criterion for equivalency. Second paragraph down, all courses being used for equivalency that are taken through Continuing Ed or Extension must be applicable to the approved degree listed in the discipline. What this means, is that more and more of these graduate level courses that are offered through extension, you can apply to a graduate degree at that institution. But then there are also these other courses that are offered that don't really apply to anything. We want to differentiate between these two kinds of courses that you can take at extension or continuing education. We wanted to add it in there because this did come up and someone had to go online and research and it took a long time. We want to put that burden of evidence on the applicant, it is easier for them. So we just want to add the sentence, "it is the responsibility of the applicant to supply relevant evidence." C. Wells: Why is it just continuing ed? Should all classes be treated the same? All courses that are used for equivalency? Why are we limiting it to "those courses?" P. Marcoux: Are extension schools accredited? C. Wells: For example, UCLA, USC, and UCI all have extension programs in the school. So they are part of an accredited institution. These may apply to a graduate certificate. C. Gold: I never heard of anything from the state requiring people to show that a graduate course taken in a discipline has to be applicable to a degree. This was calling out those courses to make sure they were rigorous. C. Wells: I don't understand the reason to distinguish between those courses. P. Marcoux: I think accredited should be in there. I just looked up UCLA extension, they advertise as being accredited. We want to avoid the ones that aren't. C. Gold: At UCLA continuing ed, there are courses that aren't applicable to degrees, they may be fun, informative courses. I wouldn't recommend we do that with all courses. It would create a lot of work for everybody. KDD: I'm wondering if it would narrow the pool dramatically in terms of who would be eligible for equivalency. C. Gold: I haven't seen it at the state-level, and no one else is doing it. C. Wells: There are all sorts of things coming, not just continuing ed. There are courses in a box, a sort of do-it-yourself course. C. Gold: I think it would be a big burden on everyone. I haven't seen it anywhere else. KDD: We don't have to have this. If we want to, we can always revise this at a later time. P. Marcoux: Candidates are responsible for making sure all courses being used for equivalency that were taken through continuing ed or extension are applicable to the approved degree listed in the discipline. Dr. Shankweiler: When you have a degree, the accreditation of the college assures that your course leads towards that degree when it's part of the program. Continuing the education may or may not, it is outside the program. If they are asking us to say this is equivalent to a Master's degree, but it's not in the program, I think it is perfectly reasonable for us to ask them to prove it. Not every extension or continuing ed course is degree applicable. C. Striepe and C. Jeffries had some questions regarding being reassigned. C. Gold: Pete suggested better language on page 17, regarding continuing education, and used fewer words in the process. C. Wells: Move to adopt as amended, S. Bray seconded, all were in agreement.

F. NEW BUSINESS

None

G. INFORMATION ITEMS –DISCUSSION

First Generation Conference – Seranda Bray & Stacey Allen

S. Bray: Hi, I am speaking on behalf of First Year Experience. We are starting a First-Generation Initiative at El Camino College. There will be a First Generation Institute on Friday, April 27th. We will be targeting faculty and staff here at ECC and we'll be inviting faculty from all over the state to look at ways we serve first generation students. One of the first

items we are going to be tackling is to send out a survey to identify who on our campus is/was a first generation student. First generation definition is if neither of your parents got a bachelor's degree in the US. If that applies to you, then you would be considered a first generation college student. This survey is only three questions. Please open the survey and answer it. We want to identify who here on our campus is/was a first generation student. Eventually we want to create a website of sorts. The conference we are putting on in April is for everyone, not just first generation students. We all support first gen students. We have about 51% first gen students here at ECC. We have support from the President, VP's, Deans, and lots of people on campus. We are very excited about this with more info to come. We are still working on the details.

Resolution of Appreciation – Kristie Daniel-DiGregorio

If my colleagues will join me up here, please line yourselves up. As you know, our tradition is to send people off with some sentiments about what we appreciate about their contribution. This is like a Charlie Brown Christmas line-up....tallest to shortest. Chris Gold asked if we were going to sing and that brought on quite a bit of laughter.

Resolution of Appreciation for Chris Gold

- Christina Gold, Ph.D., VP Educational Policies
- Former:
 - President
 - VP, Faculty Development
 - Chair, Program Review
 - Chair, DEAC

- **Whereas**, Dr. Christina Gold has served with distinction in nearly every leadership role in the Academic Senate, including President, VP for Educational Policies, VP Faculty Development, Program Review Chair, Chair of the Distance Education Advisory Committee, and chair of countless task forces;

- **Whereas**, the college has benefitted tremendously from Dr. Gold's self-proclaimed status as a nerd whose enthusiasm for research provides context, data, and best practices to inform decision-making; few on our campus grasp and can clearly discuss complex processes and information like accreditation, legislation, Ed Code and Title 5 like Chris, "The Nerd," Gold;

- **Whereas**, Dr. Christina Gold deftly manages the often contradictory goals of progress and consultation, coordinating input from a mind-boggling array of student, faculty and staff stakeholders in order to update policies that are central to the functioning of the institution;

- **Whereas** Dr. Christina Gold's strengths include her extraordinary interpersonal skills, evidenced by the fact that she is highly respected for her helpful, collegial approach; her ability to broker decisions among disparate groups; her strengths developing effective solutions to seemingly intractable problems; her willingness to convey unpopular messages; and her gift for disagreeing without being disagreeable;

- **Whereas**, Dr. Christina Gold's leadership has made El Camino College a better place to work and learn illustrated by her role as key author for the college's "Making Decisions" document which was developed in response to significant concerns about the consultation process; her tenacity, her belief that the college could and must do better, and her enthusiasm for collaboration has resulted in a model approach to consultation and accolades from the ACCJC,

- **Whereas**, Dr. Christina Gold, recipient of the 2016 Distinguished Faculty Award, is first and foremost an educator and scholar who is known for her innovations in teaching, her investment in the learning and development of students and colleagues, her significant leadership roles in statewide senate and in a national organization in her discipline;
- **Resolved** that the El Camino College Academic Senate expresses deep gratitude for Dr. Christina Gold's tireless service and leadership on behalf of the students, staff and faculty of El Camino College, congratulates her on her selection as Dean of Behavioral and Social Sciences, looks forward to her unique potential to make the "dark side" of administration a little bit brighter, and reminds her that should she ever wish to return to the faculty ranks she would be welcomed with enthusiasm.
- *Unanimously Passed December 12th, 2017, El Camino College Academic Senate.*

In addition to the resolution, Dr. Gold received an El Camino College bell to commemorate the indelible legacy she leaves on the Academic Senate. It reads:

Christina Gold, Ph.D. In appreciation for excellence in leadership on behalf of the El Camino College Academic Senate 2009-2017

You will be missed, Chris!!

Chris Gold: Well, thank you so much! That was such a thoughtful resolution, it made me tear up. It has been a real pleasure working with the senate. I have enjoyed it so much and I have learned so much. I have met people from across campus, and I have learned about all the wonderful things that our faculty are doing. Especially on the Program Review Committee, it is pretty amazing all the things we are doing across campus. It has been a pleasure working with everybody!

MMAP & AB 705 – Lars Kjeseth & Scott Kushigemachi

KDD: Thank you to Lars and Scott, we are going to give Scott a regular seat at the senate. L. Kjeseth: Wow, we get to follow saying good bye to Chris. We saved the best for last, the discussion about AB 705. Our goal today is to simply give the highlights about AB 705. Then we will open to your questions, which we will handle to the best of our ability, but a lot is still unknown. Governor Jerry Brown signed AB 705 into law on October 13, 2017. It will take effect on January 1, 2018. We are happy to know that a timeline has been published. We need to be fully in line by fall 2019. In a nutshell, this is what AB 705 is asking us to do. Requiring Community Colleges to maximize the probability that a student who enters our school will complete transfer level coursework in Math and English within a one-year time frame. How are we going to do this? There are two kinds of responses. In the language of AB 705, it really encourages two kinds of changes. One is in Curriculum, and the second is in Assessment and Placement. We need to find ways of maximizing the probability that a student completes transfer level Math and English within a year using curriculum solutions and we are also required to now take into account high school grades in our assessment and placement. AB 705 is not all that new. For many years, two things have already existed in Title 5 regulations and the Ed Code. There is the Ed Code, which modifies the actual law. Then what happens -- and so much is still really unknown -- it goes to the Board of Governors and the Chancellors Office and an implementation team, who will modify the Title 5 regulations, to give us some guidance. Right now we are in an in-between time. In Title 5 regulations already, we have our regulations for requisite courses. Right now, under Title 5, we really should only be requiring courses prior to a target course, if the student is highly unlikely to pass the course without the previous requisite course. That is already on the books. In many ways there has been a lot of battling back and forth because the two criteria for determining if the student is highly unlikely have been historically one, content review, and two, using statistics and evidence. The other thing that has been in title 5, is that we have been obligated to using multiple measures in our assessments and placement for many years. But we really haven't been doing that. AB 705, in a sense, is the state telling us they are serious. S. Kushigemachi: We have

these two existing regulations that were already in Title 5 and this is what AB 705 does to strengthen those because they weren't being practiced. We must now ensure students are not placed into remedial courses that delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college level course. It puts the burden of proof on the schools to say that if you are putting a student in remediation, they need to have that course otherwise they are going to fail. So we always have to have more than one measure. AB 705 now requires that high school performance be one of those measures. We have been starting the process for some of these things. There are a couple of things in the works that are responding to this legislation. One is, that there is a lot of room for co-requisite courses. Instead of having a chronological sequence you do basic skills in developmental ed concurrently. English has just put a course through the CCC that will hopefully get this started in the fall. We have also had a Multiple Measures pilot for the past two years. Lars: So where are we in that Multiple Measures? The Chancellor's office was basically ahead of the legislation on Multiple Measures. At ECC we are progressing quite nicely. We have had a pilot this fall with Math Multiple Measures placement. We expect to bring to the senate some evidence from that first significant pilot. English is about a year behind on that. We expect to have the same level of data about a year later. Scott: To give you an idea of what a game-changer this is. Currently, about 35% of students for English place directly into a transfer level course. We anticipate that if you use high school GPA according to the recommendations, it would increase to about 70%. It would be more dramatic in Math. Currently, about 10% place directly to transfer Math; with Multiple Measures it is approximately 50%. This is called "co-horting." Some schools are doing co-mingling. That is not the approach that English is taking. P. Marcoux: How does this affect you? If you have 1A as a co-req or pre-req, you might see different students perhaps. You might see more students signing up for your classes. C. Wells: Does it address the time since their last math class? Lars: Hopefully, in spring we will see how things work out with the pilot. A. Ahmadpour: Will this cause more work for counseling? R. Diaz: Yes. Dr. Shankweiler: Ross is working on data-sharing with the high schools. S. Kushigemachi: The flip side is that current number of basic skills courses will have a big effect on students. We need to find a way to make this more user-friendly. Lars: The other option is to make the classes noncredit. We need to reexamine the credit we give instructors who teach noncredit. It won't work unless the instructors get the same load. We need a memorandum of understanding between the district and the union so these are rewarded the same load/compensation. We should be thinking about this and openly discuss it. Pete: It may be difficult for scheduling. We already have a problem in Humanities. KDD: As Scott said, this is a game-changer. Thanks to both of you for taking the time to give us an update. Lars: Questions are good. We have a lot going on.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Guided Pathways

Legislative Updates

South Bay Promise Program

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 1:50 pm

TG/ECC Fall 17