

ECC
Academic
Senate
May 1, 2018



Important note:

- This file contains the presentation used at the Senate meeting. The president's informal notes have been added in **red**.
- These notes have not been reviewed nor have they been approved by the Academic Senate; they were created to provide a prompt (but informal) report about the meeting.
- For a comprehensive, official accounting of Senate meetings, please refer to Senate meeting minutes: <http://www.elcamino.edu/academics/academicSenate/>.
- Thank you!

ECC Academic Senate Welcome!

May 1, 2018

**Please sign in &
pick up a name card**



Congrats!

- **Rocio Diaz**, Senator from Counseling
- **Chris Halligan**, Senator from Compton College
- Both were elected to FACCC leadership roles as Governors at Large!
- *Thanks to everyone who supported their candidacy!*



Agenda

- A. Call to Order
- B. Approval of Minutes – **Senate packet, pages 6-17.**
Minutes were approved with additional paragraph breaks on pages 14 & 15. No changes were made to content.
- C. Officer Reports
- D. Special Committee Reports
- E. Unfinished Business
- F. New Business
- G. Information Items/Discussion
- H. Future Agenda Items
- I. Public Comment
- J. Adjourn

Welcome Division Personnel



- Randal Davis,
- Associate Dean, Industry & Technology.
- Associate Dean Davis was double-booked during the Senate meeting time. We appreciate him making Senate a priority!
- Associate Dean Davis helps oversee 18 programs and departments, as well as a large public safety area. He was hired in 2012 as an instructor. He was working simultaneously as a police detective. He's written a number of law books.
- Thank you for joining us Associate Dean Davis!

C. Officer
Reports:
President,
Kristie
Daniel-
DiGregorio



- **Senate packet, pages 18-21**
- **Reminders:**
- June 5th Senate meeting is **confirmed**.
- Senator senators: please hold **senator elections** as needed by our May 15th Senate meeting.
- Please ask colleagues to respond to **Employee Climate Survey**, especially part-timers who are often under-represented. Link:
- https://elcamino.co1.qualtrics.com/jfe/form/SV_bDUxIHW_Eci3EVkV
- Irene Graff echoed the request for faculty responses to the Employee Climate Survey. She noted that a high response rate from all employee groups will allow the college to drill down and disaggregate the data to draw conclusions about how we can improve in areas such as professional development, communications, etc. Josh Troesh asked a “hypothetical” question about those who start but don’t finish the survey before they become distracted and the survey times out. (“Squirrel!”) The survey takes just 15-20 minutes; it’s ideal if you’re able to answer all questions. If not, please don’t respond a second time. Your first responses will have been submitted. Thank you!

C. Officer
Reports:
President,
Kristie
Daniel-
DiGregorio

- **Recent ECC Events:**
- Town Hall Meeting (4.19.18).
- First Generation Conference (4.27.18).
- Thank you to everyone who planned, attended and supported the success of these recent events!

First Gen Conference



Lars Kjeseth
Math Senator &
Experienced Bungee Jumper
(shhh! Do NOT tell his mum!)



Spring 2018 Planning Summit Friday, April 20th.
Strategic Plan comes to Senate for consultation early fall.
View presentations for Summit and Bridging Study:

MyECC portal → Menu → Areas → Institutional
Effectiveness → Institutional Research & Planning

Senate
packet, page
21
Please
consider
attending
one or all of
these events!



EL CAMINO COLLEGE

EQUITY, DIVERSITY & INCLUSION WORKSHOPS

Tuesday, May 8, 2018 • 8:00am - 4:00pm

Open to All Faculty, Staff & Managers

(Faculty earn 2 hours flex credit per session)



Thomas Brown & Associates (TBA) is a nationally recognized consultancy and training group that assists educational organizations to respond effectively to increasing diversity and to the needs of a diverse workforce by introducing inclusive strategies that eliminate barriers and can be interwoven campus-wide.

TBA will provide several workshops on the topic of "Diversity, Inclusivity, and Cultural Competence" for faculty, staff, and managers at El Camino College.

8:00am - 10:00am (Distance Education Center) - 2 Flex Hours:
Immunity to Change: A Framework for Achieving Challenging Professional, Programmatic, and/or Institutional Goals

10:00am - 12:00pm (Humanities 210) - 2 Flex Hours:
Listening & Communicating Within a Diverse Community

2:00pm - 4:00pm (Distance Education Center) - 2 Flex Hours:
Reframing At-Risk to High Potential: Responding to the Needs of Today's Diverse Students

(Light Refreshments Served)

C. Officer Reports

- VP, Compton College: Paul Flor
- No report.
- Chair, Curriculum Committee: Janet Young
 - College Curriculum Committee minutes & other useful information:
 - <http://www.elcamino.edu/academics/ccc/>.
- The College Curriculum Committee has been busy (understatement!). Already this semester, the committee has reviewed 160 proposals and still has three more meetings. Nursing has a number of courses being reviewed and the team reviewed the Credit by Exam procedures.
- We are in the contract phase for the new curriculum software. A big shout out to Dr. Shankweiler for her support. She has negotiated a 25% discount (you may want her to accompany you the next time you negotiate for a new car...). The software was more expensive than anticipated. The new catalog will hopefully go online Fall 2018. We will no longer have to cut off curriculum review in December! Stay tuned for details about the revised timeline.
- The CCC is revising the Curriculum Handbook.

C. Officer Reports

- VP, Educational Policies: Darcie McClelland
- Ed policies are addressed later in the meeting, under New Business. The Ed Policies Committee needs representatives from several divisions:
 - **Health Sciences and Athletics**
 - **Business**
 - **Humanities**
 - **Mathematics**
 - **Fine Arts**
- It's important to have representatives from all divisions. Please talk to your colleagues and your dean; our goal is to have new reps in place for fall. Ideally, reps would serve on the committee through the academic year. If you're unable to find a committee rep from your division, your division can send someone to provide input when the committee considers policies and procedures especially relevant to your area. It should be someone experienced in reviewing ed policies as there's a learning curve for this subcommittee.

C. Officer Reports

- **Senate packet, pages 22-23.**
- VP, Faculty Development: Stacey Allen
- The most recent Informed and Inspired event focused on Women of Color. It was incredibly inspirational to hear from our student panelists who were poised, self-aware, and engaging. VP Allen encourages you to come to the next workshop on May 17th, which is the final one for the semester.
- Our devoted Faculty Book Club co-coordinators Sue Ellen Warren and Sumino Otsuji are unavailable in the fall so we are looking for new coordinators. Please consider serving and let Stacey know if you're interested.
- The theme for Fall PD Day has been chosen: Culturally Responsive Teaching and Learning. The Call for proposals will go out later this week. If you have expertise in this area please consider offering a workshop.

C. Officer Reports

- **Senate packet, pages 24-26.**
- VP, Finance and Special Projects: Josh Troesh
 - Planning & Budgeting Committee Minutes: <http://www.elcamino.edu/administration/president/pbc/agendaminutes.aspx>
- The back and forth continues on the budget. The new funding formula is being discussed. The PBC minutes in the packet give more detail. Note that no decisions have been made at this point; only recommendations and proposals.
- **Senate packet, pages 27-29.**
- VP, Academic Technology: Pete Marcoux
- The packet includes a listing of the software we are buying as a campus. These include Civitas (schedule planner for students), Ellucian on Demand (self-paced library), Formstack (to support going paperless as a campus), Qualtrics (survey software that may allow you to cancel your paid Survey Monkey subscription), and Office 365 (currently being used for the accreditation process).
- The keys will be to make certain the various software programs talk to each other and that we're providing sufficient professional development.

C. Officer Reports

- **Senate packet, pages 30-33.**
- VP, Instructional Effectiveness, Russell Serr
- Minutes from the ALC and information about the next SLO workshops are in the packet. The workshops give you an opportunity to bring your data and leave with your assessment complete. If you need help with Program Review or your assessments, reach out to Russell.

D. Special Committee Reports

- ECC VP, Academic Affairs: Jean Shankweiler
- The Accreditation Steering Committee will be attending ACCJC training.
- Anytime Jean isn't sleeping or eating, she's in a hiring committee meeting! Twenty-one faculty, plus a dean.
- ECC was accepted into the OEI Consortium! Many thanks to Chris Gold for her hard work to make this happen.
- The Guided Pathways Coordinator position was announced. Please refer colleagues or send their names to Jean and she will lobby them!
- ECC VP, Student Services: Ross Miyashiro
- Thank you to the team that helped plan ECC's first 1st Gen Conference: Darrell Thompson, Cynthia Mosqueda and our very own Seranda Bray! The speakers were fantastic and the conference was exceedingly well-organized!
- We are nearing 800 applications for the 500 South Bay Promise spots for fall. We hope to accommodate as many as possible using the California Promise Grant (formerly the BOG fee waiver).
- We are looking for faculty leaders for ECC Connect. Stipends will be provided as these will be ongoing leadership roles.
- Distance Education Advisory Committee: Report forthcoming under "New Business."

E. Unfinished Business

- **Senate packet, pages 34-38**
- Student Withdrawal Survey: 2nd Reading
- **DR.** Jeremy Smotherman, Institutional Research and Planning...
- ...and an experienced sky-diver!
- **Congrats** to our very own “Dr. J.” who defended his dissertation yesterday! When asked which was scarier, defending or sky diving, he said defending. With sky diving, you can see the ground coming at you. With the defense, you have no idea where the questions are coming from! 😊



E. Unfinished Business

- **Senate packet, pages 34-38**
- Student Withdrawal Survey: 2nd Reading
- **DR.** Jeremy Smotherman, Institutional Research and Planning.
- A new theme was added based on feedback at the last Senate meeting: Personal Circumstances. Bolded portions of the sample questions reflect suggestions from Academic Senate.
- Senators suggested some additional factors that may lead students to withdraw:
 - Work or employment
 - Transportation issues
 - “Other,” with a chance for students to explain, in case there are additional reasons we haven’t thought of.
- Withdrawal data, by division, is provided in the Senate packet. It was suggested that the raw numbers be shown in context, as a proportion of overall enrollments or classes or FTES.
- The Senate unanimously endorsed the Withdrawal Survey after noting that the survey instrument may continue to evolve.



Withdraw Survey

JEREMY SMOTHERMAN,

INSTITUTIONAL RESEARCH AND PLANNING

Purpose

Survey responses will provide data on why students withdraw and if withdraws negatively influences **continuous student** enrollment (institutional retention). Data on withdraws will support **enrollment management**, early alerts (**ECC Connect**), and Counseling Services. The Student Withdraw Survey will provide data that allows ECC to reasonable address factors that contribute to course withdraws. Results from the Student Withdraw Survey will also provide data to support improved course **retention**.

Question Themes

Financial Aid

Access to Technology

ECC Connect/Academic Support

Student Preparation (academic/college)

Duplicate Enrollment (ECC or other campus)

Personal Circumstances

Sample Questions

SELECT ALL THAT APPLY

- I am enrolled in the same or similar course.
- I had personal/family **responsibilities** that prevented me from regularly attending this course.
- I will enroll into this course again in a different semester (include term text box).
- I did not feel prepared for this course (academic/college).
- I **lost**/did not have access to financial aid.
- I received academic support and still decided to withdraw.**
- I did not have access to the required technology.
- I was not able to afford the textbook(s) required for this class.**

F. Unfinished Business

- **Senate packet, pages 39-40.**
- Flex Matrix Revisions: 2nd Reading
- Stacey Allen, VP Faculty Development
- The underline in the packet shows changes made as a result of feedback at the last Senate meeting. Some references to “attending” events will be revised to “participating” in events. The task force chose not to make some suggested changes, so that the categories remain general (e.g., who knows if YouTube will still be around in 10 years?). The primary question before the Senate is whether the Senate is in favor of the framework.
- In terms of “sign off” on submissions, it’s the dean who signs off.
- New flex reporting software is being reviewed this week. The objective is for the new program to support the revised process being presented today.
- It was noted that, recently, faculty were told that once they met their obligation, no additional flex activities could be recorded. In the past, all activities were tracked, including those for adjuncts. This is very useful (e.g., for evaluations) and it was suggested that the new software be able to capture all flex activities for faculty.

F. Unfinished Business

- **Senate packet, pages 39-40.**
- Flex Matrix Revisions: 2nd Reading
- Stacey Allen, VP Faculty Development
- In the category of “Institutional Improvement,” there was some discussion of what is addressed in the contract and what qualifies for flex credit. Working groups, working on a product or a problem would be appropriate for flex. There will be a number of meetings related to Guided Pathways and AB 705 – do those count? Faculty who serve during summer or winter are able to claim some committee work for flex. Online resources such as podcasts and Ted talks may require a report or summary which includes how the information will be incorporated into teaching and learning.
- Discussions will continue as we articulate clear sets of criteria for what does and does not qualify for flex.
- The Senate unanimously approved the revised flex matrix. Stacey and her team were thanked for their thorough, thoughtful, and creative response to concerns brought to the Senate last year.

Professional Development Categories & Activities List

Flexible Calendar (Flex Credit)

Activities approved for Flex credit by the Faculty Development Committee and the Professional Development & Learning department must fall into one of the nine Chancellor's Office categories listed below. Please use the table to determine how to submit an activity for Flex credit.

Legend

- **Sign-in Sheet:** Sign in at the activity. Sign-in sheets are returned to the Professional Development Office.
- **Professional Development Reporter (PDR) Conference:** Log into [Professional Development Reporter](#). Click "Manage FLEX Activities," then click "Submit Conference Attendance/Off-Campus Workshop/Other." (This is typically done after the conference attendance has taken place, unless the activity is after May 15).
- **Professional Development Reporter (PDR) Individual Project Proposal (IPP):** Before submitting in Professional Development Reporter, **you must consult with your dean in advance of the activity date.** Then, log into [Professional Development Reporter](#), click "Manage FLEX Activities," then click "Submit an Individual Project Proposal." After the activity is approved and completed, return to Professional Development Reporter, and under Manage FLEX Activities click "Sign-Off on a Project Proposal."

Category/Activities	Max. Hours	How to Submit
Category 1 – Course instruction and evaluation		
• Student Learning Outcomes workshops/training	6 hrs/day	Sign-in sheet, or PDR Conference
• Webinars	2 hrs/day	PDR Conference & Certificate of Completion
• Lynda.com	2 hrs/year	Dean's approval, PDR IPP
• Attending workshops on teaching methods or techniques	6 hrs/day	Sign-in sheet, or PDR Conference
• Graduate-level work related to teaching discipline provided coursework doesn't contribute to class or range increase	6 hrs/day	Dean's approval, PDR IPP
Category 2 – Staff development, in-service training and instructional improvement		
• Faculty mentoring	8 hrs/semester	Dean's approval, PDR IPP
• Conferences/workshops/trainings to enhance knowledge in discipline	6 hrs/day	PDR Conference
• Online (certification) conference	6 hrs/day	PDR Conference & Certificate of Completion
• District required training (safety, etc.)	6 hrs/day	Sign-in sheet, or Certificate of Completion
• Technology training	6 hrs/day	Sign-in sheet
• Off-campus site visits related to discipline (museums, historical sites, galleries)	6 hrs/day	PDR Conference
• Attending performances related to discipline	4 hrs/day (6 hrs with dean)	PDR Conference
Category 3 – Program and course curriculum or learning resources development and evaluation		
• Course conversion (face-to-face to online)	15 hrs/activity	Dean's approval, PDR IPP
• New curriculum development	15 hrs/activity	Dean's approval, PDR IPP

Category 3 – Cont'd		
• Scholarly writing and publication (unpaid)	15 hrs/activity	Dean's approval, PDR IPP
• Review of learning resources materials for new course	15 hrs/activity	Dean's approval, PDR IPP
• Grant writing to secure funds for improvement of instruction	15 hrs/activity	Dean's approval, PDR IPP
• Service on College Curriculum Committee (voting reps)	4 hrs/semester	PDR Conference
• Program Review Chair Person (one semester only)	8 hrs/semester	Dean's approval, PDR IPP
• ISLO & SLO meetings for post-assessment discussion & instructional improvement	6 hrs/day	Dean's approval, PDR IPP & sign-in sheet
• Annual Program Plan Review Leader	8 hrs/fall 4 hrs/spring	Dean's approval, PDR IPP
Category 4 – Student personnel services		
• Visiting/recruiting at area high schools or in the community	15 hrs/activity	Dean's approval, PDR IPP
• Serving at on-campus information table (Career Day, etc.)	6 hrs/day	Sign-in sheet
• Workshops on mentoring students	6 hrs/day	Sign-in sheet
• Conducting workshops for students (non-duty hours)	6 hrs/day	Dean's approval, PDR IPP
Category 5 – Learning resource services		
• Creating website to support course	15 hrs/activity	Dean's approval, PDR IPP
• Creating tutorial modules	15 hrs/activity	Dean's approval, PDR IPP
• Institutional research to improve service to students	15 hrs/activity	Dean's approval, PDR IPP
Category 6 – Student advising, guidance, orientation, matriculation services and student, faculty and staff diversity		
• Participation in New Student Welcome Day	6 hrs/day	Sign-in sheet
• Student Club Advisor	8 hrs/semester	PDR Conference
• Student Mentors	8 hrs/semester	PDR Conference
• Faculty involvement in student improvement activity (e.g. Black History Month, Fine Arts Open House)	6 hrs/activity	Dean's approval, PDR IPP
Category 7 – Departmental or division meetings, conferences and workshops, and institutional research		
• Workshops/Retreats/Seminars	6 hrs/day	Sign-in sheet
• Brown Bag meetings: informal lunchtime meeting focused on improving teaching, enhancing disciplinary knowledge and/or skills in improving service to students.	2 hrs/day	Sign-in sheet
• Service on Accreditation Self-Evaluation committee	8 hrs/semester	PDR Conference
Category 8 – Other duties assigned by the district		
• Service on interview committees during non-contract periods (summer & winter recesses)	8 hrs total for summer & winter recesses	PDR Conference
• Disaster Preparedness (e.g. CERT Training, Mental Health First Aid Certificate, Active Shooter Training)	1 hr activity = 1 hr of flex	PDR Conference
Category 9 – Necessary supporting activities for the above		
	15 hrs/activity	Dean's approval, PDR IPP

El Camino College Flexible Calendar Program
Flex Credit Activities
 Proposed by the Faculty Development Committee, Spring 2018

The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (Title 5, Section 55720) in lieu of regular instruction. The preparation required to teach or perform services on a day-to-day basis – such as grading of student papers, preparing class lectures, attending regularly scheduled department, division, or committee meetings – are a part of an individual's professional obligation, and consequently, do not meet the purpose of the flexible calendar program.

Flex credit may only be earned during non-duty hours (up to 6 hours maximum in one day). In addition, faculty may not earn flex credit for activities in which they receive other forms of compensation, such as payments for publications, stipends, or reassigned time.

Participation in flex activities will be noted via sign-in sheets at on-campus events. For off-campus flex activities, please consult with your dean prior to completing an activity for flex credit. In some cases, deans may request documentation upon completion of an activity.

In accordance with Title 5, Section 55724, the following is a list of suggested professional development activities that fulfill faculty flex obligations. These activities align with the mission and strategic initiatives of El Camino College and are intended to provide continued instructional and institutional improvement to support student learning and success.

Faculty/Instructional Improvement	Student Improvement	Institutional Improvement
<p>Activities include those that enhance knowledge in discipline/subject matter and/or improve pedagogical practices such as:</p> <ul style="list-style-type: none"> Attending on-campus workshops/trainings/orientations to improve instruction such as Informed & Inspired, brown bags, New Faculty Learning Academy (NFLA) Attending conferences/workshops/trainings related to your discipline Reading discipline-related books intended to enhance knowledge in your subject area Listening to podcasts related to your discipline and/or teaching methodology Completing webinars relevant to your discipline and/or teaching methodology Completing online learning modules such as Lynda.com, MOOCs, @ONE 	<p>Activities include those that support student success such as:</p> <ul style="list-style-type: none"> Evaluating scholarship applications Meeting with faculty and staff to improve services to students Serving as student club advisor Attending workshops on mentoring students Serving as a student mentor Participating in New Student Welcome Day Participating in student orientation programs Facilitating or attending student campus events/activities (Black History Month, Fine Arts Open House, etc.) Facilitating or attending student off-campus events/activities (field trips, student conferences, competitions) 	<p>Activities include those that foster program, departmental, and/or institutional effectiveness such as:</p> <ul style="list-style-type: none"> Participating in the ECC PRIDE Leadership Academy Serving on College Curriculum Committee (voting reps) Serving as Annual Program Plan Review Leader Serving as Program Review Chair Person Attending SLO workshops/training Attending SLO, PLO, and/or ILO post-assessment meetings to address institutional improvement Attending meetings to address areas of curriculum or program review Developing new programs, courses, or curriculum

<ul style="list-style-type: none"> Evaluating materials to consider for use in major course revision Participating in a teaching-focused book club Reading professional books on teaching methodology Learning a second language to better communicate with a diverse student population Preparing exhibitions of art, science, or other materials beyond the scope of your typical day-to-day instruction Training to teach online, re-training for a new course management system Attending literary readings, debates, sporting events, or lectures relevant to your discipline Attending/viewing gallery or museum exhibits, films, or plays relevant to your discipline Mentoring new or prospective faculty, or being mentored yourself Writing and publishing scholarly material (unpaid) 	<ul style="list-style-type: none"> Conducting workshops for students (non-duty hours) Serving at on-campus information table (Career Day, etc.) Visiting/recruiting at area high schools or in the community Writing grants aimed to improve services to students 	<ul style="list-style-type: none"> Modifying an existing course to comply with changing institutional or discipline requirements Completing course conversion (face-to-face to online) Creating a website to support a course or program Conducting institutional research to improve service to students Making presentations related to your discipline/ program or the college to community groups Conducting community outreach such as judging school competitions, college information booths, collaboration with other colleges on curriculum and instruction, etc. Serving on hiring committee during summer or winter sessions or other non-contract period (unpaid) Training in disaster preparedness, such as CERT, active shooter, mental health first aid, etc. Participating in training on affirmative action, implicit bias, cultural sensitivity, or equity issues Training in issues related to harassment, gender, or other mandated programs (i.e. EEO, FERPA, etc.)
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Other
<ul style="list-style-type: none"> Participating in campus-sponsored wellness activities

Please see
pages 30-32 of
your Senate
Packet

G. Info Items: Discussion

Academic Senate for California Community Colleges Spring 2018 Plenary Report

- Darcie McClelland
- The order of business was adjusted to allow Darcie to present since this topic was tabled at the last meeting. For more information about Spring 2018 Plenary, visit:
- <https://www.asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session>
- **AB 705** discussions considered whether all students need algebra-based math or if some can follow the stats pathway and still be eligible for transfer. English requirements have been established; math are still forthcoming. Colleges are advised not to eliminate current English/math prerequisites. Concerns about special needs students have not yet been addressed. It's important to consider how changes will affect financial aid. If a student is in English 1A, paired with support class(es) and they fail, how will their financial aid be affected?

G. Info Items: Discussion

Academic Senate for California Community Colleges Spring 2018 Plenary Report

- Darcie McClelland
- All CCCs have submitted **Guided Pathways** plans. The goal is clarity, rather than changing systems. It typically takes colleges 5-10 years to perform to scale; that's not fast enough. GP encourages colleges to move more quickly to effect change. Guided Pathways early adopters have a tool for mapping.
- The **115th college** was universally disliked by delegates to Plenary. The governor's plan is to address "stranded working adults" who are the first to be laid off and don't have a credential. The plan is to give these students badges but it's not clear how this will work.
- The **ASCCC** wants to know what "hot topics" local senates want to address.
- **Transfer Pathways** to UCs are being developed, for example, in Chemistry and Physics. They are not aligning with Associate Degrees for Transfer (which are for CSU transfer students). If students take pathways, they will have an admissions guarantee to one of the UCs.
- Some districts are considering votes of no confidence in the CCCO.

F. New Business

- **Senate packet, pages 41-44**
- **AP 4235 Credit by Exam: 1st Reading**
- VP, Educational Policies, Darcie McClelland
- As with any policy or procedure, 4235 touches on a variety of areas of the college. It's important to be mindful of the Senate purview. So, some questions may need to be referred to other areas such as Admissions and Records.
- One of the questions being raised is whether CBE is appropriate for our college. This is a discussion to have at the department level. With a memo to our Curriculum Advisor, departments can ask that their courses be added to or removed from the list of courses for CBE.
- In the current version, the student doesn't get credit for CBE until they have completed 12 units. Revisions to this procedure would change this to exempt high school students in articulated courses. However, Title 5 requires that students are "registered" and "in good standing" to earn CBE. Clarification is needed.

F. New Business

- **Senate packet, pages 41-44**
- **AP 4235 Credit by Exam: 1st Reading**
- VP, Educational Policies, Darcie McClelland
- Changes include removing the limit on AP credit. Senators seemed to support this change as high-achieving students reflect well on the college and it supports students reaching their educational goals more quickly.
- Students are prohibited from completing CBE for courses below the level of a course they have taken. This was an issue with a student changed to a higher level Spanish course who then wanted to earn a degree in Spanish. Clarification is needed on whether we have an appeal process.
- See packet for proposed changes. Note that reference to AP 4236 was removed from AP 4235 because the college does not yet have AP 4236. It has been drafted but is not yet approved.

F. New Business

- **Senate packet, page 45**
- **AP 4236 Military Credit: 1st Reading**
- VP, Educational Policies, Darcie McClelland
- This AP came through just over a year ago. No changes are being made to the content. Only the numbering.

F. New Business

- **Senate packet, pages 46-50**
- **Program Evaluation Task Force: Horticulture 1st Reading**
- Program Evaluation Task Force Members (per AP 4021):
 - Co-Chairs:
 - Kristie Daniel-DiGregorio (Academic Senate)
 - Jean Shankweiler (Academic Affairs)
 - Irene Graff (Institutional Research and Planning)
 - Gloria Miranda (Dean, Behavioral and Social Sciences)
 - Virginia Rapp (Dean, Business)
 - Rob Shibao (Natural Sciences)
 - Josh Troesh (Business).
- When a program is being considered for discontinuance (e.g., low enrollment, which was a key factor in this case), a task force is formed. It's co-chaired by the VPAA and the Senate President and consists of two deans and two faculty.
- The task force met during the 2016-17 academic year. There were a number of follow-up issues to address which is why the findings are just now coming to Senate. AP 4021 doesn't require Senate approval but Jean and KDD felt it was important to consult.
- Still reading? If you haven't received a gift card this semester and are one of the first three to email the Senate president, she'll put one in the mail to you!

F. New Business

- **Senate packet, pages 46-50**
- **Program Evaluation Task Force: Horticulture 1st Reading**
- **At the request of the task force, Institutional Research gathered data in three areas (see below):**
- 1. Data on ECC Horticulture Program:
- Success and retention rates have been below college average.
- Enrollments peaked at 131 in Fall 2010; decreased to 79 in Fall 2015.
- 2006-2016: Fill rates averaged 70% and 68%, with low of 49%.
- 2005-2016: 21 degrees and 30 certificates awarded.
- 2. Local Horticulture Programs:
- Variety of specializations and dedicated space on campuses.
- 3. Labor Market:
- Most horticulture jobs require HS diploma; landscape architect requires BA.
- Jobs projected to increase 2.9%/.9% in CA/LA, below national projection of 5.3%

F. New Business

- **Senate packet, pages 46-50**
- **Program Evaluation Task Force: Horticulture 1st Reading**
- Given the data, the task force unanimously recommended that Horticulture be discontinued. Follow-up issues included consulting with the Senate, seeking opportunities to shift Horticulture curriculum to another department/division, and a teach out plan.
- Dean Amy Grant consulted with Industry and Technology leaders and learned that any Horticulture curriculum would need to be dramatically revised to fit into another department or division. For example, the foundations of Horticulture are quite different from those of Landscape Architecture. Natural Sciences senators confirmed that faculty were consulted and support the recommendation to discontinue the program. The Teach Out Plan spans Fall 2018 – Spring 2021 and would reach out to all students enrolled in Horticulture classes from Fall 2017.
- The recommendation being considered is to discontinue, not inactivate, the program. The door to reviving the program is not closed, but curriculum would need to be rewritten, which would be good as the curriculum is in need of updating.
- It was recommended that Horticulture students be assisted by providing information about alternative programs. Outreach to those programs by ECC to alert them to the changes occurring could help ease the transition for students. Information about those programs can be shared with ECC students. As always, counselors will support students in making the transition.

F. New Business

- **Senate packet, pages 51-54**
- **Training and Certification for Canvas: 1st Reading**
- Distance Education Liaison, Renee Galbavy
- **This topic was tabled to the May 15th meeting.**

TRAINING AND CERTIFICATION INFORMATION FOR CANVAS AT EL CAMINO COLLEGE

Training	Description	Upcoming trainings
<p>Canvas Trainings</p> <p>(Optional training courses which do not count towards online teaching certification)</p>	<ol style="list-style-type: none"> 1. Canvas Basics (meets in-person): This optional training will cover the basics needed for navigating the Canvas LMS to support on-campus (f2f) classes. The training includes the Canvas interface, dashboard, navigation bars, setting up an avatar, syllabi, creating assignments, uploading files, and utilizing student view. (2-4 hours training; 2-4 Flex hours) 2. Introduction to Canvas (entirely online): This optional training course expands on the Canvas Basics content, and is designed to provide a more comprehensive Introduction to the Canvas LMS. (1-3 weeks self-paced training; 9 Flex hours). (1-3 weeks self-paced training; 9 Flex hours) 	<ol style="list-style-type: none"> 1. ECC (link and dates) 2. @One (link and dates)

TRAINING AND CERTIFICATION INFORMATION FOR CANVAS AND ONLINE INSTRUCTION AT EL CAMINO COLLEGE

Training	Description	Upcoming trainings
Online Training Course (Required Certification course for teaching hybrid and fully online courses)	This entirely online course is built upon the standards of the California Community College Distance Education policies and procedures, and is a requirement for teaching online at ECC (unless qualified for the Online Training Waiver). In alignment with the Online Education Initiative Course Design Rubric, this course will instruct faculty on using the Canvas learning management system to design an effective online class for maximizing student success and retention. It will focus on teaching strategies and practices that will meet federal and state regulations as well as accreditation requirements. (8 week training; 15 Flex hours)	<ol style="list-style-type: none"><li data-bbox="1522 339 1870 382">1. ECC (link and dates)<li data-bbox="1522 396 1870 439">2. @One (link and dates)

ONLINE TRAINING WAIVER (APPLICATION AND QUALIFICATIONS)

Online Training Waiver	Waiver application for those instructors who have designed and taught online courses at other institutions and want to teach online at ECC. (Waiver qualification criteria included here or link to qualification criteria)	Link to the Online Training Waiver
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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

- ASO is considering raising the student fee to \$15 from \$10.

J. Adjourn