

Adjunct (1 Year)

- Josh Casper
 Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Kristie Daniel-DiGregorio
 Renee Galbavy
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Compton College

- Amber Gillis
 Jesse Mills

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Fine Arts

- Ali Ahmadpour
 Diana Crossman
 Joe Hardesty
 Russell McMillin
 Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Colleen McFaul
 Russell Serr

Humanities

- Sean Donnell
 Ashley Gallagher
 Pete Marcoux
 Anna Mavromati
 Christina Nagao

Industry & Technology

- Charlene Brewer-Smith
 Ross Durand
 Dylan Meek
 Renee Newell
 Jack Selph

Library Learning Resources

- Analu Josephides
 Mary McMillan
 Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Catherine Schult-Roman
 Oscar Villareal

Natural Sciences

- Darcie Descalzo
 Thanh-Thuy Bui
 Troy Moore
 Shanna Potter
 Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
 Ross Miyashiro
 Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Chris Gold
 Greg Toya

Excused: J. Casper, A. Gallagher, D. Meek, T. Moore

April 2, 2019

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 fourth Academic Senate meeting of the spring 2019 semester to order on April 2, 2019 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the March 19th meeting. You will notice the attendance is blank, so we will bring that back next meeting so you can check to be sure your attendance is accurate. A. Josephides motioned, P. Marcoux seconded. There was unanimous approval of minutes, other than that minor modification.

KDD: This brings us to our welcome for our division personnel. The representative for this meeting is going to look very familiar to all of us, Dr. Christina Gold. Welcome and come on up here. C. Gold: I am Chris Gold, the dean of Behavioral and Social Sciences for about a year. Before that, faculty forever. I have been here a long time. Two quick things I was asked to talk about. What brought me to the position I am in? That is a question faculty ask me all the time. Why would you go into administration? I loved teaching, I did it for 25 years. It was enormously gratifying. Administration offered me some new challenges. I love to learn new things, and there were challenges to face. It was an invigorating new decision to make. I didn't realize I really enjoy going to meetings. I love data and I like reports. So now I get to look at data all the time. A little known fact: Alex Trebek and I started our television careers at the same place. He had a decades-long television career and I had 2 television performances on "Reach for the Top", a game show in Toronto, Canada. He was the host of the show, but not when I was on it. I was on the show when I was in high school. I answered the winning question about Jazz; the answer was "Jelly Roll Morton."

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just some information I want to be sure pass on. ASCCC, the statewide senate has the Spring Plenary coming up during Spring Break. We sent information out about this previously. Now the resolutions are available. If you would like to have a look, the topics are certainly consistent with things we are talking about on our campus. You can see the list there. One of the resolutions under general concerns has to do with the implementation of the notations for no cost textbooks. That is one of the things being considered. Have a look at that link. Darcie McClelland is going to be our delegate. So thank you to Darcie for spending part of her spring break in lovely San Francisco with colleagues from across the state. It is a great way to learn more about what is being considered and what issues are coming forward at the state level. Just a reminder, Plenary is one of a number of events that statewide senate offers and you can mark your calendar with those dates. Their website is a really good website with resources about events and information to help us and advise us in our practice.

Auto awarding of degrees. This is the proposal that Jean brought to us a couple of meetings ago where we are going to go back, identify students who have not been taking classes for the past 2 years, and investigate auto awarding them the degrees. This is certainly something we can do for the benefit of our students. Lots of campuses are doing it because of the changes to the student-centered funding formula. If you have feedback or input, we are going to have a meeting and talk to the Financial Aid folks, and the Counseling folks. Please reach out to me. We talked a little bit about it but we are going to talk some more. I want to give you the opportunity to provide some input. C. Wells: There is a senate bill about that. KDD: Great. P. Marcoux: There is some concerns about auto awarding without student consent. There

are some issues that might arise. KDD: Some of those are related to financial aid. But we think the financial aid issues have been resolved. This was a resolution that came before the statewide senate in Fall, and passed. That was one of the things that our state wide senate was advocating for, was student consent.

Also, one of the questions that came up last meeting was about our responsibility to report sexual assault and gender-based misconduct. We tried to clarify this at the last meeting. But I want to be sure everyone is clear. We are responsible employees, faculty are, regardless of the age of the student who is speaking to us. Whether or not they are a minor, if a student tells us about sexual assault, or gender-based misconduct, even if it didn't happen on this campus, we need to report that to Janie Ishikawa, our Title IX officer. We have done a lot of work communicating that policy. There was a little confusion at our last meeting, so Jaynie reached out and confirmed. All faculty and administrators are responsible employees, meaning we are required to report all known or suspected reported incidents for sexual and gender-based misconduct. This includes sexual harassment, stalking, intimate partner violence, and sexual assault. Let me know if you have any questions.

b. VP Compton College – Amber Gillis

KDD: Amber and Jesse are here. A. Gillis: Things are moving along over at Compton. I wanted to share with you some things. I know last semester there was conversation here at senate regarding food insecurities. We just completed another food survey on our campus. We have a food network on campus and were just awarded a budget of \$50,000 for food pantry items. We actually are in the process of starting a breakfast food program on campus. There has always been a big push for California Community Colleges to start a free lunch program. There is this idea that kids leave high school and aren't hungry when they go to college. That is not true. We are finding out the biggest report on our campus is that students are starting the day hungry. It looks like 60% of our students are starting the day without breakfast. Their first opportunity for a meal is around 2:00 in the afternoon. That means they are completing an entire school day with an empty stomach. Dr. Curry has asked the state to start a free meal program for all the California Community Colleges. That is going to be one of the issues he is going to champion. Last semester, we had a conference on food securities so this has become our next big project. We are actually excited to see how that turns out. The problem is that right now we have an MOU that was given to us by a couple of different food entities in our neighborhood. The problem is that they are so detailed, we can't make them work. We are trying to find ways to bring food to the students. We are working with Cal Fresh so they can support us with this pilot.

We also have our 3rd annual leadership conference this Thursday from 9-2:00 pm. Last year we had over 150 students attend. There are also faculty workshops on things like "How to Empower Students of Color on Our Campus". If you are around, come and see us. A. Josephides: I want to make a comment. When I was at my previous institution, I received an award from the National Library of Medicine for \$10,000 to feed my community. I was wondering if the National Library of Medicine could be an alternative route for us to get funding to help provide food for Compton's or ECC's food pantry. I just thought of that. KDD: Do you know Erica Soohoo? She is coordinating our Warrior Pantry now. I can introduce you guys by email. A. Josephides: Thank you. A. Gillis: We are just getting ready to start our pantry, but we have a couple of snags. We have a sink, but the water isn't turned on. We didn't know this until yesterday. We can't actually serve fresh food, just pre-packaged foods. We are going to investigate over Spring break what is going on with our water situation. In order to be able to provide fresh food, you have to be certified. It is a relatively simple process; \$15 and you can go online. J. Troesh: You can buy portable sinks if you are having trouble getting the sinks plumbed.

c. Chair, Curriculum – Janet Young

I will yield my time to myself later.

d. VP Educational Policies –Darcie McClelland

If you feel strongly about anything in the Resolution packet, please feel free to email me and let me know. If I hear from you, I know exactly how to vote. Otherwise, I use my best judgement.

e. VP Faculty Development – Stacey Allen (pgs. 15-16)

If you look at page 16, you will see that the FDC has been looking at our sample syllabus statement. You may recall that this is a document that was created by the senate a couple of years ago. We have put together a sample ADA statement. We will be bringing that to the senate in a couple of weeks for review. You can take a look at it here in our minutes. Just know that we will be looking over the entire document to see if it needs to be updated. Kristie has asked us to take a look at some other statements. We will be bringing that to you in a few weeks and I wanted to give you a heads up about that.

Our next announcement is for Informed & Inspired. I really want to encourage you to attend our sessions. This last one last week was so powerful, engaging and informative. I want to thank Analu for partnering with the FDC and encouraging us to partner with MANA. We had 3 very dynamic presenters; Caroline Fifita, Nicholas Cruz and Mele Tangikini. They had us work in groups. You can see Analu here on the slide, he is demonstrating the diagram on community mapping based on statistics. I think the title was so appropriate. We had several students there from the MANA program. Our next session will be the last Thursday of April, which is the 25th. I do want to promote the MANA program because we have these 2 sessions in the Informed & Inspired that I want to share with you. We have one coming up after spring break on Tuesday, April 23rd, it is a Student Panel. We encourage you to attend that. It is about how to navigate between the two different environments. Analu will be presenting on Tuesday, May 28th. A. Josephides: We will be learning about both the physical repository and digital content. Trying to bring a more equitable approach to our collection. Of course, flex credit is available for both.

Just a reminder that the Wellness Warrior program is ongoing. It is coordinated by our very own Strength & Conditioning Coach, Kim Jones. Yuko presented at our last session on March 20th about “Blood Pressure and Why it Matters”. That was a fantastic session and very informative. We had a number of nursing students on hand taking blood pressure and checking blood glucose. It was great, we saw our students in action.

Our Lunch & Learn Wellness Wednesday is tomorrow. This will be presented by Kim and the title is “The Second Brain.” Learn about the gut and how it impacts immunity, chronic disease, mental health, and sugar cravings. I hope you join us for that.

f. VP Finance – Josh Troesh

Probably the biggest thing that came out of the last meeting was related to our pension, with regard to the school’s obligation. You may remember a couple of years ago, we had some one-time money we set aside with the purpose of funding the unfunded portion. Well, those costs are going to increase very dramatically. Gavin Newsom has proposed a one-time significant contribution to the state pensions as part of his budget. We are going through the money we set aside. That may impact the interim steps. But hopefully, the money that Gavin Newsome has proposed will come through.

A. Josephides: I’m assuming there is a formula that determines the increase or decrease in the amount that comes from our own pocket into our pension. Does that get affected at all? J. Troesh: Not really. Long term, yes, that could impact it. Nothing is changing currently with regards to pensions in general, especially state pensions. You have CalSTRS, CalPERS, nothing happens quick. Theoretically, anything could change. We won’t know anything anytime soon. The good news is, we put some money aside to deal with the increasing costs to get us through the bridge period. Gavin

Newsom has proposed some additional moneys. We are in a good place and we hope the state is moving in the right direction.

KDD: Thank you for the update. I want to give a quick thank you for the Academic Technology Conference. As you know, conferences do not organize themselves. It takes a lot of work to coordinate speakers, vendors, arrange logistics, and plan the program. Here is a little something to say thanks to Pete for all of his hard work. Of course it's a Google gift card!

g. VP Academic Technology – Pete Marcoux

We had a good turnout, 50-60 participants, and great vendors. I would like to yield my time to Professor Xocoyotzin Herrera in the Study Abroad program. X. Herrera: Thank you, Pete for inviting me. I teach History and Ethnic Studies. I am one of the instructors who is coordinating the Study Abroad for Spain in 2017 and 2019. So far, we have 15 students ready to go. We had a few cancellations, they didn't have the money. The deadline for the deposit is April 15th. I sent out an email to pitch the program. Perhaps maybe I can send out a flyer or a brochure. It is better if we have at least 20. C. Gold: I want to say a quick word about the program. They are terrific. They keep the students in line, they are intellectual with their courses, the content matches the place, and they are also very fun. It is a really great program that blends together a lot of learning and a lot of fun with reasonable benefits. X. Herrera: If you need more information, please let me know. We can extend the deadline a few more days. The program is \$3,000 plus the summer tuition and airfare. The deadline for financial aid passed, it was March 1st. One student last year got fully funded. Contact Xherrera@elcamino.edu for more information.

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

We got our final status report for Fall assessments. Campus-wide we are at 92% so we are getting closer to 100%. If there are any stragglers in your division, have them contact their facilitator or myself so we can get their data in the right areas. Some of the divisions have 100%; we had over 400 assessments. A lot of actions and recommendations do fold into Program Review. Eventually it does lead to resources. Keep up the good work for great assessments. Nuventive will now be changed to reflect Spring 2019 assessments. So all those red flags will change. There is an SLO assessment survey for Spring that just went out. I had a few people ask, yes, it is totally anonymous. So please answer.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

The one thing we started this week is the meetings with College Net to start our campus calendaring/scheduling software. There is a lot more happening, but I'll keep my report brief.

Ross Miyashiro – VP of Student Services

Dr. Shankweiler: Ross is on vacation, Robin is the designee. R. Dreizler: Ross gave me nothing to report, but I am here.

Renee Galbavy – Distance Education Advisory Committee

I have a really quick update. We have courses going into the OEI Consortium this summer. I don't know exactly how many are going in. Faculty who are interested are encouraged to get approved ASAP. It takes a little time for the

approval process. The courses that are most in demand are Math, Communications, and Science. We also have Distance Education currently applying for a grant to support CTE courses going online. S. Bray: I have a recommendation since I am a Counselor in FYE. We need to create a “one sheet” for students with the process for signing up for OEI. I actually recommended it to a student and it took almost a month for her to get into the class. She did get in in time and she needed it to get her degree. It took her a lot of time and steps to get signed up. R. Galbavy: I do know they are getting together an information sheet. I agree, it is an involved process. They are also constantly changing the roles. S. Bray: It would have been faster to apply to the school to get the class. R. Galbavy: I will pass that along. KDD: Thank you for the feedback, Seranda.

E. UNFINISHED BUSINESSAP 5520 Student Disciplinary Procedures: 2nd Reading – Darcie McClelland (pgs. 17-39)

KDD: I need a motion to approve. P. Marcoux moved, A. Josephides seconded. Have a look at your packet. Pages 17-32 is where you see the proposed revisions. 33-39 is our CCLC Template which we used as reference. We are considering pages 17-32. D. McClelland: We asked you to read through and come with suggestions. There was a concern raised about whether or not we could enforce the sanction of restitution. I did a little bit of research on restitution. I looked up 16 different discipline policies at different UC’s and CSU’s. Restitution is listed as a possible sanction in all of them. Then I consulted with some colleagues who work on student discipline all the time. Restitution is specifically used either if the incident was theft or vandalism. It is used for the student to have to pay to either repair what they vandalized or, say they stole property, they have to pay that back. It is a very narrow use but it is legal. It is fairly widely used for that. Kristie met with Greg Toya. KDD: Greg and I had a chance to touch base just about some of the feedback we received from faculty because they want to be kept more informed of what’s happening as cases are progressing through the process. Thank you Greg for your time and energy and creativity. We came up with two suggestions that we have for 5520. The first one is on page 18 of 70. One of the concerns that came up is “If I file a complaint and then the student is notified, I’m not aware of when that student is notified” Even if that wasn’t a situation where I was feeling threatened, or where there was hostility, that is a potential escalation point. There is a lot of legal language that needs to be conveyed to the student. The suggestion was to let the faculty know that the student had been notified. So if this is a student that they encounter on a regular basis, they can be aware and alert. And just know how things are progressing. The proposed language under the overview, we would add in “Before or on the date that the student is notified, the complainant will be notified that the student will receive written notice copied to the complainant’s manager, if applicable.” We can wordsmith that. But in #3, it reads, “A student is accused of an alleged violation will received written notice of the conduct warranting discipline via El Camino College issued e-mail account with delivery notification.” Then we would add this sentence. “Before or on the date that the student is notified the complainant will be notified that the student will receive written notice copied to the complainant manager if applicable.” We were thinking not only would the complainant know, but because we file a report, we copy the supervisor. The supervisors, the deans, the directors also know and keep us informed of what’s happening as this progresses. Does the intent sound OK? We didn’t talk about a time frame. G. Toya: Faculty notification was a big issue and a concern overall. If you notice on page 20, at the top, we added “b. Complainant. The complainant will be notified of the case outcome as permissible by FERPA within 5 business days of the conclusion of the hearing.” That was in direct result from feedback from the Academic Senate. Kristie and I talked about this. There could be an escalation point, since I send out scary letters. We thought it would be a good idea to let faculty know I sent a scary letter to your student. I am going to create a template to make my life easier. Right now I am just sending a manual e-mail to all of you about the outcome. KDD: The letter wouldn’t talk about the specific student, the specific complaint. It will say, “per AP 5520, this student is being notified”. It will just be boiler plate, but it will let us know that something is happening and the case is moving forward. Y. Kawasaki: I have a question, all instructional sites.....Does that mean any hospital we go to? KDD: Yes, that’s how I read that. P. Marcoux: It could also mean any sporting event off campus or excursion. Y. Kawasaki: Torrance Memorial is not part of the El Camino College District. KDD: We are saying yes. J. Shankweiler: If you are offering instruction, it is part of the district. KDD: That is not saying that Torrance doesn’t have

their own disciplinary process. This says if you are violating our Student Code of Conduct, we have our own process. C. Gold: I don't think district is a physical place, it is an institutional place. C. Brewer-Smith: Doesn't this relate to last time when we were talking about taking students "somewhere", that place becomes "El Camino" so to speak? A. Josephides: I think saying "District" suffices. I think it is all inclusive. G. Toya: Just for clarity, District Property is defined on page 18, #8/9. That is what we are discussing. P. Marcoux: If you got rid of "in" and put "All instructional sites district property", "In" makes it very specific. Sue Ellen Warren: So in an extreme example, we are going to take people overseas. Does this apply at study abroad? KDD: Yes, they are accountable for their behavior. Student Code of Conduct. C. Brewer-Smith: Of course, any board approved activity. KDD: The other thing Greg and I talked about starts on page 20 at the bottom, Determination of Sanctions. There are 6 different criteria that are considered as sanctions are determined. Greg and I talked about how, in practice, the other factor that goes into consideration is not just the developmental and educational impact of the accused student. But also the developmental and educational impact of the violation on the classroom, the complainant, the campus community. We just wanted to call that out here. The way you read these criteria it looks like the emphasis is really on 2nd chances. That's not to say that isn't a good practice. But second chances need to be balanced with accountability. D. McClelland: I added a bullet for #7, *The impact of the violations on the classroom or campus environment*. KDD: I would add complainant. I am thinking about the library. P. Marcoux: I think we need to see all the changes. KDD: I agree. I want to take some other comments. Then we have a plan for this AP. G. Toya: Do we need to list classmates or others? It may affect other people associated with this. KDD: We will get to the details of the language. Pete raises a good point. We want you to see what you are voting on. Here is the other thing that we realized. This AP probably should have gone to the Council of Deans first. The deans are the ones spending a lot of time on this. We would like to amend the motion to table it so it can be sent to the Council of Deans and then come back to senate. Then we'll have the final version. KDD: Now we are voting on tabling this, so it can go to the Deans first. L. Kjeseth moved that we amend, C. Wells seconded. All were in favor. Now it will go to the Deans with all the changes that we talked about so far. Thank you everyone for your input.

BP 1200 The El Camino College Mission, Vision, and Values: 2nd Reading – Darcie McClelland (pgs. 40-44)

KDD: We are voting on this today. I need a motion to approve. J. Troesh, moved, R. Diaz second. D. McClelland: As we discussed last time, the District Mission Statement was worked on by the Strategic Planning Committee. This effort to change this was led by Ross. We worked on it as a committee and we just wanted to streamline our Mission Statement. Before it was really long and wordy. We looked at other mission statements and most of them are concise and to the point. The language that was there before wasn't removed, it was moved. A lot of faulty members worked on it on that committee. We got a lot of feedback. KDD: Any comments or questions? All those in favor? All were! Thank you very much everybody!

F. NEW BUSINESS

BP 4220 Standards of Scholarship: 1st Reading – Darcie McClelland (pgs. 45-46)

This is a legally required BP. The language is straight out of the CCLC template. It says we will comply with Title 5. There is nothing debatable or controversial. KDD: Is this revised or new? Oh, it should say new at the top. C. Striepe: I wonder why El Camino College isn't mentioned here. KDD: The practice that we have chosen is to refer to El Camino as "The District", rather than the College. We don't specify El Camino Community College District. C. Wells: Compton is no longer part of El Camino? KDD: We are slowly making revisions to remove Compton. This is the preferred language and the guidance we got from the state. District is a more accurate term for who and what we are. A. Josephides: As long as we are consistent, it seems cleaner. D. McClelland: In every BP/AP that comes through Ed Policies, we have been striking out College and putting in District. It is consistent and we are making this change in every document.

BP/AP 4222 Remedial Coursework: 1st Reading – Darcie McClelland (pgs. 47-52)

KDD: Your proposed changes are on pages 47-48 for the BP, 49-50 for the AP. J. Shankweiler: We don't currently have a 4222? D. McClelland: No, it was 4115. This is a change that is coming in alignment with AB 705. We are not supposed to have students in a lot of remedial coursework. We are supposed to get them to transfer level courses as quickly as possible. This is a limitation to remedial coursework. There is a language change in the first sentence from *non-degree-applicable basic skills to pre-collegiate basic skills*. That is the terminology used in the CCLC template. Then under bullet 2, there could be disabilities that affect a student's ability to learn that are not learning disabilities, so we struck out *learning*. We also changed it to documented. Then, there is a procedure for how a student may be granted a waiver. Any questions specific about the BP? P. Marcoux: Are the Deans seeing this at the same time? KDD: This came through Humanities. It goes to the Deans next. We made very few changes in Ed Policies, because we are deferring to the experts on language and AB 705.

D. McClelland: Moving on to the AP. This change was made by Debra Breckheimer. She struck out the long definition of remedial coursework and just said remedial coursework. We made sure the assessment of student need includes multiple measures. We changed the language to reflect multiple measures from AB 705. KDD: That language is taken from Title 5. It is a little wonky, but we left it. D. McClelland: Then under Limits to Remediation, the only changes were to have consistent language. Then the eligibility for the waiver. Instead of them being approved by Counseling and Student Success Services, they will be approved by the academic dean relevant to the coursework. Or by the Director of Special Resources if appropriate. Under exemptions again, we changed learning disabilities. Any questions or comments? R. Diaz: Was there a consideration about changing the language from remedial to developmental? It seems to be a more positive fit. KDD: The CCLC template uses the remedial language, and Title 5 also. D. McClelland: We are staying consistent. KDD: We could highlight that for the deans. We do have some questions for the Deans in English and Math; they are the experts. How does that sound? KDD: I know we just got used to developmental and here it comes back again. The CCLC template was just updated just in October. P. Marcoux: Has the SRC seen this? KDD: Gary Greco is on the Council of Deans.

AP 4013 Work Experience: 1st Reading: Darcie McClelland (pgs. 53-54)

KDD: The proposed changes appear just on page 53. The CCLC template is on page 54. Jean, I don't remember where this came from, do you? Dr. Shankweiler: Before, we had the director of CTE, so we had Dean Rapp. KDD: This came from Academic Affairs. And our director has seen it now or will when it goes back. I guess only if we change it. We should run it past her before we give it to College Council. Dr. Shankweiler: Yes, I think so. KDD: If she has any changes or suggestions, it would be useful for us to know before we have our second reading so we don't have to circle back. Is there a reader's digest version of why we need this? For folks who don't work with Cooperative Work Experience. Dr. Shankweiler: It is required. D. McClelland: If we are sending students out into the workforce, and they are getting credit at the college for the work they are doing, it would be nice to have a procedure in place for how they are assigned a grade, how this is overseen. We need to have a plan. J. Troesh: If students are doing things at a nonprofit agency in a volunteer capacity, I can theoretically see how that might qualify. Just the terminology of the employer and job might cause an issue there. J. Shankweiler: It says paid or non-paid work experience. D. McClelland: Any other questions? KDD: Thank you everybody. I know we are slogging through a lot of Ed Policies. We are hoping to get through the backlog.

College Curriculum Committee By-Laws: 1st Reading – Janet Young (pgs. 55-67)

Pages 55-70 in your packet. One of the main reasons we revised the by-laws was to kindly and gently remove Compton. 1.1 and 1.3, we pulled out references to Compton. On page 56, 1.6, we added the Distance Education Coordinator; that seems to be very important to our committee. Also, Lillian asked to be a part of our Committee, so we added Registrar. 2.2 we took out the immediate just to have a little more wiggle room. The next change on page 58, 2.5 #11, share all *communication* since it is all electronic. On page 59, we took out references to Compton. At the bottom, 5.5, we added

in the proper format, because it is all electronic. The last thing is on page 60. 5.6.1, the language was extracted from Title 5. And it was recommended by the statewide academic senate. We are in the process of updating. That is it, any questions? We had 2 readings in the College Curriculum Committee and it was approved by us on the 26th. Since we are standing committee of the senate, we brought it to you. KDD: Then you'll see the senate constitution bylaws a little bit later. We decided to do these separately, so we don't totally overwhelm everyone. Thanks for getting us started, Janet. Any questions for Janet? This is our first reading, so we want to give folks 2 chances. If you think of anything after the meeting, you know where to reach Janet.

G. INFORMATION ITEMS –DISCUSSION

Senate Progress Report – Kristie Daniel-DiGregorio (pgs. 68-70)

We didn't get to this last time. I am not going to drill down to much detail here. I included in this meeting's packet, a color-coded version. Yellow indicates progress that we have made. Green means we are still pending. For example, you heard from Stacey that she is working on those syllabus statements; that was one of our goals for the year. So that one show up in green. Starting on page 68, you can see the shading there. In yellow, what we are highlighting is the work of our standing committees. Ed Policies, Assessment of Learning, Curriculum, DEAC. As your president I sit on some important bodies about faculty prioritization and program evaluation task forces. The work that we do consulting on documents. Just to back up. Our first goal is overarching and about us fulfilling our purview. So advising the college on academic and professional matters within our purview. Our Academic Technology Committee, our Faculty Development Committee are also part of that. Also, one of our goals was to revise the evaluation forms on top of page 69. Those are all in yellow. One of our pending projects is to work on a resource for minimum qualifications. So we will add that to the senate website. We have maintained a connection with our Federation colleagues.

Our 2nd goal is about strengthening faculty involvement. Our orientation, ongoing communication. I just wanted to highlight and say thanks to those who are serving. You can see here a number of folks who have stepped into leadership roles at the state level. Representing all of us at statewide senate. Then our work to support the colleges goals and initiatives. We are going to update the constitution, you are going to hear more about AB 705 and Guided Pathways and then the work we were doing on an ongoing basis to support our Enrollment Management goals. Thank you to everyone who is contributing to this progress. This is a work in progress. We are going to do a final summary at the end of the year. Let me know if I have overlooked something that should be there.

Officer Elections: Call for Nominations- Kristie Daniel-DiGregorio

We are going to be having officer elections at our next meeting, April 16th. I am calling now for nominations for our Vice President roles. So Educational Policies, Faculty Development, Finance & Special Projects, and Academic Technologies. Let me know if you are interested and want more information. We will be happy to answer any questions if you want more information.

The other news from the E Board is that I am going to be wrapping up my service in June of this year. It has been humbling and an honor to serve as your President. My original goal was to serve through the end of my term, June 2020. That was the plan. As important as this job is, I have a more important job, as Mum. My daughter is going to be a senior in high school, and I have been Academic Senate President for all of her high school experience. As you might imagine, this job has a teensy, weensy impact on my availability at home. This next year is really important that I launch her effectively. So I am going to need to step down. I have been planning for the transition to my successor since I started. I think succession is the most important thing that I do. Who is going to come behind me? It takes a special person to step forward. But I think it is important to be bringing new people in. I was fortunate enough to have 4 Academic Senate Presidents on our campus when I stepped into my role, three of whom were sitting in the room as part of Senate. Claudia, Pete, Chris Gold, and Chris Jeffries is the fourth. By me stepping aside that means our campus has

five former presidents who can support and help. These guys have been instrumental. When happens when the President steps down before the end of the term, the constitution says that the eboard elects somebody from our ranks. At my strong recommendation, and a vote that was unanimous, we have elected Darcie McClelland to step in as President. She is going to fill the final year of my term. Darcie is an exceptional choice. She understands our purview, she is smart and hardworking. She quickly rose to the top in her involvement at the statewide level. They tapped her right away for a leadership role. I have been so grateful for your patience and support as I found my way into this role. I would ask the same of you for Darcie. We are all different. Claudia and Chris were different than Pete. Everyone has their own style. She is going to be fantastic. Thank you to her for being willing to step in. And you are stuck with me until June and we have a lot of work to do!

Noncredit Courses at ECC: Updates and Future Plans – Matt Kline

KDD: Thank you Matt for being here. M. Kline: Thank you, I also want to apologize for I am the one responsible for the latest email discussion on the listserv. I had actually thought I was only replying to Chris but I replied to the listserv, regarding the semester abroad. KDD: It was a robust discussion.

M. Kline: So, why am I the one in front of you talking about noncredit courses? About three years ago, the South Bay Adult School Adult Education Consortium, which consists of El Camino, Centinella Valley, Torrance, and Redondo Beach, decided that one way to help their students transition from adult school to El Camino College was through vocational ESL courses. The way to do that was to develop non-credit courses. At that time, Dean Tom Lew asked for a volunteer to help create curriculum and I put my hand up. That is why I am here talking to you.

What is noncredit? There are 10 categories of noncredit. Everything from parenting education to home economics to courses that are specifically designed to help people with specific disabilities. One of the great things about noncredit is that it is free. I know there is a lot of talk about making a lot of courses free. The other benefit is they are repeatable. As many times as a student needs if they need more time to grasp the skills. They can get any type of grade; pass/no pass, student won't receive a grade, they can get a satisfactory progress, they could get a letter grade. That is a lot of options. Within those 10 categories, there are 4 categories that are called CDCP. These are called enhanced. These are course that we receive greater apportionment from the state than other noncredit courses. Basic Skills, ESL, Short Term Vocational, Work Force Prep courses that lead to a noncredit certificate. Speaking of apportionment, credit courses have census. They bill the state for that. In noncredit it is all positive attendance. It doesn't matter if it is the 1st week of the semester or the 3rd week, every hour is how we generate apportionment. Right now the CDCP rate is \$5,547. For the other classes, not the enhanced, they are \$3,347.

For noncredit, there are two types of certificates: certificate of completion or certificate of competency. There just needs to be two noncredit classes that constitute a certificate. There are no units attached, we are dealing with the number of hours. The state has not given us a mandate on what the minimum number of hours is. It just depends what is best with the students, it is super flexible.

What do we currently have? When we partnered with Compton, they took our regular ESL courses and created eight noncredit courses. We just started offering them on our campus last Spring. This semester we have two night classes on our campus. They have about 40-45 students regularly each evening. They are starting to get more robust. In addition to those eight courses, we now have nine additional vocational ESL courses. These courses are designed to help ESL students succeed in their vocational courses. Such as ESL for Childhood educators, ESL for Anatomy & Physiology, ESL for Medical Terminology. We have three ESL courses that help students with Math, I worked with Lars on that. We are hoping in the Fall to have one with Stats. Just this semester, I had one student in my ESL class that told me she dropped her stats class because it was too much vocabulary. Then we have something called mirrored courses. We have nine of those. And nine noncredit mirrored courses. That means a student can take a credit course for credit or

noncredit. I am teaching ESL 53C, which is the most advanced writing and grammar credit course. The noncredit mirror for that means that a student can decide if he or she can take the class for credit or noncredit. They sit in the class at the same time as the credit students, they can learn the same material, they can interact and ask questions. But they don't have to take it for credit. Those are what the nine mirrored classes are. S. Potter: Has there been any discussion to do this with Science majors? M. Kline: Not specifically.

In addition to the ESL courses, we have CTE courses that are being developed. For example, we have Automotive Tech classes offered in about 1 ½ years. They are going through the curriculum approval process. Air conditioning & Refrigeration, Construction Technology, Real Estate, ASVAB preparation (Armed Services Vocational Aptitude Battery). Anyone who is going to join any of the branches has to take this test. They have to receive a minimum score on Math and English on that test. If you ask any recruiter, they will tell you that is the #1 problem. They don't have a high enough score on the ASVAB. Mt. Sac has a noncredit ASVAB program. In-home support services, home health, physical therapy aid. All those things are in the pipeline and hopefully we will offer those within the next 2 years. Questions?

Challenges and potential about noncredit. Pay, faculty load, support services, organizational structure. Down the road, maybe one of these days, we will offer a full-time noncredit position on campus. These students need a lot of support. They don't have experience in their own countries with formal education. When they apply, students don't even have email addresses. It is difficult to create curriculum for certain courses.

Potential. There is a boatload of FTES waiting on the table. 2017-2018 noncredit FTES at Mt. Sac (which is one of the biggest in the state) over \$7,611.22. El Camino was \$18.97 (data obtained from CCCCO DataMart on 3/26/2019). That is a big difference. More importantly, it is beneficial to current students. We can reach new students, there is a whole community of students we aren't reaching. The South Bay Adult Education consortium in 2015 did a study and found out there are over 100,000 adult ESL learners in our service area. El Camino College and all the other adult schools only serve 4,000. That is a lot we could be serving. C. Wells: Are the other schools significantly different from us? M. Kline: They have different organizational structure. They all have noncredit divisions. Thank you very much, you have my email.

Motion to adjourn. L. Kjeseth motioned, A. Gillis seconded. All were in favor.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development
Strategic Plan
Senate Constitution & Bylaws
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

J. ADJOURN

The meeting adjourned at 2:00 pm

TG/ECC Spring 2019