

ALLAN HANCOCK COLLEGE
Academic Senate

Minutes for Tuesday, April 28, 2020
Boardroom (B100), 4:00 – 6:00 p.m.

1. Meeting called to order at 4:00 p.m.

AS PRESIDENT: T Passage

VOTING MEMBERS PRESENT: H. Alvarez, G. Bierly, L. Bradbury, R. Bryant, A. Caddell, R. Chaudhari, C. Diaz, H. Elliott, A. Fox, A. Gomez, C. Hite, M. Hull, A. Koch, M. McGill, B. Murtha, K. Musev, G. Phelan, A. Restrepo, M. Arvizu-Rodriguez, T. Roepke, M. Segura, J. Tuan, N. Ward, L. West

STUDENT REPRESENTATIVE: M. Viveros,

GUESTS: R. Curry, D. DeGroot, D. Clardy, Y. Teniente, P. McGuire, J. Bergstrom-Smith, S. Ramirez-Gelpi, H. Chavez-Nolan

2. Public Comment: [5 per item]

3. *Approval of Minutes (Ward)

Approval of the 4-07-20 minutes. Minutes were posted, and copies were made available.

Motion to approve: C. Hite / A. Restrepo

Discussion:

Yes: 24 - H. Alvarez, G. Bierly, L. Bradbury, R. Bryant, A. Caddell, R. Chaudhari, C. Diaz, H. Elliott, A. Fox, A. Gomez, C. Hite, M. Hull, A. Koch, M. McGill, B. Murtha, K. Musev, G. Phelan, A. Restrepo, M. Arvizu-Rodriguez, T. Roepke, M. Segura, J. Tuan, N. Ward, L. West

No: 0

Abstain: 0

DISCUSSION [60]

4. * Student Experience During Emergency Remote Teaching (Students)

(Stories from students regarding the emergency modality switch.)

Student, Ana Rosas Pacheco, stated that initially, she did not know what the difference was between F2F and ERT and asked if Hancock could develop a way to share this information with students. T. Passage agreed that better communications would help. Her experience has been good, but she hears that other students feel unmotivated to continue online and get assignments completed. She checks her emails, keeps up with Canvas, and attends the Zoom sessions. A. Rosas is a student ambassador. She is currently taking GE courses, criminal justice courses, and biology has been the most difficult – and stated that the instructor has been accommodating.

Student, Domeneque Rameriz, stated that she is a LAP student and has a writing disability. Her experience has been pretty good this semester, but the transition was difficult. She has a stable support system at home and wonders about the students who dropped out because they did not. It has been difficult not to be able to go to LAP to get support immediately. She feels that this pandemic has taken a considerable toll on students - they have a lot of anxiety and have feelings of being overwhelmed. She missed being able to meet up with other students to talk things out and get encouragement and suggested having a Call Center for students to get support. M. Hull asked if Domeneque's faculty members were proactive about faculty reaching out. She said yes, being encouraged to call or text faculty made it better. The faculty who reached out to her made her feel that she was valued. She was inspired to stay in school. M. Arvizu-Rodriguez stated that Student Services had a Transfer Student Q&A event where students could share, vent, ask questions, and check-in. They plan to continue these in the fall. M. Arvizu-Rodriguez asked about students not showing their faces in Zoom sessions. The student stated that in her speech class, they are required to show their faces, but she knows students who do not have a secluded workspace or live in a clean environment are uncomfortable doing so. T. Passage shared that this could be a student equity situation where students do not have webcam technology at home. A. Restrepo cautioned against making recommendations for best practices for students or faculty because it can turn into mandates what we should be doing. T. Passage restated that he wants faculty to consider the student equity lens.

ASBG Student Representative, Marcela Viveros, spoke in general about students having anxiety and how this experience is different for individual students. She is hearing that students believe that teachers are overloading them with work because they are home. She asked about how the fall was going to go because there has been no communication, and students don't know what is going to happen. A. Fox asked about how students felt about answering questions in Zoom. M. Viveros responded that in Face-2-Face classes, she was encouraged to ask questions because she was more focused, but at home, there were many distractions, which is confusing. A. Koch asked about how to engage in Zoom better. She responded that being more visual with engaging, relevant content would keep students' attention better.

Student, Jessica Matchull, stated that she is an adult learner who has two children at home. She appreciates when faculty record the Zoom classes so that she can revisit them later. She has anxiety in class and feels that she is the kind of student who benefits from the one-on-one conversations with faculty in a Zoom session. T. Passage asked about her increased load at home with homeschooling. She responded that she has to stay up late to get everything done. One of her faculty members offers a free Friday Zoom for students as a drop-in, which has been helpful. Faculty in Media Arts programs are using the Slack app and have a specific channel for her design course. By using this app, she gets peer-to-peer feedback outside of class. N. Ward stated the use of the Slack app in her courses is an attempt to maintain the community of the classroom and has been helpful for a more organic type of communication outside of the class period.

T. Passage read statement from student, **Rosalba Navarro**. "I live in Lompoc and I was taking ESL non-credit classes for the past two years, but since last semester I moved into credit classes. I am taking ESL Advanced Grammar and Reading 310. This semester has been better than I expected even after the transition to online classes. The transition was very easy. My teachers must have prepared themselves very well to manage Zoom with such professionalism. They are the ones who made this transition easier and they are still doing it. However, I have been experiencing some difficulties related to the internet. Sometimes the video stops or

freezes momentarily in the middle of the class. Luckily, my teachers post everything in Canvas or they send emails to the class with all the information and assignments. They have been very helpful and understandable. I want to thank all of you for making this difficult time much easier.”

Student, Cheech Raygoza, stated many students do not have a safe, quiet place to study. Some students are homeless or surrounded by dysfunctional family members. These students are getting stressed and can easily relapse into negative life patterns. He lives in Los Alamos, where internet access is not reliable. He sees an equity issue because not all students have the same resources that other students have. He is thankful for faculty and administrators who are working to support equitable technology resources. T. Passage acknowledged that his input is valuable and shared information to help students with access to resources on campus. The library is looking to open a space for studying, and the ARC writing lab is open for students, but you have to make an appointment. This pandemic has magnified student equity issues. C. Raygoza stated that he is taking GE classes and finishing up his AS degree. He was getting an A before spring break but now is concerned about his grade. He has limited Wi-Fi and has to go outside to get a signal. Has children at home has difficulty focusing on classwork. P. McGuire asked if the students in the Biggie Club and Beyond Barriers members are meeting through Zoom. The student answered yes, but he has been feeling overwhelmed and had to develop boundaries as they try to help each other. New Beyond Barriers students want to just quit and need support from staff and faculty – not all re-entry students are going to reach out and ask for help. A. Gomez asked what he might recommend to his instructors so that they could be more considerate during these circumstances. He stated that he believes that the P/NP and EW should have been communicated to students earlier in the semester and should have been offered at the same time. He hopes that faculty can be flexible and recognize that some students who were on track to get good grades are now affected by stress, anxiety, and feeling overwhelmed. A. Restrepo acknowledged that the pressure that students are feeling is from many sources. C. Raygoza is tremendously involved on campus, yet he was not aware of options around grades and support services. If communications were better, some of the stress would be alleviated. L. Bradbury shared that he had dropped eight students last Friday and wished that the disclosures about drops and grading options were better. M. Arvizu-Rodriguez stated that students who drop classes would be getting an Excused Withdrawal (EW), and the last day to request a Pass/No Pass (P/NP) was May 20th. T. Passage stated that the EW drops are a local decision, and we could request that all drops show up on student transcripts as an EW. He said that not all re-entry students understand the technology and see it as an obstacle for some students. Unfortunately, those students are feeling left out.

5. Emergency Remote Teaching, COVID-19, and Student Success (All)

(Discussion regarding the emergency modality switch and its impact on students.)

T. Passage stated that offering Library services has been interesting – exciting and challenging. Faculty and staff are answering questions through chat and using ConexEd (when it is operational.) They have been invited into course Zooms and have created videos faculty can post in their Canvas courses. His experience is that it takes a lot longer to teach in this ERT situation versus F2F. R. Bryant shared that he starts the ConexEd classes early to facilitate conversations in a more relaxed engagement than just a voice experience. M. Segura shared that she teaches tap-dancing and uses a YouTube channel. The students do warm-ups before class and stay after to engage with other students. She is looking at what she will do differently in the future and uses the Remind app to communicate with students and thinks a more human emotional touch helps all students.

A. Restrepo shared that we should spend time talking about looking forward. In the Technology Council and EdTac, there are conversations regarding ERT and blended classrooms. Technology is different for both. B. Curry responded that there was a master spreadsheet being developed for all fall 2020 courses. Faculty need to review and recommend their course delivery plans and contingencies: ERT, Hybrid, and Face-to-Face course plans need to be developed and should include strategies for working with students in required labs. This list will go out to all departments. Next week, the college will be making decisions for fall. A. Restrepo is using a blended/hybrid modality, Zooming, from inside of the classroom. The technology is an aspect that we need to consider for technology for resources. B. Curry is looking at the cost of \$4-5,000 per classroom to create a blended technology. T. Passage asked about the impact on Facilities for cleaning protocol with any F2F classes. It will be challenging to offer a social distancing course when looking at the cost-benefit analysis. L. West stated that we need to look at the lens from the students' perspective and how it affects students. P. McGuire looked into protocols for social distancing for this aerosol disease plan and stated that Hancock needs to come up with a solution. Pasadena City College came up with a plan and looked at density, protocols for cleaning, looking at the number of active cases. T. Passage supported that comment. A social distancing protocol is the last resort – we would need solid reasons for justifying this modality – if you could not teach your content any other way. He believes that students will not want to come to classes, staff and faculty will not want to expose themselves and their families. The good news is that 95% of faculty were able to convert to ERT. We have more time to plan for fall. L. Bradbury asked about guidelines for CTE classes and labs. B. Curry responded that faculty would part of the conversation on how to use the classroom space and the impact that those decisions will have on facilities staff and resources. P. McGuire stated that we need to have a plan to best support our students. Student, M. Viveros, said that she wanted to have more information about lab classes in the fall - if they are ERT - what are the options. R. Curry stated that decisions would be made by the end of the week.

The meeting ended at 6:00 pm, and there was no time for the following items to be presented:

INFORMATION

6. President's Remarks

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7. *Low Textbook Cost Designation [15] (Scarfe)

(Proposal to create a new designation in the online schedule for courses that have low cost to students)

8. Program Review, SLOs, and Assessment Alignment [20] (Passage)

(Overview of new shared assessment project, aligning program assessment and review in a holistic method)

9. BP 5035 Withholding of Student Records [10] (Passage)

(Alteration at College Council to bring BP in line with AP and Ed Code)

Other

Council and Committee Reports

Meeting adjourned at 6:00 p.m.

Minutes respectfully submitted by N. Ward, AS Secretary

*documents on Senate group site

**links provided on group site and/or in email