

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:

- Linda Ternes (MS)
- Jeremy Smotherman (IR)
-

Excused: J. Troesh, S. Di Fiori,
R. McMillin, A. Valle

ACADEMIC SENATE MINUTES

April 17, 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 fifth Academic Senate meeting of the spring 2018 semester to order on April 17, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the April 3, 2018 meeting. C. Striepe moved, A. Josephides seconded, and there was unanimous approval of minutes.

KDD: Now we come to the portion of our program where we welcome one of the division personnel, aka our deans, to come and introduce themselves and tell us a little bit about their role on campus. Today's visitor is Linda Ternes. Some very good news for Math students, but some sad news for El Camino. At the Board meeting last night, Linda's promotion back to the classroom was approved by the Board of Trustees. She will be teaching Math again, at one of our area competitors. We will miss you! Linda has been an invaluable member of the Ed Policies Committee. We so appreciate her detail orientation and her analytical abilities taking complex policies and procedures and helping us make them make sense. I think most of all we appreciate her team approach -- she is such a great teammate. She has been invaluable to the process! You will be sorely missed, but we are excited for you in the next step. I'm trying not to be selfish and be excited for you. Please tell us a little bit about yourself.

Linda Ternes: I never want to go through that interview process again, it was grueling. I am very excited to go back to where my heart is, and that is working with students. I feel like I can be a great impact in that capacity. I have been here at El Camino for 2 ½ years in the role of Associate Dean of Mathematical Sciences. I have worked with some great colleagues, faculty members, and staff. As I was telling them that I would be stepping down from my role, I had to catch myself, because I am going to miss them. I was on the Ed Policies Committee. I was telling one of my faculty members yesterday that is one of the things I am going to miss the most. I am a big policy person. If you don't have policy then things don't work right. If you have policy and you don't enforce it, then why do we have it? It was fun for me and I really enjoyed it. I am hoping that I am able to get involved in something like that where I go next. Thank all of you for what you do for the college.

KDD: We heard at our last meeting from Rory Natividad. News came through since that last meeting, that he has finished his doctorate. Congratulations to Dr. Rory Natividad. If you see him, you can share the congratulations!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

We have a lot of business and a strong sense of investment on our campus in the senate purview. We want to make sure the senate is consulting on important business. The campus is very busy now so, as a result, so are we. Please mark your calendars for our June 5th meeting. I am either naive or optimistic. Every semester I think that maybe we'll be able to do without the tentative meeting, but we need it to get through Ed Policies, program discontinuance, and other business. The June 5th meeting is now confirmed.

At your table, you have some talking points. This is business card size so that you can easily put it into your wallet or the place by your cellphone where you keep your credit cards. The whole idea and purpose behind this is so that we have data for those elevator speeches when we have the moment where we can talk to folks about El Camino College. Certainly we have a student ambassador program, but we also know that faculty are important ambassadors out in the community. This is a great way to remind yourself of who we are and what some of our accolades are. This was produced by the Foundation, so thanks to them for making copies available to us. These were shared at the BOT meeting last night. With Andrea Sala's permission, I am now able to pass them on to you. Feel free to pass it on to someone if you feel like they would be in a better position to make use of this. If you need more copies, the Foundation can help you. There is also information about the Foundation, but that is relevant for us as faculty as well. We are writing letters of recommendation, we are encouraging our students to apply for additional funding so that they can stay in school and reach their educational goals. There is lots of great information in there about El Camino. One of the themes at the BOT meeting last night was that we had someone from the community come in and talk about how appreciative he was of the work we are doing to get out there in the community. Our administrative leaders are visiting meetings and networking to make connections to let folks know about the great things that are happening here at El Camino. If you have questions or suggestions or need more copies, contact Andrea Sala in the Foundation.

Some El Camino events I wanted to be sure you knew about. The Planning Summit is happening this Friday, April 20th. Can I see a show of hands for those of you who will be at the Summit? I see, the usual cast of characters. We will hear about the results of the Bridging Study and then start the development of the Strategic Plan.

Please do help us get word out, take it back to your division. Let people know about the Town Hall meeting on Thursday of this week. In my experience, this is the first time we've done this in a long time. This is a great new initiative on this campus. It is a great way for folks to hear about some of the things that are happening across campus. I know we are very well informed as a senate, but this is a great way to cast a wider net. We want to make sure that more people know about the things that are happening. There will be presentations by Dr. Maloney and the VP's about things that are happening in their areas. If that wasn't enough to get you there, there will be Warrior spirit wear distributed.

The Employee Climate Survey has already gone out. Please do ask your colleagues to respond to the climate survey, especially our adjuncts, who are often under-represented on our surveys. We certainly want to know what is happening on our campus from their perspective. Look for an email from Irene Graff.

Thanks in advance, to those of you who are accommodating the Institutional Research department's outreach for the Student Climate Survey. Some of us have been selected to have them come into our classes and survey students during class time. We are hoping that will yield a really strong response rate. Thanks for making time during your busy schedules to accommodate IR's research team.

There is an area even I wanted to make sure you knew about. This is a Student Engagement and Success Summit at Glendale Community College on the 28th of this month. For more information, about this summit, go to: <https://www.eventbrite.com/e/student-engagement-and-success-summit-tickets-44149291720>

Seventeen hours ago the BOT meeting ended for April. We had a late night! I wanted to give you a few updates on some of the things that are happening. You have been hearing a lot about Ed Policies, including Board Policies and Administrative Procedures that we have been working on in College Council. Obviously, starting with Ed Policies and moving on to Senate, then College Council. Obviously, you have not seen all of these in this body, because not all of these fall under our purview. I want to keep you abreast of some of the things that are going through the BOT. I don't believe there were any 2nd readings, I think these were all first readings. The Board Policies have to be approved by the BOT. Administrative Procedures we submit to them for information only.

Also last night we heard from Ross Miyashiro on the Process Improvement Project. We got an update on a number of new things that are happening. New initiatives to support students from the first point of contact all the way through orientation. We are also having another look at our Financial Aid processes. Some of the key themes were service, improved electronic resources, but also making sure to pair those electronic resources with a human touch. It is a great presentation, I encourage you to have a look because it is a great overview. The link to the presentation is here as well as on the BOT agenda on the ECC website.

[https://www.boarddocs.com/ca/eccd/Board.nsf/files/AXPN3X580110?\\$file/Process%20Improvement%20Presentation%20-%20Ross%20Miyashiro.pdf](https://www.boarddocs.com/ca/eccd/Board.nsf/files/AXPN3X580110?$file/Process%20Improvement%20Presentation%20-%20Ross%20Miyashiro.pdf)

The other presentation we had last night was the Marketing Plan. The focus there is on increasing enrollments and increasing dollars. We learned a little bit about how the college is applying insights from the Bridging Study and how we are moving the needle on engagement with social media. The most noteworthy improvement was engagement on Twitter increased by 84% from January to February of this year. The question is how do we turn that into people warming chairs in classrooms? That is still to be determined, but it is great to see the needle moving on some of those issues.

[https://boarddocs.com/ca/eccd/Board.nsf/files/AXQRTT5EA577/\\$file?ECC%20Marketing%20Strategy%20Presentation.pdf](https://boarddocs.com/ca/eccd/Board.nsf/files/AXQRTT5EA577/$file?ECC%20Marketing%20Strategy%20Presentation.pdf)

Last but not least, College Council is going to be reviewing the college governance structure and the Making Decisions document. That is not something we are going to undertake in depth before or during the accreditation process. But we would like to have a plan before we go through accreditation for how we are going to have a look at those to see if they are working or not, and what we need to do to make revisions.

b. VP – Compton Education Center – Paul Flor

KDD: That brings us to Compton. C. Halligan: We have a couple of announcements. First of all, we have Jonathan Lightman at our campus on Thursday. We are having a 12:30 meet-and-greet with cookies and refreshments. I am going to get him a cake, you do know that he is retiring. We would love it if people could come and take an hour to join us. You don't have to stay for the Senate meeting, where Dr. Curry, our CEO, will be saying a few words and presenting him with a commendation. It is very important to us. I'm not sure you understand how important Jonathan was to us. The partnership between us never would have happened if it wasn't for Jonathan fighting for AB 318 for us. Then Compton could be saved and we could find a partner by having two districts under one college. We really wanted to honor him as he goes into retirement. If you could make it, that would be fabulous!

Very quickly, to get it on the books, we are going through our board policies exactly like you are doing. We just finished our first readings on a big list. It is the same process as here. We had our very first "Curriculum DAZE" on Friday about two weeks ago. Our new VP of Academic Affairs put it on and it was a smashing success. Compton faculty are excited and are on board. We are basically taking El Camino's curriculum and tweaking it a little bit to suit our college. We are having our second one in two weeks.

One more little plug about the FACCC Board of Trustees election. Your colleague, Ms. Rocio Diaz, absolutely vote for her. If you are so inclined to make your second choice in the election, myself, Christopher Halligan, please do so!

KDD: I am pleased to say that, according to the board policy on political activity, you are operating within those regulations, Chris. Since FACCC is a faculty organization. Now if you're campaigning for your favorite congressional candidate, not so much!

c. Chair – Curriculum – Janet Young

Janet was unable to be here today because she's reviewing curriculum software programs. The College Curriculum Committee minutes and other information can be found at: <http://www.elcamino.edu/academics/ccc/>

d. VP – Educational Policies –Darcie McClelland

D. McClelland: I am actually on the agenda twice today, and we didn't have a meeting last week because of spring break, so I will wait.

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

S. Allen: We also did not meet last week because of Spring Break, but I wanted to make three announcements. I want to remind you that Informed and Inspired is next week on Thursday. We didn't want to compete with Dr. Maloney this week, and the students that we are working with the Student Equity Advisory Council needed a little bit more time to recruit student panelists. So we hope that you will join us on Thursday, April 26, and our theme this month is "Women of Color."

My next announcement is the Great Teachers Seminar. We typically send three faculty to this seminar every year. Unfortunately, because of the mudslides in Santa Barbara, the facility where this seminar is typically held is destroyed. They needed to relocate to Monterey. It increased the cost, so this year we will only be able to send 2 faculty members, one part-time and one full-time. We encourage you to apply and the deadline is May 1. You will notice in our minutes that we talked about this and members of the FDC have attended this seminar. They really enjoyed it, and they talked about it more as a retreat rather than a conference. One where you get to share your teaching ideas and best practices and learn with fellow colleagues from other community colleges throughout the state.

My 3rd announcement is for our Pride Leadership Academy. We have extended the deadline to April 25. I want to encourage you and colleagues in your division to join the PRIDE Academy. This leadership academy is really the idea of Dr. Maloney, whose moto throughout the academy has been to "lead from where you are". The academy is open to faculty, staff, and managers. It is a way to build your leadership skills and learn about what's happening here at El Camino College and throughout the state.

f. VP – Finance – Josh Troesh

J. Troesh is unable to join us today. The Planning & Budgeting Committee minutes can be found on the website at: <http://www.elcamino.edu/administration/president/psc/agendaminutes.aspx>

g. VP – Academic Technology – Pete Marcoux

P. Marcoux: We have a College Technology Committee Meeting right after this one. There is an interesting handout listing the various new software programs that the school is scheduled to purchase to help with the flow of things. I'm not sure if they shared it with the board last night. It is a nice timeline of what's to come, we'll have it at the next meeting. We are definitely moving towards a paperless campus. No more triplicate or typewriter. KDD: Dr. Maloney said at the BOT meeting last night, "If you are a three-part form on this campus, your days are numbered." C. Wells: Is there a procedure if there is a software that I want to use for a class that I can do this? P. Marcoux: Yes, but there isn't an official procedure. You want to contact Thurman Brown. You have to purchase it the first year, and he is looking for purchases to be on a June/July cycle. After that first year, they will pick up the cost of the software. M. McMillan: Has there been an update when everyone will get the Microsoft One Drive? P. Marcoux: It is not implemented yet in terms

of faculty moving their email and everything to One Drive. You can use One Drive with your El Camino email. You can create a free One Drive account. It is a little different from the system-wide service that's coming. They are moving new students to One Drive for their email. Students coming in the summer and fall will be in the cloud for their email. KDD: We wait for the current students before we get One Drive? P. Marcoux: Once they get the bugs out, then they will move faculty and staff.

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

R. Serr: I don't have a lot that's new since our last meeting. The ALC met yesterday. Some of the faculty may have gotten an email regarding participation with the ILO Assessment. This semester we did the data, next semester we write the report. We are already planning the Communication ILO for next year. Nuventive, which used to be TracDat, now reflects the spring 2018 assessments. If you look on your homepage, you will see a whole new group of red flags. Some of the assessments that didn't make it by the last deadline, they still need to be done if there are any stragglers. All of those go on the website, and we sure don't want any that are flagged. If some faculty still haven't done their assessments for fall, do it ASAP. Program Review, if you haven't done your student surveys by now, you should at least have them ready to go. Your Program Review is due in September, the first draft. D. Meek: Are we allowed to make our own survey? R. Serr: Yes, if you use Institutional Research, contact Carolyn Pineda. You can change their generic version like you want, or you can use your own. The good thing about using IR is they will scan the surveys and give you all the data. They will give you the bar graphs and everything so you don't have to do it yourself.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

J. Shankweiler: Very quickly, because I know you have a big agenda. I just got back last weekend from a conference in New Orleans. It was all about digital learning and it was a wonderful conference. The ideas are flowing through my head and I haven't gotten a chance to talk to Pete yet. We are way behind! That is an area we need to pay more attention to in the future. Just before lunch, I got an update on Guided Pathways. Dr. Maloney got a letter that she forwarded to me from Chancellor Oakley that he received our Guided Pathways Work Plan. Our money should be coming in April. Considering it's the 17th, that gives them a little bit of time to get it to us. We have already started spending it. We have a meeting tomorrow to finalize our job description for a Faculty Coordinator to work on this for next year. It will get announced as an "Interim, In-House" opportunity for a faculty member to be our Guided Pathways leader for next year. We are also scheduling our team visits. Members of the Guided Pathways Team will be coming to the divisions and departments and talking to people about what Guided Pathways entails and asking, "What direction do we want to take?" So we need input from faculty to volunteer to be on committees that will take this work through next year and really develop the framework that we want to implement on our campus. We will do the same thing for students, so some of our teams will visit ASO and ICC, as well. We need student leaders on that as well. KDD: Where are these teams going, to division councils, department meetings? J. Shankweiler: Whatever they can schedule with the dean. So not a lot of deans have huge division meetings any more since it's mostly faculty and managers, it will be when they can get to the meetings. KDD: If the meetings are open meetings scheduled at the college hour you may get broader attendance.

J. Shankweiler: We are coming to the end of our process for looking for software for catalog and curriculum. I don't know if you realize how much work Janet has been doing. The program feature for CurricuNET is broken. She is literally typing programs on paper, so that we can get that submitted to the Chancellor's Office. Even the courses, when they get copied over, are losing big sections that have to be copied. To consider software for curriculum, we had three different companies do a webinar with select groups. Then we brought the bigger group onto campus for a

demonstration. We haven't heard anything bad about the program we chose, DigArc. The contract is in purchasing to review; Art gets to review the data. Hopefully, when our Guided Pathways money comes next week, we will have money for a contract for that. Also the catalog is currently done on a word doc. That is SO MUCH WORK for Lavonne. I'm surprised she can walk in a straight line, she has a lot of work. This will make her job so much easier, and make our catalog interactive for our students. They can pull up just what they need to look at, including their programs. And we have an opportunity to improve that with Guided Pathways next year. We'll be able to put in our program maps.

The other part is the scheduling part on our side, not the student's side. We have to make sure the courses are scheduled so that there's not overlap, to make sure we have the right number of sections, and that we are meeting the requirements for the courses so that we can collect FTES. Art is giving us a demonstration from an Ellucian product that we may be able to use, to help streamline that process. That will make it much easier for the division offices for scheduling. If that doesn't work, we will look for something else. At least we'll know that that part is in the works.

As most of you probably know, faculty hiring has begun and is in full swing. Then it starts for Dr. Maloney and me. There is one week I have six interviews for finals; that is great because we are hiring new faculty. The annual planning process has also begun. I have been talking to the deans on what we're moving forward. We will be doing all our prioritization at the area level now. On instructional equipment, software, hardware, and furniture. Any questions? C. Wells: Is there an online catalog? J. Shankweiler: Yes that is what it will be, an online catalog. C. Wells: Whatever changes will be current. J. Shankweiler: You don't want to change it all the time, but as we make changes in the curriculum, it will automatically go in the catalog. Then when Lavonne is ready to publish, she will push the submit button and then it will be available. It will update continually and then we'll publish. Then the addendum will be really easy. If we change a course number, it has to be changed everywhere in the catalog, which is 50 different places. If it is a prereq, then it needs to be changed in 200 places. If this curriculum works like the salesman says, it will change everywhere. M. McMillan: Will this catalog be one that will solve our SB1359 issue? J. Shankweiler: No. If you don't know, that's the one where we have to identify free and low-cost course materials. So the open education resources. We should be ordering textbooks on Formstack, which is an electronic submission of your textbook requests. We are going to have a field that identifies low cost. We have to agree on what low cost is or "zero" cost. Then we will be able to get that in. When we turn in the textbook orders that will make it easier. I still don't know how we are going to handle all the changes in faculty as that comes through. P. Marcoux: You mentioned furniture, can you expand a little? J. Shankweiler: Furniture across campus. When we put in our requests in the annual plan, there are six categories: facilities, furniture, instructional equipment, non-instructional equipment, software/hardware, other. Most of that is if you need new chairs or tables, things like that. That will come from offices more than program review. P. Marcoux: In Humanities, our computer labs are a mess. There is a screen pulled out of the ceiling. J. Shankweiler: That should be a facilities request. The VPs will have to prioritize and say, "Yes, this really needs to get done," or "No, this can wait." A. Ahmadpour: If something is broken, you need it fixed. J. Shankweiler: There is a process. You shouldn't get a new chair just because yours doesn't match. And if something is broken, put in a work order.

Ross Miyashiro – VP of Student Services

R. Miyashiro: Just to reiterate, this Friday is the planning summit. We have a lot of great speakers, and we have the Bridge Study which will be an hour-long presentation. We hired a company to go out and ask the surrounding community in all age groups what they know about El Camino College. We have all the results. Part of my role was to put together the icebreakers. So if you sit at a table, you will be playing Table Bingo. I can't give the answers away and we are going to have a hot breakfast.

The second thing I want to make sure people know about is that April 27th is The First Generation Conference at El Camino College. This was originally created by UCLA. Our people at ECC recruited some experts from UCLA to speak and we are doing a version for community college. The whole point of the conference is to make sure that we are able to support, encourage, and advocate for our first generation students. If you are a first generation faculty member or professional classified then you are able to mentor these First Generation students. We want to make sure we can change people's lives.

Jean already mentioned this, it is scheduled to be finished May 1st. We have an update meeting this week. We have already started the implementation of College Scheduler. It will allow our students to tell our software when they can NOT go to college. An example is: I work Monday 8-1, Wednesday 8-1, and Friday 8-1. I have to take care of my siblings from 5-9 on Tuesdays and Thursdays. But I need these 4 classes. I put in that I need Math, English, Biology and Chemistry. Then I hit a button and it will go into Colleague and pull out our schedule. It will give the student every single combination of classes that fits their schedule. They hit a button, and it moves the classes into colleague, they hit another button and they are enrolled. There is no more making grids, it will help students find classes easier. It is artificial intelligence -- real time -- and they can find full loads where before many students could only find three out of four classes. This will be a great addition for our students.

The second piece of software that we are about to introduce is CRM recruit. It allows us to start tracking students from about the 5th grade all the way until they enter El Camino. We can continually communicate with students and their parents about what college is all about and what programs we have to offer. It will be an opportunity for faculty to start sending letters out to students. "Hey, I'm a physics professor and we have a great program here at El Camino College." Students need to know what we do. We need to start marketing what a great faculty we have and people need to know it. We need those venues to show you off.

The last thing I wanted to mention is ECC Connect. We are about to scale up ECC Connect. What is it? If you have a student who is not showing up to class, seems disengaged, listens but does poorly on testing, or a great student but their papers aren't up to par. These are reasons where you can pull up a drop down menu, hit a button and we will have a response team reach out to that student. We can connect them with tutors, the writing center, go check on their welfare if they aren't showing up, or send them a letter. We did this at my last school and we found out that one of the students had a gang shooting in their front yard. Their house was taped off and they were afraid to leave their house. We are able to contact the faculty member and the student and get make-up work for them. Those are the things ECC Connect can do for you. It also can give kudos. Like Pokemon Go, if you level up, then you can get put in a special club. You can give them amenities, some ECC giftware. Something to encourage them to do well. C. Brewer-Smith: Where can we find ECC Connect? Ross: We will give you training, it takes about 15 minutes. Dr. Patel is heading that training. If you YouTube Starfish, you can see the training videos. The hard part about Starfish is intervention. We are going to have a 24 hour response team that responds to the students, calls them and gives them the human touch. We want to get the student motivated to go to tutoring. A. Ahmadpour: Have the first generation mentors been chosen? R. Miyashiro: Yes, we are developing it right now. Go to the conference to find out more about it. This is the kick-off program for what we hope will be a long process. A. Ahmadpour: So we will continue that? R. Miyashiro: Yes, this is the big kick-off conference, and we hope to run it every year. A. Ahmadpour: Do you have the infrastructure for ECC Connect and the support for these students? We don't even have counselors for our students. How realistic is this? R. Miyashiro: We will pour resources into it as much as it takes. I have implemented it before and it starts off slow and it grows so then you need to grow the resources. I have already been strategizing what funds I am going to pull from and I have ideas and we are already building the people who will go out and reach out to students. We have classified professionals. If the student went through a trauma like a shooting, then we do need counselors. If the student is having time management problems, then we do need counselors. We are building out who does what in these scenarios. We

just got a grant and we are pouring in \$20,000 this spring and summer for training. C. Brewer-Smith: Do I need training to send a student? R. Miyashiro: The program will pull your roster, when you log in your whole class will show up. Then all you need to do is a few buttons, it may take ten seconds. KDD: There will be training for faculty, also. Thanks everybody.

E. UNFINISHED BUSINESS

BP/AP 4226 Multiple and Overlapping Enrollments: 2nd Reading – D. McClelland (pgs. 17-18)

KDD: This brings us to unfinished business. Do I have a motion to approve? C. Wells motioned, L. Kjeseth: seconded. D. McClelland: I'm not reading through the entire thing again. Are there any questions? C. Striepe: In the big second paragraph, should Admissions & Records be capitalized? KDD: Yes, thank you Claudia. Any other questions or comments or feedback? A. Ahmadpour: What is the point of that? On page 17, what is the point of a student enrolling into two sections of the same Art 101 class? D. McClelland: Students can shop for professors. We don't always know why it happens, we just know that we need to prevent it. KDD: We had a lot of feedback last time, and this is our third time to talk about this. We may be ready to vote, but we don't want anyone to feel rushed. C. Wells: Call for the question? KDD: All those in favor? All approved. Congratulations to Darcie for getting her first BP/AP through!

AP 7211 Faculty Service Areas, Minimum Qualifications & Equivalencies: 2nd Reading – D. McClelland (pgs. 19-24)

KDD: I don't even remember how many times we've seen this. It got all the way through consultation, it went to the College Council, and then we had some brilliant ideas for changes. Then it came back to Ed Policies and the Senate. Thank for your patience, everybody. L. Kjeseth: I move that we approve this. C. Wells: I second. Darcie: I am not going to read through the whole thing. If you remember the major changes from College Council, on page 22, we decided we needed to have some consistency across the college with our hiring. In regards to people who are seeking equivalency to be hired. There is actually going to be an equivalency committee that is going to make the final decision about equivalency. So the department will provide a recommendation to this committee and if this candidate makes it to a presidential interview, this committee will have the final say. KDD: The Equivalency Committee has been very active, as Carolee, Darcie and Jean know, with our emergency hires. Less so with our selection committees for our full-time hires. So we want to make sure both those processes are working consistently. I don't remember other changes, but at the bottom of page 23, there was a suggestion in the last paragraph. The effectiveness of this process, and the consistency of its application, (that was the addition), should be reviewed every 3 years. Any other questions or comments? We'll hope this is the last time you see this until it's posted on the website. All those in favor? Yes, and thank you to everyone.

F. NEW BUSINESS

Student Withdrawal Survey: 1st Reading – Jeremy Smotherman (pgs. 25-29)

KDD: This is information about the Student Withdrawal Survey. This will be our first reading. Sara Di Fiori was the first one who reached out from the Enrollment Management Committee to see if we could think about the idea of a student withdrawal survey. I am sure Jeremy has been hard at work making it happen. Jeremy Smotherman is from Institutional Research. J. Smotherman: The idea of the withdrawal survey is to get an idea of what our students are going through in terms of why they withdraw. It helps to increase the retention for our students as a whole. What factors go into that and does it negatively affect their enrollment in the future? So if I withdraw from a class, does that mean I am withdrawing from El Camino? Or does that mean I am withdrawing from this one class? How can we reasonably provide

services to support that? It's really more of a retention tool. So how can we best serve the students as a whole? In terms of question themes, the main areas are; Financial Aid, Access to Technology, ECC Connect, Academic Support, Student Preparation (Do they feel prepared?), Enrollment (multiple enrollments). Those are the main goals there, when we go to the sample questions, it is more the idea of the student experience. I am enrolled in the same course, or a similar course, I have personal family events that have prevented me from attending regularly, I will enroll in this course again, future enrolment, I did not feel prepared for the course, I don't have access to financial aid, I didn't have access to the technology required. P. Marcoux: On the themes, the 2nd question refers to stuff outside the campus. Shouldn't that be reflected in the theme? Shouldn't there be another theme, like personal issues? J. Smotherman: Good point, I will write that down. Thank you. C. Wells: Can you go to the other slide? KDD: ECC Connect and access to academic support are sort of two different questions. Access to academic support is the umbrella question. ECC Connect would be one example of many. J. Smotherman: The initial idea was that we have ECC Connect and then students could get pushed over to tutors and things along those lines. That's where the academic support component comes in. ECC Connect is more like a flowing aspect of that. KDD: It's a tool, because lots of students are accessing those resources and not through ECC Connect. So it would probably be good to separate those out. Then we get a truer measure of the impact of ECC Connect. A. Ahmadpour: One is heavier than the other one. Academic support is heavier in terms of need. KDD: Yes, so maybe it is broader and more complex.

C. Wells: How about the cost of textbooks? M. McMillan: That was my request as well, cost of course materials. That seems like a good place for it. J. Smotherman: We were trying to keep this relatively manageable. We could imbed some supplemental questions. C. Nagao: This might be a finicky English instructor, but the second to the last option is not in sentence form. Like the others, I wouldn't know what that meant. J. Smotherman: That question is still under development. P. Marcoux: Will students know what ECC Connect is? Is it popular enough that most students know what it is? KDD: That is a great point. How I'm using ECC Connect is not as a way to communicate with my students, but to communicate with resources across campus. My students may not necessarily be aware, but they get a phone call from Anna Brochet. The other thing I was going to ask about is, 3rd bullet down says, "I will enroll in this course again in a different semester." Can we have a dialogue box where we ask them, When? Maybe that is a little bit of a nudge. If they just say I'm going to do it sometime in the future, they are a lot less likely to do it. T. Moore: There exists a group of students who enroll in courses to meet the requirements for financial aid and they tend to withdraw before the deadline from day one. I wonder how we are going to capture these students in the survey. I would not answer this question honestly if I was doing that. P. Marcoux: They aren't going to answer it anyway. C. Wells: A different semester, is there a possibility about a different instructor? J. Smotherman: We were trying to stay away from the aspect of individual instructors. It is more about the support than the instructor. A. Josephides: I have numerous students who come into the library that feel comfortable with me and they seem to connect with me. I often send them to counselors because they ask questions that I cannot answer. I will enroll into this course in a different semester. They always convey this to me. Just the way it is written is actually the way they speak to me. Would this survey have any area in which they can identify any type of support system or whom they might have communicated with in the process of making that decision? I'm not sure if it is relevant to this survey, but those are thoughts that came to mind. KDD: Maybe ask them, in making this decision, did you consult anyone and if so, who? A. Brochet: Students sometimes get referred to me because the teacher told them to drop. I don't know if that could be captured. For number three, I was thinking not just when, but could you ask why? Maybe a comment box? I will be very honest and the students sometimes say they want to take it from another teacher. R. Diaz: We did this on a small scale with The Opportunity Projects, our basic skills program. We contacted our top students who dropped with a "W" to ask why? And a huge one was work. I don't know if that would fall under personal and family events. KDD: That may not come up in the Financial Aid question either. Students tend to see that separately. There was a question, "Can we just put a box and ask why

they dropped?” KDD: This is qualitative vs. quantitative. If we want to be able to analyze the data quickly, we can't have open-ended questions.

S. Potter: Here are some things I have considered. Sometimes they change their majors, or they are worried about their GPA. A. Brochet: Maybe they took the wrong class. J. Smotherman: One thing I would like to point out, please go over the pages that we have, from 25-29. I would like to highlight 28. It gives you an idea how many students withdraw in a semester from 12/2017, how many overall withdrawals we've received, and on page 29 it gives you our plan to look at the data. KDD: We will see this again at the next meeting. Thank you for all the feedback. Take this back to your colleagues and see if they have feedback. We'll see Jeremy again.

Flex Matrix Revisions: 1st Reading – Stacey Allen (pgs. 30-32)

S. Allen: Please turn to the back of page 32. I reported on this last fall with a little bit of information. Today is the actual proposal coming to you. We are excited to bring this to you to get your feedback. You will recall that last spring here at Academic Senate, we spent one particular meeting talking about some of the issues and concerns that were raised regarding flex policies and procedures. Some of those concerns were changes to the Flex Matrix, this one in particular. And the FAQ's that were made without faculty input. In addition, some of you had mentioned or noted maybe a change in culture in the Professional Development department and some of the procedures such as flex activities that had once been approved were now being denied. Or even sometimes activities had been approved by a dean, then denied. Others said there had been a delay in feedback on submissions. As a result, to address these concerns, Kristie and I met with Dr. Shankweiler and Lisa Mednick of Professional Development over the summer and one of the recommendations that came out of that meeting was the formation of a subcommittee. That subcommittee consists of myself, Claudia Striepe, Carolee Vakil-Jessop, Evelyn Uyemura, and Briita Halonen. We have been meeting since October. At our first meeting we outlined our goals. For number one, we wanted to review and revise the Flex Matrix, to review and revise the FAQ's, to develop a review process for appeals in case flex activities are denied. We also decided on a fourth goal, to develop a list of recommendations for Professional Development Best Practices & Procedures. We have spent the past six months just tackling the first goal. We did a lot of research. We looked at the Ed Code, we looked at Title 5, and we also looked very thoroughly at the handy guidelines for the implementation of the flexible calendar program that was authored by the state-wide faculty development committee. We also looked at other colleges to see what they were doing, and that was very interesting and very telling. What we found was there isn't a lot of consistency. There are a lot of different approaches to flex. That was important, because it told us we had a little more wiggle room than we had anticipated when it came to revising the Flex Matrix.

With that, if you will look at the last page, 32. I know this is hard to read, but you might be familiar with this matrix. Raise your hand if you ever completed an activity that you thought was flex worthy, then you consulted our matrix and you tried to figure out which category does this go in. What does this language mean? This fits into three different categories. That is where we started and we sort of scratched our heads when we wanted to revise this because it seemed so confusing. Where do these categories come from? We had this Eureka moment when we found this in Title 5. So that is what I have for you on page 32. So you'll notice that the part that made us the most optimistic was that #4, the last sentence says, "activities for college personnel may also include, but need not be limited to the following." Then there are those categories that we've been using for our flex matrix. What we found at other colleges is that some are using something very similar, some are using categories that actually came from Ed Code, and others were using something that came from the guidelines. In the guidelines what they dictate is that our flex categories have to address 3 categories. #1 - Staff Improvement, which really has more to do with traditional professional development related to

your discipline. #2 – Instructional Improvement, like teaching methodology. And #3 – Student Improvement. What we came up with is what you'll find on pages 30-31. We came up with a 3 + 1 system. What we have is our 3 primary categories: Faculty/Staff Instructional Improvement, Student Improvement, and Institutional Improvement. Our + 1 is the "Other." When we came up with this new matrix, we wanted to really address a couple of things. We wanted it to be clear and straight forward. We wanted it to be user-friendly, unlike our old system. We wanted our language to be more inviting. Yes, flex is mandatory, we are required to complete 24 hours of flex credit every year. Nine hours of which we fulfill during fall/spring PD day. The remaining 15 we wanted the language to reflect a more inviting tone so that we get to engage and do things that we find meaningful. We are excited to bring it to you and hear your feedback. I have Claudia and Carolee here to field questions.

P. Marcoux: This is very good and a long time coming. I appreciate it. A couple of changes or suggestions. In the faculty column, perhaps replace attending with participating. S. Allen: On all or some? P. Marcoux: You guys decide. In the 2nd one, it should say something like participating in off-campus/online conferences, workshops, and put in webinars, those are kind of big. It needs to differentiate between on campus and online. The 4th bullet: Don't limit it to podcasts. Interacting with online media. It could be You Tube videos, online training, Ted talks, and things like that. S. Allen: Then it becomes interacting with online media. That encompasses the reading, viewing, listening. P. Marcoux: For the 2nd bullet, it should change to relating to your pedagogy, not discipline. KDD: If I see Hamilton and I submit for flex credit, the answer is no, because that's not my discipline. A yoga class could count for our secretary, though. Stacey: I agree, but for the 4th bullet, we'll do that in this one. P. Marcoux: I think you could get rid of that if you put attending or participating. These are just suggestions. A. Ahmadpour: Is there any activity which is not verifiable? What if I do a Ted Talk? S. Allen: That will be tough. There will be some that are not verifiable. Maybe write a summary or report. A. Gallagher: That is what I have done when I have gone to a literary meeting. I will write up how I am using it in my creative writing class. Just take the time and make the connection of how it is going to be utilized. S. Allen: That may be another step in our process. P. Marcoux: Maybe proof or self-reflection. R. Galbavy: Under Institutional Improvement, at any given time I am on 4-8 committees. We are doing a lot of work for institutional improvement. Is there a way to get a section on there that talks about the fundamentals of committee work? Sometimes we do hours and hours of work. J. Shankweiler: The contract doesn't quantify committee work. You need to be on committees. S. Allen: We have in our preamble, a section that has to do with the "above and beyond" routine committee work. I understand that, there are some of us who are on several committees. Then there are others who are on none. We are not getting any credit for that. I will point out something else, you will recall that on our current flex matrix there is a column that indicates how many hours you can earn for an activity. In all of our research, we did not find anywhere guidelines for that. Other than you cannot earn more than what is considered an instructional day, which is 6 hours. If you go to a conference for 8 hours, you can only earn 6 hours. A. Ahmadpour: Why? KDD: It is in the Chancellors Office guidelines. C. Wells: Is there an issue with having more flex recorded than you need? S. Allen: That might be a software issue. I don't have an answer for that. P. Marcoux: In the event that there is a disagreement? Do we have language for that? S. Allen: That is not in your paperwork that is goal #3. That is what we are getting to next, the FAQ's and the appeals process. KDD: Thanks to Stacey and the subcommittee!

G. INFORMATION ITEMS –DISCUSSION

Associated Student Organization Information & Updates – Bryant Odega

Hi everyone. I have a few updates regarding ASO. Last month we attended the American Student Association for Community Colleges (ASACC) in Washington DC. That is the nation-wide association for all Community Colleges in the US. Two are two components; the conference, and the congressional visits. The conference mostly involved leadership

development so you could advocate to your representatives and make opportunities. Then we had the opportunity to meet with our reps. Here is the list of representatives we could meet.

U.S. Senator Kamala Harris (D-CA)

U.S. Senator Dianne Feinstein (D-CA)

U.S. Representative Maxine Waters (D-CA 43rd)

U.S. Representative Nanette Barragán (D-CA 44th District)

U.S. Representative Karen Bass (D-CA 37th District)

U.S. Representative Ted Lieu (D-CA 33rd District)

U.S. Representative Kevin McCarthy (R-CA 23rd District)

Our main goals were to meet representatives from our districts. After meeting with Representative Barragan, she suggested we meet with representatives from the other side. Our main priorities were program funding. We were able to speak to Kamala Harris about that and more funding. We advocated for our DACA students. We also spoke about funding for the Perkins Act, which is the funding for vocational education. This is important for all community colleges. We also spoke about the reauthorization of the Higher Education Act. The event was from March 16-21, however, due to a snowstorm we had to stay a bit longer. We got to see some monuments and museums. There was a selection committee that selected who got to go. It was a great privilege.

Currently we are having our ASO Day, which is how we promote student government and our elections. Please share this with your students. In ASO, we have an opportunity to make a difference on campus. We have petitions currently being distributed. The petitions are also available in the Student Development office and on line. They are due on April 24th. The main requirements for students joining ASO are have a 2.0 GPA, being enrolled in at least 6 units, being in good standing, and having an ASB sticker.

Here are some pictures, from the Washington DC trip. Action shots including congressmen, staffers, and student trustees. This was at the Lincoln Memorial talking about DACA. Senator Feinstein and the capital. Many of our group saw snow for the first time! They also had a snowball fight. Feinstein couldn't make it to the breakfast meeting. We are in front of Kamala Harris's office. This was a great privilege to attend. Being in an environment of policy and change-makers was very inspiring!

Warrior Pantry: For student equity, before spring break we were able to serve over 120 students. Right now we have helped 1400 households. Which is far more than last semester. Thank you for spreading the word for the warrior pantry.

Senate Plenary Report – Darcie McClelland

We will come back for the Plenary Report next meeting.

Outreach & School Relations: Upcoming Deadlines & Events – Julieta Ortiz Aramburo

KDD: Julieta was the Interim Director, but last night at the BOT, they approved her as our new Director of Outreach & School Relations. J. Ortiz Aramburo: Thank you, I have a few updates to share with you. You can still email me to Jortiz@elcamino.edu soon you can email me at Jaramburo@elcamino.edu In Outreach & School Relations, our role is to represent the college and be the face El Camino. Not just to the district, but to the community overall. We talk about you, our programs and campus. To give you an idea of what we do in outreach, since the start of the school year we have done 78 information sessions where students get to hear about the different programs we offer. We have attended 83 college fairs, 109 campus tours. That is not just individuals, it is some families. Next Friday we are hosting 130 elementary school kids so that they can learn about college. I am really here to talk about the South Bay Promise. You may have heard about it. El Camino's South Bay Promise uses the RP Group's six success factors as a framework to reach out to our students to insure that they look at El Camino College as their opportunity for access to higher education. Over 50% of our students are first generation college students. Through the South Bay Promise, we want to provide access to our students by making the first year cost free. We want to connect with the students and their families and nurture them throughout their first year. It is available to students who currently live or graduate from the El Camino District. How many of you know the 9 cities that we serve at El Camino? We serve everybody, but the El Camino College District is El Segundo, Inglewood, Hawthorne, Hermosa, Redondo Beach, Manhattan Beach, Lennox, and Torrance. Just to clarify, if you cross the street here, it is Gardena, and Gardena is not part of the ECC district. In order for students to be eligible for the South Bay Promise, they must complete CORE services (orientation, placement tests, and Ed Plan) by April 30th and also apply for financial aid. I have some numbers here, in terms of the number of orientations placement tests and Ed Plans that we've done through Outreach and School Relations. This is important, because students will complete these 3 services by April 30th, and our part of the district will be eligible for priority registration for fall semester. Just so you know, they will be able to view their registration appointments sometime around mid-May. This Saturday, we have an opportunity for students to come onto campus and learn about El Camino and get a chance to complete these services if they haven't done them yet. We are having a Resource Fair, workshops and lunch. We have sent out emails requesting for you all to participate. We are offering flex credit and we did receive some responses, thank you. You are all welcome to stop by and hang out from 9:00 am – 2:00 pm. We were hoping to expand the South Bay Promise to 500 students, but currently we have more than 500 students who are eligible for the program and more than 700 applicants, and they are still coming in. They still have until April 30th to apply. If you need to contact us for anything, you can call us at extension 3487. Our moto is "IF WE DON'T KNOW, NO ONE KNOWS!"

KDD: Enrollment has been a huge priority for us, not just as a college, but also for this body. So, that's why we felt it was appropriate for Julieta to come in and give us some updates on many things that we are doing to boost our enrollment.

H. FUTURE AGENDA ITEMS

AP 7160 Professional Development; AP 5500 Standards of Student Conduct

Noncredit Courses

South Bay Promise Program

Zero Cost and Low Cost Textbooks

I. PUBLIC COMMENT

Vote for Rocio and Chris for the FACCC Board!

J. ADJOURN

The meeting adjourned at 1:58 pm

TG/ECC Spring 18