

**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

**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
- Ashley Gallagher
- Pete Marcoux
- 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
- Matthew Mata
- Catherine Schult-Roman
- Oscar Villareal

**Natural Sciences**

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- 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
- Irene Graff
- 

**Excused:** A. Brochet, D. Berney, R. McMillin, C. Nagao, M. McMillan, C. Halligan

## ACADEMIC SENATE MINUTES

May 1, 2018

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 sixth Academic Senate meeting of the spring 2018 semester to order on May 1, 2018 at 12:31 p.m.

KDD: Bravo to Rocio Diaz (Counseling) and Chris Halligan (Compton) for winning their elections. They were elected to FACCC leadership roles as Governors at Large!! That is fantastic news, and what a great way to start our meeting.

### B. APPROVAL OF MINUTES

See pgs. 6-17 of the packet for minutes from the April 17, 2018 meeting. C. Wells moved, R. Diaz seconded, and there was unanimous approval of minutes.

KDD: We come to the portion of our program where we welcome our division personnel. Thank you Randal Davis, you all know he was double-booked today. We appreciate you making the Senate a priority. Please introduce yourself and tell us something about yourself. R. Davis: Hi, I am the Associate Dean of Industry and Technology. We are running 18 programs over there and it keeps us very busy. We are doing evaluations, hiring committees, and working on Strong Workforce. We have a large Public Safety area as well. I got hired here in 2012 as an instructor. I had already been an instructor at Santa Ana College for 20 years, and Santiago Canyon College and Golden West. My early career was a police detective for many years, and I wrote Law Books. KDD: Thank you, Randal!

### C. OFFICER REPORTS

#### a. President – Kristie Daniel-DiGregorio

Just a reminder, we have confirmed the June 5<sup>th</sup> senate meeting. Please mark your calendars.

Senior Senators, thanks to those of you stepping forward and helping us with elections for senators whose terms are wrapping up. If your division needs to hold elections, you would have heard from Traci Granger, our secretary. The deadline for that is before our next meeting, May 15<sup>th</sup>.

Please continue to help us get the word out about the Climate Survey. We have had a strong response from Classified and Managers. Not as strong as we would like from Faculty. We want to get the word out so we get a good response rate. Remember, our adjuncts tend to be underrepresented. So in particular, we want to be thinking of ways to get their input. Would you like to add anything, Irene? I. Graff: You said it all. I would like to add that by having a high response rate, we will be able to disaggregate the results by climate group and by demographics, for example. This would allow us to really drill into the responses on campus not just to see if all faculty are satisfied or not satisfied with the climate on campus. But we can look at specific subgroups of faculty and is there a difference and we could use that to improve our professional development, our general climate on campus, our communication, etc. KDD: Those are strong incentives, a great way to sell it. J. Troesh: Let's say someone started the survey and got distracted and it tells you your responses were sent in and you were only half way done? Should that someone start over again? I. Graff: We are still learning about the new survey software, but if you got that message, then it was submitted. We will look into some of the details. If you took it all over again, it would be counted again. J. Troesh: That is what I wondered and I didn't want to cause problems for the research.

So just some kudos about some recent El Camino events. The Town Hall Meeting was a CRUSH!! I don't know what our numbers were, but we had standing room only. Thanks to those of you who attended. Thanks to the organizers for the First Generation Conference, BRAVO!! There are great programs underway. Also for the Planning Summit. Thanks to R. Miyashiro' Table Bingo, we learned some interesting things about our colleagues. Lars Kjeseth, our Math senator, is also an experienced bungee jumper. Please don't tell his mother if you happen to know her. It was a great event. You can see information about the Planning Summit and some of the slides on the portal. You can also see Bridging Study slides posted on the website. When these notes go out, you will have a breadcrumb trail to find this information.

Please help us get word out for the Equity, Diversity, and Inclusion Workshops. These are being offered by Jaynie Ishikawa and her team. There are several different programs and you can register for one or for all of them. The information is on page 21 of your packet.

#### **b. VP – Compton Education Center – Paul Flor**

We don't have a report this time from Compton. They are super busy over there, as you know.

#### **c. Chair – Curriculum – Janet Young**

J. Young: We have been very busy this semester. Since the beginning of the semester, we have reviewed and approved over 160 proposals with three more meetings to go in the semester. We have been working with Nursing on revisions to their program and that includes 13 new courses and revisions to four courses. We are going to review those on June 5<sup>th</sup>. Then they will go through the process of being approved by the Los Angeles/Orange County Regional Consortium, the Chancellors Office and then the Board of Nursing. We also reviewed our Credit by Exam Policy. I met with D. McClelland to present our recommendation for revisions. We are in the contract phase for adopting new curriculum software, Digital Architecture or DigArc for curriculum management. I just want to say, "Thank you, J. Shankweiler" for being a champion for this. J. Shankweiler: I have one more letter to write. If I say that we are very interested, then they are going to give us a 25% discount. It was way more expensive than I thought! J. Young: The tentative schedule is to get our catalog online in fall 2018. Then the curriculum component by spring 2019. The good news is that we won't have to cut off curriculum review in December. We always have to cut it off because you can't get in there to review and then it has to go to the Board. We aren't 100% sure what the new deadline is, because courses still need to be board approved, and they need schedule development deadlines. But it will be better and improve the process dramatically. We are also working on revisions to our handbook.

#### **d. VP – Educational Policies –D. McClelland**

I want to make one announcement now. We need more reps for our Ed Policies Committee. If you are a senator from HSA, Business, Humanities, Math, or Fine Arts, we don't have representatives from your departments on our committee. It is really important that we have a wide range of representation because a lot of the policies that we look at affect divisions differently and in different ways. If my committee is four counselors and one member of the teaching faculty, then I get the counseling side but I don't get to hear the teaching faculty side. If you are in one of those divisions, please talk to your dean to see if we can get a rep for the fall. I will probably pester you over the summer if I don't hear from you. Thank you. C. Wells: Is it possible if you have a policy or procedure that would directly influence one of those divisions you could have someone come just for that one policy and not have to attend the whole thing? KDD: In a pinch, we could make that work, but it isn't ideal. As you might imagine, there is a pretty steep learning curve with Ed Policies. Otherwise, what would be happening in Ed Policies at every one of our meetings, is we would be having an orientation, because we would be answering the same questions. C. Wells: The other side of that, is if anyone had ever been on Ed Policies in the past, they might be willing to participate on that particular issue. KDD: If it is someone who has some experience, and understands the basics of consultation, policy and procedures, then I can see that working. That would be a backup plan, ideally we want someone permanently. Thank you, D. McClelland.

#### **e. VP – Faculty Development – S. Allen (pgs. 22-23)**

At our last Faculty Development meeting we talked about Informed & Inspired. Last Thursday, we had our session on Informed & Inspired. It was extremely powerful and the theme was “Women of Color.” We had four students who served on a panel and it was so inspirational and they are so poised and articulate and self-aware. The agenda was to have a panel for about 15 minutes, and then break into small groups and then have a dialogue. The panel was so phenomenal, that we never broke into small groups. In fact, they went over the time allotted. I really encourage you to come to our next session, it is our last for the year. If you’re short of flex credit, we encourage you to come on 5/17.

The next announcement I would like to make is for the Faculty Book Club. The Co-Facilitators Sue Ellen Warren and Sumino Otsuji are going to step down, so we need replacements for Fall. Please contact me if you are interested in participating as a co-facilitator. We don’t want this great opportunity to end.

The theme for Fall Professional Development Day is Culturally Responsive Teaching and Learning. We are really excited and we are in the early stages of planning. The calls for proposals for break-out sessions will go out later this week. If you have idea for something that you think will fit under this umbrella, consider offering a workshop. KDD: Nice synergy with a lot of other things that are going on around campus. Thank you, S. Allen!

#### **f. VP – Finance – J. Troesh (pgs. 24-26)**

We are in the first rounds of the proposed budget. This is an ongoing thing. We are told this is how much money you are getting; then we build the budget off of it; then the Governor decides that no, we aren’t getting that much money; then we build the budget off of that. So we go back and forth and back and forth. Two meetings back, Vice President Fahnestock was here to talk about the new funding formula. If any of you want to look into more details, you can look at the agenda that is in the packet. As you go through these details, realize that anytime it says “it was decided”, it means that this group at the state level decided that this is what it should be. That is a proposal to the Governor, who knows what it will actually be. If any of you want more detail, you can check it out in the senate packet. If anything actually does get decided, I will let you know.

#### **g. VP – Academic Technology – Pete Marcoux (pgs. 27-29)**

I wanted to include a list of some of the new software we are buying. I think it is pretty cool and amazing. Some of the highlights; Civitas, student schedule planner. That is for students to input their personal schedule so if they have a work schedule or sport schedule, it will help them find classes outside those commitments. So hopefully they will be able to take more classes with this tool. Ellucian on Demand, Ellucian is another name for DataTel. That is actually the real name. They have a kind of a self-paced library. Formstack, which we’ll hear about. That will help us move to a paperless campus. We will be submitting less paper and more digital book requests and class schedules. Irene mentioned a new survey that is called Qualtrics. It will replace Survey Monkey. So if you have a personal Survey Monkey account, you can get rid of that. Correct, Irene? I. Graff: We are working on that process right now. P. Marcoux: Some programs may have their own Survey Monkey, but talk to Irene about that transfer. There is a Financial Aid software. Office 365, if you are serving on an Accreditation Committee, you will be introduced to Office 365 Teams. It is kind of neat. It is a great way to share documents. It is pretty dynamic and what is nice, is you use your El Camino email address for that. And the new curriculum software. That is exciting news. KDD: Our next job is to make sure all these programs talk to each other. P. Marcoux: Yes, talk to each other and get some training!

#### **h. VP – Instructional Effectiveness/ALC&SLOs Update – R. Serr (pgs. 30-33)**

The ALC minutes are in the packet. Also in the packet is a workshop for entering SLO & PLO data. I highly recommend the workshops, because if you bring your data, when you leave, you’ll be done. Then there are no questions. Program

Review documents are due September 7<sup>th</sup>. Also for the CTE Program, we developed a new template off the Program Review template. That should make it a lot easier for those two-year reviews. Those are also due on September 7<sup>th</sup>. If you need any assistance for Program Review, or your assessments, feel free to send me an email.

#### **D. SPECIAL COMMITTEE REPORTS**

##### **Dr. J. Shankweiler - VP of Academic Affairs**

J. Shankweiler: I told Kristie I have two things, but I lied and I have four. So the Accreditation Team is going to ACCJC training Thursday. I am in hiring committees forever. If you need to talk to me, sorry. There are 21 faculty, plus a dean.

We were accepted to the OEI Consortium (there were cheers & cat-calls). Thank you to Chris Gold for putting that together. We have two pages of team members we need to assemble by the end of the week. I am working on that.

The Guided Pathways Faculty Coordinator position was announced yesterday afternoon. Please talk to your colleagues who you think might be good at this and send them to me, or send me their name and I will go talk to them. It is an exciting opportunity and I want to do it right.

##### **R. Miyashiro – VP of Student Services**

R. Miyashiro: I didn't lie, because I haven't told Kristie anything! I have two things. We had our First Generation conference put on by Darrell Thompson, Cynthia Mosqueda, and Seranda Bray. It was well attended. I just have to say, I have been to a lot of conferences, and the speakers that they attracted, on the two sessions I went to out of the four, both blew my mind. I think we are going to continue this.

The second thing I wanted to mention, we are nearing 800 students for the South Bay College Promise. As you know we have room for 500. We are going to look at other mechanisms and hopefully accommodate as many as possible using the California Promise Grant (formerly the BOG fee waiver).

We are still looking for faculty members to be leaders in the ECC Connect. We will be coming out with a program later, so look for it. Then those leaders will be given stipends because it will be an ongoing group.

#### **E. UNFINISHED BUSINESS**

##### **Student Withdrawal Survey: 2<sup>nd</sup> Reading – Jeremy Smotherman (pgs. 34-38)**

KDD: This is actually our second reading. Jeremy Smotherman, from Institutional Research and Planning and from SKY DIVING! We also learned at the Planning Summit that he is an experienced Sky Diver. Welcome back, Jeremy. Officially, **Dr. Smotherman**. (Someone yelled out, "Dr. J"! ) Which was scarier, your defense or sky diving? J. Smotherman: Definitely my defense. Well, you know the ground is coming, and you don't know which questions are coming. Just some quick updates. Based off of the last meeting, I added an additional theme, "personal circumstances". That takes care of the second question we had in the sample. Then really quickly, we changed a little bit, family responsibilities. It takes care of the working aspects as well. We changed number four. We updated the ECC Support questions. That way we know that they actually went through some support services here. We added the question, "I was not able to afford the book/books." We want to see if affordability goes beyond Financial Aid. KDD: I need a motion to endorse our Withdrawal Survey. This is not necessarily something we need to approve, it has been brought to the Senate for our input. We are endorsing rather than approving. Do I have a motion? S. Bray motioned, C. Wells seconded. KDD: We will vote once we finish our discussion. Comments? Rocio Diaz: How about employment? Maybe we need an example in parenthesis. KDD: Jeremy is taking notes. S. Bray: Maybe they are having difficulties getting to campus? Do we want to ask about that? J. Smotherman: We want the general main theme? Our hope is that it continues beyond this three-

year time frame. KDD: Will there be an “Other or Catch-all?” Just in case we haven’t thought of all the possibilities. C. Wells: It isn’t on the survey, it is on the additional research, page 37. Do we look at the sizes of the divisions? Percentages might be helpful. BSS has a lot of withdrawals, but they are also a very large division. It doesn’t capture how big of an issue it is for that division. KDD: So Proportionately. C. Wells: The raw number could be deceptive. KDD: All those in favor? All were in agreement. Yes, you have your endorsement, Jeremy. Thank you for your openness to input.

### **Flex Matrix Revisions: 2<sup>nd</sup> Reading – S. Allen (pgs. 39-40)**

KDD: This next topic does fall within Senate purview. I need a motion to approve the Flex Matrix revisions. P. Marcoux, so moved, S. Bray seconded. KDD: Now we can discuss and I will turn this over to S. Allen. S. Allen: I underlined the changes that we made from last time. I thank you for the feedback and really good ideas. I realize when looking at the packet, the minutes that Kristie sent the other day, I forgot to change attending. I will go back and make that change. The committee took your suggestions into consideration, some of the suggestions we thought we would like to keep the bullet for “general”. We know it is a working document, and it will change. But three years from now, You Tube may be a thing of the past. So we wanted to keep the activities sort of general. We don’t want to be too specific. We are still absolutely open to recommendations that can change over time. What we are really more interested in is the framework. Are you in favor of the framework of the three categories rather than the current matrix? Are there any questions or any other suggestions or changes? C. Wells: Who ultimately signs off on whether these activities are appropriate? S. Allen: Ultimately, your dean. So we are also in the process of looking at Flex Reporting Software. That is one of the issues that is holding us up. Lisa Mednick and I will be reviewing a system on Thursday. For now, our current software, PD Reporter, would be difficult to revise it and accommodate our new matrix. We are hoping we have new software in place as this becomes a reality. Hopefully, we can unveil both at the same time. KDD: The software was not user friendly, and it was confusing. C. Wells: If you had more flex that you need, they weren’t approving stuff if you had met your obligation. KDD: That was mentioned last time. And that was a man-power issue as it was mentioned to me. Hopefully, when the software is more user friendly, maybe that will be resolved. C. Wells: It would be good for us to know how much people are doing versus just meeting the obligation. KDD: It is helpful for the self-evaluation. Even though it doesn’t count, it is helpful.

J. Shankweiler: Under Institutional Improvement, there are a couple of places that I know you are changing to “Participating.” Could you put in a Working Group or something? I don’t want people to think they can get flex credit for attending this meeting but not that meeting. These are really work groups where you are working on a product or a problem. As opposed to, “It’s time for Area Council” once a semester. S. Allen: Which bullet? J. Shankweiler: Page 39, the Serving on Workgroups to address Institutional Improvements. Make it clear you are working on something, not just going to a meeting? S. Allen: What if this were a meeting I called for my department, so we could discuss our assessment results and plans for change in our curriculum? Would that qualify for our above and beyond once/semester department meeting? J. Shankweiler: Is it post-assessment? S. Allen: Yes. J. Shankweiler: I think you are walking a fine line when you get flex credit for attending a meeting. KDD: What if that group had a product? J. Shankweiler: If it is a series of meetings to do that work. S. Allen: I see this as a special meeting. When SLOs were new to the landscape. A few semesters went by and we talked about SLOs and we had “Robust Dialogue” where we talked about our assessment results. To me having one of those meetings kind of served that purpose. It wasn’t just a meeting to implement SLOs, it was to talk about assessment results. To me, that is the purpose of SLOs. C. Wells: The current issue is AB 705. There will be a number of meetings related to Guided Pathways. Do these count? Pete: How about meetings from the summer or winter break? In the past, PBC participants were given flex credit for meeting during the summer. Administration kind of balanced out, you get flex credit, but you won’t get a stipend. There are some meetings. J. Shankweiler: Your contracts say you will be on committees. C. Wells: There needs to be a clear criteria set up. We don’t want to be at the “whim” of whoever. J. Shankweiler: I just want us to be mindful. J. Baranski: Can we

bank hours for next year? J. Shankweiler: I don't think the Chancellor permits that. KDD: Unfortunately, no, and it's too bad. J. Troesh: We need a little more definition about Ted Talks and podcasts. I listen to 13-20 hours of Podcasts related to my field a week. I would have 0 flex obligation even if I didn't go to flex day. In 2 weeks, I can knock out a years' worth of flex listening to podcasts. I think it is important, because I get a lot of stories from that, but at the same time we need to define this some more. KDD: Does this fall into your recommendation that there be a follow-up report talking about how you would apply that to your teaching? "Yes, I listened to this, and here is how I integrate this into my teaching". S. Allen: We really wanted to have activities that would enhance teaching. I don't see a problem. S. Di Fiori: In my department, we get credit for visiting a museum or a National Park to develop curriculum for Geology. There may not be a conference for that, I may have to go out in the field. It falls out of these categories. S. Allen: We have attending literary readings, debates, sporting events or lectures. S. Di Fiori: Maybe add field research. S. Allen: Field Research it is. KDD: Thank you Stacey, and thank you for underscoring that this will evolve over time. We are voting to approve, but you will see this again. We will work some of the kinks out as time goes on. Let's call for the question? All approved this flex matrix, motion carries. Thank you, Stacey and your team. This is huge. This came to the Senate a year ago and you guys have done a phenomenal job.

I would like to do a motion to change our order of business so we can hear about Plenary. P. Marcoux motioned, C. Wells seconded. All agreed

## **G. INFORMATION ITEMS –DISCUSSION**

### **Senate Plenary Report – D. McClelland**

D. McClelland: I had a very informative time at Plenary. For time's sake, I have tried to keep the notes to things that I think actually affect your lives. The first general session we discussed AB 705 and its effect on faculty and students. They reiterated that the English recommendations from the Chancellor's Office were out, but the Math were still forthcoming. It has been a month, so maybe they are out now. They had a huge discussion about the Math pathway. Most of the language has come as an Algebra-based Math that students would have to go through. There is a large contingency of faculty around the state that would like to see two pathways. One Algebra-based and one Statistics-based. The Statistics wouldn't have to be taught by Math faculty. There was some push back from the Math faculty because of this. There was a robust discussion. There were feelings on both sides of the issue. People around the state are asking, "Do all our students need an Algebra-based college level Math, or do some of our students not going into STEM fields could they do Statistics?" There was advice from the state representatives to make sure as we are re-designing curriculum not to get rid of our prerequisites that are currently on the books. Or not without looking at the current articulation agreement. If you get rid of your pre-reqs, it could affect the existing articulation agreements. The example they gave is that Algebra 2 is an entrance requirement for the UC's. So if a course previously had a prerequisite that was Algebra 2, you would want to keep that on the books, otherwise you might lose the articulation with the UCs. The point was brought up that special needs students have not been addressed with respect to AB 705. The response was that we are trying to get the majority managed first, then we'll get more specialized. I also heard, how is this going to affect Financial Aid? Two-thirds of the students' units are tied to one, 8-unit English course. Now you have the course and all the help that goes in with it. If they fail that one course, what does it do to their financial aid? This is a concern not only here at El Camino, but around the state.

We had a general session where the Executive Vice Chancellors from the Chancellor's Office came. The Educational Services VC, Institutional Effectiveness and Workplace and Digital Future. All the California Community Colleges have now submitted Guided Pathways plans, and they are excited about that. They reiterated that Guided Pathways is more about clarity than changing the system. We want to clarify for students what we have to offer them and how it will help them. They are not necessarily looking for new programs. They explained that it generally takes colleges about 5-10 years to perform at scale. That is not acceptable to the governor. They are hoping that Guided Pathways provides tools

and resources that can cut that time down so that we can get programs to scale faster. Currently a lot of students are under placed because of poor performance on entrance exams. They never get out of that mess. They can't succeed because they have to take five Math classes to get to college level. They want us to look at student capacity and past practices for what is and isn't working. The Chancellor's Office is under a lot of pressure from the state to change quickly.

Then they talked about the 115<sup>th</sup> college, the "Online College". Faculty around the state are not happy about it. They tried to present it in a good way. The Governor is worried about what he calls "stranded adult workers". They are individuals in the work force with a high school degree but nothing else. They are extremely vulnerable to economic down turns, because they are often the first ones laid off. He wants to improve their skills and certifications so that they are more valuable to their employers and they won't be laid off. That is his target population. He is aiming to help those who can't do a traditional school year. The 115<sup>th</sup> college is supposed to be very flexible, with 12-40 different starts every year. Many other states already have programs like this. The Governor does not want stranded adult workers to fall victim to for-profit colleges. They will teach literacy, numeracy and some soft skills. There will be faculty that are mentors.

There was a breakout on Guided Pathways. Hopefully, in the fall we will be able to see what the early adopters are using for the mapping. The faculty senate reiterated that they would like to know how they can help us.

I went to a breakout on the new transfer pathway to the UC's. They are currently piloting these new pathway degrees. They are going to do the 21 most popular majors. This is a superset of courses used by all 9 campuses. They reiterated that students can't have access without preparation. Basically, the idea for the UC's, if you take the pathway courses and get a minimum GPA in the pathway, you will have an admissions guarantee somewhere in the UC. Their pathway courses are not going to focus as much on general ed. These would be major preparation courses.

They showed us a really good website where students can look at what schools they can get all of their pathway courses at. Not all community colleges will offer everything. They need to increase transfer students, their transfer success rates are doing really well. 60% of transfer students to the UC's from CCC's transfer within 2 years.

C. Wells: Was there discussion about the consultation process? D. McClelland: Yes, it wasn't a constructive discussion. People made snarky comments. There was definitely the feeling in the room that people weren't happy. KDD: Thanks for representing and reporting back.

## **F. NEW BUSINESS**

### **AP 4235 Credit by Exam: 1<sup>st</sup> Reading (pgs. 41-44)**

KDD: We have a couple of Ed Policies that have gone through our Ed Policies Committee and they are now coming to us for a first reading. Please take information from these back to your area and bring them back when we vote at our May 15<sup>th</sup> meeting. As with a lot of Policies & Procedures, these touch on many different dimensions of the institution. We want to be mindful of the fact that senate purview is limited. I'll turn things over to D. McClelland. D. McClelland: I got a flood of questions about this topic this week, it seems to be a really hot topic right now. The changes that I have here were changes that people brought to me earlier in the semester. I have gotten a lot of questions this week about whether Credit by Exam is right for our college. From my perspective, I don't think that is a decision that should be made at the college level. Therefore, that is not a decision that should be made by the senate in general. There are some departments that this works really well for, and there are others that are having some issues with it. If your department is having an issue with this, I encourage you to have a discussion at the department level with your Dean and other faculty. Maybe you need to make a change within that department. There are other divisions and departments that have a lot of CTE courses and it is very appropriate to do Credit by Exam. Someone could come in with



a lot of work experience and maybe they don't need Plumbing 1, but they could go straight to Plumbing 4, just as an example. KDD: Janet that would go through Curriculum, correct? If my courses are currently offered by Credit by Exam, I could change that. J. Young: It actually doesn't go through Curriculum. A memo is sent to the Curriculum Advisor and then that course is put into the catalog. Just to be super clear, courses are not automatically Credit by Exam courses. You have to make a request that your course be placed on the list. In the catalog on page 60, there are courses that the department has determined is appropriate for Credit by Exam. This is faculty-driven, faculty decision, department decision and you decide at some point that this course isn't working, so you remove it. No one is telling you, it is not by default that your course is a Credit by Exam. That needs to be super clear.

C. Wells: How does this relate to waiving a prerequisite? Janet: If there is a course that is Credit by Exam, you come in and request Credit by Exam. You say, "The reason I want to do Credit by Exam, is that I already took this somewhere else." There is some reason that you say you are eligible to take this. Then you take the exam that the faculty member developed. Then it is graded and it is determined "Oh, you pass, so you have the equivalent." The problem with our current policy is that you don't get those units until you have completed 12 units at the college. It is held in limbo, you get a piece of paper that says you passed, you hold onto that for maybe a couple of years, it may take two semesters to get 12 units. Once you have taken the 12 units, then you get credit for that. That was a long answer to your question. If that class is a prerequisite, it does you no good until you have taken 12 units. That is why we want to have a waiver for courses that have been articulated.

D. McClelland: This procedure was just edited last year and now we are opening it up again. I'm just going through the changes, not the whole procedure. Our first change is on page 41. Achievement of a score of 3 or higher. We are adding 4 or 5 or higher on an international Baccalaureate exam. We are already doing that in practice, I was asked to put it into the procedure. That is the first addition, and it is something we are already doing. The sentence that says for more information, we decided to hold off on that change, because that AP doesn't exist yet. R. Miyashiro: You don't have to be in the Military to take CLEP. This is usually AP for adults. CLEP falls under Achievement of an Examination administered by other agencies. R. Miyashiro: Usually colleges have a cut score where you get credit. D. McClelland: I will look it up and make a note to add it for the next reading. KDD: It may be something that is already in the catalog, we just don't have it here. Under eligibility requirements, this is what Janet was talking about. We are adding a sentence that says, "Students may be exempt from residency requirement if the course is articulated with a high school, adult school or regional occupation program career and technical education pathway. J. Young: This was endorsed by the College Curriculum Committee. We looked at many other Community College articulation agreements and thought that was a good compromise. C. Wells: I have a concern about "May" versus "Shall". How is that going to be determined? J. Young: I think it is "Shall". J. Shankweiler: There is something in Title 5 that says students must be registered at the college. KDD: D. McClelland is going to bring that back, she has looked at some examples. We have to make sure we are compliant with Title 5. The college gets to define what we mean by registered and in good standing. That is a piece that will be coming back next time. R. Miyashiro: Good standing is codified in Title 5. I apologize, CLEP is in here. This body should determine the cut score, not the military. J. Young: Are you saying we should keep may in there for wiggle room? R. Miyashiro: What Title 5 and the Ed Code says is you can't be in good standing until you have completed 12 units. For most Credit by Exam, you have to be in good standing to take Credit by Exam. That's why we have the 12-unit minimum. Otherwise, someone who gets 9 F's, can all of a sudden start taking a Credit by Exam. Then they will get college credit by Credit by Exam. KDD: Criterion for good standing is completing 12 units? R. Miyashiro: Yes, both in the Ed Code and Title 5. J. Shankweiler: So how are these other schools doing this? R. Miyashiro: They are doing this thru 8288 or ignoring Ed Code, which wouldn't be the first time. D. McClelland: I have 10 examples of other Community Colleges that have this exception. KDD: Janet, are the students you are referring to AB 288 students? Are they on career pathways? J. Young: Yes. That is generally the audience asking for this exemption. R. Miyashiro: AB 288 has a loophole around it. J. Shankweiler: Many are AB 288, but sometimes we have Career and Technical pathways at Charter Schools which cannot be AB 288. J. Young: I know that Lillian Justice is in favor of this exemption. R.

Miyashiro: I wrote the exemption at Long Beach when Lillian and I worked there. We wrote an exemption for all college sponsored programs. KDD: Let's do some consulting and bring this back for some more discussions. We'll touch base with R. Miyashiro.

P. Marcoux: Maybe someone in the room has a point they want to bring up now. S. Bray: I had a discussion with a fellow counselor. With students who are taking languages, I'll give an example. Let's say you have a student who is a native Spanish speaker or maybe they took Spanish in high school. They take Spanish 1 here. They could potentially get blocked from that class. The professor might say they need a higher level of Spanish. Someone had a student in that situation, they were taken out of Spanish 1 and put into Spanish 52A, which is Spanish for native Spanish speakers. Then the student decided they wanted to be a Spanish major. Then they needed Spanish 1 & 2. They couldn't get that class anymore, because once you take 52A, you can't do Credit by Exam for Spanish 1 or 2, because you have already taken a higher level. That could be a little problematic for students that want to get that extra bump in the associate transfer degree. I think that language might be the only situation where a student would get taken out of a class and put into a higher class. KDD: Is there an appeal process? S. Bray: I'm not sure, but I wanted to throw that out.

D. McClelland: Under point 7, under eligibility requirement. The last sentence, are "exempt" from the 15 semester units. The point that was brought up in our committee is if a student is an AP student, and they've taken all these classes, and they come in with 24 units from high school, they worked hard and they should get credit for it. There is also the perspective of "What does the ECC degree mean? Do we really want students who have come to a college where you only need 60 units for a degree but they have already taken 25 or 30 of them in high school?" That is both sides of the issue. Our committee voted to put this change in, but I'm happy to hear if anyone has an opinion on this issue. KDD: This would mean there is no limit on the number of AP units that students would get credit for here at El Camino. R. Cerofeci: There has to be a pretty small population who is coming in with that many units. P. Marcoux: We want those guys. C. Wells: Do we get credit for their degree? KDD: Yes. J. Troesh: This is beyond the budget. Society has given the student an opportunity and said if you do these AP courses, if you do this extra work, you can avoid doing this at the college. We should have an obligation to fulfill that promise that those students got in high school. D. McClelland: These are clarifications under fee requirements. Students were having trouble with where to process things. Students were trying to pay in the Admissions Office, so we are just clarifying things. We also added a sentence that fee waivers do not apply to Credit by Exam. Again, this is because students were coming in trying to get their BOG fee waiver to cover their Credit by Exam. Under the procedure for earning Credit by Exam, we are adding the phrase, "upon request students shall be provided with a copy of the course outline of record to aid them in making the decision in whether or not to petition Credit by Exam. Again, that is what is currently happening. KDD: We talked about maybe talking to A&R, instead of saying "upon request", maybe that can be part of their regular practice. Maybe these can be posted to the website. J. Young: In our new online catalog system, all courses listed under Credit by Exam will have a live link to the course outline. KDD: Awesome. They can be directed to the website and the catalog. The last change under restrictions, on units earned by Credit by Exam, we again said, advanced placement in International Baccalaureate credit are exempt. KDD: We will bring that one back next time.

#### **AP 4236 Military Credit: 1<sup>st</sup> Reading (pg. 45)**

D. McClelland: This is currently AP 4236, credit for military service. There is a new legally mandated AP that deals with advanced placement. We are not changing the procedure at all, we need to renumber it to 4237. Then we can bring in the new legally required 4236. It is just a numerical change. KDD: For the 2<sup>nd</sup> reading we will have a motion. The new one is coming, we do not have it yet.

#### **Program Evaluation Task Force: Horticulture 1<sup>st</sup> Reading – Task Force Members (pgs. 46-50)**

KDD: I am going to ask J. Shankweiler to come up because we were co-chairs. This Task Force met during the 2016-17 school year. We needed the intervening time to look at a couple of issues and that is why it has taken some time to bring it to you. AP 4021, Program Discontinuance, which came to this body in 2014. This sets up a process that if questions are being raised, about the viability of a program, you convene a task force. The task force needs to have on it, J. Shankweiler and I are the co-chairs, it needs to have on it 2 deans, 2 faculty, and we are the voting body. Then in a consultative role, we have Institutional Research. You can see who the committee members were for this program evaluation. We worked in the fall 2016, spring 2017. In particular, Horticulture came to us because of declining enrollment and the fact that they no longer have a full time faculty member. Senate approval for this recommendation of this task force isn't required, but J. Shankweiler and I felt like it was important to bring it to this body so you could have input. Please go to page 46 & 47 in your packet, there is the overview. I am jumping to page 49. One of the things this task force did, we asked IR and consulted as a group and determined what kind of information we wanted to get in order to make a decision or a recommendation. We got info about the ECC Horticulture program, we got info about labor trends, and about peer institutions. In terms of data on our horticulture program. The success and retention rates have been in the time period that we looked, from 2005-2016, have been lower than the colleges average. The enrollment peaked to 131 students in 2010, then over time decreased to 79. J. Shankweiler: If you recall, in 2010, students signed up for anything they could get because there were lines out the door. That was the only years that any horticulture class filled. The fill rates are hovering around 70% from 2006-2016. There was a low of 49%. What do we typically require to run a course, J. Shankweiler? J. Shankweiler: 80%. KDD: During an 11 year period, 21 degrees and 30 certificates were awarded. In terms of local horticulture programs, there are a number of them that are vibrant. LA Pierce has one full time faculty member. Most have 3 full time faculty and a number of adjuncts. They have something like 9,000 square feet of programs. One of our issues here on campus is that we have a very small greenhouse with no room to expand. It isn't functioning, you can only be in there during daylight hours because there is no lighting. When we look at our competitors, they far outpace us in terms of the services they provide their students. In terms of the labor market, the horticulture program sort of falls into the gap. Most of the landscaping jobs just require a high school diploma, not a certificate or degree. If you look at a related field, Landscape Architecture, you need a Bachelor's degree. Horticulture is a different path or track. Irene do you want to add anything from the data? I. Graff: On page 50, 85% of horticulture jobs can be filled with a high school diploma. KDD: This is the summary of what we did and the institutions that we reviewed. El Camino doesn't have a 4 year program in which to feed our students. We have had continued challenges recruiting adjuncts. Without adjuncts it is very difficult to offer the courses. J. Shankweiler: At this point, I think we only got 1 applicant.

Some of the questions the committee considered is might we find homes for some of the courses that do have fill rates? Amy Grant, our dean for Natural Sciences, did some investigating for us. There is an important difference between Horticulture, which is more landscape oriented versus Landscape Architecture. To be able to shift these classes from the Horticulture program, into Architecture is going to require major reworking of the whole curriculum. It is not just a matter of taking the course part and parcel and moving it to another division. J. Shankweiler: She worked closely with the dean of Industry and Tech to see if we could move Landscape Design into Architecture. KDD: How are we going to transition these students out? This is a pretty long trajectory. Any student who has taken a Horticulture class since Fall 2017, will be contacted. J. Shankweiler: We have 2 Natural Science people leaving. Didn't you discuss it at the meeting? There wasn't great support for keeping it, right? (Both nodded their heads.) KDD: The teach out runs from Fall 2018 to Spring 2021, provided we are able to find adjuncts to teach these classes. Are there any questions? The taskforce unanimously recommends discontinuing the Horticulture program at El Camino College. This is a first reading. R. Cerofeci: Once a program does leave, is it difficult to get it back? J. Shankweiler: There is a difference between inactivation and discontinuance. If we inactivate, it just goes through Curriculum and gets reactivated. If it is discontinued, it ceased to exist. You would have to rewrite the curriculum. In this case, it wouldn't be a bad idea. R. Cerofeci: We could get it back. What if there was a need? J. Shankweiler: We could do it, there would have to be a need. Food, Culinary arts, 15 years ago. KDD: You are asking is the door forever closed and the answer is no. C. Wells:

Does this include the regional impact? There are surrounding programs that have viable programs. How can we help our students transition? J. Shankweiler: The teach-out plan is more what semesters we would offer courses so that students could take them. And then advertise to the students. If we can't find instructors, we'll have to be recommending local schools that offer it. C. Wells: Are there alternatives? Could we support students if they wanted to go to Long Beach? J. Shankweiler: We would do some of the research for them. We would have to survey how many students we have. I'm not sure how many students our teach-out plan will apply to. KDD: Can you share anything with us that we could pass on to our students? We want to make that transition easier. Seranda, if you guys have a student who needs to shift to another Community College because their program has been discontinued, do you do work to help them with logistics? S. Bray: Yes. C. Wells: I remember with Long Beach City cancelled a number of programs. They did a good job of communicating. R. Miyashiro: I was there when that happened. Long Beach was required to go out to surrounding Community Colleges. Identify to the students which schools had which programs. It was LBCC's responsibility to create a MOU that they would take those students. For example, for airplane mechanics programs, they had to go to Orange Coast. So they had to make an agreement with Orange Coast. J. Shankweiler: Whose responsibility was it? R. Miyashiro: I think the state.s. KDD: As Jean mentioned, this is our first reading. You'll get another chance to talk about it. R. Miyashiro: There is a discontinuance.

### **Training and Certification for Canvas: 1<sup>st</sup> Reading – Renee Galbavy (pgs. 51-54)**

We will need to table this for next time.

### **H. FUTURE AGENDA ITEMS**

AP 7160 Professional Development; AP 5500 Standards of Student Conduct  
Noncredit Courses  
Zero Cost and Low Cost Textbooks

### **I. PUBLIC COMMENT**

Hi, I am Alex. I am the Director of Finance for the Associated Students Organization. I am here to mention that ASO is pushing towards an initiative to raising the student activity fee from \$10 to \$15 for the fall 2018-2019 school year.

### **J. ADJOURN**

The meeting adjourned at 2:02 pm  
TG/ECC Spring 18