

# Santa Monica College Student Affairs Committee

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## Meeting Minutes

**Date & Time:** Wednesday, May 4, 2022  
**Location:** Zoom Session  
**Chairs:** Beatriz Magallon (Chair)  
**Attendees:** Donna Davis-King, Matt Musselman Press Nicolov, Redelia Shaw, James Thing, Matt Musselman, Mike Tuitasi, Alicia Villalpando, Dom Prendergast (student rep)

**Excused/Absent:** Kamiko Greenwood (student rep), Esau Tovar (Vice Chair)

### I. Call to Order: 12:03 PM

### II. Public Comments:

- a. Bea stated that she just found out that Kamiko was in the hospital and currently at home dealing with some health issues. She mentioned she had no details to share except that she would send her the committees wishes for a quick recovery and hoping to see her soon.

### III. Old Business:

- a. AR 4100 Grad Requirements for Degrees
  - i. Bea stated that ARs 4100 and 4225 were not read at the Academic Senate meeting because there seemed to be a mix up in communication and they did not get put on the agenda since Jamar wanted AR's to return to Exec for 2<sup>nd</sup> read. Bea will have to take them back to the next meeting. Bea would like to go over the changes previously made one more time.
  - ii. Bea shared AR 4100 and went over a change in language on Global Citizenship Requirement section. Bea included language that senior administrators suggested which included "*institutionally or regionally accredited institution*" in the AR. Alicia and Donna stated that they found the term "institutionally" confusing. Donna asked why they needed to keep regionally if they also have institutionally, and Alicia stated that she wants to keep regionally because it is the language that has always been used for colleges in the United States. Bea stated that she received the feedback from Lisa Rose who shared it with the senior administrators, and they wanted the term "institutionally" to be added. Donna and Alicia continued to find it confusing, so the language was then changed to "institutionally and regionally U.S. institution" as suggested by Alicia. James asked if there is any way to find out what the new term means. Bea was not sure as it was just passed down to her as new language the senior administrators would like to use. Dom expressed that he found the sentence way too verbose. Dom also did not see the need to insert U.S. institution as the document is obviously only referring to institutions in the U.S., rather than in another country. Donna asked who

specifically asked for the change and Bea was unable to cite anyone specifically. Bea recommended that the language be left without “institutionally,” however Alicia stated that it would cause even more of a delay to remove it. Alicia requested that before it goes for the second reading, the committee gets clarification as to the reason and meaning of the change in language. There was discussion between Dom, Alicia, and James on how to continue with a vote on the language. It was decided to vote on it with the stipulation that there is clarification on the language before it is finalized. A vote was taken at 12:22. Bea pointed out that this exact language is in 2 areas of the AR.

b. AR 4225 Credit Course Repetition

- i. Bea went back to changes made to section 3. Repetition of Substandard and Withdrawal Coursework part c. to explain an addition she made to the changes made by the committee. Bea added an explanation for extraordinary circumstances because the committee had added for extenuating circumstances but not extraordinary circumstances. Bea also edited the explanation for extenuating circumstances to make it more streamlined. Press stated that it might be too broad to eliminate the details for extenuating circumstances, so Bea put “illness, accident, or other circumstances” back in. Fire was listed previously, but it is now covered by extraordinary circumstances.
- ii. Alicia pointed out that part d. regarding Ws and EWs needed clarification in language as well. This language change is to make it easier for students to understand what they are able to do if they have a faculty drop during extraordinary or extenuating circumstances. Redelia asked about the language using an example involving a student in one of her classes to get clarification from Alicia on what the language states in this section. After reviewing the exact format was inserted into the document, Bea asked if everyone was ok with the changes and Alicia stated that it might be pertinent to wait to have more discussion because she is concerned about the students having to prove their extenuating or extraordinary circumstances for this petition.
- iii. Bea continued to the next section needing to be changed, 3. Repetition of Substandard and Withdrawal Coursework part b. Bea read the section and Redelia asked if the student gets a D are they able to petition to retake the class according to this section of the AR. Bea confirmed that students can do this up to 3 times for any course and that it cannot be done if the student gets a C. Bea clarified that the only exception would be if there is a requirement for a specific program for the student to get a B or better in a certain class in order to be considered for the program. However, the student’s GPA will be calculated with the first grade, example “C”. If they get a higher grade the second time they take the class “A”, as clarified by Redelia and Bea the “C” will be calculated in gpa. Donna clarified that student’s could not have extenuating circumstances with a C or better and Bea confirmed that they cannot. Bea reread the section to the committee to make sure the language was acceptable. Alicia stated that there are very few students who go through with this petition, just to inform the group. Mike asked if this also applies to students with disabilities. Bea and Alicia confirmed that regulation includes a section specifically for that. Bea stated that she didn’t understand why it is in the AR because it is not an automatic process

and seems to be only on a case-by-case basis with approval. Alicia clarified that it is automatic, but that it becomes a petition with needed approval on a case-by-case basis only on the 4<sup>th</sup> attempt to retake the class, as stated in section c. A vote was taken on the changes at 12:44.

c. AR 5070 Attendance

- i. Bea moved on to AR 5070 and stated that she presented to Exec for about 5 minutes and that she will need to present it again at the next meeting. However, in the brief time she presented there were questions regarding the AR. First was for Census Recording: Student Attendance. Bea stated that the committee members did not understand the meaning of the word “regular” when referring to attendance and the word “participation” when referring to on ground courses specifically. Bea explained that many faculty members count participation in their grades for classes and found that to be important. Bea stated that the committee recommended that there be an explanation for what attendance and participation is according to the instructors by adding language in the AR that the instructors will quantify their policies for both in their class syllabus. Bea asked if it was ok to remove the word “regular” from the language for both sections and Donna and Redelia agreed. Bea also removed the word “professor” from the sentence where the explanation of attendance and participation will be located after double checking with Donna to make sure she was in agreement. Bea and Donna discussed the word “participation” in the section for on ground courses and how it should be worded in the AR. Press expressed a concern because not all instructors grade participation. There was some discussion about this between Donna, Bea, and Redelia because of the differences in grading participation between instructors. Redelia gave an example of how she grades participation for her classes, online and in person. Bea stated that Redelia’s example is exactly what instructors need to do for their classes, to put in the syllabus exactly what the attendance and participation expectations are for the class. Donna stated that she felt this section needs to have a sentence stating that students need to review the syllabus carefully to understand the full impact attendance and participation can have on their grade and their ability to stay in the class if they do not follow the instructor’s requirements. Bea changed the language regarding attendance after the first week to include the information about the syllabus with the help of Donna, James, and Press. James and Alicia point out that students will be dropped from a course if they do not attend class the first week of class, the sentence for that information needs to be its own sentence. After rephrasing the sentences, Bea asks which of the suggestions given by the senators the committee would like to use regarding how to state that participation and attendance will be outlined in the syllabus. Alicia and Donna stated they like the second suggestion and only added one word to specify participation requirements within the sentence. James asked where the additional wording would be placed within the section and Alicia stated that it should be within the paragraph regarding the entire section. Alicia stated that the sentence citing AR 5075 wasn’t necessary and Bea deleted it. Redelia mentioned the statement did not need quotes within the document and Bea deleted them. James and Press asked for some clarification on what the section was specifically concerning. Press, with help from Donna, requested a sentence be added to inform students that they should refer to the

syllabus for any attendance or participation requirements after the first week of classes for that term. Alicia requested one sentence be moved from the middle of the paragraph to the beginning. James asked if there could be a reference to Title 5 as well. There was more questioning from Press about the sentence about attendance and participation being necessary for normal progress. Bea stated that this was dealing with census and faculty having to drop students based on the needs of census. The language is changed to eliminate the sentence on normal progress.

- ii. Alicia and Donna state that participation can also just include a student taking the mid-term and the final in a course. Redelia asked if there are any courses that only have a mid-term and final at SMC? Alicia replied that there are. Several members of the committee expressed surprise at this information. Alicia stated that the Senate Committee has been very good at encouraging instructors to provide other learning and scoring opportunities other than the mid-terms and final in their classes. Redelia expressed how shocked she was that classes are still only using mid-terms and finals to record their grades. She mentioned that it would be an interesting thing to study the differences between classes like that and classes with more learning opportunities. Bea pointed out how it is so important for students to really read the syllabus because it can be a real hardship for some students if they are dropped and lose their tuition. Dom stated how interesting learning and teaching has become due to Covid. The changes in his last year or so have made him question whether he is being taught or if he is just teaching himself in some instances. There is more discussion about the language regarding if participation includes exams, quizzes, etc... because instructors may not consider those participation. James stated that he didn't think of them that way until Alicia pointed it out. Matt stated that he does define it clearly in his class syllabus that students must at least attempt the quizzes/homework within a certain time period to have participation counted, but that it doesn't have to be completed. Redelia stated that in her courses having a specified 10% of the grade be for participation is very helpful for herself and her students. Matt expressed that his department tends to shy away from participation and focus more on exam and quiz scores for grades. Redelia also stated that students have come to her with their concerns about how hard the math courses are at SMC and how they cannot seem to pass them because they rely so heavily on exam and quiz grades. Matt agrees and states that part of the problem is that the department has people in it who really need to retire. Also, with AB 705 and the lack of developmental math courses, many students are going to find themselves in challenging math courses. Redelia is disappointed by this and feels that the students are not allowed to become successful because of this. She expressed that this needs to be brought up for discussion for the betterment of the students. Matt expressed that he is also disappointed as he feels that Covid has changed things. He also misses teaching the class he was originally hired to teach, developmental math. Matt stated that the math department is working continuously to try to find an answer to the issue of transfer level math and the abilities of the students coming to SMC. He is hopeful that the end result will be that students needing a math course for their degree requirements that are not math degrees will

have a very basic transfer level math course to take where they can have success.

- iii. Bea thanks everyone for the lively discussion and asks to move on to bullet point 2. Alicia, Donna, and James recommended that this section's title be changed from online and hybrid to Remote Learning Modalities. This bullet point is simply copied from the previous bullet point with the exception of attendance being changed to participation or lack of participation and not "if any" in the sentence. Alicia requested that the word "substantive" be placed in front of participation in this section. James and Donna expressed that they believed there would be push back from Senate to get a definition for the word. Donna expressed concern because she feels that by adding substantive to the sentence it implies that on ground courses have less substantive participation. She stated the quality of the participation is not to be in question between the different types of classes. Bea stated that she understood it to mean that the first week needed to have substantive participation because it would be the only way online instructors could be aware of the students and their level of engagement. Matt pointed out that online courses require serious amounts of participation. These include things like online discussion boards to create a "paper trail" that can be documented so that the school doesn't lose funding for those courses. Donna and James stated they still do not think the bullet point should have the word substantive. Bea said that substantive is a word they use and Donna and James asked who "they" are. Bea went to find in Title 5 where this language came from. While Bea is looking for Title 5, Donna, James, Redelia, and Alicia discussed why the word substantive is so challenging for the students in this section. Donna stated that she would like a word that still expresses the importance of participation but is more measurable and less qualitative. Bea found Title 5 and showed it to the committee. After reviewing the language in Title 5 and realizing it was just as confusing, it was decided to remove the word "substantive" from the sentence. Alicia recommended that this be taken to the DE committee for assistance. With input from Donna, Bea changed the language of how faculty will measure and inform students of attendance/participation in classes on their syllabus.
- iv. The title was then changed again to read Remote Instructional Modalities because some instructors use live Zoom meeting while others may just have recordings. Alicia pointed out that both bullet points need to have something stating that students can still be dropped by the instructor for lack of attendance/participation even after the first week or 10% of the class and up until 75% of the semester as indicated in the syllabus. There is discussion with Donna, Alicia, James, and Press as to how to word the sentence exactly. It is ultimately changed to read "for not meeting course requirements" and is finalized for this meeting. A vote is taken with these changes at 2:05.

**Adjournment: 2:06 PM**

**For all documents, visit:** <http://www.smc.edu/ACG/AcademicSenate/Committees/Pages/Student-Affairs.aspx>

**Next scheduled meeting: May 11<sup>th</sup>, 2022**

Respectfully Submitted by Angela Bice

